



United States Department of the Interior
National Park Service

National Register of Historic Places
Registration Form

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

1. Name of Property

historic name Grove Street School

other names/site number _____

2. Location

street & number 23 Grove Street N/A not for publication

city or town Spencer N/A vicinity

state Massachusetts code MA county Worcester code 027 zip code 01562

3. State/Federal Agency Certification

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

Judith B. McDonough 5/15/96
Signature of certifying official/Title Judith B. McDonough, Executive Director Date
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 the property is:

- entered in the National Register.
 See continuation sheet.
- determined eligible for the National Register
 See continuation sheet.
- determined not eligible for the National Register.
- removed from the National Register.
- other, (explain:)

Elson A. Beall Signature of the Keeper Date of Action 7-5-96
Entered in the National Register

Name of Property

Worcester, Massachusetts
County and State

5. Classification

Ownership of Property

(Check as many boxes as apply)

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

Category of Property

(Check only one box)

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

Number of Resources within Property

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

Contributing	Noncontributing	
1	1	buildings
		sites
		structures
		objects
1	1	Total

Name of related multiple property listing

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

N/A

Number of contributing resources previously listed in the National Register

0

6. Function or Use

Historic Functions

(Enter categories from instructions)

Education/School

Current Functions

(Enter categories from instructions)

Education/School

7. Description

Architectural Classification

(Enter categories from instructions)

Late Victorian/Eclectic

Materials

(Enter categories from instructions)

foundation Granite

walls Brick/Granite

roof Asphalt

other

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

Narrative Statement of Significance

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

9. Major Bibliographical References

Bibliography

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

Previous documentation on file (NPS):

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

Areas of Significance

(Enter categories from instructions)

- Education
- Community Planning & Development
- Architecture

Period of Significance

1876 - 1946

Significant Dates

1876, 1883

Significant Person

(Complete if Criterion B is marked above)

Cultural Affiliation

Architect/Builder

1876 - Frank Moses, builder
1883 - Fuller & Delano, Architects

Primary location of additional data:

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

Name of repository:

Massachusetts Historical Commission

Grove Street School
Name of Property

Worcester, Massachusetts
County and State

10. Geographical Data

Acreeage of Property 20,647 sq. ft.

UTM References

(Place additional UTM references on a continuation sheet.)

1	1 1 9	2 5 3 0 8 0	4 6 8 1 3 0 0
	Zone	Easting	Northing
2			

3			
	Zone	Easting	Northing
4			

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 Susan McDaniel Ceccacci, Architectural Historian with Betsy Friedberg, National Register Director

organization Massachusetts Historical Commission date May 1996

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

city or town Boston state MA zip code 02125

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 SHPO or FPO.)

name Town of Spencer

street & number _____ telephone _____

city or town _____ state _____ zip code _____

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

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

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Spencer (Worcester County)
MassachusettsSection number 7 Page 1**7. DESCRIPTION**

Grove Street School is located on a tree-lined street in a residential neighborhood of mostly late 19th century, two-and-a-half-story, gable-front woodframe houses. It sits on a 20,647 square foot lot on the west side of Grove Street. Set close to the street, it has only a small schoolyard in front. The main play area is at the rear of the building and on the south side. An area with playground equipment occupies a part of the property at the south end of the building where the ground falls off. At a lower ground level than other sides of the building, this area is separated from the front and rear schoolyards by fieldstone retaining walls, probably dating from the early 20th century. The area immediately around the school building, front, rear, and sides, is paved. A chain link fence encloses the property on the front and sides of the lot. A high, rocky ledge, wooded on top, encloses the schoolyard at the rear.

This brick school is two-and-a-half stories high in the front and three stories high in the rear, where the ground falls off. It rests on a granite foundation and has rockface granite trim and decorative brickwork. It is built on an asymmetrical T-plan with a gable roof. The gable ends of both the main body of the building and the central facade pavilion are treated with jerkinhead gables and bargeboards supported on heavy brackets. At the corners of the main body of the building are pilaster-like panels of brick with no capitals. Above them is a brick frieze that trims the eaves on the long sides of the building. It is continued around the gable ends of the building where decorative brick step-corbelling appears below the frieze. Entrances are in the east (front) and west (rear) sides of the building.

Fenestration appears symmetrical when seen from the east or west along the street. It is, however, slightly asymmetrical when seen head-on. The section south of the central facade pavilion is longer than the section north of it. Window openings are rectangular with 2/2 sash. Windows on the ground floor have simple rockface granite lintel caps. At the second floor on the front are window caps of a rockface granite lintel resting on corbelled brick labels. Upper windows on the rear and side facades have labeled rockface granite caps. The only non-rectangular window is a large, multipaned, round-arched window at the center of the second level of the central facade pavilion.

Interior end chimneys are expressed as low-relief panels of brickwork on the exterior wall of each of the gable ends of the main body of the building. Beginning just above the upper level of the ground floor, this panel extends to the roofline. Above the roofline, the chimneys are slightly flared at the top. A later interior chimney, rectangular in section, rises from the central section of the roof at the rear of the building.

A major feature of the design of the building is the projecting central facade pavilion -- the focal point of the main facade. It is placed off center, slightly to the right of center. Because the front of the building is difficult to view head-on, this asymmetry is hardly noticeable. Set close to the street, the front of the school is almost always seen at an angle, either from the south or from the north. At an angle the two ends of the facade are not viewed together, so the difference in their length cannot be

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easily compared.

The pavilion is ornamented with decorative brick panels and is trimmed with granite plaques inscribed with the dates 1876 and 1883. A large round-arched, multipaned window is positioned above these panels. The entrances to the building on the main facade are reached through two entry porches at either side of the central pavilion. Originally open, with square-section wood posts and porch friezes of repeated square-section balusters, the porches are now (reversibly) enclosed with wood siding. The original slate roof was damaged by the 1938 hurricane. The present roofing appears to be asphalt shingle. The only outbuilding on the property is a small, late-20th-century, wooden storage shed that sits immediately north of the northern entrance porch at the front of the building.

Original Appearance

This building was first built as a one-and-a-half-story structure in 1876. Only one photograph showing the building as originally built has been found. It shows the front and the south side only. A rear and south side view of the school can be seen on the 1877 bird's eye view map of Spencer. Although neither gives a full view, it is possible to tell the building's general appearance and certain details from these images. The long section of the present building and its ground story windows belong to the original structure. A barely detectable change in the coloration of the brick can be seen just above the level of the tops of the first floor windows. This appears to be the seam between the original structure and the addition.

At the center of the main facade was a central entrance pavilion. An early photograph shows it to have been only one-and-a-half stories high and possibly not quite as deep. At its center was a broad, segmented-arched entrance, trimmed with brick and contrasting granite blocks, voussoirs, and keystone. It also seems to have had brick pilasters at its front corners. On the roof of the pavilion was a small, low, peak-roofed spire that was sheathed in decorative slate and trimmed at the top with ornamental iron cresting.

Despite differences between the present pavilion and the original one, physical evidence suggests that the lower portion of the present pavilion may date from the original construction. For example, in the approximate position of the original center entrance, cracks in the interior plaster curve in the form of a segmented arch. This evidence makes it seem possible that the former central entrance and its flanking pilasters were merely bricked over as part of the remodelling of the building. The present entrance into the north side of the pavilion has a segmented arched top, as did the original center-facade entrance. Its form suggests that it may be original to the earlier structure, while the rectangular-headed south entrance may not be.

A second entrance to the building occupied the center of the rear wall. That entrance still exists unchanged. It is narrow and is trimmed identically to the windows that flank it. There was no projecting pavilion for the rear entrance as there was for the front.

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Ornamental details used on the original building included corner pilasters, friezes at the eaves, step corbelling, and jerkinhead gables. These same details were repeated in comparable locations on the addition of the upper story in 1883. It appears that the bargeboards seen on the building today were also an element of the original design. Original chimneys were similar to the present ones and were located in the same position as the present ones, at either end of the building. The tops of the original chimneys were somewhat more flared at the top, and were more typically Victorian Gothic in their shape, than are the present chimneys.

The grounds of the building as seen in the only existing photograph of the building in its original state were unadorned by trees or plantings. A retaining wall occupied the position of the present retaining wall at the front of the building on the south side. Other details of landscaping are unclear, with the exception of the presence of a white picket fence along the property line on the south side of the grounds.

1883 Addition

A two-room, second-story addition was made to the school in 1883. Although the changes made to the building at this time preserved many features of the original design, they gave the school a more up-to-date appearance. The original proportions and treatment of the 1876 building were combination Greek Revival/Victorian Gothic features. The pilasters and frieze are of Greek Revival inspiration while the jerkinhead gables, the step corbelling, and labeled window caps are associated with the Victorian Gothic style. The addition in 1883 of the second story and the use of the central, round-arched, multipaned window and the pair of entry porches gave the building greater appearance of mass, a more strongly Queen Anne style feeling, and a close similarity to the entirely new Pleasant Street School (NR pending) built in Spencer that same year. Another room was added to the Grove Street School in 1886, apparently using existing space within the building, since no exterior alterations were made. This room may have been created from space in the above-grade basement.

The main entrance to the Grove Street School is through porches on the sides of the central pavilion. Entrances from these porches enter into a stairhall that contains a single staircase that leads to the upper floor. The stairs rise from the south side of the stairhall. A landing follows the north wall of the stairhall. The final flight upward to the second floor follows the west wall of the stairhall. There are two school rooms on each floor, occupying the main body of the building. Between them on both levels is a narrow room, now used as an office on the ground floor and as a library on the second floor. This single space on each floor appears originally to have been subdivided into two spaces for cloak rooms, one for each of the adjoining rooms. Behind the former cloak rooms is a smaller room at the rear of the building. A door leads from each classroom and from the former cloak rooms to this room. At the ground floor it is an entrance hall associated with the rear door. On the second level, it serves as a single supply closet for the teachers of both rooms.

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The building interior is simple, with little ornament. Door frames are wide with heavy moulding. Tongue and groove wainscotting is used throughout. The staircase railing is made of tongue and groove paneling. The heavy newel post is of a simple design with incised ornament and a pyramidal top. All interior woodwork, which, presumably, was originally finished as natural wood, is now painted.

Archaeological Description

While no prehistoric sites are currently recorded on the school property, it is possible that sites are present. Two prehistoric sites have been recorded in the general area (within one mile). Most locational characteristics for the property, particularly its close proximity (within 1000 feet) to wetland resources are also favorable for prehistoric site locations. In general, however, the potential for significant archaeological survivals either prehistoric or historic is low because of the small lot size (less than one-half acre) and impacts from school construction and grading. While the school was constructed in 1876, the 1870 Atlas shows this entire area as undeveloped.

8. STATEMENT OF SIGNIFICANCE

Having served as a public school for over one hundred years, the Grove Street School is historically significant for the important part it has played for generations in the lives of the families of this neighborhood. This building is also significant for its integral role in the original development of the Grove Street section of Spencer in the mid-1870's. An intact survivor of the era before the advent of the fully graded elementary school system, it is a striking example of the progress of school reform during the 19th century. Its original two-room size and its 1883 expansion to contain four classrooms are physical evidence of two different stages in the evolution of Spencer's schools toward the graded system. Seen in the context of the town's burgeoning school population during the late 19th century, this addition of rooms to the school also reflects the stresses that the success of the Industrial Revolution had on Spencer and on cities and towns throughout the Commonwealth during that period.

The Grove Street School is a well-preserved example of late-19th century school architecture. It possesses integrity of location, design, setting, materials, workmanship, feeling, and association. Architecturally, its design appears to reflect the influence that architectural pattern books had on American building during the 19th century. Incorporating two stages of construction, it reflects both the changing taste and changing educational requirements of the late 19th century. The school building is also important for its close relationship in plan and architectural features to the town's other school buildings of the same period and earlier. The Grove Street School is among the earliest examples of brick architecture in Spencer's town center.

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MassachusettsSection number 8 Page 2Public Education in Massachusetts

Education was a priority very early in the history of Massachusetts. Here the church and the state were originally one. So, the Puritan-Calvinistic belief that all should be able to read the Bible was easily converted into an education law. In 1642, the Massachusetts colonial legislature made a law that ordered that all children be taught to read. This was the first time that a legislative body in an English-speaking country required that all children under its jurisdiction be taught to read.

A few years later, in 1647, another law was enacted to assure the education of Massachusetts children. The 1647 law provided for both elementary and secondary education in the colony's larger towns. This law required that every town of 50 householders or more hire a teacher of reading and writing and provide for his wages. That same law also required that every town of 100 or more householders must provide a Latin grammar school to prepare youths for university. A penalty of five pounds was levied on those towns which failed to do so. The foundation upon which American public school systems were later based was derived from these education laws of 1642 and 1647 together with the taxation laws of 1634 and 1638, which provided for equalized and compulsory taxation by towns to support their endeavors. It was within this context that Spencer's first public schools were established shortly after the formation of the town.

Early Public Schools in Spencer and the Establishment of School Districts

The town of Spencer was established in 1753. The first provision for schooling here was not made until 1755, when sixteen pounds were raised for that purpose. During the late 17th century and later, more and more settlement occurred away from the centers of Massachusetts towns. Several small sub-communities grew up within the boundaries of a single town, often several miles distant from the town center. This outward settlement began a decentralization of control over certain public services. The responsibility for the care of roads, the militia, and the schools in the area were given over to the inhabitants of the locality rather than to the town as a whole. The district system of taxation provided funds for these improvements and services. By the late 18th century, school districts had been established in many Massachusetts towns, each raising their own funds and hiring teachers on their own.

In 1766, Spencer was divided into six school districts or "squadrons". At that time, all of the town's schools were held in private homes. Spencer's first school building was built in 1767. Two more school buildings had been completed in Spencer by 1768. In 1786 the number of school districts in town was increased to ten. An eleventh district was added in 1849. By 1865 there were fifteen schools in the town's eleven districts.

District schools had the advantage of being nearby the homes of the children who used them and of being governed by the families of each individual neighborhood. Each school drew its pupils from its

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immediate neighborhood. The establishment of district schools discouraged the creation of distinct primary schools and grammar schools drawn from the town as a whole, as had been the case before. One disadvantage of this system was that, because of the small number of students in each district, it encouraged the persistence of one-room schools, incorporating elementary and secondary education for all ages under the care of a single teacher in a single room. Another disadvantage was that funds provided for each district were determined by the relative wealth of the neighborhood. Thus, wealthier districts could build more expensive school buildings and pay their teachers better than could poorer districts. For example, the 1866-1867 Spencer School Report noted that despite overcrowding in wealthy District # 3, its school rooms far surpassed all others in town. The district school system of education prevailed in Massachusetts nearly to the end of the 19th century. Although calls for the abandonment of this system began as early as the 1820's, it endured another sixty years in many parts of Massachusetts, and much longer in many other states.

Spencer schools were known by their district numbers. Grove Street School was originally known as School # 12. Only eleven school districts ever existed in Spencer, but schools built during the era of the school district system were also given numbers. Schools numbered 12 through 15 did not correspond to a school district number. These numbers were merely for identification. After the demise of the school district system, apparently in the 1880's, Spencer schools became known by names, rather than numbers.

Further research is necessary to determine how non-district schools, such as Grove Street, were supported and managed during the period of district schools. Also unknown is precisely how student bodies were determined for non-district schools in the town center and whether there was any difference in their curricula and those of the outlying district schools.

Massachusetts Schools and the Effects of the Industrial Revolution

The Industrial Revolution transformed Massachusetts during the 19th century from a largely rural and agricultural state to an increasingly urban and industrial state. With these changes, the needs and requirements of public education changed also. The technological aspects of industry demanded a more educated populace.

As early as the 1820's, there were demands for improvement in education. The Massachusetts legislature took action to improve the level of education in the Commonwealth by increasing the supervision of its schools. To help unify the divergencies of the several school districts within individual Massachusetts towns, a law was established in 1826 which required each town to appoint a school committee. Its purpose was to supervise the town's school districts, select school books, and to examine and to give certificates to the teachers that were employed. In 1834 a state school fund was created as a boost for public education. To receive money from this fund, towns were required to levy a school tax of \$1.00 per school-age child. They were also required to make statistical reports,

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which would allow the state to track its educational efforts. In 1837 a State Board of Education was established to investigate the conditions of the schools in the state, report the facts uncovered, expose defects, and make recommendations for action to the legislature. The broad success and influence of this board was due to its first Secretary, Mr. Horace Mann (1796-1859), who, through his thoroughness and ability, became the acknowledged leader in school organization and reform in the United States. As a result of the education reform movement led by Mann and others, improvements in curriculum, teacher training, grading of schools, and the construction of improved school buildings occurred. By the mid 19th century, efforts at educational reform had grown strong in the United States. The results of these reforms were particularly notable during the second and third quarters of the 19th century in Massachusetts.

The call for educational reform was sparked by the growth of manufacturing, the increase in population, social changes in the cities, and philanthropic and reform movements. During mid-century, hundreds of new school buildings were built across the state in an attempt to offer the best physical and aesthetic conditions for teaching and learning.

A major complaint from school reformers was the poor performance of the district school. By the end of the 19th century the school reform movement had finally been successful in the elimination of the district school system, the gradual adoption of graded schools, the provision of a variety of levels of education (especially the establishment of high schools), the lengthening of the school year, and the provision for better teacher preparation.

Spencer, like many other towns throughout the state, built modern schools during mid-century to meet the new standards for school buildings. However, the town was slow to eliminate the district system and slow to adopt graded schools. Massachusetts abandoned the district system in 1882. It appears that it was not until that date that Spencer followed suit. No information has been found regarding Spencer's change from the district system.

From the end of the Civil War through the end of the 19th century, Massachusetts schools were jolted by the effects of the Industrial Revolution and by the resulting waves of workers, both native and foreign, that were flooding into the state's industrial towns and cities. During this period, attempts were made to make the quality and level of public education better fit the more demanding needs of an evermore technological society. Yet, these improvements in content and teaching methods were nearly overwhelmed by the continual and rapid increase in the school population between about 1870 and 1900 in Massachusetts. School boards had to focus their attention yearly on how to handle the flood of new students and physically where to put them all.

Another major problem of this era was the assimilation of foreign immigrants into the school system. Public education had to deal with the social upheaval of society in general and with the integration of children of foreign cultures and foreign languages into American life. The construction and expansion of the Grove Street School took place under these circumstances. Even though Spencer was not a

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major city, its industrial success during this period brought with it many of the same problems that were typical of more urban places in Massachusetts.

All during the late 19th century, Spencer schools were continually suffering from overcrowding that resulted from increasing population growth in response to industrial prosperity in the town. Spencer was not alone in this difficulty. Between 1870 and 1915 no city in Massachusetts was able to properly accommodate all of its school age population. Classrooms of over sixty pupils were common in Spencer during the late 19th century.

New schools for Spencer were built and enlarged in continuation during the 1870's and 1880's, particularly. The Grove Street School was originally constructed in 1876. Maple Street School, begun in 1879, was opened in 1880. Only a few years later, in 1883, the new Grove Street School was doubled in size by the addition of a second floor. In that same year, a larger new school was built to replace the existing school on Pleasant Street. In 1886, a new room was opened in the Grove Street School to receive the Intermediate department formerly housed at the overcrowded Maple Street School. Between early 1884 and late 1886 the town's total number of school rooms expanded from twenty-three to thirty-two. The number of teachers grew from twenty-eight to thirty-five. The Earley Street School was built in 1887. The next year a new larger high school building was also built. Overcrowding of the town's schools diminished by the turn of the 20th century, as a result of a decrease in population after 1890. However, the Grove Street School continued to be crowded because the neighborhood around it was still growing.

Graded Schools

During the late 18th and early 19th centuries, even in larger towns and cities in Massachusetts and in the United States in general, schools were mostly ungraded. Of course, there were often separate primary and grammar school levels. Yet, within these two levels were an array of pupils of different ages and abilities. As late as 1840 in New England, some grammar schools were planned to seat 200 students in a single room under the tutelage of a team of several teachers.

Gradually efforts were made to subdivide the primary and grammar school levels according to age group. In 1847 a building for the first fully graded school in the United States was built in Quincy, Massachusetts. It was revolutionary because it contained not only twelve separate but smaller classrooms but also separate desks and chairs for each student. In the cities of the Commonwealth, the graded system was adopted more quickly than in its smaller municipalities. Most towns and cities moved into the graded system gradually. This often occurred incrementally, as the construction of new buildings or additions or alterations to existing buildings allowed there to be separate classrooms for separate grades.

By 1860 in the nearby city of Worcester, city public schools were well on the way toward the modern

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graded system. Its schools were divided into Subprimary, Primary, Intermediate-Primary, Secondary, Grammar, and High School. Although Spencer had a public high school as early as 1856, it was slower to provide a modern style graded system for the lower grades. Schools in outlying rural areas of Spencer, not located in the town center, may have continued as one- or two-room schools well on to the end of the century or longer. Schools in the town center were mostly divided between primary and grammar schools only. The primary school class probably included the equivalent of grades one through three, and the grammar school class - grades four through eight.

The West Main Street School, built in 1867, may have been the first to begin the effort at graded classes in Spencer. At the time of its opening, it housed "four schools". These schools were probably "first primary", "second primary", "intermediate", and "grammar" -- or eight grades divided among four rooms. The Grove Street School, despite its later date of construction, was built to contain only two rooms -- one for a primary school and one for a grammar school. After the enlargement of the building in 1883, it housed three grade levels in its four rooms -- primary, intermediate, and grammar.

By 1883, apparently depending on rooms available in the individual school buildings and depending on the school population in the neighborhood, the classes in the schools in the town center were becoming subdivided in an effort to move toward a modern graded system. At an unidentified date, probably about 1890, Spencer converted to a graded system. The 1892-1893 School Report indicates that by that date schools in the town center were graded, at least in name. Grove Street School contained grades one through four in its four rooms. Early Street School had grades one through three and grade five. Maple Street School housed grades one through three and grade five. Maple Street Annex housed grades one, two, four, and five. Main Street and Pleasant Street Schools housed grades one through eight. It appears, however, by the method of listing of the grades in the report, that in some cases two grades were kept in the same classroom. At Main Street School, the higher grades, grades V and VI and grades VII and VII, which presumably had fewer students, appear to have kept two grades to a classroom. At Pleasant Street this was certainly the case for all grades, since there were only four rooms to house its eight grades. Grades I and II were listed together. So were grades III and IV, grades V and VI, and grades VII and VIII. This seems to be evidence of an attempt to conform with the graded system despite a lack of enough individual classrooms.

The Development of Spencer and of the Grove Street Neighborhood

During the early 19th century, Spencer was still a very small community. At this time, settlement in the town center was still relatively scattered. It was limited almost exclusively to two separate clusters on Main Street. One cluster, known as "upper village" had formed around the Congregational meetinghouse. The other cluster, known as "lower village", centered around three taverns near the intersection of Main and Pleasant Streets. In 1840 the population numbered only 1725.

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After the opening of the Western Railroad through South Spencer in 1839, the town's existing small industries began to grow. Its industries prospered and its population increased as the town became part of the country's expanding railroad network during the antebellum period. However, boom time for Spencer came after the Civil War, as it did for towns and cities throughout New England. With the prosperity of the boot and shoe, wire, and textile industries in Spencer, the town's population grew quickly -- from 3,953 in 1870 to 8,747 in 1890. Between 1875 and 1880 alone, its population increased by 2,000. Foreign immigrants, especially Irish and French Canadians, made up the majority of the population increase.

During this period a dense commercial-industrial district grew up near the intersection of Main and Pleasant Streets. The town's residential neighborhoods had first expanded beyond Main Street during the first burst of industrial prosperity in the 1850's. High Street, Pleasant Street, and Lake Street were first built up with houses during that time. At the same time, working class neighborhoods south of Main Street and west of Maple Street were being developed. During this same period, the homes of mill owners and entrepreneurs filled in the section of Main Street between the "upper village" and the "lower village".

It was not until the 1870's that numerous side streets were opened off of Main Street eastward of Maple Street. This residential development occurred in previously undeveloped areas both north and south of Main Street. It was at this time that Grove Street and the entire neighborhood between Pleasant and Lake Streets grew up. The 1870 atlas shows this entire area as still completely untouched. The atlas does not give an owner for this land. It may have been J. W. Prouty, since land for Grove Street School was purchased from him. Prouty was a principal in the Prouty Boot Shop nearby on Main Street. Present research has not shown how the development of this area occurred and whether or not a single person or group was responsible for it. In any case, development began some time between 1870 and 1876. Grove Street and several other adjoining streets were first opened up during that period.

Grove Street School, constructed in 1876 at a cost of \$4,600, seems to have been built contemporaneously with the development of the neighborhood. A photograph of Grove Street, probably taken shortly after 1876, shows the school, soldier-like rows of newly constructed two-and-a-half-story houses, and a few vacant lots. In the photograph, the newness of the houses is evident -- not only in their clean appearance but also in the barrenness of the landscape. The few trees in the picture are obviously newly planted and little shrubbery is seen at all. The same status of development is confirmed by the 1877 bird's eye view map. That map shows that not only Grove Street but also adjoining Pope, Starr, and Brown streets were already in existence and that numerous houses had been built by that time.

During the 1870's, Spencer's residential neighborhoods north of Main Street in the vicinity of School # 12 grew significantly. Also at the same time, new and existing streets south of Main Street in the same area (Ash, Linden, May, and Cherry) were being developed. It is assumed that the population of

(continued)

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Grove Street School was drawn from these other nearby streets, as well. As early as 1878, only two years after the construction of Grove Street School, there were already more students in the first and second primary levels than there were seats provided.

Between 1870 and the 1890's the Grove Street neighborhood and the nearby areas south of Main Street continued to grow. During this time these neighborhoods reached their present density and overall architectural character. According to local historian Miriam McCourt, many Irish boot and shoe workers lived on Grove Street and in this vicinity north of Main Street, as it was convenient to the nearby boot and shoe shops. Also, south of Main Street some housing for boot workers existed. Along Cherry Street, however, were the houses of many of the town's most important and wealthiest citizens. Other information on the demographics of the area has not been found.

A period of declining population occurred in Spencer between 1890 and 1920. This seems to have been due to a loss of occupations in agriculture and trades, rather than to industry. During this period industry continued to prosper. No decline in the industrial work force occurred during this time and the value of the town's manufactures increased.

Grove Street School Today

The Grove Street School still continues today to serve the Grove Street neighborhood as a public elementary school. It houses grades kindergarten through three. It is scheduled, however, to be decommissioned soon. Construction of a new middle school for Spencer has recently been completed. According to present plans, children from Grove Street, Pleasant Street, and West Main Street elementary schools will be moved within a year or two to the former middle school building (originally David Prouty High School, 1889, NR) on Main Street. Such a move would leave the three present elementary school buildings vacant. No plans for their future use have been made.

Original 1876 Portion of Building

The original, two-room portion of the present building was built as a one-and-a-half-story structure in 1876. Bricks came from Twichell's brickyard in Podunk. The builder was Frank S. Moses, who also built the Bank Block, Maple Street School, and the Dunton House -- some of the town's most substantial buildings. It is assumed that Moses was responsible for the planning as well as the construction of the school. No reference to an architect for the early building has been found.

One- and two-room schools were common for American schools before the advent of the fully graded school. School plans illustrated in 1870's architectural pattern books, such as Eveleth's School House Architecture (1870) and Bicknell's School House and Church Architecture (1878) make this quite clear.

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The Grove Street School was one of at least three Spencer schools built during the 1870's in the same form -- one-and-a-half-stories high, with a five-bay main facade, gable-ends, and a projecting gabled central entrance pavilion. It is assumed that the interior plans for all three were similar. The design for the three schools may have been inspired by Eveleth's School House Architecture. Of these three similar buildings, the Grove Street School was the closest to Eveleth's design in style and ornamental details.

The original Grove Street School and the other two schools were similar in form to Design No. 6 illustrated in Eveleth. Both Grove Street and Design No. 6 had a five-bay main facade and a high pitched roof with jerkinhead gables at each end. The Eveleth school design has a central rectangular doorway with a gabled dormer in the roof above it. Instead, the original Grove Street School had a projecting central entrance pavilion with jerkinhead gable and a single segmented arched entrance. Each had a Gothic style cupola rising from the peak of the gable at the center of the main facade. Both also had labeled window trim and stripes on the roof of polychrome slate. Although the position of the chimneys was not the same for both designs, their flaring Gothic shape was similar. Eveleth's school relies on Gothic style wood trim (bargeboards and gable aprons) for ornament. Brick pilasters and other ornamental brickwork may have provided the major decorative effect for the 1876 Grove Street School. Study of the existing photograph and map illustration suggest that the original building had bargeboards as the school does today. These details give the Grove Street School a very close similarity to Eveleth's Design No. 6. The original Grove Street School building had only two schoolrooms. Like the exterior of the structure, the interior plan was similar to Eveleth's Design No. 6. Eveleth's plan was for a two-room school with an entrance at the center of the front and another at the center of the rear. Its two school rooms were separated by two cloak rooms between them. Stairs to the basement were also located in this area. The 1877 bird's-eye view map of Spencer shows that the Grove Street School originally had a rear entrance, as it does today. It is not known whether Grove Street ever had stairs to the basement adjoining the cloak room. It seems likely that this was so, since other aspects of the Grove Street plan are also closely similar to Eveleth's design. It also seems likely that the cloak room area at Grove Street was originally divided into two cloak rooms as shown in Eveleth. The similar cloak room space at Pleasant Street School is known to have been partitioned into two separate spaces.

The two other Spencer schools that appear possibly to have been influenced by Eveleth's design were the Hillsville School (District # 7) (1871) and the earlier Pleasant Street School (District # 8) (1872). Although they were similar in form, they were much simpler in exterior design and neither one had the stylish jerkinhead gables that the Grove Street School and the original Eveleth design had. A photograph of the wood frame, rural, Hillsville School in Spencer shows that its form was similar to that of the original Grove Street School. Like Grove Street, it was one-and-a-half stories high and had a projecting entrance pavilion at the center of the front. It had little adornment except for a Gothic pointed-arched window in the facade gable. It appears to have been a two-room school, like Grove Street. Light showing through the front door suggests that it may have had both a front and a rear entrance. The 1877 bird's eye view map of Spencer shows that the overall design of the woodframe

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Pleasant Street School was also of this same type with a central entrance pavilion. It is assumed that it was also a two-room school.

Architectural Pattern Books as a Source

The use of builders' guides and architectural pattern books as design sources was common in American building beginning as early as colonial times. These books were often used by local builders to keep abreast of the latest trends and styles. The designs published in them were often copied outright by local builders.

The publication of plans for schools was an important part of the mid-19th century American school reform movement. The earliest 19th century books on school architecture were written by education reformers themselves. Such an example was *Essay on the Construction of School-houses* by William Andrus Alcott published in 1832. Horace Mann, Massachusetts's first Secretary of Education, published plans for improved schools as early as 1838. During the 1840's and 1850's Henry Barnard's *School Architecture* was widely used by town's and cities as a source for school building planning and design. The tradition of publishing plans for schools continued in the 1870's with pattern books for schools, such as those by Eveleth and Bicknell. In the late 19th century, after the appearance of American architectural schools and after the architectural profession had become well established in this country, architectural periodicals also served to spread information about styles and plans for buildings of all types, including schools.

Brick Architecture in Spencer

Before 1870 there were few brick buildings in Spencer. Even the town's most important buildings -- its churches, the town hall, and most schools and factories -- were built of wood. After the Civil War, as the economy began to boom, more buildings in the town center began to be built of brick. One of the earliest of these brick buildings was the District # 9 School (West Main Street School), built in 1867. For the uniqueness of its building material, it was known as the "Brick School". In 1871, soon after the construction of the "Brick School", the old wooden Greek Revival style town hall was replaced with a new Gothic style brick structure. During the 1880's and 1890's, churches, a few commercial blocks, and the town library were all built in the town center of brick. Today, although there is some concentration of brick buildings in the center, most of the town's buildings are still of wood.

Two small outlying schools had been built of brick in the 1840's, but other than those, all of the other Spencer schools were of wood at the time of the construction of the "Brick School" in 1867. By the 1870's, brick had not yet become the only material of which the town's schools were to be built. The Hillsville School of 1871 and the Pleasant Street School of 1872 were both built of wood. The next

(continued)

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brick school to be built was the Grove Street School (1876). It was the second brick school built in the town center. During the 1880's five school buildings were built of brick (Maple Street, Pleasant Street, Maple Street Annex, Earley Street, and David Prouty High School). All of these structures were located in the town center. But, as late as 1897, the Wire Village School, outside the center, was built of wood.

1883 Addition

A two-room second story of brick was added to the building in 1883 at a cost of \$3,824.08. (See Section 7 for descriptions of the structure as originally built, of changes made to it in 1883, and of its overall present appearance.)

Architects for the 1883 addition to the school were Fuller & Delano, a prominent architectural firm with offices in the nearby city of Worcester. The partnership of James E. Fuller (1836-1901) and Ward P. Delano (1851-1915) was formed in 1879 and lasted until Fuller's death in 1901. In his early years Fuller had worked as a draughtsman for Elbridge Boyden, designer of Mechanics Hall in Worcester and of Denny Hall and the Congregational Church in Spencer. He was later associated with Worcester's premiere late 19th century architect, Stephen C. Earle, in the firm of Earle & Fuller (1867-1876). Fuller & Delano were succeeded by their sons, Robert L. Fuller (1906) and Ward P. Delano (1916), in the firm, which existed until the death of the younger Delano in 1940.

The firm Fuller & Delano was the architect for the Salisbury Street School (1889) in Worcester, among Worcester's finest Romanesque Revival style structures. The firm was also responsible for numerous other significant Worcester buildings listed on the National Register. They include educational structures, houses, fire stations, important downtown commercial blocks, apartment buildings, and the Worcester Armory. The major buildings of this partnership were built during the late 1880's and 1890's in the Romanesque, Queen Anne, and Colonial Revival styles.

1883 Grove Street School Compared to Other Spencer Schools

Two other Spencer schools were built during the same period as the 1883 Grove Street School addition. They were the Pleasant Street School (1883) and the Earley Street School (1887) (no longer standing). Both were designed by the architect of the 1883 addition to the Grove Street School, Fuller & Delano. Both of those schools, like the Grove Street School, were designed with a pavilion at the center of the main facade. On the Grove and Pleasant Street schools, the two main entrances are through porches in the sides of this pavilion. In both of these schools the pavilion housed both the entry vestibule and the stairs to the upper floor. In the Earley Street School the pavilion was shallow and may have been nothing more than an aesthetic feature. Since the entrances were through porches located on either end of the building, the entry vestibules and stairs to the upper floor would have

(continued)

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been located there. The central pavilions of all three of these schools have no entrance in the front wall. This treatment gave their main facades a somewhat blank appearance, since their centralized, symmetrical designs create the expectation that the entrance will be at the center of the main facade. The entrances of another Spencer school, the West Main Street School (1867) (not designed by Fuller & Delano), were, like the Earley Street School, located in the ends of the building. This building too has a blank look on its main facade, since there is no entrance on the main facade. There is presently no explanation for this preference in Spencer schools for main facades without the accent of a central entrance.

In the Grove Street School and in other Spencer schools of the period, two separate entrances, one for boys and one for girls, were located on distinctly opposite positions on the building. This was characteristic of late 19th century American schools in general. Although earlier schools and smaller late 19th century schools often had two entrances, they were typically located near one another, usually at the center of the main facade. Denny Hall (1857), Spencer's first high school building, was of this type. Well into the 20th century, American schools continued to be built with distinctly separate entrances for girls and boys.

(end)

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Massachusetts

Section number 9 Page 1

9. MAJOR BIBLIOGRAPHICAL REFERENCES

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(continued)

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Grove Street School
Spencer (Worcester County)
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Dempsey, Stachiw, Steinitz, Worsham. "Spencer Reconnaissance Survey Report", Massachusetts Historical Commission, 1984.

Photographs

Photographs of Spencer Schools, Collection of Ernie Roberts, Spencer.

Interviews

Telephone interview, S. Ceccacci with Miriam McCourt, July 8, 1993.

Telephone interview, S. Ceccacci with Mary Madden, October 14, 1993.

10. GEOGRAPHICAL DATA

Verbal Boundary Description

The area occupied by the Grove Street School is shown as Lot #12 on the Town of Spencer's Assessor's Map #U-14.

Boundary Justification

The parcel of land occupied by the Grove Street School is the same parcel that has been historically associated with this building.

(end)



Lithotype Printing Co., Gardner, Mass.

GROVE STREET, LOOKING NORTH.
CA. 1870'S?

Eveleth
School House Architecture
NY 1870

DESIGN NO. 6.

Plates 17, 18 and 19.

THIS design exhibits a brick school-house to accommodate two classes of pupils of both sexes, each class containing fifty-six pupils.

There is a separate entrance for the pupils of either sex, and a separate passage to the cellar or basement, which should be divided by two brick partitions directly under the cross partitions in the principal story. The central portion of the cellar furnishes room for the furnace and the storage of fuel, and the parts beneath the school-rooms serve as play-rooms during foul weather. The two chimney flues which appear on the plan are joined above, and are designed to be used to ventilate the lower part of the school-rooms, by the aid of the iron or earthen smoke-flue before described.

The upper part of the school-room is ventilated by means of openings into the space above, which communicates with the open air through the dormers and the shaded gable windows.

The walls, to the height of the plate, are 12 inches thick, and in the gables 8 inches thick, with buttresses in the latter flush with the wall below, the break in the wall being marked by a stone course.

The reveal of the windows is equal to the width of two bricks, and a rebate is formed in the jamb of the windows in the principal-story, by setting back the outer course 4 inches from the line of the inner course, terminating the rebate with stone quoins.

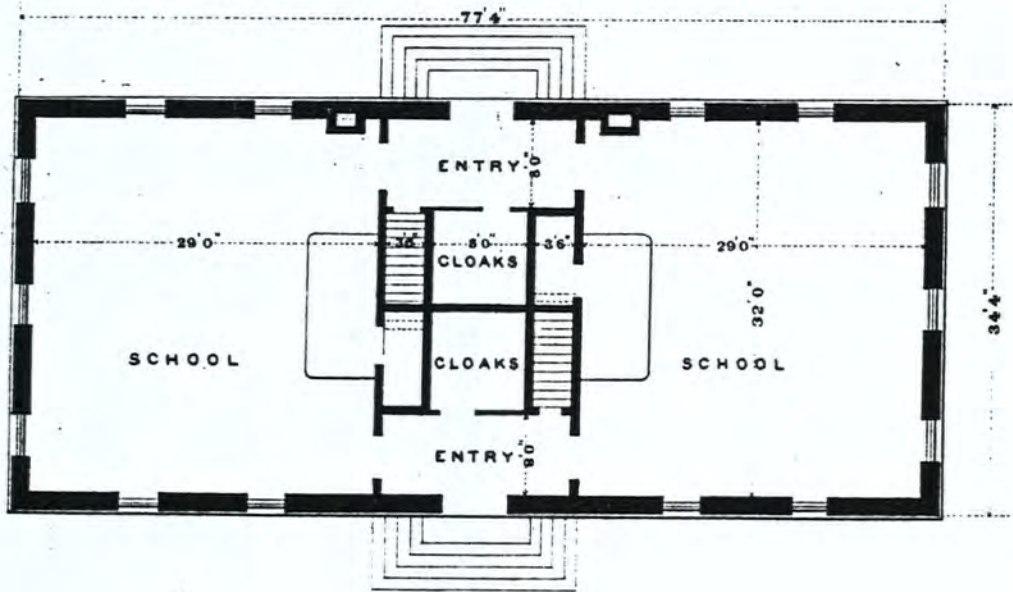
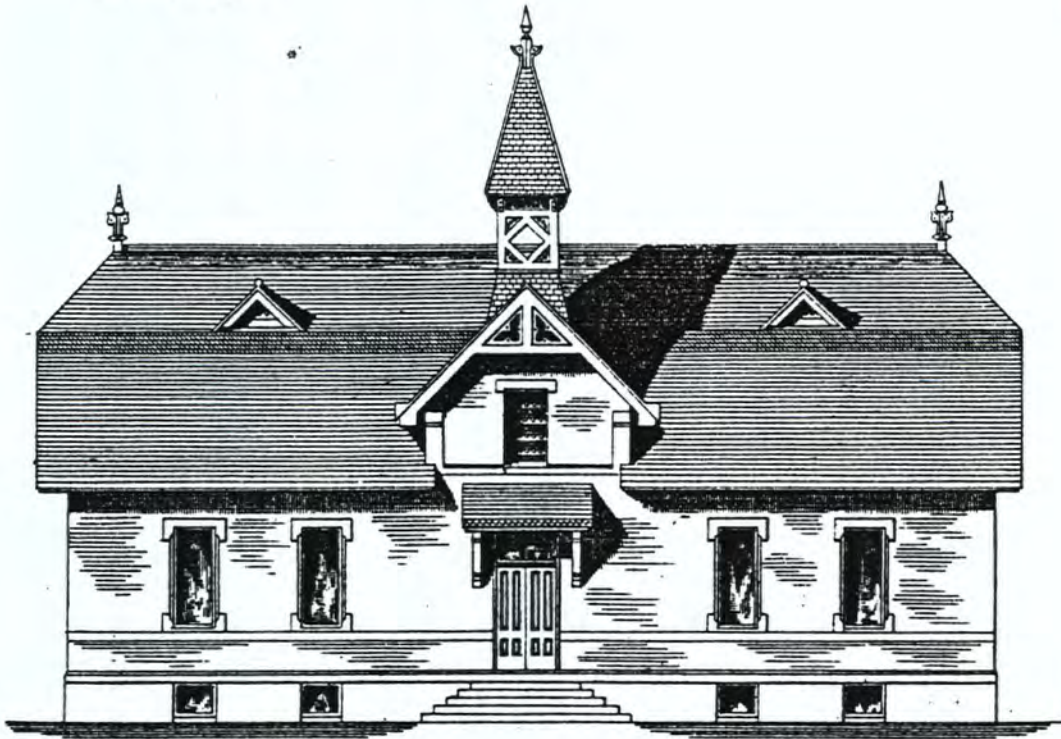
The color of the exterior wood-work should resemble that of the stone used.

Two shades should be employed, one of them considerably darker than the other, the darker shade being used for the beads upon the rafters, the chamfered work, and similar parts.

Photograph from the
AMERICAN ANTIQUARIAN SOCIETY
Worcester Mass 01609
Permission for use of the photograph
in any other than the agreed purpose
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credit line is required when published.

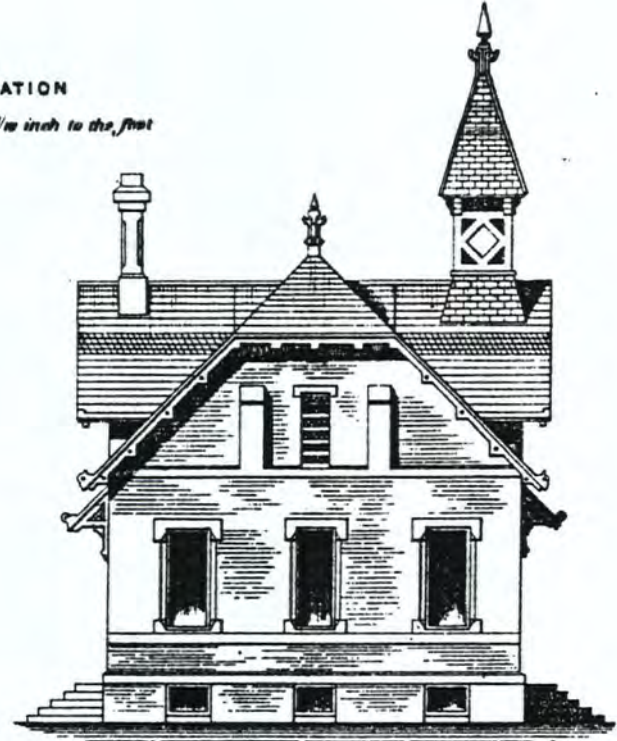
ELEVATION AND FLOOR PLAN

1/32 inch to the foot



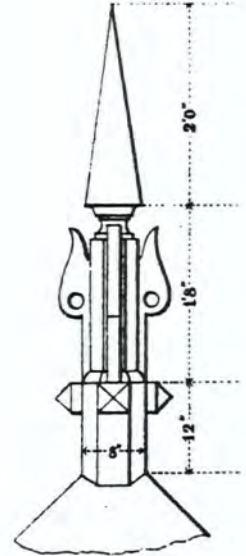
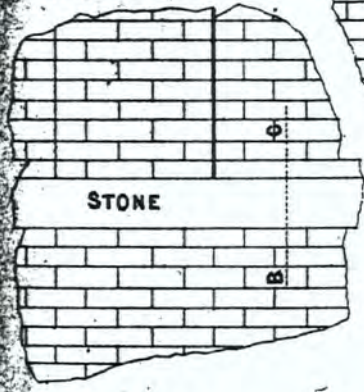
ELEVATION

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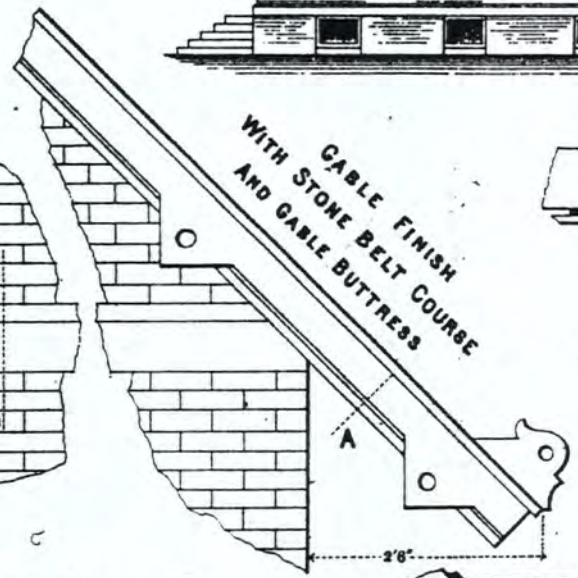


DETAILS

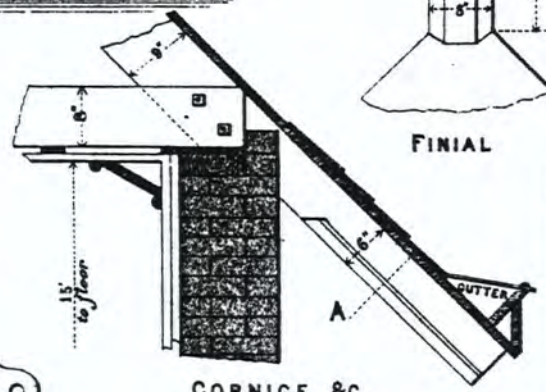
1/2 inch to the foot



FINIAL



WITH GABLE FINISH
AND GABLE BUTTRESS

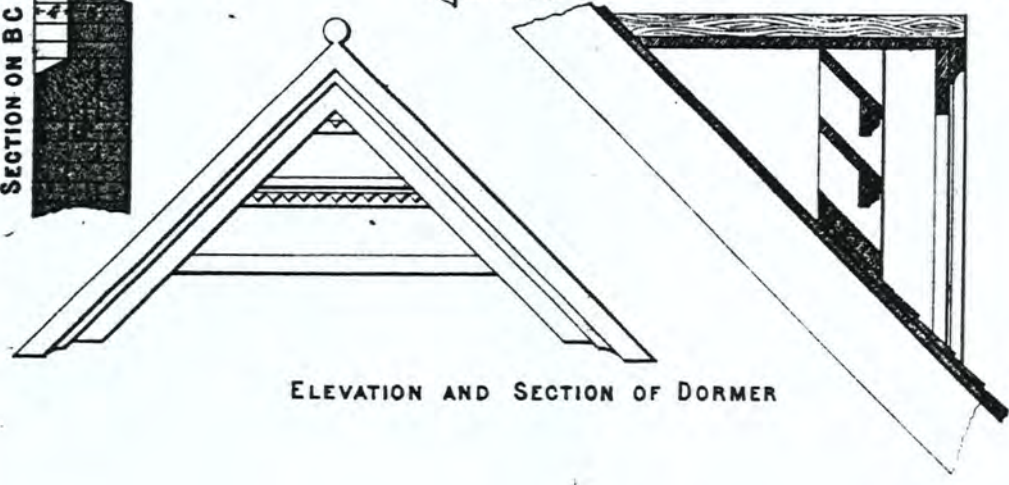


CORNICE & G.

SECTION AT A



SECTION ON BC

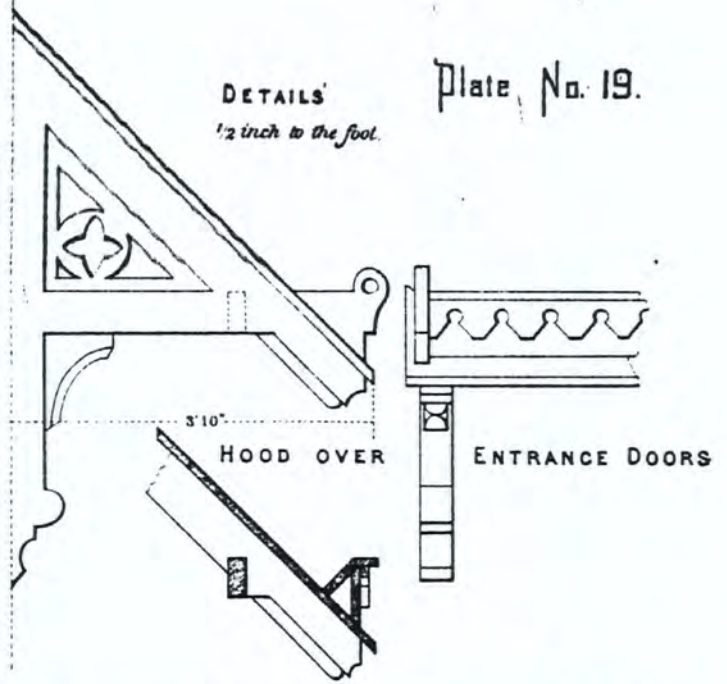
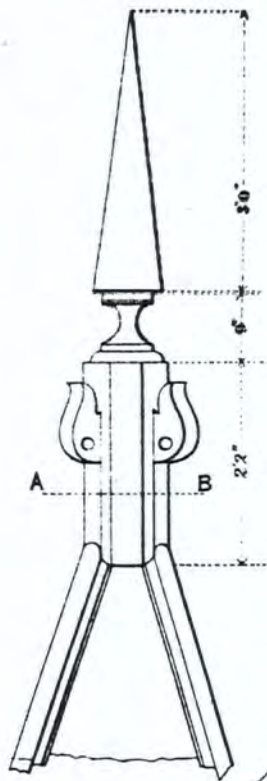


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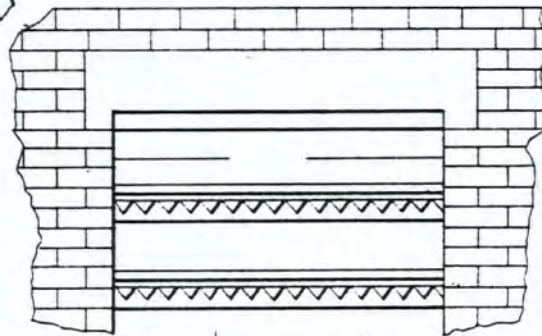
Design No. 6.

Plate No. 19.

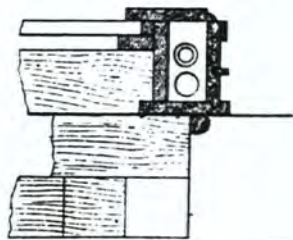
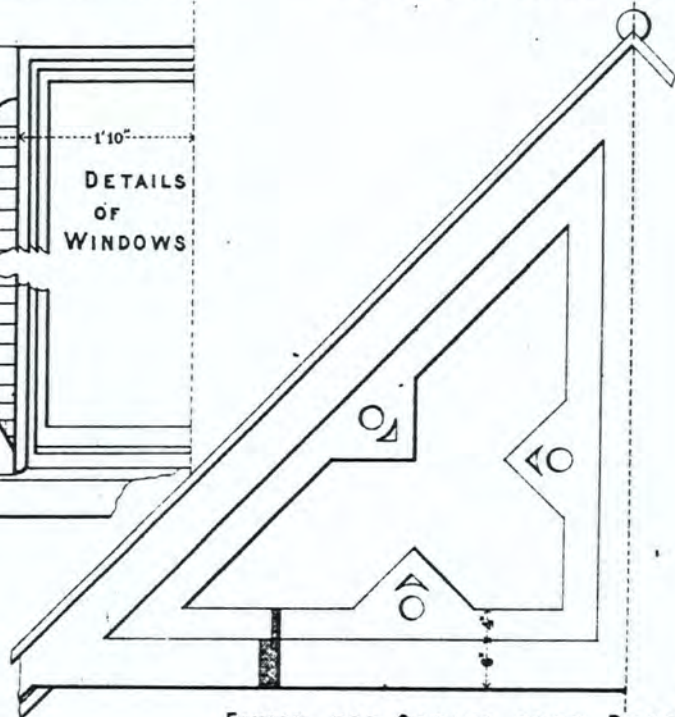
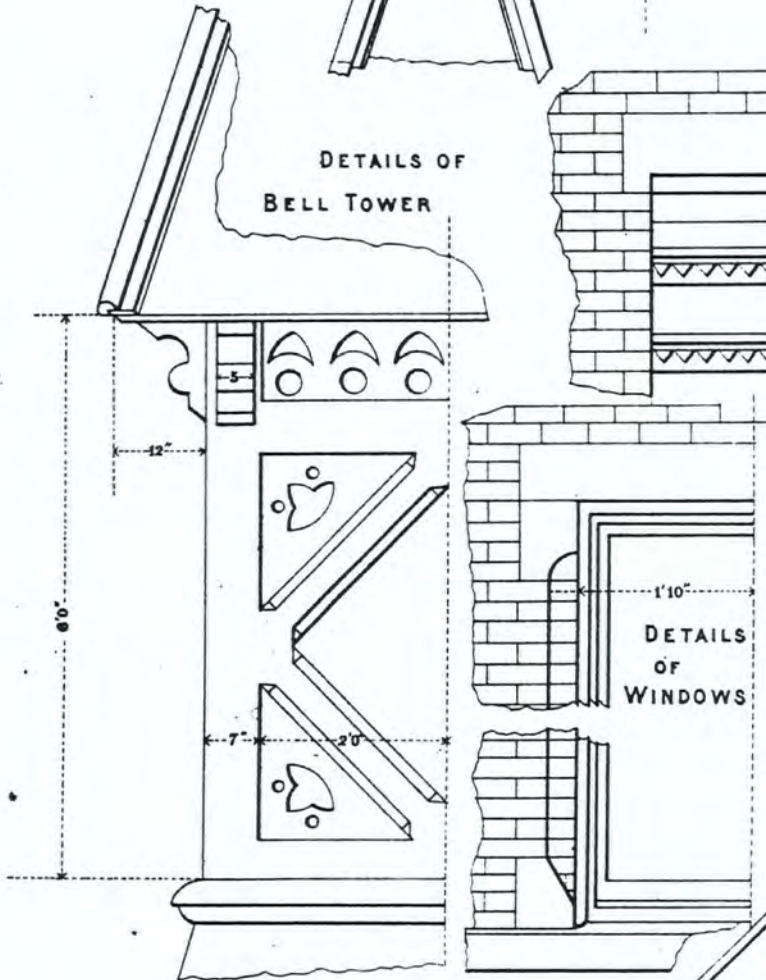
DETAILS
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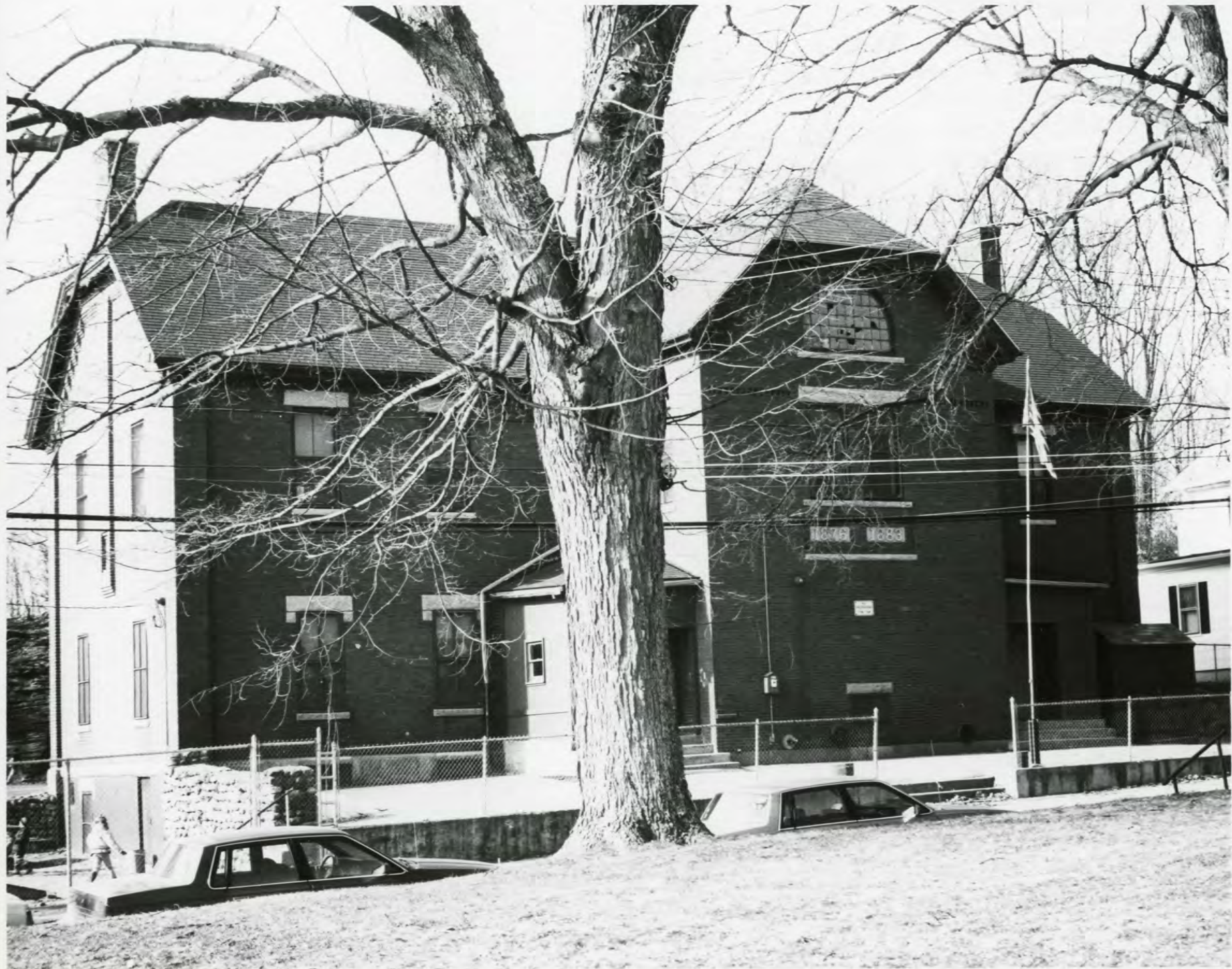
DETAILS OF BELL TOWER



DETAILS OF GABLE WINDOWS



1 inch to the foot



GROVE STREET SCHOOL
SPENCER (WORCESTER COUNTY) MA.
PHOTOGRAPHER: SUSAN McDANIEL CECCACCI
DATE: FEBRUARY 1993
NEGATIVE LOCATION: SPENCER HISTORICAL COMMISSION
VIEW: MAIN FACADE + SOUTH SIDE, LOOKING WEST

1 of 2

57



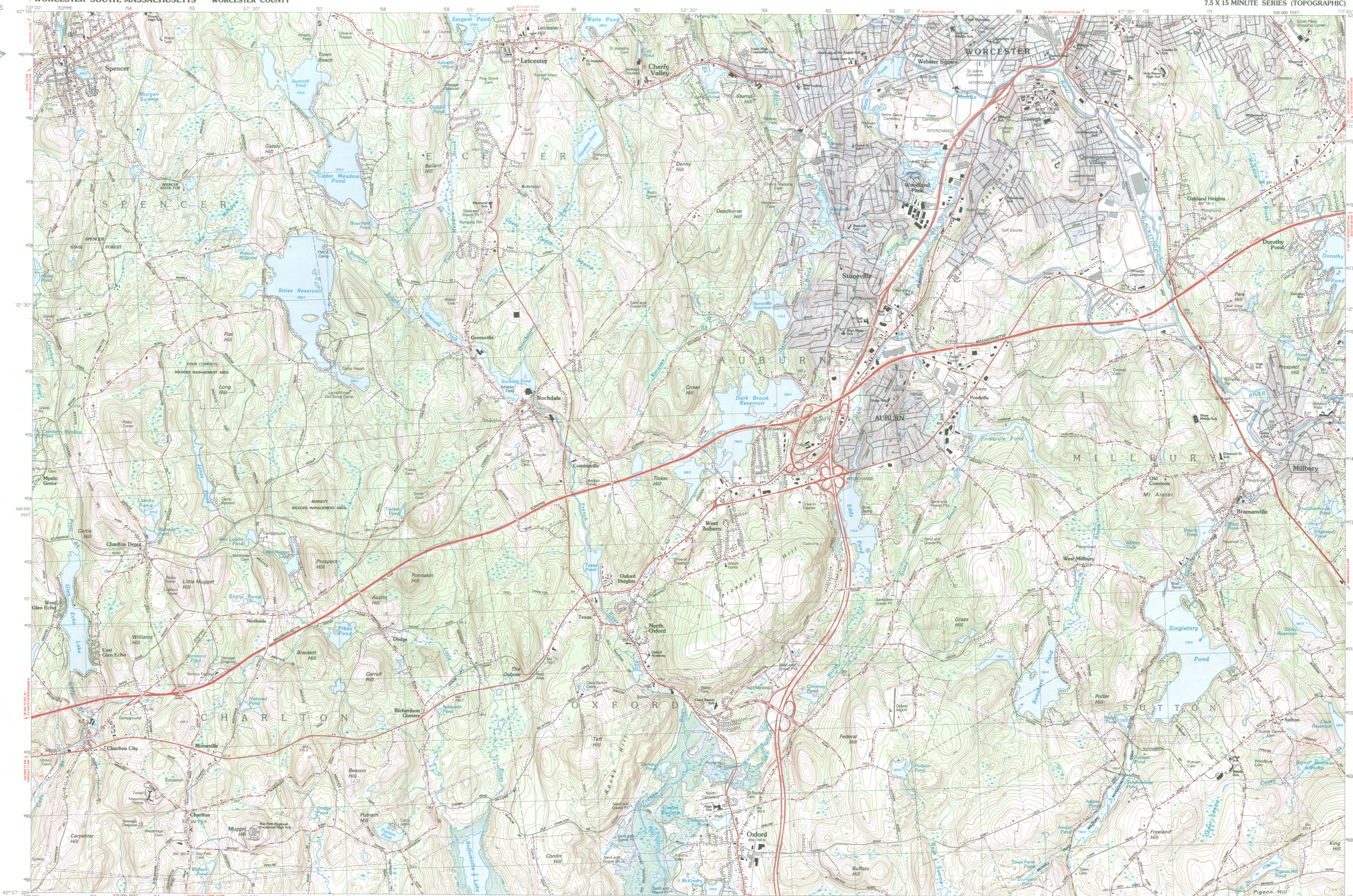
GROVE STREET SCHOOL
SPENCER (WORCESTER COUNTY), MA.
PHOTOGRAPHER: SUSAN M. DANIEL CECCACCI

DATE: FEBRUARY 1993

NEGATIVE LOCATION: SPENCER HISTORICAL COMMISSION

VIEW: SOUTH SIDE OF BUILDING, MAIN (FRONT) FACADE ON RIGHT, LOOKING NORTHWEST

2 of 2



Worcester South

MASSACHUSETTS

1:25 000-scale metric topographic map

Leroy & Preston Co.
 (508) 835-4617

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
 1983

Produced by the United States Geological Survey in cooperation with Massachusetts Department of Public Works
 Control by USGS, NOS/NOAA, and Massachusetts Geodetic Survey
 Compiled by photogrammetric methods from aerial photographs taken 1960. Field checked 1962. Map edited 1963
 Supersedes Leicester and Worcester South 1:25,000-scale maps dated 1969 and 1973

Projection and 1000-meter grid, zone 19: Universal Transverse Mercator
 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 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

Meters	Feet
1	3.2808
2	6.5617
3	9.8425
4	13.1234
5	16.4043
6	19.6852
7	22.9660
8	26.2469
9	29.5278
10	32.8084

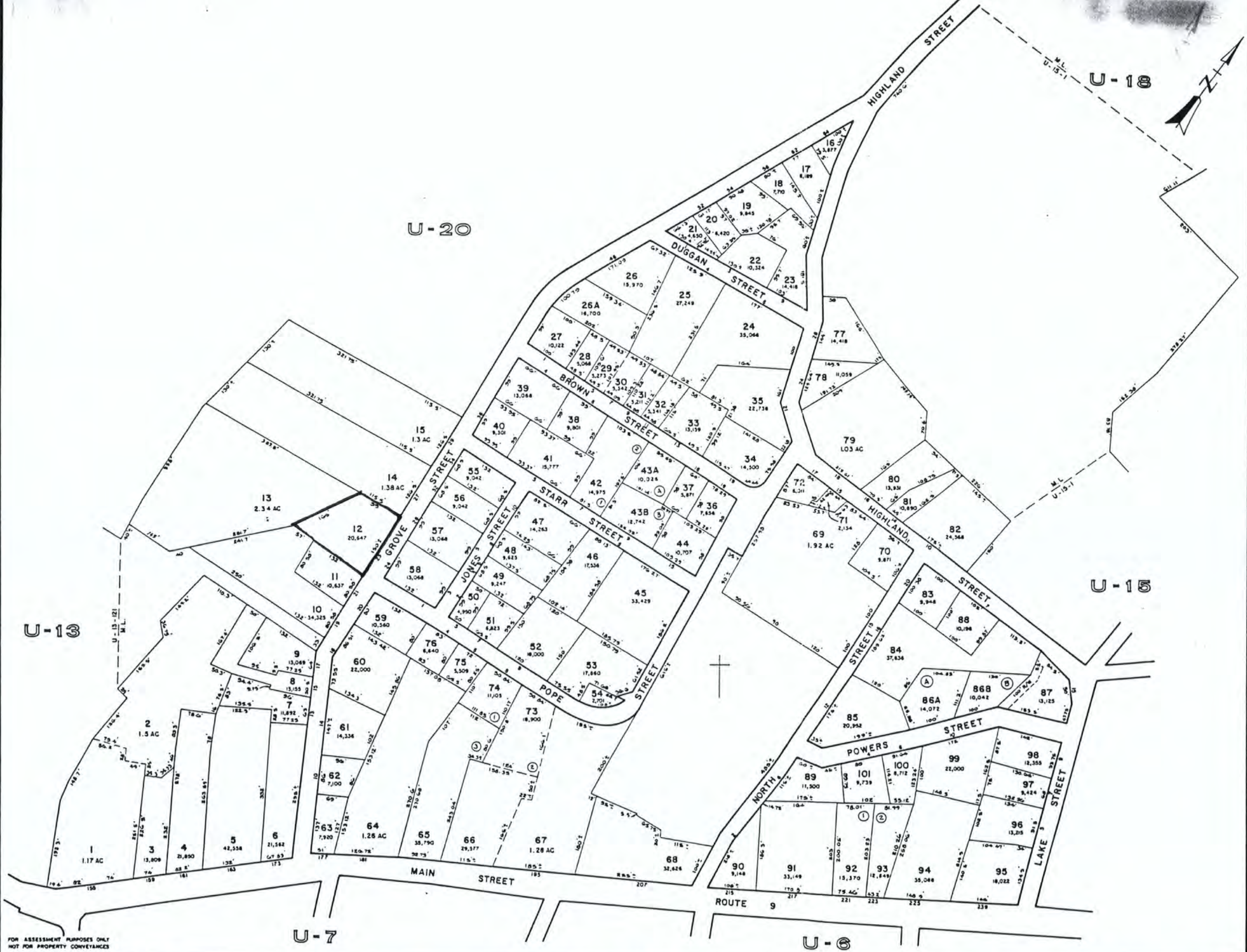
To convert meters to feet multiply by 3.2808
 To convert feet to meters multiply by 0.3048

DECLINATION DIAGRAM	ADJOINING MAPS												
<p>15° 267 METERS 11 METERS 34 METERS</p> <p>UTM grid convergence (at center of map) declination (MAG) declination (GRID) Diagram is approximate</p>	<table border="1"> <thead> <tr> <th>1</th> <th>2</th> <th>3</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>2</td> <td>3</td> </tr> <tr> <td>4</td> <td>5</td> <td>6</td> </tr> <tr> <td>7</td> <td>8</td> <td>9</td> </tr> </tbody> </table> <p>1 North Brookfield 2 Worcester North 3 Marlborough 4 Millis 5 Needham Heights 6 Woburn 7 Uxbridge</p>	1	2	3	1	2	3	4	5	6	7	8	9
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1	2	3											
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7	8	9											

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 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	
Roads marker: Interstate, U.S., State	
Railroad: standard gage, narrow gage	
Bridge: drawbridge	
Footbridge: overpass; underpass	
Build-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, located tower	
Dam; dam with lock	
Cemetery; grave	
Cemeterial: picnic area; U.S. location monument	
Windmill; water well; spring	
Mine shaft; prospect; adit or cave	
Control: horizontal station; vertical station; spot elevation	
Contours: index, intermediate; supplementary; depression	
Disturbed surface: strip mine, levee, sand	
Bathymetric contours: 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; woodland	
Scrub; mangrove	
Orchard; vineyard	



FOR ASSESSMENT PURPOSES ONLY
NOT FOR PROPERTY CONVEYANCES

PREPARED BY PHOTOGRAMMETRIC METHODS BY
JOHN E. O'DONNELL & ASSOCIATES
AUBURN, MAINE
1984

LEGEND
ADJACENT SHEET NO.
COMMON OWNERSHIP
DEVELOPMENT LOT NO.
SCALED DIMENSION

12
OR
②
±

PROPERTY MAP
SPENCER
MASSACHUSETTS

JAN. 0 1 1993

SCALE IN FEET
0 100 200

U-14

GROVE STREET SCHOOL
SPENCER (WORCESTER COUNTY) MASSACHUSETTS



The Commonwealth of Massachusetts
William Francis Galvin, Secretary of the Commonwealth
Massachusetts Historical Commission

May 14, 1996

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

Dear Ms. Shull:

Enclosed please find the following nomination form:

Grove Street School, 23 Grove Street, Spencer (Worcester County), Massachusetts, 01562

The nomination has been voted eligible by the State Review Board and has been signed by the State Historic Preservation Officer. Owners were notified of pending State Review Board consideration 30-75 days before the meeting and were afforded the opportunity to comment.

Sincerely,

A handwritten signature in cursive script that reads "Betsy Friedberg".

Betsy Friedberg
National Register Director
Massachusetts Historical Commission

enclosure

cc: Anna Marie Hughes, Chairperson, Spencer Historical Commission
William D. Ekleberry, Chairperson, Spencer Board of Selectmen
Susan M. Ceccacci, Architectural Historian

NAME OF PROPERTY GROVE STREET SCHOOL

NUMBER OF PROPERTIES _____

DATE OF ACCEPTANCE _____

<u>ADDRESSES</u>	<u>DATE OWNER UPDATE REQUESTED</u>	<u>DATE NOTIFICATION LETTER MAILED</u>	<u>DATE ELIGIBILITY LETTER MAILED</u>	<u>DATE ACCEPTANCE LETTER MAILED</u>
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23 GROVE STREET				
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<u>OWNER</u>				
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<u>LOCAL HISTORICAL COMMISSION</u> ANNA MARIE HUGHES CHAIRPERSON SPENCER HISTORICAL COMMISSION 246 MAIN STREET Memorial Town Hall SPENCER, MA 01562- 1003 157 Main St.			3/15/96	
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<u>CERTIFIED ELECTED OFFICIAL</u> William D. Ekleberry KEVIN A. HAYES, CHAIR BOARD OF SELECTMEN 157 MAIN STREET SPENCER, MA 01562				
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<u>APPLICANT</u> SUSAN M. CECCACCI 360 CAUSEWAY STREET JEFFERSON, MA 01522				
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<u>REGIONAL PLANNER</u>				
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<u>OTHER SUPPORTERS: ADMINISTRATION AND FINANCE</u> Library: Mary Baker-Wood, Director Richard Sugden Library 8 Pleasant St. Spencer, MA 01562				
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