

United States Department of the Interior
National Park Service

National Register of Historic Places Registration Form



360

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

1. Name of Property

Historic name Kensington Grammar School/Jean E. Hooker High School

Other names/site number _____

2. Location

street & number 462 Alling Street

☐ not for publication

city of town Berlin

☐ vicinity

State Connecticut code CT county Hartford code 003 zip code 06037

3. State/Federal Agency Certification

As the designated authority under the National Historic Preservation Act, as amended,

I hereby certify that this ☒ nomination ☐ request for determination of eligibility meets the documentation standards for registering properties in the National Register of Historic Places and meets the procedural and professional requirements set forth in 36 CFR Part 60.

In my opinion, the property ☒ meets ☐ does not meet the National Register Criteria. I recommend that this property be considered significant at the following level(s) of significance:

☐ national ☐ statewide ☒ local

Stacy Vaino

Signature of certifying official/

DSHPO

Title

5.9.12

Date

DECD

STATE HISTORIC PRESERVATION OFFICE

State or Federal agency and bureau

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

Signature of certifying official

Date

Title

State or Federal agency and bureau

4. National Park Service Certification

I, hereby, certify that this property is:

☒ entered in the National Register

☐ determined eligible for the National Register

☐ determined not eligible for the National Register

☐ removed from the National Register

☐ other (explain:)

Signature of the Keeper

Date of Action

Edson H. Beall

6-27-12

5. Classification**Ownership of Property**

(Check as many boxes as apply)

<input checked="" type="checkbox"/>	private
<input type="checkbox"/>	public - Local
<input type="checkbox"/>	public - State
<input type="checkbox"/>	public - Federal
<input type="checkbox"/>	private

Category of Property(Check only **one** box)

<input checked="" type="checkbox"/>	building(s)
<input type="checkbox"/>	district
<input type="checkbox"/>	site
<input type="checkbox"/>	structure
<input type="checkbox"/>	building(s)
<input type="checkbox"/>	object

Number of Resources within Property

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

Contributing	Noncontributing	
1	0	buildings
		sites
		structures
		Objects
		buildings
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

N/A

6. Function or Use**Historic Functions**

(Enter categories from instructions)

Education: School

Current Functions

(Enter categories from instructions)

Vacant

7. Description**Architectural Classification**

(Enter categories from instructions)

20th Century Revival: Neoclassical Revival

Modern Movement: Art Deco

Materials

(Enter categories from instructions)

foundation: Stone, Brick, Concrete

walls: Brick, Concrete

roof: Asphalt

other:

8. Statement of Significance**Applicable National Register Criteria**

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

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

Criteria Considerations

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

Property is:

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

Areas of Significance

(Enter categories from instructions)

Architecture

Community Development

Social History

Period of Significance

1910-1961

Significant Dates

1910, 1931

Significant Person

(Complete only if Criterion B is marked above)

N/A

Cultural Affiliation

N/A

Architect/Builder

See continuation sheet(s)

Period of Significance (justification)

See continuation sheet(s).

Criteria Considerations (explanation, if necessary)

See continuation sheet(s).

Narrative Description

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

Summary Paragraph

See continuation sheet(s).

Narrative Description

See continuation sheet(s).

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

See continuation sheet(s).

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

See continuation sheet(s).

Developmental history/additional historic context information (if appropriate)

See continuation sheet(s).

9. Major Bibliographical References

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

See continuation sheet(s).

Previous documentation on file (NPS):

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

Primary location of additional data:

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

Historic Resources Survey Number (if assigned): _____

10. Geographical Data

Acreage of Property 1.85
(do not include previously listed resource acreage)

UTM References

(Place additional UTM references on a continuation sheet)

A. 18 685805 4611297
Zone Easting Northing

C. _____
Zone Easting Northing

B. _____
Zone Easting Northing

D. _____
Zone Easting Northing

Additional UTM References on continuation sheet.

Verbal Boundary Description (describe the boundaries of the property)

See continuation sheet(s).

Boundary Justification (explain why the boundaries were selected)

See continuation sheet(s).

11. Form Prepared By

name/title Lucas A. Karmazinas, Consultant

organization FuturePast Preservation

date 11/7/2011

street & number 34 Maplewood Avenue #3

telephone 860-429-7982

city or town West Hartford

state CT

zip code 06119

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Additional Documentation

Submit the following items with the completed form:

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

Photographs:

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

Name of Property: Kensington Grammar School

City or Vicinity: Berlin

County: Hartford

State: Connecticut

Photographer: Lucas A. Karmazinas

Date Photographed: 9/9/2011

Description of Photograph(s) and number: See continuation sheet(s).

1 of 26.

West (front) and north (side) elevations of the Kensington Grammar School from Grove Hill Street, showing main block and rear addition, 1910 and 1931, respectively.
Camera facing southeast.

2 of 26.

North (front) elevation of the 1931 addition to Kensington Grammar School from Alling Street, showing wall, window, pavilion, and roofline details.
Camera facing southeast.

3 of 26.

West (front) elevation of the Kensington Grammar School from Grove Hill Street, showing basement level details of the main block.

Camera facing northeast.

4 of 26.

West (front) elevation of the Kensington Grammar School from Grove Hill Street, showing main block entry details.

Camera facing northeast.

5 of 26.

Interior of entry pavilion, showing sidelight and transom details.

Camera facing southwest.

6 of 26.

Entry pavilion of the Kensington Grammar School from Grove Hill Street, showing cornerstone details.

Camera facing northeast.

7 of 26.

North (side) elevation of the Kensington Grammar School from Alling Street, showing rear ell and entry details.

Camera facing south.

8 of 26.

North (front) elevation of the 1931 addition to Kensington Grammar School from Alling Street, showing entry with pre-cast concrete panel bearing sunrise and floriated details.

Camera facing south.

9 of 26.

North (front) elevation of the 1931 addition to Kensington Grammar School from Alling Street, showing pavilion with pre-cast concrete panels and stylized figure sculptures.

Camera facing southeast.

10 of 26.

North (front) elevation of the 1931 addition to Kensington Grammar School from Alling Street, showing entry stair details.

Camera facing northwest.

11 of 26.

South (rear) elevation of the 1931 addition to Kensington Grammar School from rear lot, showing light well and basement-level window details.

Camera facing west.

12 of 26.

East (side) elevation of the 1931 addition to Kensington Grammar School from side lot, showing side ell wall, window, roofline, and decorative details.

Camera facing west.

13 of 26.

Interior of entry pavilion, showing floor, wall, trim, and ceiling details.

Camera facing south.

14 of 26.

Basement-level stairs, showing stair, baluster, rail, newel post, and wall details.

Camera facing west.

15 of 26.

Basement hall, showing floor, wall, rail, and wall details.

Camera facing northeast.

16 of 26.

Basement classroom, showing floor, wall, window, and ceiling details.
Camera facing southwest.

17 of 26.

Interior of entry hall, showing floor, wall, and screen details.
Camera facing west.

18 of 26.

Interior of entry landing, showing floor, wall, screen, ceiling, and stair details.
Camera facing northeast.

19 of 26.

Interior of rear ell and central corridor, showing floor, wall, screen, and ceiling details.
Camera facing west.

20 of 26.

Interior of main stairwell, showing baluster, rail, newel post, window, wall, and ceiling details.
Camera facing northeast.

21 of 26.

Interior of southwest classroom, showing door surround, transom, floor, wall, trim, and ceiling details.
Camera facing north.

22 of 26.

Interior of rear block entry hall, showing floor, wall, screen, and stair details.
Camera facing north.

23 of 26.

Interior of rear block entry hall, showing floor, wall, and screen details.
Camera facing south.

24 of 26.

Interior of rear block second-floor corridor, showing floor, wall, ceiling, and locker details.
Camera facing east.

25 of 26.

Interior of rear block first-floor corridor, showing water fountain details.
Camera facing south.

26 of 26.

Interior of typical rear block classroom, showing floor, wall, ceiling, entry, and bookcase details.
Camera facing southwest.

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

Estimated Burden Statement: Public reporting burden for this form is estimated to average 18 hours per response including time for reviewing instructions, gathering and maintaining data, and completing and reviewing the form. Direct comments regarding this burden estimate or any aspect of this form to the Chief, Administrative Services Division, National Park Service, PO Box 37127, Washington, DC 20013-7127; and the Office of Management and Budget, Paperwork Reductions Project (1024-0018), Washington, DC 20503.

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Architectural Description: Kensington Grammar School/Jean E. Hooker High School

Summary

The Kensington Grammar School/Jean E. Hooker High School's main block, built in 1910, measures 80 feet by 43 feet, and is two-and-a-half stories in height (Photograph 1). The building is of load-bearing red-brick masonry construction and display characteristics typical of the Neoclassical Revival style. This includes a three-ranked symmetrical façade with projecting central distyle in antis pavilion, arched and segmental arched windows with brownstone sills, brick quoins, heavy modillioned cornice, and roofline parapet. The rear addition to the school, constructed as the Jean E. Hooker High School, Berlin's first public high school, in 1931, is a two-and-a-half-story brick block bearing Art Deco details (Photograph 2). The block measures 102 feet by 62 feet and its facade is oriented towards Alling Street. The addition is connected to the school's original block by a two-story brick firebreak and stairwell and has a poured concrete foundation, red brick masonry walls, parapet, and concrete coping along the roofline.

Exterior

The Kensington Grammar School/Jean E. Hooker High School sits on 1.85 acres, about one-quarter of the block formed by Grove Hill, Alling, Peck, and Main Streets in the Kensington section of Berlin, Connecticut. The school is located less than two-tenths of a mile southwest of the intersection of Farmington Avenue and New Britain Road, notable local thoroughfares otherwise known, respectively, as Connecticut Routes 372 and 71; approximately three-tenths of a mile southwest of the Kensington-Berlin Station of the New Haven-Hartford-Springfield Commuter Rail Line; and roughly one mile west of Connecticut Route 9. The building is sited facing Grove Hill Street in the northwest corner of the aforementioned block. The school is opposite Alling Street from a number of buildings owned by Saint Paul's Catholic Church, including the chapel (1913), manse (1913), offices (1950), and parochial school (1958). The surrounding neighborhoods are primarily residential, these being comprised of a mix of single- and multi-family homes constructed during the late-nineteenth to mid-twentieth century. The commercial center of Kensington, located along Farmington Avenue, can be found approximately one-half of a mile to the west and was developed during the same period.

The main (1910) block of the Kensington Grammar School/Jean E. Hooker High School sits one-half story above grade and its brick walls rest on a below-grade, rough-cut stone foundation with brownstone sill above (Photograph 3). Basement-level windows consist of 3/3 double-hung sash with projecting brick segmental arches above. The arches are linked, thus giving the illusion of a brick arcade continuing past the window frames into a brick belt course running between the building's

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basement level and first-story. The block is nine bays wide and seven bays deep. The façade consists of two four-bay units flanking a central pavilion. Fenestration throughout the block is 6/1 double-hung sash. The first-story windows have brownstone sills and splayed brick lintels, while second-story fenestration has brownstone sills and brick segmental arches above.

The corners of the main block of the building have raised brick quoins while the modillioned cornice is wood and brick. The brick roofline parapet is approximately one-and-a-half feet in height and has tile coping. The central pavilion projects approximately one foot forward of the west (front) elevation and is a full two-and-a-half stories tall. It has a brownstone block base laid in regular course, brick quoins, distyle in antis porch with denticulated wood entablature supported by Doric columns and engaged brick piers, and brick upper story with large arched window opening (Photograph 4). The window has a brownstone sill and keystone and consists of a 6/1 double-hung window flanked by 2/1 double-hung windows and with an arched multi-pane window above. The modillioned cornice continues across the pavilion while the parapet is stepped. The entry, like all of the building's windows, has been boarded up and its details obscured from outside of the building. Removal of the boards, however, provides a view of the sidelights and transom, all of which possessing rectangular multi-pane arrangements with radial glazing (Photograph 5). A brownstone cornerstone at the southwest corner of the entry (lower right) bears the original building's construction date of 1910 (Photograph 6).

A rectangular brick ell and firebreak, located on the east (rear) side of the main block, houses the building's rear stairwell and connects the original portion of the school to a rear addition, constructed in 1931 (Photograph 7). The ell measures 32 feet by 13 feet, and is two-and-a-half stories tall. Its architectural detailing mimics that of the main block. There is a hipped entry porch with brownstone slab stair, simple wood entablature, and Doric columns on the north (side) elevation. The entry has wood double doors and there is an arched window above. The south (side) elevation consists of a rectangular window opening on the first floor and arched window above.

The façade (north elevation) of the Kensington Grammar School/Jean E. Hooker High School's secondary block has a projecting entry pavilion and full-height brick pilaster, both with pre-cast concrete panels bearing geometric, sunrise, and floriated motifs (Photograph 8). The pilasters flanking the pavilion also bear pre-cast concrete bas relief panels, which are stylized human heads (Photograph 9). A wide concrete staircase, flanked by brick walls with concrete coping in place of handrails, and octagonal concrete piers in place of newel posts, provides access to the entry. The stair spans a cellar-level well that provides light to the basement level of the building (Photograph 10). A similar well can be found on the south (rear) elevation (Photograph 11). Fenestration throughout the block is a mix of ribbon, tripartite, paired, and single arrangements. The majority are 6/6 double-hung sash, while several 4/4 double-hung arrangements are present. Those on the basement level are 6/6 double-hung sash with a fixed six-pane rectangular window above.

A one-and-a-half-story rectangular brick ell on the east (side) elevation of the addition provides additional access to the building via double doors on its north and south (front and rear) elevations (Photograph 12). Each entry has poured

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concrete stairs, brick balustrade walls with concrete coping, and bell-cast entry hoods. The ell has a Palladian-style window with brick half-circle arch and pre-cast concrete corner blocks and keystone on its east (side) elevation, as well as a soldier-coursed brick cornice, pre-cast concrete coping, flat roof, and parapet wall. Decorative bas relief panels found on the upper wall sections mimic the detailing of the addition's primary block and add further character to the ell.

Interior

The eight classrooms housed on the two primary floors of the original block are arranged in pairs flanking the central corridor. The classroom door surrounds have wood trim and there are transoms above (Photograph 21). Interior details of the classrooms include: wood plank or tongue and groove flooring; wide mopboards; wood chair rails, chalk trays, window sills and trim; slate blackboards; and plaster walls and ceilings. Small coat closets and built-in bookcases can be found on the interior walls. Modern lighting and acoustic tile ceilings have been installed throughout.

The entry to the Kensington Grammar School/Jean E. Hooker High School has a pair of modern wood doors leading into a small vestibule. The space has dark linoleum tile floors, rubber mop trim, wood wainscoting with beaded molding above, painted plaster walls, crown molding, and painted wood tongue and groove ceiling (Photograph 13). On the north (left) side of the vestibule is a flight of metal stairs leading into the school's basement (Photograph 14). The stairs have recessed rectangular detailing on their risers, rubber treads, square and twisted square iron balusters, iron newel post, and a wood rail. A tubular iron handrail has affixed to the opposite wall. A small hall at the foot of the stairs leads to rooms on the western side of the building, which were converted for use as classrooms in 1920. The basement hall has poured concrete floors, brick walls, and paneled wood doors with rectangular lights in their upper half (Photograph 15). The classrooms have identical paneled doors, wood strip floors, and beaded wainscoting along the building's exterior walls. The brick walls above, as well as along the interior of the building, are exposed, yet painted (Photograph 16). The joists supporting the floors above are exposed and gypsum board, as well as modern fluorescent lighting, has been applied in the spaces between the beams. Various utility spaces can be found towards the rear of the basement. These areas retain their original details including concrete floors, exposed stone and brick walls, and unfinished ceilings.

Returning to the entry vestibule, there is a partial wooden screen at the foot of a short flight of metal stairs leading into the school's central corridor. The screen is similar to the transom and sidelights in the entry surround, yet lacks radial glazing (Photograph 17). The stairs are similar to those leading into the basement, however simple tubular metal handrails take the place of the more ornate baluster previously identified. At the top of the stairs there is a small landing created by the addition of metal and glass fire screens closing off each end of the central corridor (Photograph 18, Photograph 19). The landing, like the central hall it leads into, has wood strip floors and plaster walls. Acoustic ceiling tiles have been applied throughout the upper floors, likely in the mid-1950s. Another flight of stairs on the north (left) side of the landing leads to the

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second floor. The stairs, balusters, rails, and newel posts of this main stairwell are similar to those leading into the basement. Details of the façade's arched window are clearly visible from the landing between the two floors (Photograph 20).

While the original interior details of the Kensington Grammar School/Jean E. Hooker High School's main block are largely intact, years of neglect are evident. The integrity of the roof has been compromised in several locations and considerable volumes of water have entered the building, thus taking their toll on the floors, walls, and ceilings. The worst of the damage has taken place in the small ell between the two primary sections of the school, resulting in its floors being unsafe for passage and the basement of the rear block being currently inaccessible. The latter houses a shared gymnasium and auditorium space, as well as the school's cafeteria. These have concrete floors, concrete walls below grade, and brick walls above. The ceilings are 22 feet in height and are supported by steel girders. The interior details of the ell, while in a greater state of disrepair, are identical to those of the school's main block.

The main entrance to the rear addition is located on the north side of the building. Here a pair of wood and multi-pane glass double doors, two panes wide and four panes tall, lead into a small vestibule partitioned off from an entry hall and the main stairwell by another pair of similar double doors (Photograph 22). The vestibule and entry hall have tile floors, rubber mop trim, wood door surrounds, and painted plaster walls and ceilings. The concrete and metal stairs have metal treads along their edges, while the balusters, rails, and newel posts are similar to those found in the school's original block. These, however, lack the twisted balusters found in the older section of the school while possessing a string of iron rings just below the rail that is not present in the older blocks.

Metal and glass screens on the first and second floors of the entry hall divide the space from the rear block's central corridors. (Photograph 23). The arrangements within the two screens are identical and original to the block's construction. The corridors of the rear block run along the building's east-west axis and directly into the original block via the small ell between the two main blocks. The corridors have poured concrete floors, plaster walls, and modern drop ceilings (Photograph 24). Built-in metal lockers run along both sides of the corridors. Porcelain water fountains with detailed encaustic tile backsplashes can be found opposite the central stairwell on each floor. The first-floor fountain consists of a round seafoam green bowl set in a recessed arched panel. At the center of the panel is an intricate molded ceramic tile depicting the tale of Saint George and the Dragon (Photograph 25). The second-floor fountain is a comparatively simple square white bowl set in a panel of geometrically-arranged tiles.

The classrooms in the rear block retain the majority of their original details. These include concrete floors, plaster walls and ceilings, and six-light doors with eight-light transoms above (Photograph 26). Most of the classrooms are unadorned except for their chalkboards, however several have built-in bookcases. Acoustic ceiling tiles have been applied in many of the classrooms while modern drop ceilings have been installed in others. The first-floor classroom adjacent to the east side of the rear block's central stairwell has been altered via the addition of modern wood paneling, carpet, and a drop ceiling.

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Significance: Kensington Grammar School/Jean E. Hooker High School

Summary

The Kensington Grammar School and adjoining Jean E. Hooker High School, located in the Kensington section of Berlin, Connecticut, are significant because of the critical role the resulting educational complex played in the development of Berlin's public education system (Criterion A). Constructed as the town's first centralized grammar, and then high school, in 1910 and 1931 respectively, these facilities illustrate the typical manner in which Connecticut towns and cities reacted to expanding populations and shifting educational theories during the early twentieth century. The need to replace disparate and loosely organized district schools became prevalent in American towns and small cities around the turn of the century. The construction of the Kensington Grammar School was simultaneously a response to the condition of the town's strained educational infrastructure and to calls for a graded system of schools. Similarly, the decision to build the town's first public high school, in 1931, came as population growth no longer made it fiscally sustainable to send high school age students to neighboring towns for their education, and as public high school education programs became increasingly prevalent. Largely true to their original form, the Kensington Grammar School and Jean E. Hooker High School represent fine examples of public educational facilities typical of those found throughout Connecticut, and the United States, at the time of their construction (Criterion C). The grammar school is an excellent example of the Neoclassical Revival style and was designed by the notable local architectural firm of Unkelbach and Perry (1906-1918). The design for the high school departs from such classical inspiration and is widely recognized as Berlin's finest Art Deco building. It was designed by Frederic C. Teich (1885-1969), a prominent Connecticut architect with commissions throughout the state.

Historical Significance

The District Schools of Berlin

Previous to the construction of the Kensington Grammar School in 1910, Berlin's public schools consisted of ten ungraded one-, two-, or three-room schoolhouses typical of those found throughout lightly developed and rural areas during the mid-to-late nineteenth century. Starting in the early nineteenth century, national advocates of the Common School movement began to press for accessible public education for all children in all areas. Thought to be an agent of democracy and a social leveler, public schools were considered to be a critical component in efforts to maintain the moral, ideological, and physical well being of American society. As such, not only was the construction of schools encouraged, the quality of education

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to be had in them was heavily monitored, typically by formal boards of education. As Berlin's district system grew increasingly dated towards the end of the nineteenth century, calls for the construction of a centralized and grade-based grammar school intensified.¹

The one-room schoolhouse is perhaps the most identifiable institution of the Common School movement, as most areas in the United States in this period did not have population densities considerable enough to necessitate larger multi-room schools. Numbering 2,500 in 1790, Berlin's population had grown to 3,500 by 1900. This number continued to rise as industrial workers were drawn to the Kensington section of town by the rapidly expanding mills found throughout neighboring New Britain. By 1909, Berlin town maintained six one-room schoolhouses, two two-room schools, and two three-room facilities. Five of these addressed the needs of students in Kensington. This included the West Lane, Christian Lane, Percival, Pond, and Ledge Schools. These five facilities and their combined six rooms had a total capacity of 217 students. Considering that the school-age population of this section of town was 428 it is no wonder that calls for a new and larger grammar school began to be heard around this time.²

Larger schools could not only house more students but also allowed teachers to more easily divide students into graded groups organized according to age or ability. Grading allowed a single teacher to address their assigned students as a unit as opposed to trying to simultaneously manage a multitude of students of varying intellectual levels. Pedagogical pioneer Horace Mann originally developed this system, which he observed in Prussia, in 1843, and in 1848 Boston's Quincy School was the first American institution to apply it. The division of public schools into graded eight-year elementary schools was pervasive in the majority of American cities by 1870, however its absence in Berlin as late as 1909 is indicative of the town's comparatively rural character and the underdeveloped state of its educational system. As such, the call to build a multi-room school for Berlin students by 1910 not only reflects the importance of the aforementioned educational development, but also demonstrates a commitment by local educators towards both its application as well as the amelioration of conditions in the town's schools.³

The aforementioned arguments were summarized and supported by Berlin Superintendant of Schools, Edward A. Parker, in a lengthy report published by the *New Britain Daily Herald* on Friday, June 11, 1909. Parker noted that while the decision to construct additional school facilities had been debated for some two or three years the town could not afford to linger two or three more. Parker noted that the capacity of Kensington's schools, then numbering 281 seats, was not only already drastically insufficient to serve the area's 428 school age children but these facilities were incapable of adequately addressing the town's current population growth even if expanded. The superintendent's report stated that the town's schools were, "Badly ventilated and overcrowded, and are, as a result, unhygienic and unsanitary." The result was that, "The health and consequent mental development of the pupils suffers considerably".⁴

Furthermore, Parker argued that a failure to construct a modern multi-room school building would perpetuate the town's ungraded education system while simultaneously increasing operation costs. Parker noted that the town's present and

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future needs demanded that an eight-room schoolhouse be constructed in the Kensington section of Berlin. Parker's report stated that it was, "Clear that a six-room building would be inadequate from the start, as provisions must always be left for growth in Kensington, since that is the most rapidly developing part of the town". It was estimated that an eight-room school could accommodate as many as 384 pupils, and, as such, would be clearly suitable to address the needs of the estimated 281 students forecast to be enrolled during the 1909 school year.⁵

The Kensington Grammar School

Parker's recommendations were quickly taken up by the Berlin Town School Committee and, as such, 1909 should be seen as a watershed year in the history of Berlin schools. During the late summer, all school property was assessed, evaluated, and inventoried, while comprehensive systems of school attendance and standings records were implemented. Each of the town's ten schoolhouses was sorted into grades and a standardized curriculum, based on that of neighboring New Britain where most Berlin students eventually attended high school, was applied. Lastly, after public notification and a town-wide vote, a budget of \$32,000 was approved to construct a new eight-room schoolhouse in the Kensington section of town. The School Committee noted in their annual report for 1909 that "By this action, the town leaves forever the policy of small, scattered, ungraded schools, and makes a long step forward towards a modern system of graded, up-to-date schools". These changes, it was hoped, would help place Berlin's educational schools among the best in the state.⁶

Once the decision was made efforts to build Berlin's newest school moved quickly. Land for the school, known as the "Hotchkiss site", was acquired in the winter of 1909.⁷ The parcel was approximately two acres in size and was located north of the Kensington Library along Alling Street. In March 1910, the town hired the New Britain architectural and civil engineering firm of Unkelbach and Perry to prepare plans for the new building. Excavation for the school's foundation quickly followed in April 1910. The work was conducted by John Carbo, an Italian immigrant and resident of Berlin who owned and operated one of the town's numerous brickyards. Preparation of the building site was completed by May 1910, whereupon construction work began. Thomas Crowe, a New Britain contractor, was hired to erect the two-and-a-half-story Neoclassical brick building, for which he was paid \$21,150.⁸

Work on the Kensington Grammar School was finished by December 1910 and came in under budget at a total cost of \$30,534. Once completed, the school replaced five of Berlin's former district schools, including the aforementioned West Lane, Christian Lane, Percival, Pond, and Ledge Schools. The Kensington Grammar School opened the 1911 school year with seven teachers overseeing eight grades. Considering that the town and its students were still adjusting to the graded system it is not surprising that the number of students in each grade was somewhat unbalanced. As a result, one teacher taught a combined class of first- and second-graders, numbering 10 and 22 students, respectively, while another taught a combination seventh-

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and eighth-grade class numbering 28 and 10 youths, respectively. The remaining classrooms numbered between 34 and 49 students each.⁹

By 1921, two developments again necessitated considerable restructuring within Berlin's schools. The first was due to the fact that population growth in town had once more strained Berlin's academic facilities to the breaking point. In the three school years between 1917 and 1919, student enumeration in town had increased from 1065, to 1251. By 1921, this number had risen to 1495, an increase of 41% since 1918. This growth heavily impacted the Kensington Grammar School. Contemporary minimum standards demanded that each child have 20 square feet of floor space and 220 cubic feet of air space, however, at the Kensington school, it was already noted that the facility was crowded 20% in excess of its capacity in 1919.¹⁰ Further growth was expected by local officials who commented on the comparatively low rents that could be had in Berlin compared with many neighboring towns. As an increasingly "suburban" area, school officials argued that additional residents would be drawn to the Kensington section of town in particular. Here, "Fire districts have been organized to bring running water and other city conveniences into the town." About a dozen homes were already under construction in the area in 1921 with more expected.¹¹

The second development which reshaped Berlin's public schools during this period was related to the decision to establish a town-wide junior high school in 1919. The need to provide such a school was not only necessary because the high school age population in Berlin had grown to a point where such a facility was feasible, but local tuition rates for high school attendance had risen to a degree whereby it was no longer economically sustainable for the town to send its students to neighboring junior high schools for their educational needs. It would not, however, be appropriate to simply retain the children for three additional years in an educational environment identical to the one that they had experienced to that point. It was agreed, "Children in the grades embraced in the new school have reached such a stage in their development that they are ready for a different type of instruction, discipline, and subject matter from that given in the lower grades." As such, it was decided that a junior high school, embracing grades seven, eight, and nine, should assume the upper floor of the Kensington Grammar School where the most progressive contemporary theories in education would be applied. Students were trained in a range of manual and domestic arts, agricultural and commercial work, as well as normal and college preparatory instruction. The goal was that upon completing junior high school in Berlin every student who had the opportunity to continue their education at one of the neighboring towns' senior high schools could make an effective and efficient transition.¹²

By consolidating the Berlin's junior high school age students at the Kensington Grammar School the town managed to reduce crowding at a number of its smaller district schools. Unfortunately, however, the loss of four classrooms at its largest school did not positively impact the congestion experienced there. To make matters worse, the cost of building materials in the post-World War One period made it prohibitively expensive for American school districts to construct new facilities. As such, in order to address the compound impact of latent crowding issues and the creation of the junior high school, the school board initiated a series of stopgap measures between 1919 and 1921. These included the construction of two makeshift classrooms

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in the basement of the Kensington Grammar School, adding an additional room at the nearby Percival School as well as reopening the antiquated, yet functional, two-room Ledge School. The decision was also made to erect a two-room portable frame building, capable of housing as many as 80 students, along the edge of the Kensington Grammar School property, bordering Alling Street. This one-story rectangular building, lightheartedly referred to as the "chicken coop", served the town until permanent accommodations were constructed approximately ten years later.¹³

While these expedients served as temporary remedies they had again become obsolete by the end of 1921. At that point in time new demands were issued calling for the construction of an addition to the Kensington Grammar School. Expansion had been a provision of the school's original design and advocates noted that expanded facilities would allow for the inclusion of a gymnasium, auditorium, indoor toilets and showers, as well as spaces for the instruction of household arts and manual training. Such amenities were viewed not only as valuable community resources, but were also seen as critical assets regarding the town's ability to comply with state education mandates, particularly those which required that two-and-a-half hours per week be dedicated to instruction in hygiene, physiology, and physical training. By the following year, however, a new topic had consumed all conversations related to the expansion of Berlin's schools. This was the call to build a complete and separate public high school.¹⁴

Like the decision to establish Berlin's first junior high school, arguments supporting the creation of a complete, six-year high school were grounded in issues of expense and population growth. The former came as neighboring towns raised their high school tuition rates and as the state discontinued subsidies under which Berlin received a grant for half of the related transportation costs and \$40 towards the tuition of each student who was educated at a non-local high school. In the case of attending high school in New Britain, this meant a net increase of \$104 on a recently raised tuition rate of \$200 per student. The second justification was rooted in the fact that over the course of the 12 years before 1922, the town's school population had doubled, as had the number of students who attended high school. It was noted by local education officials that while the town's high school registration merely kept pace with its population growth, national registration rates far outpaced such increases. As such, they argued that it was only a matter of time until such demands would be felt in Berlin and that by anticipating the town's future educational needs they would be better prepared to deal with them. Despite growing costs and an expanding population these arguments persisted, yet went nowhere for the next eight years.¹⁵

As predicted, the number of Berlin children enrolled in local senior high schools continued to expand over the following years. By 1931, the number had grown to 97 students, the largest to date. Further increases were predicted, these largely due to the pervasive impact of the Great Depression on the ability of high school age children to find employment.¹⁶ New state regulations mandating free textbooks and supplies, as well as increasing and unexpected transportation demands, suggested that tuition rates and other expenses would also soon be on the rise. As such, the Superintendent of Schools, Mary E. Griswold, not only declared that the time had come to finally build a new high school building, but that immediate

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accommodations should be made to educate Berlin's 64 students of second year high school age in town in order to reduce costs. The year 1932 saw both of these demands granted.¹⁷

The Jean E. Hooker High School

Plans to transfer Berlin's junior high school facilities into an addition to the Kensington Grammar School were officially approved in March 1931. The project began the following April with the selection of Hartford architect, Frederic C. Teich. Born in New Britain in 1885, Teich entered general practice in Dallas, Texas and had only just recently returned to Connecticut when he was chosen to design Berlin's newest school. The architect received \$3,000 to prepare the plans and was paid an additional \$2,451 between July 1931 and February 1932 to oversee the project. Construction on Teich's two-story Art Deco-style design began in July 1931 and, after a series of delays, was completed in March 1932. The contractors, Pieretti Brothers of Centerbrook, Connecticut, conducted all construction and were paid a total of \$96,056 for their work. The formal opening ceremony took place on January 19, 1932, and was attended by the Governor of Connecticut, Wilber L. Cross, as well as the State Supervisor of Secondary Education, Paul Collier.¹⁸

The addition to the Kensington Grammar School, named after the vice-chairman of the Berlin Board of Education, Jean E. Hooker, was occupied immediately following its completion. The demand for space was such that the building's seven classrooms were filled to capacity as soon as its doors opened, despite initial provisions to accommodate future population growth. This surprising demand was primarily due to the fact that a sophomore year was unexpectedly added to the town's high school curriculum for the 1931-1932 school year. In total, 319 students received their educations in the brand new building, including 144 ninth and tenth graders. As such, only 70 Berliners were educated outside of town in the first year following the completion of the Jean E. Hooker School, all of these being students in the eleventh and twelfth grades.¹⁹

This system of educating students through tenth grade, while sending them to neighboring towns for the eleventh and twelfth grades, proved satisfactory, yet far from ideal, until 1934. At this point it was decided to add an eleventh-grade curriculum to that taught at the Jean E. Hooker School. This resulted in the additional retention of 70 students, at a savings of \$120 per pupil. Significantly, similar accommodations were planned for the twelfth and final grade the following year.²⁰

While it was certainly in the Town of Berlin's interest to retain its high school students rather than send them to New Britain, Middletown, or elsewhere, for their educations, the addition to the Kensington Grammar School had never been intended to accommodate the aggregate population of a complete, town-wide high school. As a result, it remained necessary that the junior and senior schools continue to share space within the older school and with the younger students. Despite this fact, Berlin's students benefitted from a diverse range of traditional academic and manual instruction, as well as training in music, dramatic performance, and athletics. By 1937 this was the basis for a claim that, "The vocational commercial training

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furnished at the Berlin High School, one is constrained to believe, is surpassed in no other high school of the size of the Berlin High School in the State." Furthermore, by 1938, it was noted, "Graduates of Berlin High School whose work has been satisfactory to the faculty, may be admitted without examination to any of the following colleges: Amherst, Bates, Boston U., Bowdoin, Brown, Clark, Colby, Mass. State, Middlebury, Tufts, Wesleyan, Williams, and Worcester Polytechnic Institute." Such assertions and privileges could not be claimed by most high schools in the state and, as such, are clear evidence of the high academic standards that the town of Berlin established for their school less than three years after a complete high school was established, and regardless of their strained infrastructure.²¹

Calls for a larger, separate high school persisted, yet were deflected, until 1951. At this point it became impossible to further ignore the need for more spacious accommodations for the junior and senior high schools, or the congested conditions experienced by elementary school students housed at the Kensington Grammar School. The decision was made to build a central high school and to relinquish full control of the combined Kensington Grammar and Jean E. Hooker Schools to the elementary school grades. Both were completed by 1953.²²

The Kensington Grammar and Jean E. Hooker buildings continued to serve the Town of Berlin Board of Education until 1975. At this point, declining enrollment and town-wide consolidation efforts resulted in the tough decision to divide those students formerly slated to attend the Kensington Grammar School among the town's four other elementary schools. The two buildings continued to serve the town as the Berlin Community Center until 2000. In that year the town hung a 'For Sale' sign on the 90-year old school.²³

Architectural Significance

The Kensington Grammar School and Jean E. Hooker High School are significant as archetypal examples of period institutional American architecture and as the work of three notable Connecticut architects, Max J. Unkelbach (1876-1938), Delbert K. Perry (1874-1954), and Frederick C. Teich. The designs are representative of those frequently applied to public educational and other civic facilities throughout Connecticut, and the United States, at the time of their construction. The Kensington Grammar School is an excellent example of the Neoclassical style, at the apex of its popularity at the time of the school's construction, while the Jean E. Hooker High School displays a variety of typical Art Deco details which were pervasive when the edifice was erected. The buildings are largely true to their original form and except for minor interior updates have been little changed since their construction in 1910 and 1931, respectively.

The Kensington Grammar School exhibits a variety of the standard architectural details which characterized the Neoclassical style. This includes a three-ranked symmetrical brick façade with projecting central pavilion, distyle in antis entry porch, arched and segmental arched windows with brownstone sills, brick quoins, heavy modillioned cornice, and roofline

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parapet. These features channel the classical inspiration that defined the style and which gave it a monumental and authoritative appearance. The latter resulted in the style's immense popularity among architects designing public buildings after the turn of the century and, as such, Unkelbach and Perry's choice to apply it in the plan for the Kensington Grammar School is not surprising.

Max J. Unkelbach and Delbert K. Perry were born in New Britain, Connecticut and Tioga, Pennsylvania, in 1876 and 1874, respectively. The architects formed their New Britain-based partnership in 1906, and collaborated until 1918 when each went their own way to pursue individual practices. The pair designed dozens of homes and buildings across the state, including a number of buildings operated by the Connecticut State Agricultural College (now the University of Connecticut) at Storrs, the New Britain YMCA, the Prospect Street Fire House in Rockville, an assortment of buildings at the Connecticut Valley State Hospital in Middletown, and "practically all local school buildings" erected in New Britain during the 1910s, 1920s, and 1930s. The latter included, among others, the Stanley Quarter School as well as the Nathan Hale and Washington Junior High Schools on Tremont and High Streets, respectively.²⁴

The architect responsible for designing the Art Deco Jean E. Hooker High School, Frederick C. Teich, was likewise notable throughout the state and his portfolio similarly impressive. Born in New Britain in 1885, Teich attended New Britain public schools and then the University of Pennsylvania before entering general practice in Dallas, Texas, around 1910. He returned to Connecticut around 1920, whereupon he took up residence in Newington and opened a practice in Hartford. In 1937, Teich was appointed architecture chief of the Public Works Department of Connecticut in which position he oversaw the design and construction of an array of public buildings, including the Laurel Hill State Sanatorium in Shelton, and the Cedarcrest Sanatorium in Newington, both erected in 1938. In 1945, Teich returned to private practice, subsequently designing a variety of buildings throughout the state, including over 20 on the University of Connecticut campus at Storrs.²⁵

Teich's Art Deco plan for the Jean E. Hooker High School departs from the classical styling clearly visible in the design for the Kensington Grammar School, yet does not detract from the aesthetic of the older Neoclassical block. Widely recognized as Berlin's finest Art Deco building, the Jean E. Hooker High School displays an attractive array of details typical of the style, including its linear and hard-edged composition, accentuated verticality, and pre-cast concrete panels bearing geometric, sunrise, floriated, and other stylized motifs. Being a relatively early example of the Art Deco style, it is no surprise that the Jean E. Hooker High School is not as fully developed in its design as, for instance, Teich's plans for the Laurel Hill and Cedarcrest State Sanatoriums, however the use and character of the ornamentation applied, as well as the building's massing, makes it an excellent example of this early Modernistic style.²⁶

¹ "Annual Report of the Town Officers of the Town of Berlin", 1909.

² Ibid; "School Problem Confronts Berlin", *New Britain Daily Herald*, June 11, 1909.

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- ³ Ibid.
- ⁴ Ibid.
- ⁵ Ibid.
- ⁶ "Annual Report of the Town Officers of the Town of Berlin", 1909.
- ⁷ The name Hotchkiss referenced Milo Hotchkiss, a local farmer who had long held the property along Alling Street where the school was to be built.
- ⁸ "Annual Report of the Town Officers of the Town of Berlin", 1910; "Annual Report of the Town Officers of the Town of Berlin", 1911.
- ⁹ "Annual Report of the Town Officers of the Town of Berlin", 1911.
- ¹⁰ "Annual Report of the Town Officers of the Town of Berlin", 1920.
- ¹¹ Ibid.
- ¹² "Annual Report of the Town Officers of the Town of Berlin", 1919; "Annual Report of the Town Officers of the Town of Berlin", 1922.
- ¹³ "Annual Report of the Town Officers of the Town of Berlin", 1922; "Residents Recall School Days at the Old 'Chicken Coop'", *The New Britain Herald*, April 10, 1987, pg. 33.
- ¹⁴ "Annual Report of the Town Officers of the Town of Berlin", 1921; "Annual Report of the Town Officers of the Town of Berlin", 1922.
- ¹⁵ "Annual Report of the Town Officers of the Town of Berlin", 1923.
- ¹⁶ "Annual Report of the Town Officers of the Town of Berlin", 1931.
- ¹⁷ "Annual Report of the Town Officers of the Town of Berlin", 1931; "Annual Report of the Town Officers of the Town of Berlin", 1932.
- ¹⁸ Ibid; "Plans For Kensington School Are Outlined", *Hartford Courant*, March 7, 1931, pg. 2; "Architect F.C. Teich Dies; Designed for UConn", *Hartford Courant*, March 11, 1969, pg. 8.
- ¹⁹ "Annual Report of the Town Officers of the Town of Berlin", 1932.
- ²⁰ "Annual Report of the Town Officers of the Town of Berlin", 1934; "Annual Report of the Town Officers of the Town of Berlin", 1935.
- ²¹ "Annual Report of the Town Officers of the Town of Berlin", 1937; "Annual Report of the Town Officers of the Town of Berlin", 1938.
- ²² "Annual Report of the Town Officers of the Town of Berlin", 1953.
- ²³ "Annual Report of the Town Officers of the Town of Berlin", 1975.
- ²⁴ "M.J. Unkelbach Of New Britain, Architect, Dies", *Hartford Courant*, November 12, 1928, pg. 4; "D.K. Perry, 80, Dies in New Britain", *Hartford Courant*, June 19, 1954, pg. 3; "Unkelbach Chosen As Architect", *Hartford Courant*, July 22, 1919, pg. 20.
- ²⁵ "Architect F.C. Teich Dies; Designed for UConn", *Hartford Courant*, March 11, 1969, pg. 8; "New Type of Hospital Architecture For State", *Hartford Courant*, January 30, 1938, pg. B2; "State Builds At Cedarcrest This Spring", *Hartford Courant*, January 23, 1938, pg. B6.
- ²⁶ Historic Resources Consultants, "Historic Resources Inventory for the Town of Berlin, Connecticut" (Hartford: 1984), Form #003; "New Type of Hospital Architecture For State", *Hartford Courant*, January 30, 1938, pg. B2; "State Builds At Cedarcrest This Spring", *Hartford Courant*, January 23, 1938, pg. B6.

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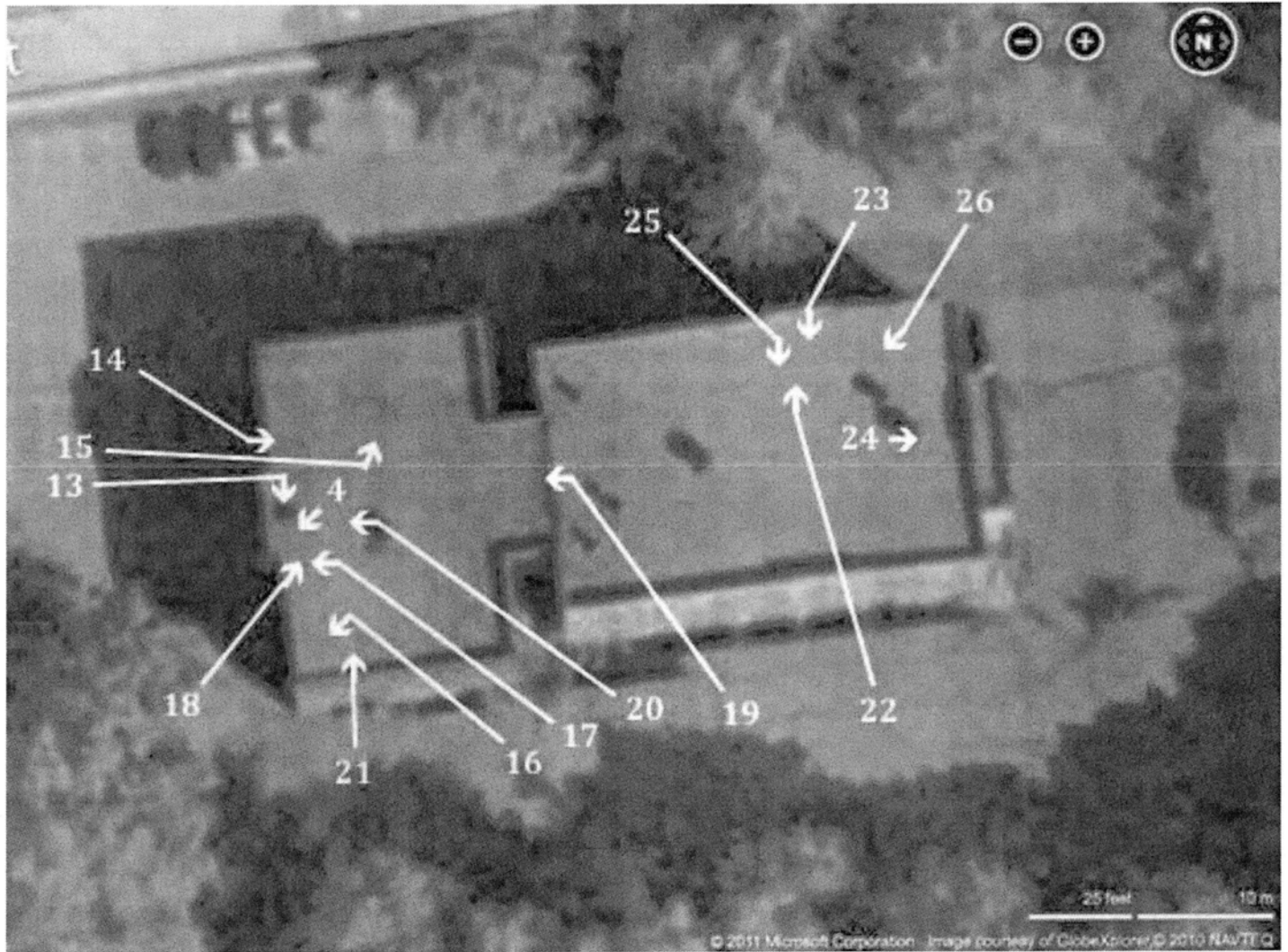


- A. Kensington Grammar School, main block, 1910.**
- B. Kensington Grammar School, rear addition, 1931.**

Exterior Photo Positions:



Interior Photo Positions:



TAX MAP 9-1

TOWN OF BERLIN CONNECTICUT

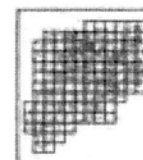


- 5 Block Code
- 27 Lot Number
- 200 Address Number
- Lot Corner
- Sealed Lot Corner
- Tax Map Border
- Easement
- Driveway and Parking Lots
- Building or Structure
- Pool
- Paved or Unpaved Road
- Rail Road Tracks
- Road Front Direction
- Stream
- Lake, Pond or River
- Recreation
- Wetland

This map is prepared for the recording of real property within the Town of Berlin and is correct as shown. It is not a warranty, but a statement of fact. It is not a warranty, but a statement of fact. It is not a warranty, but a statement of fact.

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1 inch equals 200 feet



Map Produced
June 2011

Map 9-1



Kensington Grammar School
Berlin, CT

UTM Reference
18.685805.4611297



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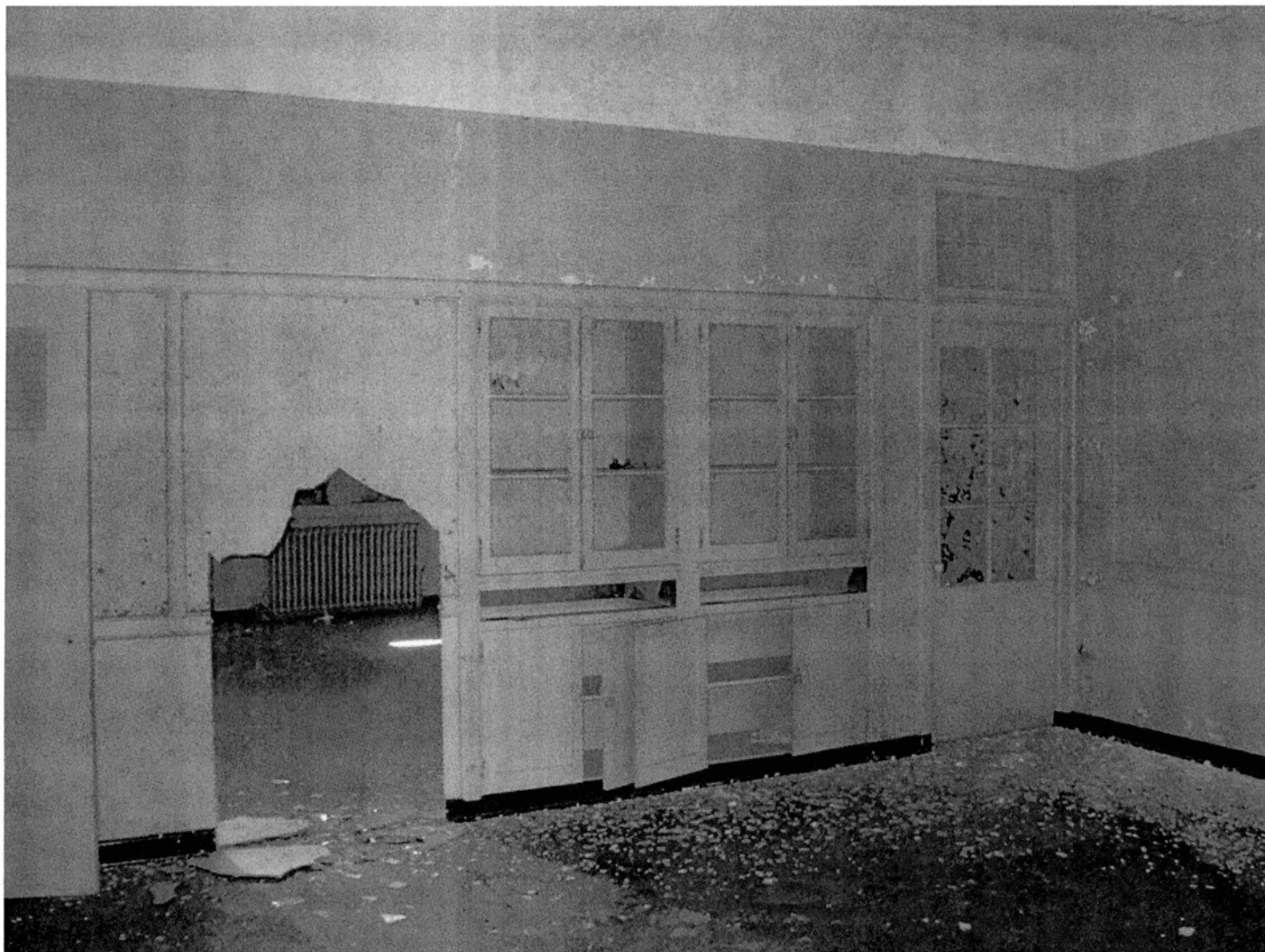


West (front) and north (side) elevations of the Kensington Grammar School/Jean E. Hooker High School from Grove Hill Street, showing main block and rear addition, 1910 and 1931, respectively. Camera facing southeast.

Photograph 1 of 26.

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Kensington Grammar School/Jean E. Hooker High School; Berlin, Connecticut



**Interior of typical rear block classroom, showing floor, wall, ceiling, entry, and bookcase details.
Camera facing southwest.
Photograph 26 of 26.**

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North (front) elevation of the 1931 addition to Kensington Grammar School/Jean E. Hooker High School from Alling Street, showing wall, window, pavilion, and roofline details.

Camera facing southeast.

Photograph 2 of 26.

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Kensington Grammar School/Jean E. Hooker High School; Berlin, Connecticut



West (front) elevation of the original block of the Kensington Grammar School/Jean E. Hooker High School from Grove Hill Street, showing basement level details of the main block.

Camera facing northeast.

Photograph 3 of 26.

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Kensington Grammar School/Jean E. Hooker High School; Berlin, Connecticut



West (front) elevation of the Kensington Grammar School/Jean E. Hooker High School from Grove Hill Street, showing main block entry details.

Camera facing northeast.

Photograph 4 of 26.

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Kensington Grammar School/Jean E. Hooker High School; Berlin, Connecticut



**Interior of entry pavilion, showing sidelight and transom details.
Camera facing southwest.
Photograph 5 of 26.**

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Kensington Grammar School/Jean E. Hooker High School; Berlin, Connecticut



Entry pavilion of the Kensington Grammar School/Jean E. Hooker High School from Grove Hill Street, showing cornerstone details.

Camera facing northeast.

Photograph 6 of 26.

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Kensington Grammar School/Jean E. Hooker High School; Berlin, Connecticut



North (side) elevation of the Kensington Grammar School/Jean E. Hooker High School from Alling Street, showing rear ell and entry details.

Camera facing south.

Photograph 7 of 26.

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Kensington Grammar School/Jean E. Hooker High School; Berlin, Connecticut



North (front) elevation of the 1931 addition to Kensington Grammar School/Jean E. Hooker High School from Alling Street, showing entry with pre-cast concrete panel bearing sunrise and floriated details.

Camera facing south.

Photograph 8 of 26.

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Kensington Grammar School/Jean E. Hooker High School; Berlin, Connecticut



North (front) elevation of the 1931 addition to Kensington Grammar School/Jean E. Hooker High School from Alling Street, showing pavilion with pre-cast concrete panels and stylized figure sculptures.

Camera facing southeast.

Photograph 9 of 26.

Photograph: 9

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Kensington Grammar School/Jean E. Hooker High School; Berlin, Connecticut



North (front) elevation of the 1931 addition to Kensington Grammar School/Jean E. Hooker High School from Alling Street, showing entry stair details.

Camera facing northwest.

Photograph 10 of 26.

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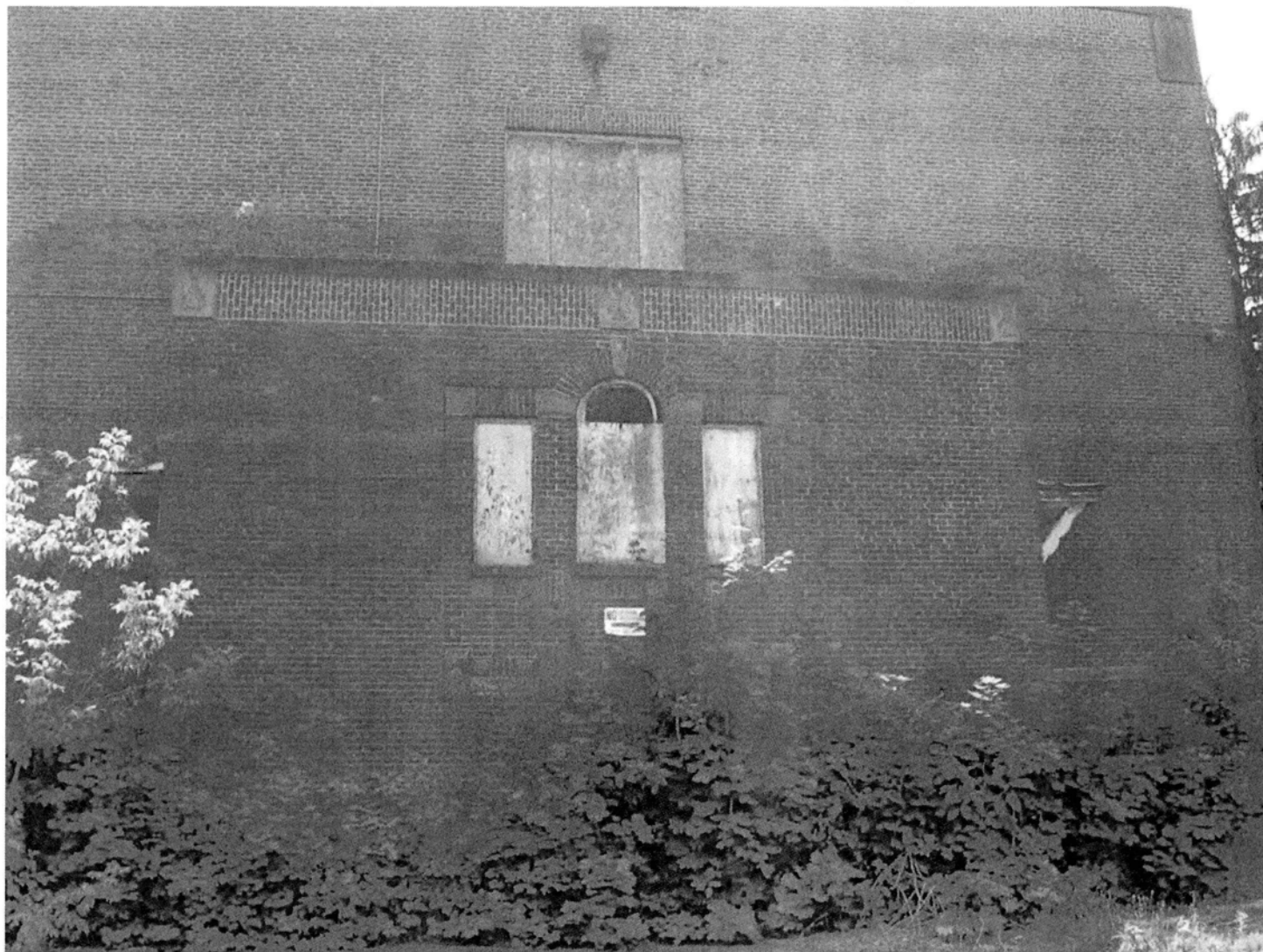
South (rear) elevation of the 1931 addition to Kensington Grammar School/Jean E. Hooker High School from rear lot, showing light well and basement-level window details.

Camera facing west.

Photograph 11 of 26.

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Kensington Grammar School/Jean E. Hooker High School; Berlin, Connecticut



East (side) elevation of the 1931 addition to Kensington Grammar School/Jean E. Hooker High School from side lot, showing side ell wall, window, roofline, and decorative details.

Camera facing west.

Photograph 12 of 26.

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Kensington Grammar School/Jean E. Hooker High School; Berlin, Connecticut



Interior of entry pavilion, showing floor, wall, trim, and ceiling details.
Camera facing south.
Photograph 13 of 26.

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Kensington Grammar School/Jean E. Hooker High School; Berlin, Connecticut



Basement-level stairs, showing stair, baluster, rail, newel post, and wall details.
Camera facing west.
Photograph 14 of 26.

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Kensington Grammar School/Jean E. Hooker High School; Berlin, Connecticut



Basement hall, showing floor, wall, rail, and wall details.

Camera facing northeast.

Photograph 15 of 26.

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Kensington Grammar School/Jean E. Hooker High School; Berlin, Connecticut



**Basement classroom, showing floor, wall, window, and ceiling details.
Camera facing southwest.
Photograph 16 of 26.**

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Kensington Grammar School/Jean E. Hooker High School; Berlin, Connecticut



Interior of entry hall, showing floor, wall, and screen details.
Camera facing west.
Photograph 17 of 26.

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Kensington Grammar School/Jean E. Hooker High School; Berlin, Connecticut



Interior of entry landing, showing floor, wall, screen, ceiling, and stair details.
Camera facing northeast.
Photograph 18 of 26.

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Kensington Grammar School/Jean E. Hooker High School; Berlin, Connecticut



Interior of rear ell and central corridor, showing floor, wall, screen, and ceiling details.

Camera facing west.

Photograph 19 of 26.

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Kensington Grammar School/Jean E. Hooker High School; Berlin, Connecticut



Interior of main stairwell, showing baluster, rail, newel post, window, wall, and ceiling details.
Camera facing northeast.
Photograph 20 of 26.

National Register of Historic Places Continuation Sheet

Kensington Grammar School/Jean E. Hooker High School; Berlin, Connecticut



Interior of southwest classroom, showing door surround, transom, floor, wall, trim, and ceiling details.

Camera facing north.

Photograph 21 of 26.

National Register of Historic Places Continuation Sheet

Kensington Grammar School/Jean E. Hooker High School; Berlin, Connecticut



Interior of rear block entry hall, showing floor, wall, screen, and stair details.
Camera facing north.
Photograph 22 of 26.

National Register of Historic Places Continuation Sheet

Kensington Grammar School/Jean E. Hooker High School; Berlin, Connecticut



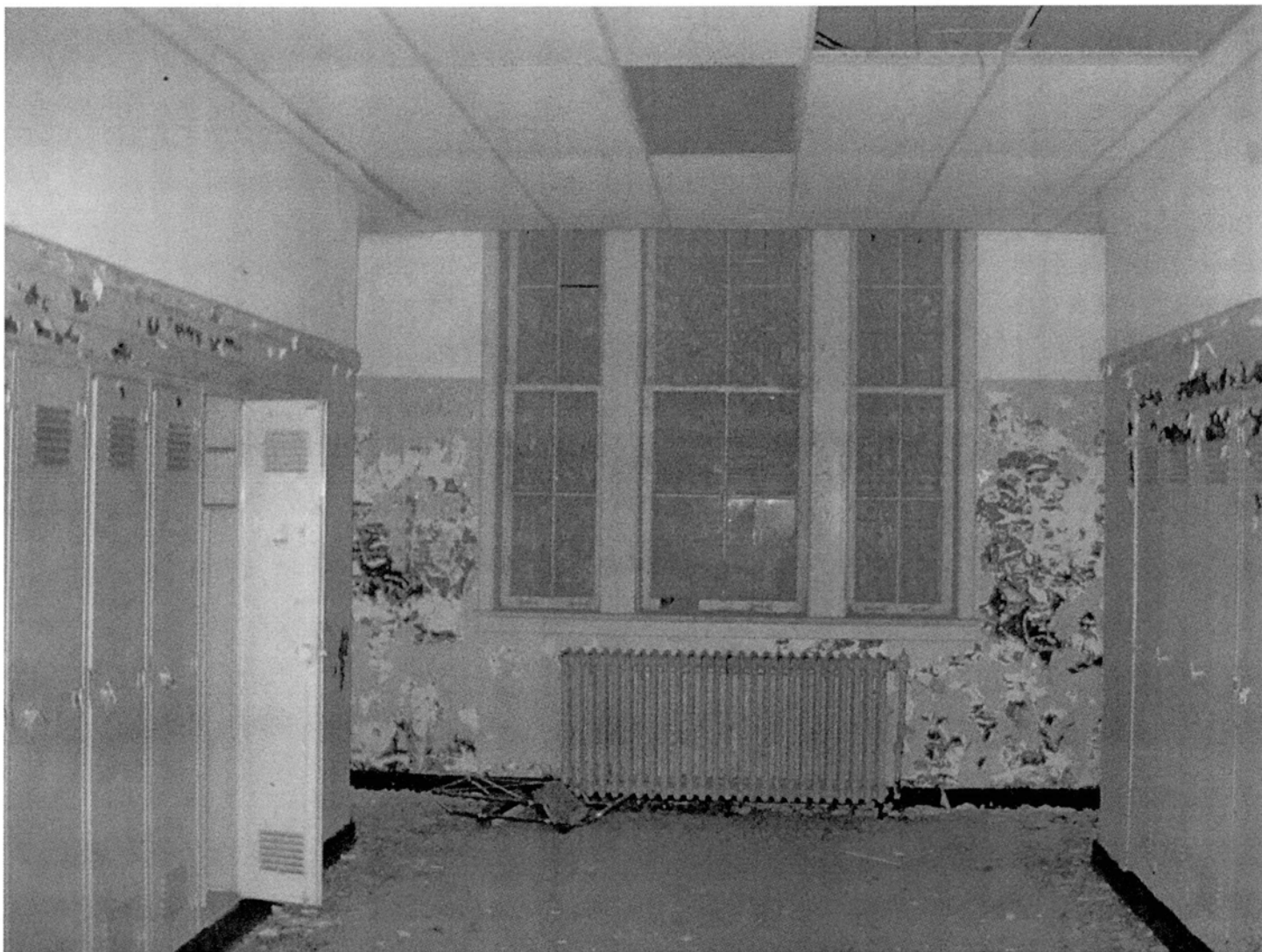
Interior of rear block entry hall, showing floor, wall, and screen details.

Camera facing south.

Photograph 23 of 26.

National Register of Historic Places Continuation Sheet

Kensington Grammar School/Jean E. Hooker High School; Berlin, Connecticut



Interior of rear block second-floor corridor, showing floor, wall, ceiling, and locker details.
Camera facing east.
Photograph 24 of 26.



**Interior of rear block first-floor corridor, showing water fountain details.
Camera facing south.
Photograph 25 of 26.**

UNITED STATES DEPARTMENT OF THE INTERIOR
NATIONAL PARK SERVICE

NATIONAL REGISTER OF HISTORIC PLACES
EVALUATION/RETURN SHEET

REQUESTED ACTION: NOMINATION

PROPERTY Kensington Grammar School--Jean E. Hooker High School
NAME:

MULTIPLE
NAME:

STATE & COUNTY: CONNECTICUT, Hartford

DATE RECEIVED: 5/11/12 DATE OF PENDING LIST: 6/11/12
DATE OF 16TH DAY: 6/26/12 DATE OF 45TH DAY: 6/27/12
DATE OF WEEKLY LIST:

REFERENCE NUMBER: 12000360

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 6-27-12 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.



PROHIBITION OF
ALCOHOL IN THIS
PREMISES IS
ENFORCED

THE NEW CENTRAL BANK



POSSESSION OF
ALCOHOL IN THESE
PREMISES IS
PROHIBITED.



POSSESSION OF
ALCOHOL IN THESE
PREMISES IS
PROHIBITED.

USE

NO PARKING
FIRE LANE



THE CENTER DOOR

1010



1910

POSSESSION OF
ALCOHOL ON THESE
PREMISES IS
PROHIBITED.
VIOLATORS MAY BE
ARRESTED.

462

462 MAIN ENTRANCE





USE CENTER DOOR →



E. H.
SCH



USE CENTER DOOR



























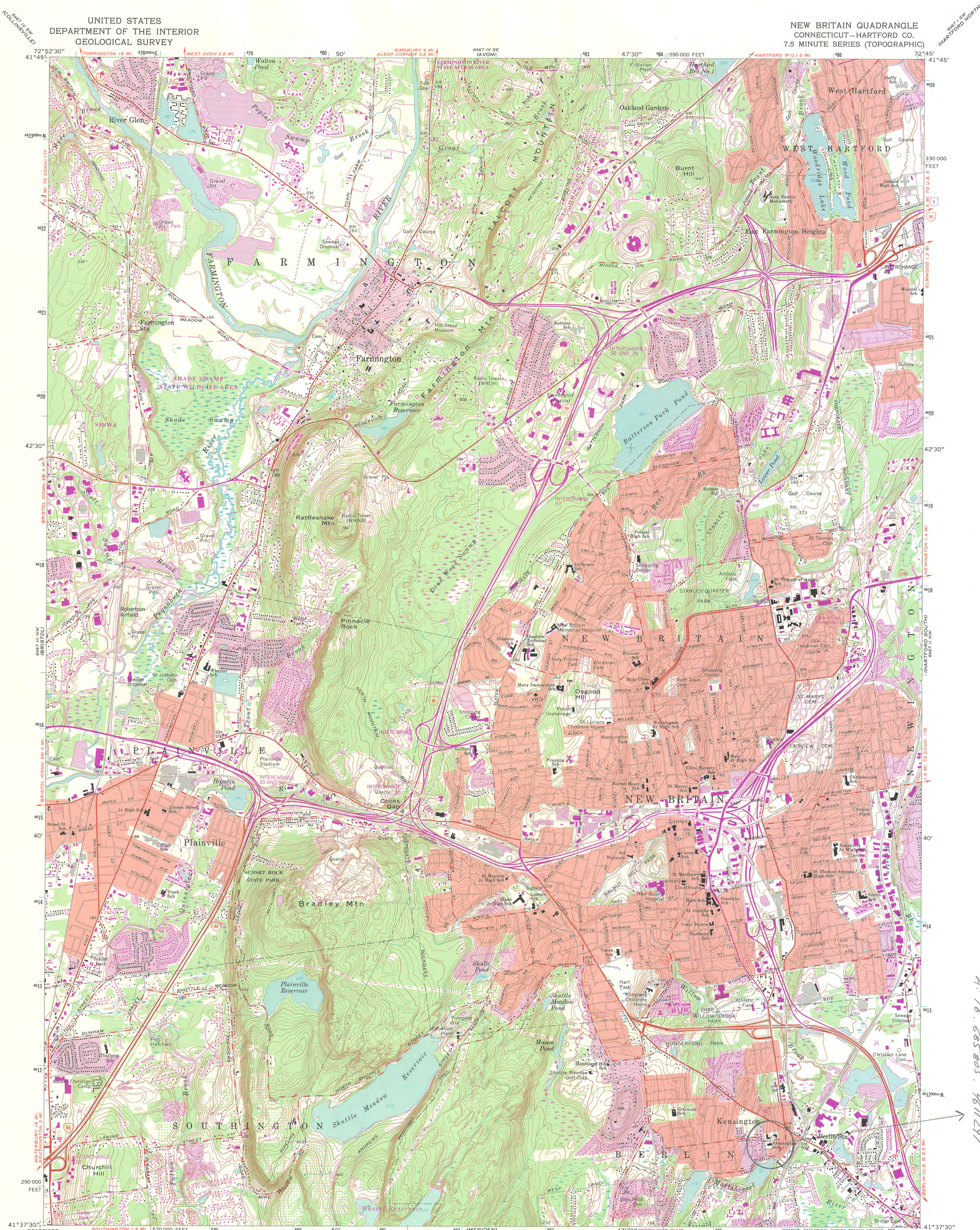




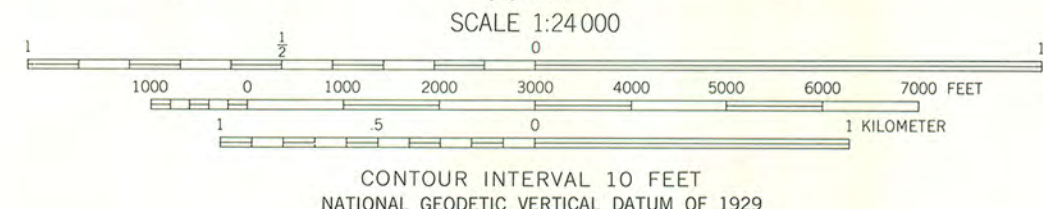
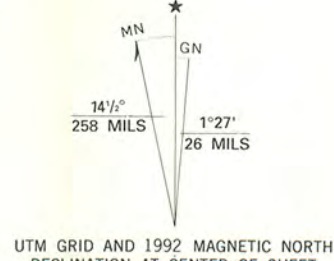


UNITED STATES
DEPARTMENT OF THE INTERIOR
GEOLOGICAL SURVEY

NEW BRITAIN QUADRANGLE
CONNECTICUT—HARTFORD CO.
7.5 MINUTE SERIES (TOPOGRAPHIC)



Mapped, edited, and published by the Geological Survey
Revised in cooperation with Connecticut Highway Department
Control by USGS, NOS/NOAA, and Connecticut Geodetic Survey
Planimetry by photogrammetric methods from aerial photographs taken
1941. Topography by planetable surveys 1943. Revised 1966
Polyconic projection. 10,000-foot grid ticks based on
Connecticut coordinate system
1000-meter Universal Transverse Mercator grid ticks,
zone 18, shown in blue
1927 North American Datum
To place on the predicted North American Datum 1983
move the projection lines 5 meters south and
38 meters west as shown by dashed corner ticks
Red tint indicates areas in which only landmark buildings are shown
There may be private inholdings within the boundaries of
the National or State reservations shown on this map



THIS MAP COMPLIES WITH NATIONAL MAP ACCURACY STANDARDS
FOR SALE BY U.S. GEOLOGICAL SURVEY
DENVER, COLORADO 80225, OR RESTON, VIRGINIA 22092
A FOLDER DESCRIBING TOPOGRAPHIC MAPS AND SYMBOLS IS AVAILABLE ON REQUEST

ROAD CLASSIFICATION

Heavy-duty	Light-duty
Medium-duty	Unimproved dirt
Interstate Route	U.S. Route
	State Route

QUADRANGLE LOCATION

CONNECTICUT

NEW BRITAIN, CONN.
41072-F7-TF-024

1966
REVISED 1992
DMA 6467 III NE-SERIES V816

Revisions shown in purple and woodland compiled
from aerial photographs taken 1991 and other sources
Contours not revised. This information not field checked
Map edited 1992
Purple tint indicates extension of urban areas

KENSINGTON GRAMMAR SCHOOL
HARTFORD COUNTY, CT
A: 18. 685 805. 4611297



TO: J. Paul Loether, Chief
National Register of Historic Places

FROM: Stacey Vairo, National Register Coordinator

SUBJECT: National Register Nomination

The following materials are submitted on this 9 day of May
2012, for nomination of the Kensington Grammar School /
Jean E. Hooker High School, Berlin, CT
Connecticut

to the National Register of Historic Places:

✓ Original National Register of Historic Places nomination form

 Multiple Property Nomination form

✓ Photographs

✓ Original USGS maps

✓ Sketch map(s)/figure(s)/exhibit(s)

 Pieces of correspondence

✓ Other CD of images

COMMENTS:

 Please insure that this nomination is reviewed

 This property has been certified under 36 CFR 67

 The enclosed owner objections do do not
constitute a majority of property owners.

 Other: