

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 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 Robert C. Ingraham School

Other names/site number Ingraham Integrated Preschool

2. Location

street & number 80 Rivet Street

☐ not for publication

city or town New Bedford

☐ vicinity

State Massachusetts code MA county Bristol code 005 zip code 02744-1812

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

Berna Simon
Signature of certifying official/

January 19, 2010
Date

SHPO
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:)

Edson H. Beall
Signature of the Keeper

Date of Action

3-2-10

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

5. Classification

Ownership of Property (Check as many boxes as apply)

☒	private
☐	public - Local
☐	public - State
☐	public - Federal
☐	private

Category of Property (Check only one box)

☒	building(s)
☐	district
☐	site
☐	structure
☐	building(s)
☐	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	0	Total

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

N/A

Number of contributing resources previously listed in the National Register

0

6. Function or Use

Historic Functions (Enter categories from instructions)

EDUCATION/school = grammar school

Current Functions (Enter categories from instructions)

Vacant with plans for mixed use redevelopment
including affordable housing, community room and
commercial programming space.

7. Description

Architectural Classification (Enter categories from instructions)

LATE VICTORIAN

Other: Romanesque Revival

Materials (Enter categories from instructions)

foundation: STONE: Granite

walls: BRICK

roof: STONE: Slate

other: METAL: Copper roof trim

(see continuation sheet)

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7. DESCRIPTION

The **Robert C. Ingraham School** is a three-story, red-brick building designed in the Romanesque Revival style. The school faces north and occupies an entire square city block on Rivet Street in the south end of New Bedford, Massachusetts. The building is characteristic of the numerous neighborhood elementary schools throughout the city, five of which, including the Ingraham School, were designed by notable local architect Samuel C. Hunt. It is a prime example of public school architecture at the start of the 20th century.

Site

Situated in a dense residential neighborhood of multifamily homes, the Ingraham School is located at 80 Rivet Street in New Bedford, Massachusetts. The school property is made up of 1.244 acres and comprises an entire city block. Rivet Street defines the north border; South Second Street defines the east border; Acushnet Avenue defines the west border; and Blackmer Street defines the south border (IMAGE 1). The 22,800 square foot building, centrally placed on the level lot, was three stories in height and originally accommodated twelve classrooms and one assembly hall. Today, the majority of the property surrounding the school is paved asphalt with minimal landscaping.

Exterior

The three-story building rests on a raised basement level, with brick masonry walls and pitched slate roofs at varying heights (IMAGE 2). The building is symmetrical in nature with a rectangular plan oriented on a north-south axis with entrances located on both of these façades. A main, central, seven-bay, three-story section of the building extends six feet outward from the adjoining two-story, north-south, five-bay elevations. The structure is in sound condition. The building was designed as a wood-framed structure on interior and exterior load-bearing masonry walls. The Romanesque style defines itself throughout the building with the use of red brick, its robust massing, and the uniformly spaced grid of segmental arched window openings on the first and second floors.

Set on a granite foundation, the brick façade is detailed in a running-bond pattern. The use of brick, granite, and detailed window openings are defining elements of the building. Ornament includes granite and dogtooth brick beltcourses, corbelled cornices, and the segmental and round arched window surrounds defined by radiating voussoirs and granite sills (IMAGE 3).

A symmetrically designed building, the Ingraham School has north and south façades that mirror each other, while the east and west façades do the same (IMAGES 4-7). The building's only exterior entrances are located on north-south façades, one on each. These entrances feature classically inspired inset doorways with segmental-arched transoms (IMAGE 8). Above each doorway there is a large arched window with a rusticated surround. The doors themselves are aluminum replacements and are of solid insulated construction (IMAGE 8).

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Although originally identical in design, the north and south façades now differ slightly due to two additional features added in recent years. Both additions involve the north, front, façade. A handicap ramp was installed along the north façade to the main entrance in order to keep the building up to code (IMAGE 9). In 1992, the lettering "INGRAHAM INTEGRATED PRESCHOOL" was affixed to the cornice when a preschool opened in the building (IMAGE 10). The building functioned as a preschool until it closed in 2006.

Both the north and south façades are only two-story elevations and span ten bays across. The east and west façades are those that include the centrally located third-floor extension. Unlike the first- and second-floor windows seen throughout the building, those located in the third story consist of round-arched windows (IMAGE 11). All of the building's original multi light wood windows have been altered with replacement units. These replacement windows are aluminum and the glazing consists of Plexiglas.

The roof structure is comprised of wood rafters at various pitches, supported by heavy timber valley rafters. The central three-story sections of the matching east and west façades have a full hip roof with dormers on all sides. The two-story, north and south section roof area is truncated with a central flat roof that accommodates ventilation shafts, and dormers also exist on the hipped section of the roofs (IMAGE 12). The pitched roof retains its original slate tiles, and portions of the flat roof have been replaced with a ballasted roof. The pitched roof also utilizes the original continuous copper gutter system around the perimeter. One chimney pierces the roof on the northern section of the main building.

Interior

The basement would have served originally as storage space for classroom and janitorial supplies, it included a boiler room, which retains its original 1901 boiler (IMAGE 13). It also functioned as restrooms and space for mechanical systems when the facility operated as a preschool in the 1990s (IMAGE 14). The first and second story interior is a symmetrical plan with a centered corridor with stairwells at each entrance (IMAGES 15, 16). A set of three 27' x 33' classrooms and one 10' x 33' room flank either side of the 16-foot wide corridor on the first and second story (IMAGES 17- 20). The third story houses a centered 45' x 84' assembly hall flanked by a set of two 27' x 33' classrooms. A stage exists in the west end of the assembly hall (IMAGE 21). Original doors throughout the building are paneled wood with frosted glass topped by a clear glass transom above (IMAGE 22). All rooms have hardwood floors and plastered walls above wainscoting to sill height. Classrooms have built-in wood cabinets and two doors leading to the common corridor. Additions from the property's preschool era include a partial automatic sprinkler system, fluorescent lighting (all existing lights are replacement fixtures), and a passenger elevator. The elevator is located in the main entrance lobby that provides access to the first and second floor only (IMAGE 23).

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Archaeological Description

While no pre-Contact period sites are known on the Ingraham School property or in the general area (within one mile), sites may exist. Environmental characteristics of the property prior to historic settlement represented locational criteria (slope, soil drainage, proximity to wetlands) that were favorable for the presence of Native sites. The school is located on a level to moderately sloping terrace located within 1,000 feet of New Bedford Harbor. Soil types in the area are represented by urban land or areas covered by structures, including industrial areas, shopping centers, parking lots, and roads. Natural soil types and their characteristics in these areas are difficult, if not impossible, to ascertain. Given the above information, the presence of four three-decker apartment houses on the property prior to construction of the school, construction of the three-story brick school (which has a basement and asphalt paving on the remainder of the lot), the potential for locating significant pre-Contact period Native resources on the property is low. Nineteenth-century mill housing construction and the school would have destroyed any Native American resources that might have been present on the property.

The potential for locating significant historic archaeological resources on the Ingraham School property is also low. Prior to the founding of the Potomska Mill Corporation in 1871, most of New Bedford's South End, including the nominated property, was undeveloped land. Shortly after its founding, the Potomska Mill Corporation built four three-decker tenement houses for workers on the block where the school is located. In 1900, the City of New Bedford purchased the city block on which the school is now situated, and moved the three-deckers to prepare the lot for school construction. Construction of the three-story brick school, which has a full basement and covers most of the lot, installation of utilities, and asphalt paving on the remainder of the lot would have destroyed any structural evidence of the four three-decker apartment buildings.

(end)

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 PLANNING AND DEVELOPMENT

EDUCATION

Period of Significance

1900-1960

Significant Dates

1901- school opened

Significant Person

N/A

Cultural Affiliation

N/A

Architect/Builder

Samuel C. Hunt

Period of Significance (justification)

In 1900, the city of New Bedford acquired land from the Potomska Mill Corporation with the intent of constructing a new school. The city commissioned architect Samuel C. Hunt to design that building. The following year, the completed Robert C. Ingraham School opened its doors in September of 1901. The school was full to capacity upon opening and continued to function as part of the New Bedford public school system until the 1970s, when a larger school was constructed.

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8. NARRATIVE STATEMENT OF SIGNIFICANCE

Criteria Statement:

The Ingraham School is a Romanesque Revival building constructed in 1901 that has retained much of its original historical significance and architectural integrity. Built during New Bedford's prosperous industrial age, the structure was part of a community development effort to accommodate the educational needs of an exploding immigrant population in the south end of New Bedford. Named after the first librarian of the New Bedford Free Public Library, Robert C. Ingraham, the Ingraham School retains much of its original architecture and massing. One of five schools in New Bedford designed by noted local architect Samuel C. Hunt, the Ingraham School served as an elementary school until 1977, when it was decommissioned after a larger magnet elementary school, the Alfred E. Gomes Elementary School, was built to accommodate the educational needs of children throughout New Bedford. The Ingraham School was used as storage from 1977 to 1992, when it was reopened as the Ingraham Integrated Preschool until 2006 when it was closed.

The school fulfills the National Register criteria A and C at the local level. The period of significance is from 1901, the date of construction, to 1960, the standard fifty-year mark necessary to allow historical perspective.

History of New Bedford

During the early 1800s, New Bedford's vast fleet of whaling ships sailed every ocean on the charts and brought riches to and from countless foreign ports. In 1857, when New Bedford's population was about 22,000, the peak of the whaling era was reached, with 329 vessels employed representing an investment of \$20 million and a yearly catch of \$10 million. At this pinnacle, New Bedford was the wealthiest per capita city in the world. However, the second half of the 19th century saw the decline of the whaling industry and the rise of the textile era. A once-lucrative business, whaling was becoming much more difficult and less profitable than ever before. Not only were whales becoming scarcer, but the products made from them were now in serious competition with kerosene and petroleum. As a result, whaling merchants began investing their fortunes in another industry, textiles.

New Bedford's first textile mill and principal producer of fine cotton cloth in the United States, the Wamsutta Mills opened in 1847 just north of the city's center. With the early success of the Wamsutta Mills, and the economic constraints of the Civil War period, the city began to experience a shift in industry from whaling to textiles. Merchants shrewdly chose to invest in the emerging textile manufacturing business rather than whaling. In 1871, with the loss of the city's Arctic fleet, merchants invested in the creation of New Bedford's second textile venture, the Potomaska Mill Corporation. Its new, four-story, 427-foot-long mill building was erected on South Water Street in the city's south end.

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¹ Textile Industry History. 2007-2009. Gary Mock. 06 July 2009 <<http://www.textilehistory.org/newbedford.html>>.

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The Potomska Mill was an immediate success, causing the complex to expand and many other mills to open.² As numerous factories were established in the geographic north and south ends of the city, thousands of jobs were created, attracting a large immigrant population seeking employment. The new industry became so successful that, between 1881 and World War I, thirty-two cotton manufacturing companies, worth \$100 million and employing 30,000 people, were incorporated in New Bedford.³ It was during this time, that the city became one of the largest producers of cotton yarns and textiles in the country and experienced the largest growth of any mid-size city on the East Coast.⁴ In direct correlation to the success of textile manufacturing and the population explosion that resulted in New Bedford, whole neighborhoods were created around these mills to provide housing for workers and their families.

History of the South End

With a new industry came new problems. During the Whaling Era, a ship's crew lived on board and only returned to New Bedford briefly between voyages. Textile workers, however, needed to live in the city permanently and relatively close to the mill where they were employed. With the city's elite living in central New Bedford, the immigrant mill workers settled in newly formed neighborhoods near the factories located in the city's North and South Ends. As these respective geographic ends developed, they became two separate communities made up of individual ethnic neighborhoods.

Prior to the inception of the Potomska Mill Corporation in 1871, most of New Bedford's South End was undeveloped land. With no available housing near the mill site, the Potomska Mill Corporation purchased adjacent land to build housing for its workers and their families. The corporation built 26 four-family tenements to house a portion of its 1,100 operatives.⁵ In addition, builders, recognizing the need for housing, took advantage of the opportunity, buying land in the area to develop on speculation. Other businesses and buildings quickly sprang up as new neighborhoods developed around the industrial site. Many technological advances allowed the city to grow in its less developed areas, including the inception of the Municipal Water Works in 1869, installation of electric street cars in 1890, and the extension of the city's sewer system around 1900. All of these advances and city improvements made expansion to the north and south ends possible, creating new neighborhoods and further developing the city.⁶

As the textile industry flourished, large numbers of immigrant workers continued to flock to the city. By 1900, immigrants made up 40% of New Bedford's population and 75% of its mill workers.⁷ The south end of the city

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² Wolfbein, Seymour L. *The Decline of a Cotton Textile City: A Study of New Bedford*. New York: Columbia UP, 1944.

³ Heath, Kingston Wm. *The Patina of Place: The Cultural Weathering of a New England Industrial Landscape*. New York: University of Tennessee P, 2001.

⁴ Heath, Kingston Wm. *The Patina of Place: The Cultural Weathering of a New England Industrial Landscape*. New York: University of Tennessee P, 2001.

⁵ Heath, Kingston Wm. *The Patina of Place: The Cultural Weathering of a New England Industrial Landscape*. New York: University of Tennessee P, 2001.

⁶ Georgianna, Daniel. *The Strike of '28*. 1st ed. New Bedford, MA: Spinner Publications, Inc., 1993.

⁷ Georgianna, Daniel. *The Strike of '28*. 1st ed. New Bedford, MA: Spinner Publications, Inc., 1993.

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tended to mainly attract English, French-Canadian, Portuguese, and Cape Verdean workers. These groups then settled into their own pockets of ethnic, working-class neighborhoods. Portuguese and French-Canadian children are most likely those who attended the Ingraham School, as these two groups settled within walking distance of the Potomska Mills by the 1890s.⁸ Although the English also worked in the Potomska Mills, they settled farther west, in order perhaps to separate themselves from the other ethnic groups.

The Need for Ingraham

The waves of immigrants created an influx of workers so great that the population tripled between the years 1880 and 1920, and the dense working-class neighborhoods developed quickly.⁹ In just thirty years (from the founding of Potomska in 1871 to the opening of the Ingraham School in 1901) a virtually undeveloped area of New Bedford became too overgrown to handle its population's needs. This rapid growth placed a great strain on all city services, particularly the school system. The Superintendent's Report for the year 1899-1900 expressed the city's desperate need for new school houses and described the troubling situation: "At present there are at least five hundred pupils who are attending schools in various rented quarters such as stores, churches, halls, dwelling houses and the like."¹⁰ The report went on to explain how many of these classes were located in poorly lit, badly ventilated spaces, including basements. One particular south end neighborhood, near the present site of the Ingraham School, had as many as 325 students attending class in rented buildings.¹¹ The new school was commissioned to help combat these problems and accommodate the area's rapidly growing population.

In July of 1900, the City of New Bedford purchased the city block on which the school is now situated from the Potomska Mill Corporation for nearly \$14,000.¹² At the time, Rivet Street was the main thoroughfare for the Potomska area neighborhoods, making it the perfect location for a new school.¹³ Building mover John Bordon relocated four of the mill's original six three-deckers to clear the lot. Contracted by the City of New Bedford, prominent local architect Samuel C. Hunt designed a new school that would properly serve the educational needs of the children of immigrant mill workers residing in the south end.

Samuel C. Hunt

A native of New Bedford, Samuel C. Hunt (1858-1908) became a prominent architect and citizen around the turn of the century. Beginning at age 16, he was apprenticed to a local carpenter for four years. He attended evening

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⁸ Georgianna, Daniel. *The Strike of '28*. 1st ed. New Bedford, MA: Spinner Publications, Inc., 1993.

⁹ Heath, Kingston Wm. *The Patina of Place: The Cultural Weathering of a New England Industrial Landscape*. New York: University of Tennessee P, 2001.

¹⁰ New Bedford, MA. School Department. *Office of the Superintendent, Annual Report*. New Bedford, MA, 1900.

¹¹ New Bedford, MA. School Department. *Office of the Superintendent, Annual Report*. New Bedford, MA, 1900.

¹² New Bedford, MA. School Department. *Office of the Superintendent, Annual Report*. New Bedford, MA, 1900.

¹³ Heath, Kingston Wm. *The Patina of Place: The Cultural Weathering of a New England Industrial Landscape*. New York:

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drawing school and eventually studied architecture in Boston. As a construction foreman in the 1870s, he guided the construction of several well-known buildings, and by 1880 he established a New Bedford office as a contractor and builder.

In 1891, his success as a contractor led him to open a new office as an architect. It was the period from this time until his death that coincided perfectly with the city's desperate need for larger and more modern school facilities. Hunt did not specialize in school buildings, but between 1901 and 1908, the city built six new grammar schools, five of which he was commissioned to design.¹⁴ In addition to the Ingraham School, the identical John H. Clifford School (1901), the National Register listed Thomas Donaghy School (MHC #2028) (1905), the Hosea M. Knowlton School (1906), and the James B. Congdon School (1908), can all be attributed to Hunt.¹⁵ All but the Knowlton School survive. He also designed plans for many other well-known buildings of the era, including several firehouses, the Dawson Building (NR, MHC #480), Bristol County Registry of Deeds (NRDIS, MHC #731), and the restoration/renovation of the "new" City Hall (formerly the New Bedford Free Public Library) (NRDIS, MHC #220).¹⁶

Hunt became a well-known citizen during the last two decades of his life, partly due to his interest in local politics. He served as a Ward Two Aldermen on the 1895 and 1896 City Councils and attempted a run for the office of County Commissioner in 1897. During his work on the Registry of Deeds building and City Hall, Hunt became ill and passed away in September of 1908. Although he was not able to see either project through to completion, the plans he designed were still carried out.

Robert C. Ingraham

Originally referred to as the Blackmer Street School (for its southern border) during the conceptual phase of the project, the Ingraham School was named in honor of Robert C. Ingraham who died shortly before the building was dedicated. Robert C. Ingraham was the first librarian of the New Bedford Free Public Library, one of the oldest public libraries in the country. He held the position for nearly 50 years, beginning with its inception in 1852.¹⁷

Mr. Ingraham not only handled all of the library's administrative duties on his own, but also any custodial needs. He had a great enthusiasm for knowledge and learning, which enabled him to know the title and contents of every book under his care. He was also responsible for collecting many early records, documents, and books of local historic significance. Despite his failing health in his later years, Mr. Ingraham did not retire but instead remained dedicated to the library until his death on March 3, 1901. Unfortunately, little is known about the official opening of the school and its dedication ceremony. Any coverage it may have received was eclipsed in the newspapers because it coincided with the assassination of President William McKinley.

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¹⁴ "Obituary: Death of Samuel C. Hunt." Republican Standard 10 Sept. 1908.

¹⁵ "Obituary: Death of Samuel C. Hunt." Republican Standard 10 Sept. 1908.

¹⁶ "Obituary: Death of Samuel C. Hunt." Republican Standard 10 Sept. 1908.

¹⁷ "Obituary: Death of Librarian Robert C. Ingraham." The Evening Standard Times 4 Mar. 1901.

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With its three-story brick exterior, slate roof, twelve classrooms and one assembly hall, the Ingraham School was one of the "modern" schools of its day and was praised in a 1909 issue of the *South End Souvenir*: "The Schools of the South End include some of the best in the city, with spacious, modern and substantial buildings. Prominent among the largest and most important are the Ingraham School and the James B. Congdon School."¹⁸

The Ingraham School was filled to capacity during its first year of operation.¹⁹ Its 614 new students had been previously enrolled in the smaller and overcrowded Thompson Street (1885) and Fifth Street (1860) Schools. Prior to the building of the Ingraham School, the South End was so ill-equipped to meet its educational needs that some students traveled as many as ten blocks or more to these facilities each day. Despite the relief brought by Ingraham's opening, the South End remained desperate for more classroom space. Even the new school could not accommodate enough of the area's increasing population; consequently, one class was left behind at the Thompson Street site. Despite its location, the class was still considered part of the Ingraham School and was referred to by the School Department as the "Robert C. Ingraham Annex."²⁰

Ingraham ran on the same schedule as the city's other grammar schools. Students attended two sessions a day - a morning session and an afternoon session - with no recess. Their day started at nine o'clock in the morning and ended at four o'clock in the afternoon, with a two-hour break in the middle dividing the sessions.²¹ The school year was comprised of two terms that ran from September to February, and then from February to the start of July. Students and teachers enjoyed three vacations, with time off at Christmas, April, and a full two-month summer vacation in July and August. Schools were closed on Saturdays, and four additional holidays were celebrated: Washington's Birthday, Patriot's Day, Memorial Day and Thanksgiving.

Alice C. Munsey was the principal for the first twenty years the school was in operation. She made on average \$2,000 a year, and was responsible for twelve teachers, one janitor, and roughly 600 students. In 1901, the teacher's salaries ranged mainly from \$600-\$900 per year, most remaining on the lower end of this range. Exceeding the earnings of the majority of the teachers, janitor Dennis McAuliffe made \$900 that year.²²

During the early years, students at the Ingraham School tended to range between 11 and 14 years of age. As a grammar school, it provided an education for children in the 5th through the 9th grade levels.²³ New Bedford's grammar level curriculum consisted of basic textbooks for each subject as well as classic literature. The book lists included everything from Greek Mythology to Shakespeare and from Dickens to Longfellow.²⁴ Those who completed all five years at the grammar level were eligible to enter high school the following fall.

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¹⁸ Burgess, J. H. "Schools of the South End." *South End Souvenir* 1909: 4-5

¹⁹ New Bedford, MA. School Department. *Office of the Superintendent, Annual Report*. New Bedford, MA, 1902

²⁰ New Bedford, MA. School Department. *Office of the Superintendent, Annual Report*. New Bedford, MA, 1902

²¹ New Bedford, MA. School Department. *Office of the Superintendent, Annual Report*. New Bedford, MA, 1902

²² New Bedford, MA. School Department. *Office of the Superintendent, Annual Report*. New Bedford, MA, 1902

²³ New Bedford, MA. School Department. *Office of the Superintendent, Annual Report*. New Bedford, MA, 1902

²⁴ New Bedford, MA. School Department. *Office of the Superintendent, Annual Report*. New Bedford, MA, 1902

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Although many primary students advanced to the Ingraham School, they tended to drop out in large numbers as they reached their teens. As a result, in 1908 the school consisted of three 5th grade and three 6th grade classes, but only two classes each for 7th through 9th grades.²⁵ The school had a student body of 570 at the time, with only 45 graduating.²⁶ Although the grammar school drop out rates were not ideal, they were far better than those in other parts of the country. In 1908, children in the United States averaged only 4.3 years of education, while those in Massachusetts averaged 7 full years.²⁷ New Bedford's grammar schools, including the Ingraham School, typically experienced a lower enrollment as teenagers left school to work in the booming cotton manufacturing industry and help support their families. It was not uncommon for several generations to work in the same factory. Evening classes, often referred to as "Evening Industrial Schools," were instituted throughout the city in an attempt to accommodate those who needed to work but wanted an education.

Evening classes at the Ingraham School were run by a completely separate staff. Joseph P. Kennedy was principal in 1901, and made far less than Principal Munsey. His salary was only \$3.50 per night, despite having almost the same number of students and more teachers. Of the twenty teachers in the evening school, nineteen were making only \$1.50 per night.²⁸ Although a great advantage for many residents, evening school was clearly kept on a much tighter budget.

According to the Superintendent's Annual Report for the school year 1909-1910, of the 570 students enrolled in Ingraham's day classes that year, each student missed an average of two weeks of school.²⁹ Diseases spread quickly in the cramped living quarters and poor working conditions of the South End and these statistics may be reflective of such problems. Due to the pace at which the South End developed and its population of newly arrived working class immigrants, it is likely that most families in the area did not have access to medical care. The Annual Report further states that Ingraham students were absent a total of 8,386 sessions (on a two session a day school calendar), while evening students missed 2,012 nights of class.³⁰ The growing number of absences must have caught the city's attention because the New Bedford Medical Inspector paid 482 visits to the Ingraham School that year.³¹ Maintaining a healthy student body was clearly an issue, locally and across the Commonwealth. In 1911, Massachusetts passed new legislation requiring all public schools in the state to have a physician on hand. The mandatory presence of a physician at school brought health care to Ingraham students who otherwise might not have received this service.

Along the same vein, the New Bedford Dental Association examined all of the city's primary school students in 1910. This action resulted in the establishment of two dental clinics: one at the Clifford School to serve the North End students and one at the Ingraham School for the South End. The purpose of these clinics was to provide care
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²⁵ New Bedford, MA. School Department. Office of the Superintendent, Annual Report. New Bedford, MA, 1909.

²⁶ New Bedford, MA. School Department. Office of the Superintendent, Annual Report. New Bedford, MA, 1909.

²⁷ New Bedford, MA. School Department. Office of the Superintendent, Annual Report. New Bedford, MA, 1909.

²⁸ New Bedford, MA. School Department. Office of the Superintendent, Annual Report. New Bedford, MA, 1902.

²⁹ New Bedford, MA. School Department. Office of the Superintendent, Annual Report. New Bedford, MA, 1911.

³⁰ New Bedford, MA. School Department. Office of the Superintendent, Annual Report. New Bedford, MA, 1911.

³¹ New Bedford, MA. School Department. Office of the Superintendent, Annual Report. New Bedford, MA, 1911.

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Continuation Sheet**

**Robert C. Ingraham School
New Bedford (Bristol), MA**

Section number 8 Page 7

for any enrolled student under the age of 12 that a school nurse or doctor recommended for treatment. Students who went to the clinic were asked to pay, but those who could not afford this service received it free of charge.

In its early years, the Ingraham School was newer, larger and more centrally located than other neighboring schools and was often selected as the South End site for programs and developments created by the school committee. In 1910, the school department purchased its first playground equipment. The Ingraham School was one of eight New Bedford schools selected to receive swings, seesaws, slides, sandboxes, baseballs, bats, volleyballs, sand pails, small shovels, and beanbags. This was part of an effort to encourage "organized play" to "eliminate rowdiness and develop a spirit of fair play."³² The school department expressed an interest in their Annual Report to purchase more equipment in the future. Ten years later, responsibility for all school playgrounds was transferred to the Park Department, which moved the equipment from schoolyards to parks throughout the city.

Also in 1910, the school department began to notice a strong correlation between pupils who had difficulty in school and those from immigrant families. Steps were taken by both the school department and the state to address these issues. It was noted in the Superintendent's Report for 1910-1911 that many students who were of grammar-school age had remained in primary school due to a language barrier, thus overcrowding the lower grades. As a solution, the school department created evening school programs for "illiterate pupils."³³ The goal of these classes was to provide the students with the special attention needed for them to advance to higher grade levels and eventually on to grammar school. These classes would have greatly benefited the Ingraham School, providing its teachers with incoming students who were better prepared for age-appropriate lessons, which may have prevented some premature dropouts.

Now that the public schools provided children of immigrants with the opportunity to properly learn English, it became clear that more needed to be done. Those beyond school age had no instruction from which to learn the language and thus many continued to speak in their native tongue. In 1919, the Americanization Law was passed by Massachusetts, which required cities and towns to provide an educational program for immigrants. The Ingraham School soon became one of the South End locations to offer this service. Different from the evening classes for illiterate pupils, Americanization classes were open to immigrants of all ages and were not limited to language lessons. These classes promoted American ideals and culture in an attempt to assimilate immigrants into the country. New Bedford offered the program's classes in various locations throughout the city, including evening schools, day classes, factories, and centers. By the school year of 1929-1930, the city of New Bedford had 4,000 people enrolled in Americanization classes, more than any other city or town in the state.³⁴ The Ingraham School offered this service both day and night. In 1930, it had 175 students taking day classes and 39 enrolled in the evenings.³⁵ The Portuguese were the most widely represented ethnic group taking Americanization classes in New Bedford, with 1,974 citywide. Other prevalent groups included 525 French Canadians, 353 Polish, and 288 Cape Verdean.³⁶

(continued)

³² New Bedford, MA. School Department. Office of the Superintendent, Annual Report. New Bedford, MA, 1911.

³³ New Bedford, MA. School Department. Office of the Superintendent, Annual Report. New Bedford, MA, 1911.

³⁴ New Bedford, MA. School Department. Office of the Superintendent, Annual Report. New Bedford, MA, 1930.

³⁵ New Bedford, MA. School Department. Office of the Superintendent, Annual Report. New Bedford, MA, 1930.

³⁶ New Bedford, MA. School Department. Office of the Superintendent, Annual Report. New Bedford, MA, 1930.

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Robert C. Ingraham School
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The school system continued to lose its students to the mills, despite the array of specialized classes and programs. Similar problems throughout the state resulted in the creation of two new state laws in 1920. The first mandated that all students 16 and under must first complete the sixth grade before leaving school for work.³⁷ The second required all minors under the age of 16, who worked, to attend a minimum of four hours of school per week on their employer's time.³⁸

Decline of Textile Era

The economic success of the textile industry reached the height of prosperity during the WW I era. Profits initially increased as the automobile began to rise in popularity and the city helped meet a growing need for tire yarn. As the United States entered WW I, coarse textiles for products such as uniforms, gas masks, and bandages were in high demand. Until this time, New Bedford and other New England mills specialized in fine cotton goods, while coarse goods were manufactured down south. The New Bedford mills then switched to coarse goods production to capitalize on wartime supply and demand. At this time, the city had a total of 28 cotton manufacturing corporations owning 70 mills, and more were yet to come. Profits skyrocketed, as the mills employed 5,000 more people and doubled their wages.³⁹

Despite wartime success, textiles were a doomed industry for New Bedford. The prosperity experienced during the Great War was soon overshadowed by the Depression that followed. When the war ended, so did the profits, as textile corporations were left with surplus military equipment, less business, and competition from the South's coarse textile products. New Bedford's single-industry economy suffered throughout the 1920s for these reasons. The industry's downturn grew so severe that between 1927 and 1928 the number of mill workers employed in New Bedford was cut in half.⁴⁰ To offset losses, many mill owners decided to institute a 10% wage cut in 1928.⁴¹ This resulted in the longest labor strike in New Bedford history, lasting six months and adding one more problem to an already depressed industry. Between 1919 and 1937, 21,000 jobs were lost in New Bedford because of the decline of textiles and closing of mills. The Great Depression caused almost 65% of the city's mills to close for good, including the Potomksa Mill. In 1936, the demolition of the Potomksa Mill Complex was funded as a Works Progress Administration (WPA) project, ironically employing 493 South End workers.⁴²

Decline of the Ingraham School

Several factors contributed to the decline and eventual closure of the Ingraham School. When the textile industry first began to decline in the 1920s, families who could not find work attempted to migrate elsewhere. Some

(continued)

³⁷ New Bedford, MA. School Department. Office of the Superintendent, Annual Report. New Bedford, MA, 1920.

³⁸ New Bedford, MA. School Department. Office of the Superintendent, Annual Report. New Bedford, MA, 1920.

³⁹ Wolfbein, Seymour L. The Decline of a Cotton Textile City: A Study of New Bedford. New York: Columbia UP, 1944.

⁴⁰ Wolfbein, Seymour L. The Decline of a Cotton Textile City: A Study of New Bedford. New York: Columbia UP, 1944.

⁴¹ Georgianna, Daniel. The Strike of '28. 1st ed. New Bedford, MA: Spinner Publications, Inc., 1993.

⁴² Spinner: People And Culture In Southeastern Massachusetts. Vol. IV. New Bedford: Spinner Publications, 1988.

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relocated to other parts of New Bedford, while others left in search of cities with more industrial stability. The enrollment numbers at the Ingraham School reflect this migration, having had 575 students in 1920 and only 504 by 1930.⁴³ By the time the Potomska Mills closed in the mid 1930s, most families could not relocate because of financial constraints. Without the draw of the Potomska Mill, there was no specific reason for people to move to or stay in the area served by the Ingraham School. Enrollment leveled off after 1930 at just over 500 and would remain this way into the 1950s.

In 1927, the completion of New Bedford's first two junior high schools, Normandin and Roosevelt, impacted the enrollment and use of the Ingraham School. Each of these new facilities had the capacity to hold as many as 1,200 students.⁴⁴ As a result, many of the grammar schools such as Ingraham that educated students in the fifth through ninth grades became "mixed" schools containing "grammar, primary and ungraded."⁴⁵ Mixed-level schools were often categorized as elementary schools, while the pure grammar schools were classified separately. By 1930, New Bedford had only five real grammar schools left.⁴⁶

After WW II, as soldiers returned home and the baby boom began, the school committee grew increasingly concerned about accommodating a growing population. During the school year of 1949-1950, a study was conducted on the subject resulting in "The Anderson Report." The report projected that by 1953 the city would experience an increase of 1,600 more students between the first and sixth grades.⁴⁷ It found that the school department owned too many schools in some places and not enough in others. As a result, the report recommended school redistricting, abandoning some schools, building others, and acquiring sites for future schools. In fact, while the study was being conducted, 600 seventh and eighth grade students from grammar schools in central New Bedford were relocated to its junior high schools.⁴⁸ Initially thought to be a temporary move, the superintendent of schools later stated "at close of the school year last June the grammar school type of educational organization ceased to exist in this department."⁴⁹ The Ingraham School's transition to an elementary school was complete.

Between 1960 and 1970, city population increased due to chain migration and family reunification. However, the Ingraham School's enrollment did not reflect this.⁵⁰ New Bedford public schools no longer had the space to meet demands. There were state requirements, curriculum changes, and groups of citizens requesting specialized programs. Despite high enrollment city-wide, the Ingraham School numbers dropped to a mere 360 students during these years. With seven schools built prior to 1900 and 16 before 1922 including the Ingraham, the pressure was mounting to replace old with new.⁵¹ In the 1970 Superintendent's Annual Report, the superintendent stated that

(continued)

⁴³ New Bedford, MA. School Department. Office of the Superintendent, Annual Report. New Bedford, MA, 1920, 1930.

⁴⁴ New Bedford, MA. School Department. Office of the Superintendent, Annual Report. New Bedford, MA, 1931.

⁴⁵ New Bedford, MA. School Department. Office of the Superintendent, Annual Report. New Bedford, MA, 1931.

⁴⁶ New Bedford, MA. School Department. Office of the Superintendent, Annual Report. New Bedford, MA, 1931.

⁴⁷ New Bedford, MA. School Department. Office of the Superintendent, Annual Report. New Bedford, MA, 1950.

⁴⁸ New Bedford, MA. School Department. Office of the Superintendent, Annual Report. New Bedford, MA, 1950.

⁴⁹ New Bedford, MA. School Department. Office of the Superintendent, Annual Report. New Bedford, MA, 1950.

⁵⁰ New Bedford, MA. School Department. Office of the Superintendent, Annual Report. New Bedford, MA, 1970.

⁵¹ New Bedford, MA. School Department. Office of the Superintendent, Annual Report. New Bedford, MA, 1970.

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Robert C. Ingraham School
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"the structural pattern or table of organization now used to administer the school system is not adapted to a fast moving and growing school system of the 1970s and hence, it should be changed."⁵²

Having learned from past mistakes, the school committee was not willing to spend money building smaller neighborhood schools in areas that might some day become obsolete. Instead, they chose to embark on a \$50 million capital improvement plan to build four large regional "magnet" elementary schools that would accommodate students from all over the city, as well as a new high school. Groundbreaking began in 1975 for two of the four elementary schools, designed to accommodate 1,000 students each.⁵³ Three older schoolhouses closed the following year as construction continued.

In 1977, the Alfred J. Gomes Elementary School opened to serve the children of the South End. Several blocks of houses were purchased and demolished for the construction of this school, which is located between South Second Street and Route 18. Due to their proximity to the former Potomska Mill, it is likely that many of the homes razed for the project belonged to former Potomska workers. In addition, the opening of the Gomes School forced the closure of five older elementary schools in this area of the city. The Thomas Donaghy School (1905), Acushnet Avenue School (1878), Thomas A. Greene School (1894) and the Clarence A. Cook School (1922) were all closed and deemed surplus property by the school department. The Ingraham School was also closed but retained as a "depository" for excess school furniture and functioned in this capacity for the next fifteen years.⁵⁴

After years of being used as a warehouse, in 1992 the Robert C. Ingraham School was put back into service as an educational institution as the Ingraham Integrated Preschool. It was during this time that several modifications were made to the interior of the building to meet modern building codes, including the installation of an elevator, sprinkler system, a rooftop ventilation system, and new lighting, all of which still exist today. On the exterior, a handicap ramp was added leading to the front entrance on the north façade. The lettering reading "Ingraham Integrated Preschool" was affixed to the building and remains today.

When it reopened in 1992, the preschool was one of the first in Massachusetts to combine special needs, bilingual, and regular students together in one class.⁵⁵ It was also accredited numerous times by the National Academy of Early Childhood Programs, a designation that only five percent of American preschools receive.⁵⁶ In 2006, the Ingraham Integrated Preschool closed its doors for good. In 2007, the City of New Bedford distributed a Request for Proposal for the redevelopment of the Ingraham School. The building is being rehabilitated for affordable housing, community space, and an after-school program.

(end)

⁵² New Bedford, MA. School Department. Office of the Superintendent, Annual Report. New Bedford, MA, 1970.

⁵³ New Bedford, MA. School Department. Office of the Superintendent, Annual Report. New Bedford, MA, 1976.

⁵⁴ New Bedford, MA. School Department. Office of the Superintendent, Annual Report. New Bedford, MA, 1978.

⁵⁵ Pawlack-Seaman, Susan. "New Bedford Preschool is Accredited." New Bedford Standard Times 6 June 1997, Live and Learn sec.

⁵⁶ Pawlack-Seaman, Susan. "New Bedford Preschool is Accredited." New Bedford Standard Times 6 June 1997, Live and Learn sec.

Robert C. Ingraham School
Name of Property

Bristol, MA
County and State

9. Major Bibliographical References

(see continuation sheet)

Previous documentation on file (NPS): HPCA # 23,879

☐ 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

New Bedford Free Public Library:

Name of repository: Genealogy Room

Historic Resources Survey Number (if assigned):

N/A

10. Geographical Data

Acres of Property 1.244 acres

UTM References

1	19	339830	4609421	3			
	Zone	Easting	Northing		Zone	Easting	Northing
2				4			
	Zone	Easting	Northing		Zone	Easting	Northing

Verbal Boundary Description

The Property is located on Lot 1 Plat 25 and takes up an entire city block. Beginning at the southwest corner of Rivet Street and Acushnet Avenue, then running south on Acushnet Avenue 248.86 ft. to the northeast corner of Acushnet Avenue and Blackmer Street. From this point, the southern boundary runs east along Blackmer Street for 226.63 ft. until it reaches the corner of Blackmer Street and S.Second Street. It then heads north along S.Second Street for 246.63 ft., up to Rivet Street. The 213.54 foot section of Rivet Street that stretches between S.Second and Acushnet Avenue makes up the northern boundary of the lot.

Boundary Justification

The entire lot was purchased by the City of New Bedford from the Potomska Mill Corporation for the location of a school.

11. Form Prepared By

name/title Christina D'Amico/Lisa Bergson, Waterfront Historic Area League (WHALE) with Betsy Friedberg, Nat'l Register Director, MHC
organization Massachusetts Historical Commission date January, 2010
street & number 220 Morrissey Blvd. telephone 617-727-8470
city or town Boston state MA zip code 02125
e-mail lbergson@waterfrontleague.org; betsy.friedberg@state.ma.us

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Robert C. Ingraham School
New Bedford (Bristol), MA

Section number 9 Page 1

MAJOR BIBLIOGRAPHICAL REFERENCES

Books and Articles

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"Obituary: Death of Samuel C. Hunt." *Republican Standard* 10 Sept. 1908.

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Textile Industry History. 2007-2009. Gary Mock. 06 July 2009 <<http://www.textilehistory.org/newbedford.html>>.

Wolfbein, Seymour L. *The Decline of a Cotton Textile City: A Study of New Bedford*. New York: Columbia UP, 1944.

Local and State Documents

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(continued)

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Robert C. Ingraham School
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Maps and Atlases

City of New Bedford, Assessor's Office. New Bedford Assessor's Map 25. New Bedford: 2008. (**Map 2**)

Department of Interior, USGS. New Bedford, South Quadrangle, Massachusetts, 7.5 Minute Series (Topographic). Photoinspected: 1977. USGS Online Store: 2009. (**Map 1**)

Dyer Brown SouthCoast Architects. Existing Floor Plans (all floors), Ingraham School Renovation. New Bedford: 2008. (**Maps 3a, 3b, 3c, 3d**)

Walker Lithograph & Publishing Company. Atlas of New Bedford, Massachusetts. Boston: 1911. (**Map 4**)

(end)

Robert C. Ingraham School
Name of Property

Bristol, MA
County and State

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: Robert C. Ingraham School

City or Vicinity: New Bedford

County: Bristol **State:** MA

Photographer: Christina D'Amico

Date Photographed: October 15, 2008, January 12, 2009

Description of Photograph(s) and number: (See photo log)

0 of 20.

Property Owner:

(complete this item at the request of the SHPO or FPO)

name Loni Willey: Ingraham School LLC / Women's Institute Realty, Inc.

street & number 15 Court Square, Suite 210 telephone 617-367-0520

city or town Boston state MA zip code 02108

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.

United States Department of the Interior
National Park Service

National Register of Historic Places Continuation Sheet

Robert C. Ingraham School
New Bedford (Bristol), MA

Section number photos Page 1

MHC Photo Log for Color Images

Property:

Robert C. Ingraham School
80 Rivet Street
New Bedford, Bristol County, MA

Photographed by:

Christina D'Amico

Photograph dates:

October 15, 2008*, January 12, 2009
(All photos with an asterisk were taken in October)

The above information applies to all of the following color digital photographs.

Abbreviations used below: N=north, S=south, E=east, W=west

#	File Name	Description
0001	MA_NewBedford (Bristol County)_Ingraham0001.tif	E side of Ingraham lot, facing S toward Blackmer Street (Former playground area in foreground)
0002*	MA_NewBedford (Bristol County)_Ingraham0002.tif	NE corner and NE façades, taken facing SW
0003	MA_NewBedford (Bristol County)_Ingraham0003.tif	S façade first floor windows
0004*	MA_NewBedford (Bristol County)_Ingraham0004.tif	N façade
0005*	MA_NewBedford (Bristol County)_Ingraham0005.tif	S façade
0006*	MA_NewBedford (Bristol County)_Ingraham0006.tif	W façade
0007*	MA_NewBedford (Bristol County)_Ingraham0007.tif	E façade
0008	MA_NewBedford (Bristol County)_Ingraham0008.tif	S façade entrance
0009	MA_NewBedford (Bristol County)_Ingraham0009.tif	N façade handicap ramp to front entrance
0010	MA_NewBedford (Bristol County)_Ingraham0010.tif	N façade: front entrance w/ preschool sign
0011	MA_NewBedford (Bristol County)_Ingraham0011.tif	W façade roofline: arched third floor window and dormer
0012	MA_NewBedford (Bristol County)_Ingraham0012.tif	NW corner roofline: hipped roof, dormers, ventilation unit
0013	MA_NewBedford (Bristol County)_Ingraham0013.tif	Taken facing NW: original 1901 boiler located in basement boiler room
0014	MA_NewBedford (Bristol County)_Ingraham0014.tif	Taken facing SE: basement w/ added lights, sprinklers, etc.
0015	MA_NewBedford (Bristol County)_Ingraham0015.tif	Taken facing N: first floor central corridor w/ open doors
0016	MA_NewBedford (Bristol County)_Ingraham0016.tif	Taken facing SW: S end staircase between first and second floors
0017	MA_NewBedford (Bristol County)_Ingraham0017.tif	NE corner first floor classroom
0018	MA_NewBedford (Bristol County)_Ingraham0018.tif	E side classroom (taken facing SE), second floor

(continued)

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National Register of Historic Places Continuation Sheet

Robert C. Ingraham School
New Bedford (Bristol), MA

Section number photos Page 2

#	<u>File Name</u>	<u>Description</u>
0019	MA_NewBedford (Bristol County)_Ingraham0019.tif	E side room between classrooms, second floor
0020	MA_NewBedford (Bristol County)_Ingraham0020.tif	SE corner classroom, second floor
0021	MA_NewBedford (Bristol County)_Ingraham0021.tif	Taken facing NW: existing third floor stage area
0022	MA_NewBedford (Bristol County)_Ingraham0022.tif	Taken facing S: original doors and third floor corridor
0023	MA_NewBedford (Bristol County)_Ingraham0023.tif	Taken facing N through corridor doors: first floor N stair case and elevator

(end)

Massachusetts Historical Commission Digital Image Submission Form

Please submit one form for each group of digital images

About your digital files:

Camera Used (make, model): Cannon PowerShot SD1000

Resolution of original image capture (camera setting including resolution and file format):

Superfine 3072 x 2304 JPEG

File name(s) (attach additional sheets if necessary) check here ☒ to refer to attached photo log:

MA_NewBedford (Bristol County)_Ingraham0001.tif MA_NewBedford (Bristol County)_Ingraham0007.tif

MA_NewBedford (Bristol County)_Ingraham0002.tif MA_NewBedford (Bristol County)_Ingraham0008.tif

MA_NewBedford (Bristol County)_Ingraham0003.tif MA_NewBedford (Bristol County)_Ingraham0009.tif

MA_NewBedford (Bristol County)_Ingraham0004.tif MA_NewBedford (Bristol County)_Ingraham0010.tif

MA_NewBedford (Bristol County)_Ingraham0005.tif MA_NewBedford (Bristol County)_Ingraham0011.tif

MA_NewBedford (Bristol County)_Ingraham0006.tif MA_NewBedford (Bristol County)_Ingraham0012.tif

(File names continued)

About your prints:

Printer make and model: Noritsu 3412

Paper: brand & type (i.e., Epson Premium Glossy Photo)

Kodak, Royal Generations

Ink: silver halide print

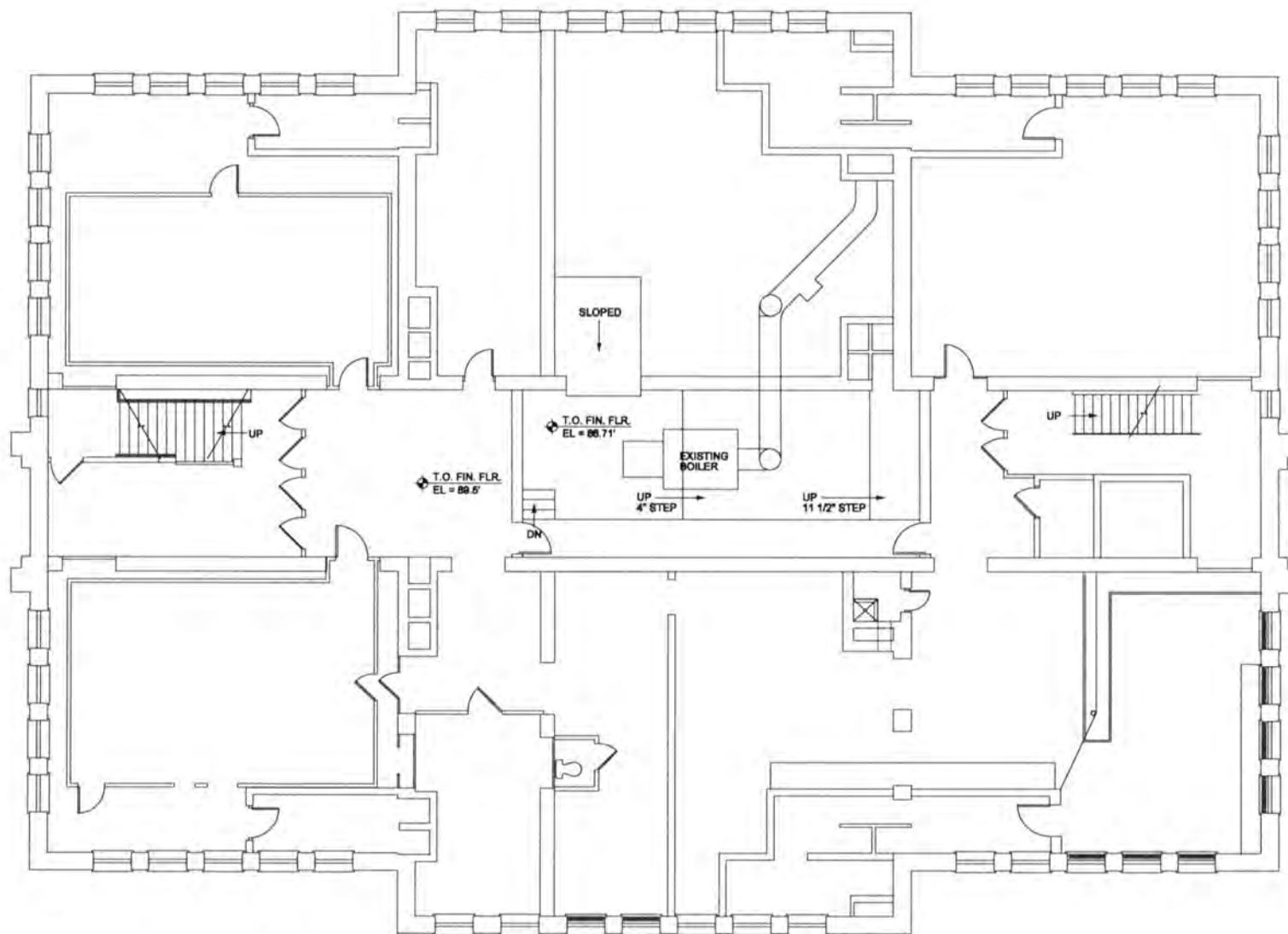
Signature: (By signing below you agree that the information provided here is true and accurate.)

Signature: _____

Date: _____

Map 3a

DYER BROWN
Architects
One Adams Circle 150
New Bedford, Massachusetts 02740



EXISTING BASEMENT PLAN

SCALE= 1/8" = 1'-0"

PROGRESS SET
27-AUGUST-08

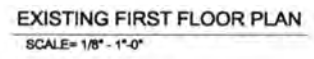
**INGRAHAM SCHOOL
RENOVATION**

80 RIVET STREET
NEW BEDFORD, MA

**EXISTING
BASEMENT PLAN**

SCALE: AS SHOWN
DATE: 07-10-2008
JOB NO: 000
FILE NO:
DRAWN BY: [signature]

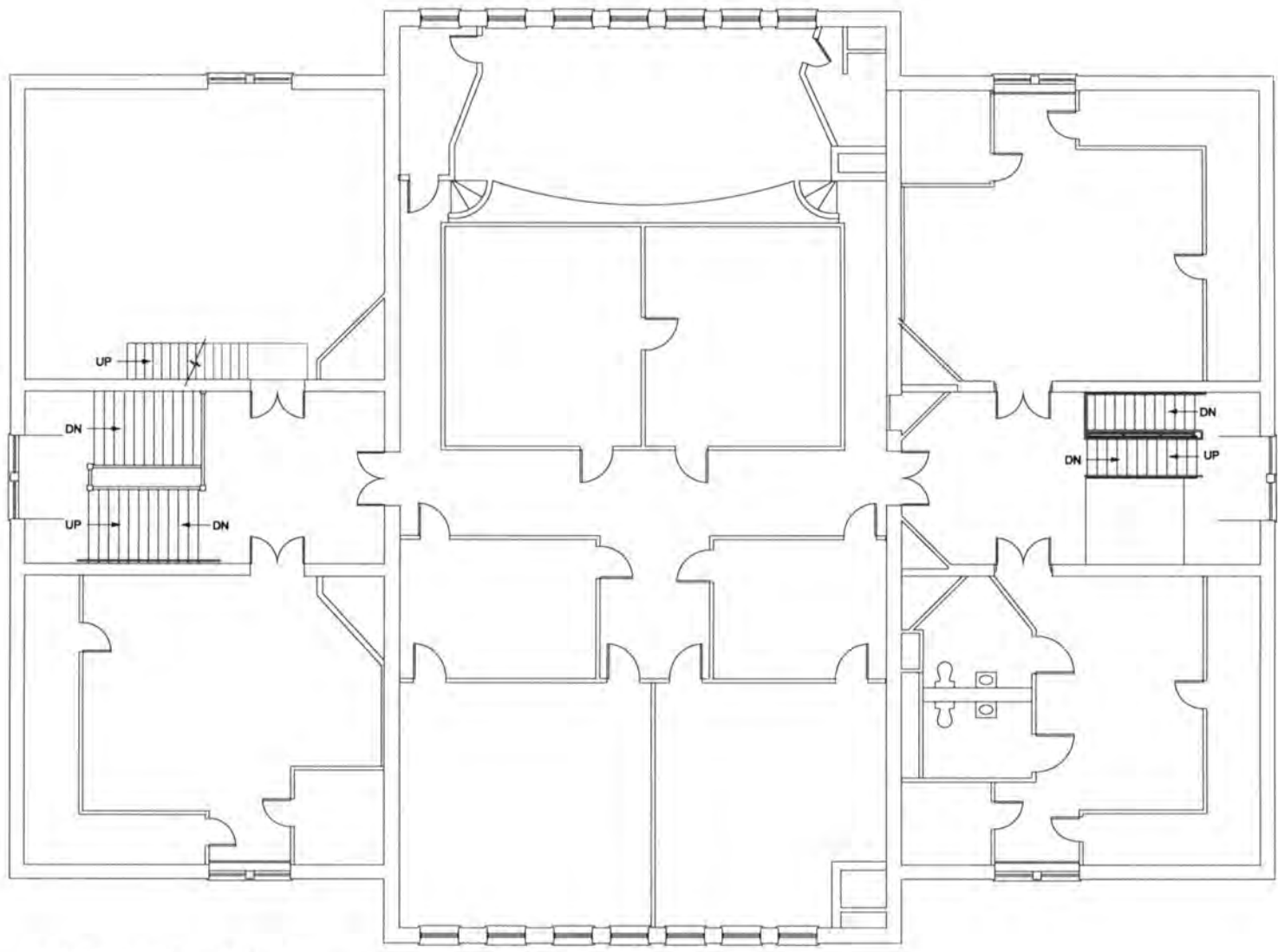




NOT FOR CONSTRUCTION
© Gary Brown/ResultGroup Architects

Map 3d

DYER BROWN
Architects
Dyer Brown Smith/Clark
One Jaffrey Circle 100
New Bedford, Massachusetts 02740



EXISTING THIRD FLOOR PLAN
SCALE= 1/8" = 1'-0"

PROGRESS SET
27-AUGUST-08

**INGRAHAM SCHOOL
RENOVATION**

90 RIVET STREET
NEW BEDFORD, MA

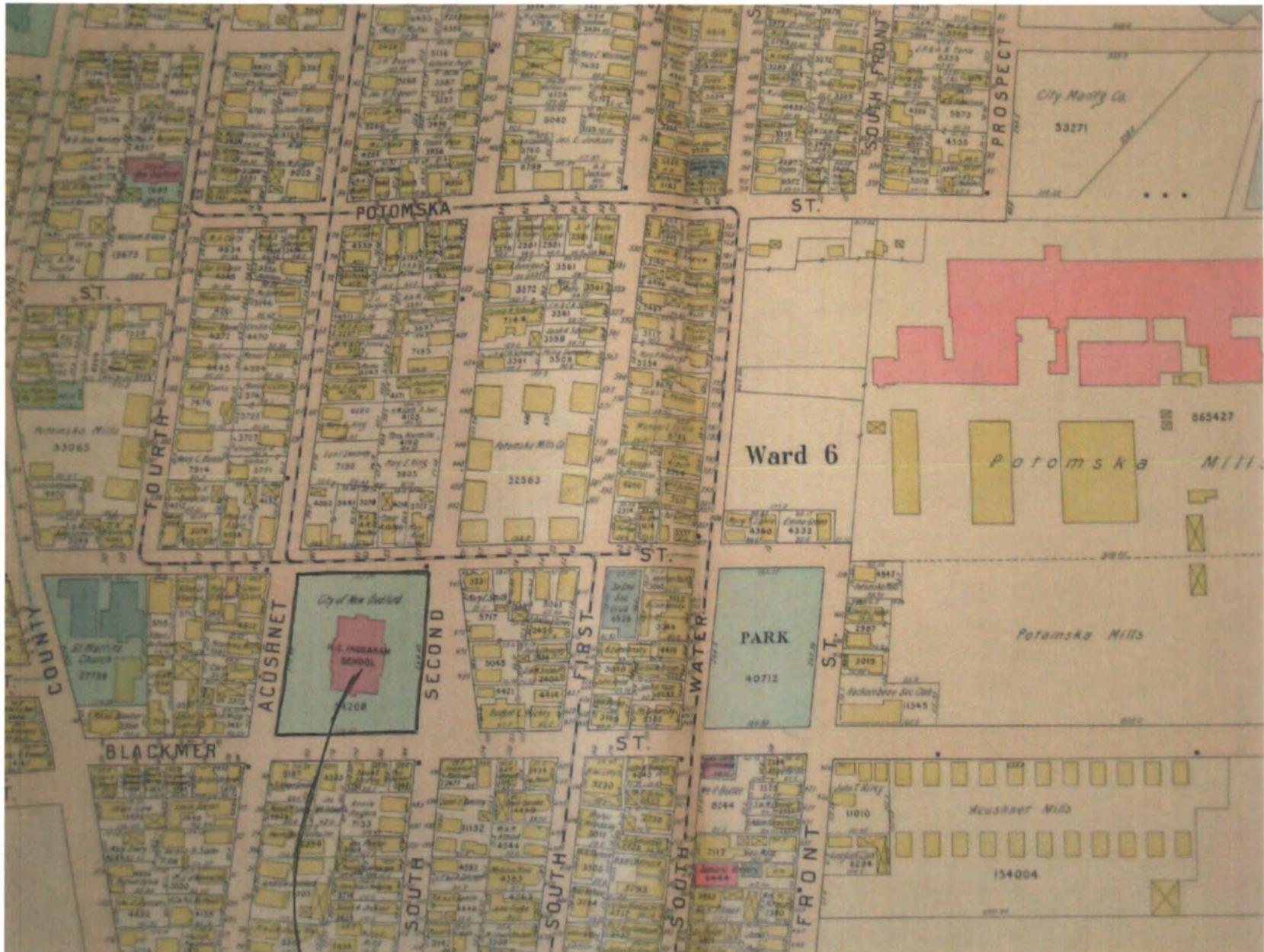
**EXISTING
THIRD FLOOR PLAN**

SCALE: AS NOTED
DATE: SEPTEMBER-08
JOB NO.: 0808
FILE NO.: 0808

CONSTRUCTION



NOT FOR CONSTRUCTION
© Dyer Brown Smith/Clark Architects



Robert C. Ingraham School
80 Rivet Street, New Bedford, MA

UNITED STATES DEPARTMENT OF THE INTERIOR
NATIONAL PARK SERVICE

NATIONAL REGISTER OF HISTORIC PLACES
EVALUATION/RETURN SHEET

REQUESTED ACTION: NOMINATION

PROPERTY Ingraham, Robert C., School
NAME:

MULTIPLE
NAME:

STATE & COUNTY: MASSACHUSETTS, Bristol

DATE RECEIVED: 1/22/10 DATE OF PENDING LIST: 2/09/10
DATE OF 16TH DAY: 2/24/10 DATE OF 45TH DAY: 3/08/10
DATE OF WEEKLY LIST:

REFERENCE NUMBER: 10000056

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 3-2-10 DATE

ABSTRACT/SUMMARY COMMENTS:

Entered in
The National Register
of
Historic Places

RECOM./CRITERIA _____

REVIEWER _____ DISCIPLINE _____

TELEPHONE _____ DATE _____

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

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



Robert C. Ingraham School
New Bedford, Bristol County, MA

0001



Robert C. Ingraham School
New Bedford, Bristol County, MA

0002



Robert C. Ingraham School
New Bedford, Bristol County, MA

0003



Robert C. Ingraham School
New Bedford, Bristol County, MA

0004



Robert C. Ingraham School
New Bedford, Bristol County, MA

0005



Robert C. Ingraham School
New Bedford, Bristol County, MA

0006



Robert C. Ingraham School
New Bedford, Bristol County, MA

0007



Robert C. Ingraham School
New Bedford, Bristol County, MA

0008



Robert C. Ingraham School
New Bedford, Bristol County, MA

CT-X-B-00272 <MLBP_009.tif> © ALX
* 031 N-1 N-1 - 6061 00.00 AC+01 AS+05 JN1

0009

INGRAHAM INTEGRATED PRESCHOOL

80
rivet



Robert C. Ingraham School
New Bedford, Bristol County, MA

CT-X-B 00272 <MA_Br_010.tif> @ AUX
*031 N+1 N N-- 6061 00.00.00 AC+01 AS+05 JN1



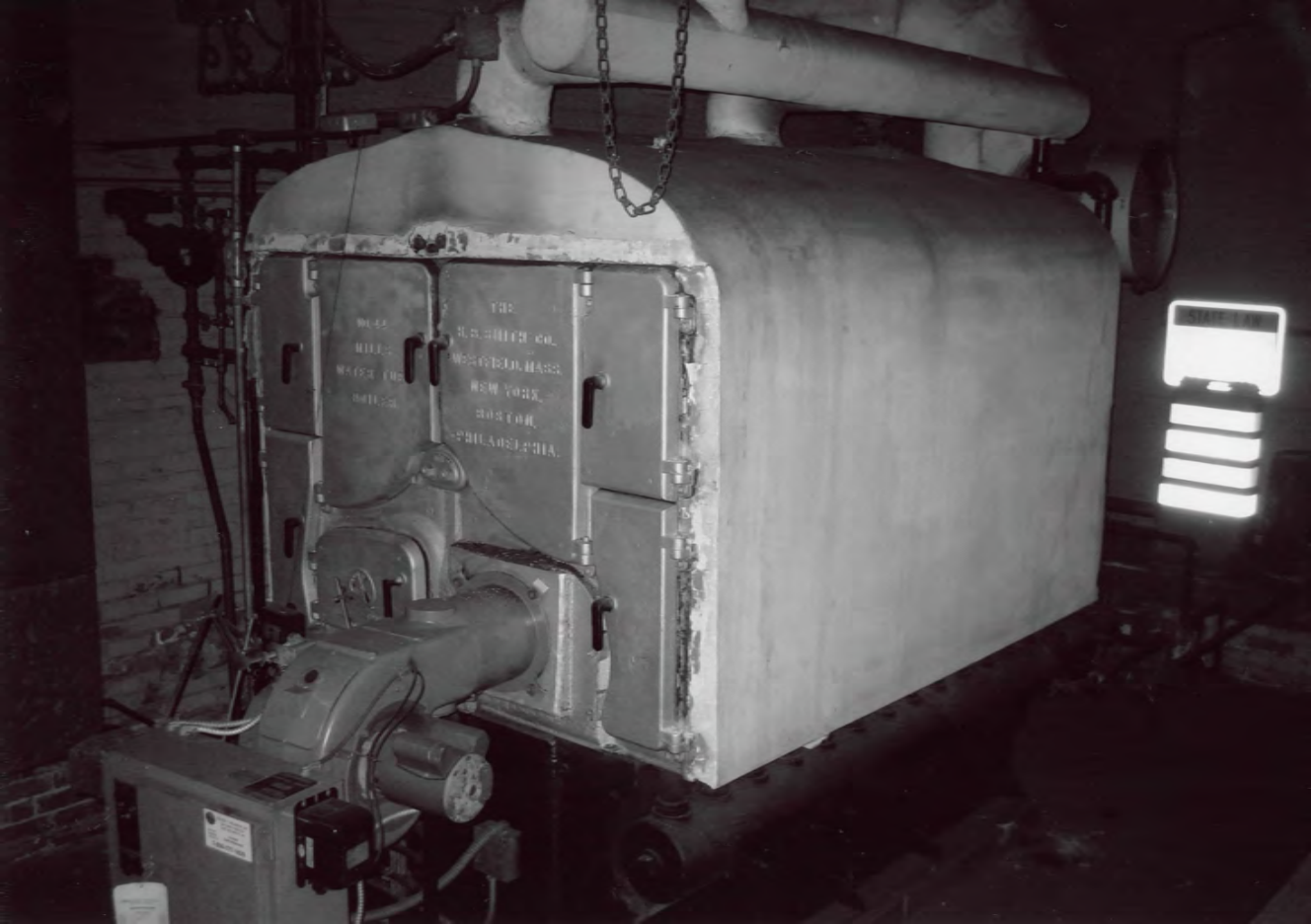
Robert C. Ingraham School
New Bedford, Bristol County, MA

0011



Robert C. Ingraham School
New Bedford, Bristol County, MA

0012



Robert C. Ingraham School
New Bedford, Bristol County, MA

0013



Robert C. Ingraham School
New Bedford, Bristol County, MA

CT-X-B 00272 <MA-BR-014.tif> @ AUX
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Robert C. Ingraham School
New Bedford, Bristol County, MA

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Robert C. Ingraham School
New Bedford, Bristol County, MA

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Robert C. Ingraham School
New Bedford, Bristol County, MA

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Robert C. Ingraham School
New Bedford, Bristol County, MA

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Robert C. Ingraham School
New Bedford, Bristol County, MA

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Robert C. Ingraham School
New Bedford, Bristol County, MA

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Robert C. Ingraham School
New Bedford, Bristol County, MA

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Robert C. Ingraham School
New Bedford, Bristol County, MA

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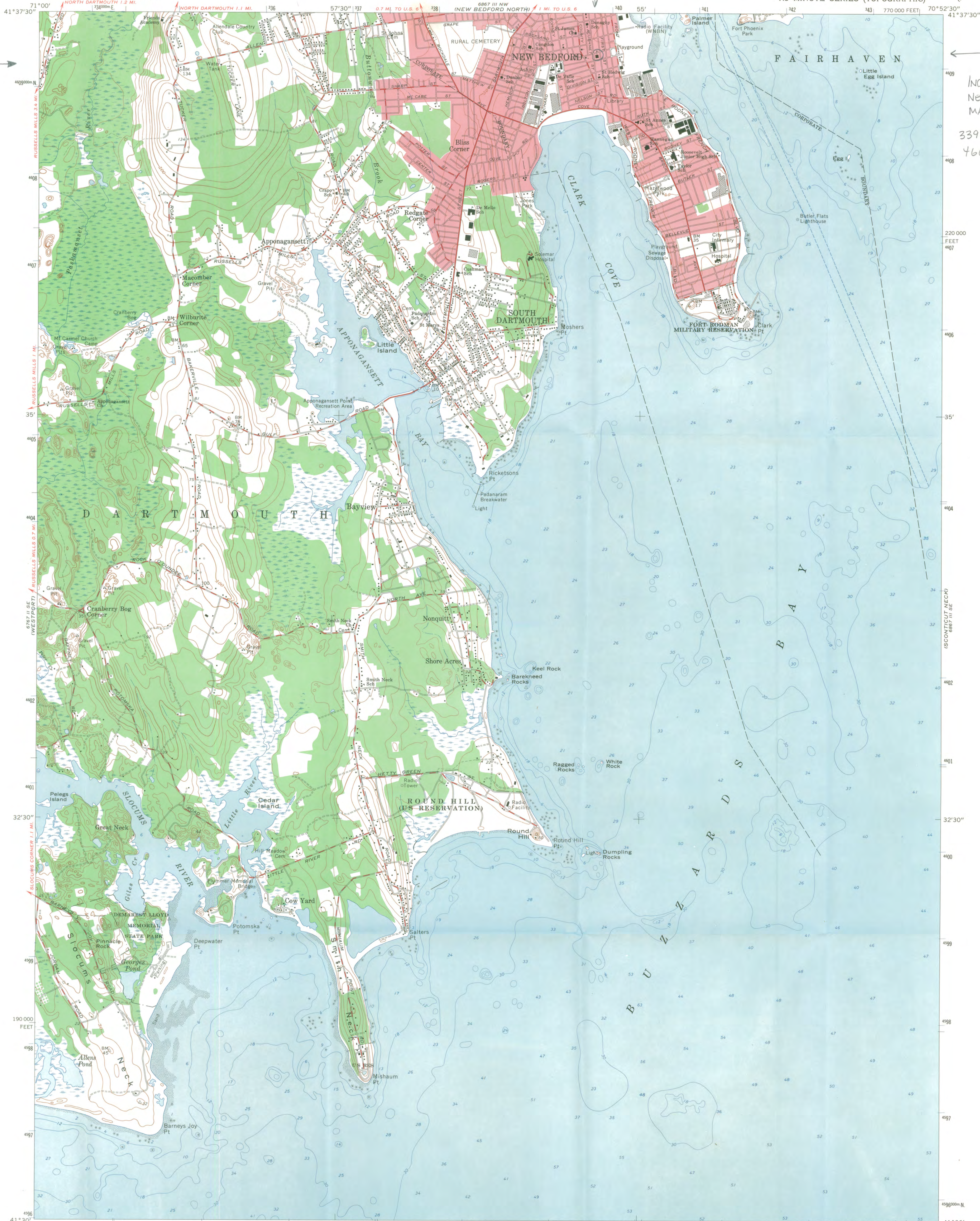
Robert C. Ingraham School
New Bedford, Bristol County, MA

0023

UNITED STATES
DEPARTMENT OF THE INTERIOR
GEOLOGICAL SURVEY

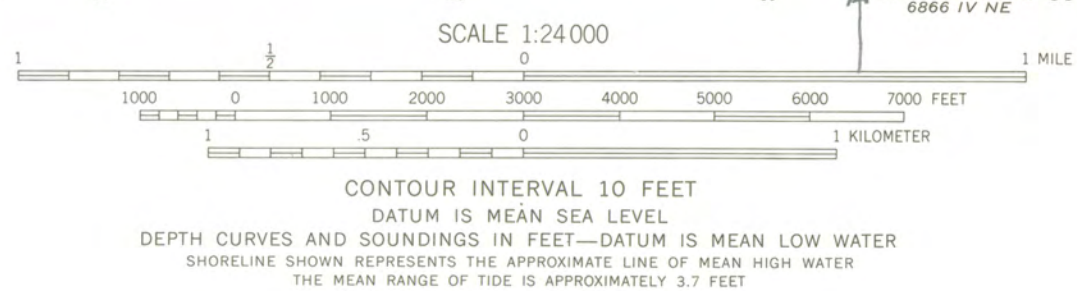
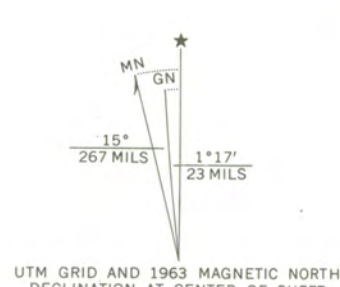
COMMONWEALTH OF MASSACHUSETTS
DEPARTMENT OF PUBLIC WORKS

NEW BEDFORD SOUTH QUADRANGLE
MASSACHUSETTS-BRISTOL CO.
7.5 MINUTE SERIES (TOPOGRAPHIC)



INGRAHAM School
New Bedford (Bristol)
MA Zone 19
339830
4609420

Maped, edited, and published by the Geological Survey
Control by USGS, USC&GS, and Massachusetts Geodetic Survey
Planimetry by photogrammetric methods from aerial photographs
Topography by planetable surveys 1936. Revised 1963
Selected hydrographic data compiled from USC&GS Charts 252 (1961),
237 (1962), and 249 (1963). This information is not intended for
navigational purposes
Polyconic projection. 1927 North American datum
10,000-foot grid based on Massachusetts coordinate system,
mainland zone
1000-meter Universal Transverse Mercator grid ticks,
zone 19, shown in blue
Red tint indicates area in which only landmark buildings are shown
Boundaries in tidewater areas from information furnished
by Massachusetts Department of Public Works



ROAD CLASSIFICATION
Heavy-duty ——— Light-duty ———
Medium-duty ——— Unimproved dirt ———

NEW BEDFORD SOUTH, MASS.
N4130—W7052.5/7.5

1963

AMS 6867 III SW—SERIES V814

94





NEW BEDFORD HISTORICAL COMMISSION

Thirty Three William Street ▪ New Bedford ▪ Massachusetts ▪ 02740

Telephone: 508.996.4095 ext 6104 ▪ Fax: 508.994.8922

RECEIVED

DEC 11 2008

MASS. HIST. COMM

December 3, 2008

Brona Simon
Executive Director & SHPO
Massachusetts Historical Commission
220 Morrissey Boulevard
Boston, Massachusetts 02125

Re: Ingraham School National Register nomination

Dear Ms. Simon:

The New Bedford Historical Commission strongly supports WHALe's efforts to list the Robert C. Ingraham School in the National Register of Historic Places. This brick Romanesque Revival structure, designed by local architect Samuel C. Hunt, was built in 1901 to accommodate the rapidly growing immigrant population in the south end of New Bedford. Named for the first librarian at the New Bedford Free Public Library, the building has twelve (12) classrooms and one assembly hall. Used by the School Department until 2006, the building will now be adapted to become affordable housing.

The school represented the city's efforts to transition to larger school buildings in the early part of the 20th century and contributes to our knowledge on how the city came to be and the architectural history of the city.

The New Bedford Historical Commission urges you to give this nomination your full consideration and thanks you for the opportunity to support the continued preservation work in New Bedford.

Sincerely,



Derek J. Santos
Chairman

New Bedford Historical Commission



RECEIVED

DEC 11 2008

MASS. HIST. COMM

CITY OF NEW BEDFORD

SCOTT W. LANG, MAYOR

December 5, 2008

National Register of Historic Places

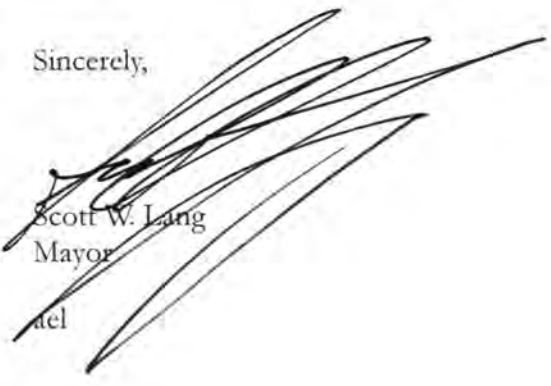
William Francis Galvin
220 Morrissey Boulevard
Boston, MA 02125

Dear Secretary William Francis Galvin,

I am pleased to support the nomination of the Robert C. Ingraham School, New Bedford, for inclusion in the National Register of Historic Places. The school is representative of the large brick masonry public schools typically constructed in New Bedford at the turn of the century as the city transformed itself from a major whaling port to a large industrial city with a new focus on cotton textile manufacturing resulting in a burgeoning immigrant population. The Robert C. Ingraham School retains its historical character and its architectural significance as a fine school building designed and constructed in the Romanesque style by highly respected local architect, Samuel C. Hunt.

Documenting and preserving New Bedford's unique history for future generations is an endeavor with great value and I urge you to give this application your utmost consideration and thank you for the opportunity to support the continued preservation work in New Bedford.

Sincerely,



Scott W. Lang
Mayor

ael



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



January 19, 2009

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

Dear Mr. Loether:

Enclosed please find the following nomination form:

Robert C. Ingraham School, 80 Rivet Street, New Bedford (Bristol), MA

The nomination has been voted eligible by the State Review Board and has been signed by the State Historic Preservation Officer. The owners of the property in the Certified Local Government community of New Bedford were notified of pending State Review Board consideration 60 to 90 days before the meeting and were afforded the opportunity to comment.

Two letters of support have been received.

Sincerely,

Betsy Friedberg
National Register Director
Massachusetts Historical Commission

Enclosure

cc: Loni Willey, Ingraham School LLC, Women's Institute Realty, Inc.
Derek Santos, New Bedford Historical Commission
Mayor Scott Lang, City of New Bedford
Anne Louro, New Bedford CLG Coordinator
Lisa Bergson, WHALE
George Smith, Chair, New Bedford Planning Board