

United States Department of the Interior
National Park Service

National Register of Historic Places Registration Form



266

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 if needed (NPS Form 10-900a).

1. Name of Property

historic name Daniel Saunders School

other names/site number _____

2. Location

street & number 243 South Broadway

☐ not for publication

city or town Lawrence

☐ vicinity

state Massachusetts code MA county Essex code 009 zip code 01843

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

Signature of certifying official Brona Simon

Brona Simon, SHPO, MHC

March 24, 2011

Date

Title SHPO

State or Federal agency/bureau or Tribal Government

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

Signature of commenting official _____

Date _____

Title _____

State or Federal agency/bureau or Tribal Government

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:)

John Edson H. Beall

Signature of the Keeper

5.11.11

Date of Action

5. Classification

Ownership of Property (Check as many boxes as apply)

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

Category of Property (Check only one box)

☒	building(s)
☐	district
☐	site
☐	structure
☐	object

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

Contributing	Noncontributing	
1	0	buildings
0	0	district
0	0	site
0	0	structure
0	0	object
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

Current Functions (Enter categories from instructions)

WORK IN PROGRESS: Multiple Dwelling

7. Description

Architectural Classification (Enter categories from instructions)

LATE 19th and 20th CENTURY REVIVALS/

Classical Revival

Materials (Enter categories from instructions)

foundation: CONCRETE

walls: CONCRETE, BRICK

roof: SYNTHETICS: rubber

other:

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

The former Daniel Saunders School (Saunders School) is a Classical Revival-style brick building with cast-stone trim. Located at 243 South Broadway in Lawrence, Massachusetts, the school was constructed in 1931. It stands on a 0.66-acre parcel on the south side of the Merrimack River, bounded by Bowdoin Street to the north, Chester Street to the south, South Broadway to the east, and abutting parcels to the west. The Saunders School replaced a school building on the same site that was destroyed in a fire. The building is set back from the street, with its façade (east elevation) facing onto South Broadway. A lawn, which terminates at a row of shrubs located along the sidewalk, fronts the building. The rear of the property is paved for vehicular access. The lot is two blocks west of the Lawrence railroad yard. The building is surrounded primarily by residential properties dating from the late 19th and early 20th centuries. A group of post-World War II low-rise commercial buildings east of the property provide a buffer between the school and the rail yard. Few residential buildings remain along South Broadway, and of those that do, many have been converted to commercial uses. The exterior of the Saunders School is in good condition, and the interior retains its original plan as well as some historic doors, built-ins, and a fireplace.

Narrative Description

The Saunders School building was constructed in 1931 in the Classical Revival style. The two-story, plus raised basement, school is set on a concrete foundation with a rectangular footprint. The building is masonry construction of concrete blocks with a six-course Flemish-bond brick veneer. A beveled concrete water table runs above the raised basement on all elevations. The building is covered by a flat roof with an interior-end brick chimney and a parapet. The parapet is stepped at the central bay of the façade (east elevation) and is finished with concrete coping. An ogee-profiled concrete cornice runs along all elevations (Photograph 1).

Central bays project slightly from the north, south, and east elevations. The largest projecting bay, on the east facade, demarcates the main entrance to the school (Photographs 2-4). The east elevation is eleven bays in width, with the entrance situated in the central bay. The bay rises to the roofline, where it becomes part of the cornice as a concrete entablature composed of triangular pediment and frieze engraved to read "DANIEL SAUNDERS SCHOOL." The tympanum of the pediment is adorned with the carving of an open book, the date 1931, and a ribbon. The entrance-bay door system is fronted by a half-flight of concrete stairs. The entrance holds a set of double-leaf, non-historic, metal doors with a single-light transom dating to the 1980s. A blind segmental arch situated above the transom is framed by a concrete arch that rests on pilasters with square capitals, which are engraved with a floral motif. A diamond-shaped concrete ornament is located in a spandrel panel above the door surround. A series of six, full-height, paneled brick pilasters rise to the cornice. The watertable serves as the base of the pilasters, and a concrete stringcourse runs below the cornice, topping each pilaster. A concrete capital for each pilaster is situated between the cornice and the stringcourse, with the exception of the two pilasters defining the central bay. They support the pedimented entablature.

Fenestration on the east (photo 1) and west (photo 6) elevations, with the exception of the central bays on the east elevation, consists of regularly spaced single window openings. All window openings have concrete lug sills and soldier lintels. Openings hold non-historic, three-sash metal windows with operable lower sashes likely dating to the 1980s. The central façade bays (east elevation) have smaller single openings that hold non-historic, 1/1, double-hung metal sashes also dating to the 1980s. Directly below the entablature in the central façade bay is a paired window opening that holds two non-historic, triple-sash metal windows with operable lower sashes. The basement level has regularly spaced two-light windows on both elevations. Basement-level window openings are set on concrete lug sills; the watertable forms a lintel course for the basement windows.

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Secondary entrances are situated within the projecting central bays on the north and south elevations (photos 5, 6, 7). Doors are non-historic, double-leaf metal with single-light transoms, replacing the original doors in the 1980s. Raked, pedimented hoods with scrolled brackets top both secondary entrances. On each elevation above the entrance is a large, multi-sash arched window framed by an arched brick soldier course with a keystone. Window openings have concrete lug sills. On either side of the central bay, unfenestrated bays are filled with flush brick panels defined by flush soldier surrounds forming a rectangle with concrete corner blocks. Panel-brick pilasters flank the central bay and define the corners of both the north and south elevations. The water table defines the base of the pilasters and a concrete stringcourse runs below the cornice topping each pilaster. A concrete capital for each pilaster is situated between the cornice and the stringcourse. A small, one-story addition extends from the east bay of the south elevation (photo 5). Constructed of stretcher-bond brick, the addition has a shed roof and a door facing west.

The rear (west) elevation is divided into three banks of windows (Photograph 6). Panel-brick pilasters delineate each bank and the corners of the building. The watertable defines the base of the pilasters, and a concrete stringcourse runs below the cornice topping each pilaster. A concrete capital for each pilaster is situated between the cornice and the stringcourse. Two projecting entrances, each holding single-leaf non-historic metal doors dating to the 1980s, are located at the basement level. These vestibules are brick with barrel-vault roofs.

INTERIOR

The Public Safety files at the Massachusetts Archives do not contain architectural plans for the Daniel Saunders School building; however, an on-site assessment of the interior during an August 2009 site visit indicates the original floor plan is intact. The basement level is composed of large rooms rather than smaller classrooms. This level is reached from all entrances by half-flights of stairs, with the exception of the main entrance on the east elevation (Photograph 8); all stairs but those at the main entrance are unfinished concrete. The main entrance stair is finished with rubber treads. The basement level walls are finished with glazed brick laid in a stretcher bond, and floors are either unfinished concrete or finished with non-historic vinyl tile. Window openings at the basement level have slanted concrete sills.

The first and second floors have a double loaded-corridor floor plan. A main north-south corridor runs the length of the building and is flanked by classrooms. Stairwells are located at the ends of the corridor (Photograph 9). Classrooms are finished with textured ceilings, painted walls, non-historic vinyl tile flooring, and non-historic rubber baseboards. Windows on the first and second floors retain their historic wood surrounds and sills. Corridors have painted ceilings, painted concrete-block walls with wood chair rails, non-historic vinyl tile flooring, and non-historic rubber baseboards. Interior wood trim around the classroom walls, built-in wood cabinetry, and some historic wood doors and radiators have been retained. A fireplace with an original wood mantel is present in one of the first-floor classrooms. While this unusual feature raises the possibility that the room was not designed to be a classroom, its original use could not be determined at this time. Smaller rooms on the first and second floors are finished with non-historic vinyl tile flooring, wood paneled walls, and acoustical-tile ceilings (Photograph 10). Restrooms throughout the school have non-historic fixtures, including vinyl tile flooring and rubber baseboards.

Archaeological Description

While no ancient Native American sites are located on the school property, it is possible that sites are present. Ten ancient sites are known in the general area (within one mile). Environmental characteristics of the property indicate some locational criteria (slope, soil drainage, proximity to wetlands) that are favorable for the presence of many types of Native sites. The school is located on a level to moderately sloping plain on the south side of the Merrimack River. However, the school is also located more than 1,000 feet from the nearest wetlands, a factor that may reduce the overall ancient site sensitivity for this area. The school is located approximately one-half mile south of the Merrimack River, and one mile west of the Shawsheen River. The entire city of Lawrence lies within the Merrimack River drainage. Soils on the school property are generally sandy, formed in glacial outwash deposits on glacial outwash plains. Given the above information, known patterns of ancient Native American settlement in the Merrimack River Basin, the size of the nominated property (0.66 acres), and impacts associated with construction of the original Saunders School on the site in 1860 and the existing school, which has a full basement, in 1931, a low potential exists for locating ancient Native American resources on the

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school property. Any ancient Native American resources that might have been located on the property were destroyed by construction of the 19th and 20th century schools, parking areas, related outbuildings, and utilities.

A moderate potential exists for locating historic archaeological resources on the Saunders School property. Structural evidence from the original Saunders School (ca. 1847), outbuildings, and archaeological evidence of related utilities may survive on the school property. Any potential archaeological resources that survive from the original school would postdate 1860, the year that school was moved to the property. The original school received a large addition during its move to the present site. Structural evidence and construction features may survive from the ca. 1847 school and additions made in 1860. The existing Saunders School was built in 1931 on its historic site after the original school burned earlier that year. The existing school is larger than its predecessor.

No buildings, structures, or objects that predate 1860 are known for the Saunders School property.

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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

EDUCATION

Period of Significance

1931-1961

Significant Dates

1931 – construction and opening

Significant Person

(Complete only if Criterion B is marked above)

Cultural Affiliation

Architect/Builder

M. Joseph G. Morissette, architect

Stephen D'Urso and Son, Inc., builders

Period of Significance (justification)

The period of significance for the former Saunders School extends from 1931, when it was constructed, to 1961. The building functioned as a school from the time of its construction through 2006; thus, the fifty-year cutoff (1961) is used as the closing date for the period of significance.

Criteria Considerations (explanation, if necessary) N/A

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

The Daniel Saunders School (Saunders School) is significant at the local level under National Register Criterion A for its historical association with the development of Lawrence MA, as reflected in the education of its children, in the twentieth century. Tremendous population growth occurred during the last decades of the 19th and early decades of the 20th centuries as the city became one of the great manufacturing centers in New England. The Saunders School building is also significant at the local level under National Register Criterion C as a representative example of a public school building designed in the Classical Revival style. Additionally, the Saunders School may be a rare secular building designed by M. Joseph G. Morissette, a local architect primarily associated with ecclesiastical buildings. Since the building's completion in 1931, the Saunders School has undergone interior alterations to modernize the classrooms and restrooms. Exterior alterations have been limited to the installation of a new roof, doors, and windows dating to the 1980s. Despite these late 20th-century changes, the building retains its character-defining Classical Revival features and overall integrity of design, materials, workmanship, location, feeling, association, and setting. No longer needed as a school, the building is in the process of conversion to affordable, supportive housing for formerly homeless people.

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

The Saunders School building standing today at 243 South Broadway was constructed to replace an earlier school building located on the same lot. The earlier wood-frame school building and its freestanding annex building were destroyed in a 1931 fire; rebuilding provided the city an opportunity to construct a modern, fireproof school that could accommodate more students. The new school was substantially larger than its predecessor, allowing it to better serve the quickly expanding population, which had grown from 62,559 in 1900, to 94,270 in 1920. The construction of the school reflected a school building campaign initiated by the city of Lawrence in the 1930s, in order to provide a quality education to the growing student population.

The Saunders School is a representative example of the Classical Revival style of architecture. It was designed by M. Joseph G. Morissette, a Lawrence native and resident. With the exception of the Saunders School, Morissette's known commissions are churches and associated schools and rectories.

Developmental history/additional historic context information (if appropriate)

Historic Context

FOUNDING AND DEVELOPMENT OF LAWRENCE

Composed of land that was once part of the present-day towns of Andover and Methuen, Lawrence was incorporated as a town in 1847 and became a city in 1853. In 1843, a group of businessmen including William and Abbot Lawrence, as well as Andover woolen manufacturer Daniel Saunders, established the Merrimack Water Power Association and set out to harness the waterpower of the Merrimack for industrial purposes. The investors, who became known as the Boston Associates, established the Essex Company to produce textiles, harnessing the Merrimack River to power their looms. Lawrence, named after its principal stockholder, was laid out as a planned textile community with mills, boardinghouses, dwelling houses, schools, and other services similar to an earlier venture in Lowell, Massachusetts, ten miles to the west. Lawrence grew rapidly to become one of the nation's largest textile manufacturers.

In 1845, the Essex Company purchased 4,313 acres of land north and south of the river from Methuen and Andover landowners. The Essex Company dammed the river and created canals north and south of the river. The completion of the great stone dam in 1848, and the North Canal in 1849, spurred further settlement in Lawrence. By 1850, the Essex Company had laid out a complete street grid north of the Merrimack River. The population, which had just numbered 100 in 1845, had, by 1850, increased to 8,358 and was composed mainly of immigrants seeking employment in the textile mills. In 1860, the population had increased again, totaling 17,639, 42% of whom were foreign-born. Lawrence was an

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immigrant city, as it abounded with skilled and unskilled workers from almost every nation in Europe, including Ireland, France, Italy, Germany, Belgium, Poland, and Lithuania. In addition, there was a major influx of French Canadians. The population of Lawrence continued to grow, rising from 17,639 to 28,921 by the 1870s. Development in Lawrence continued apace in the last decades of the 19th century as the mills and factories continued to prosper. In 1890, the population had risen to 44,654, 45% percent of whom were foreign born.¹

Following its incorporation as a town in 1847, Lawrence formed a committee responsible for establishing a school system that would ensure the children of Lawrence received a proper education. The school committee was composed of James D. Herrick, Dr. William D. Lamb, and Daniel Wood. The committee sought the guidance of Horace Mann, who is considered the father of the American public school, to plan the future of the Lawrence Public School system.² At that time Lawrence had three, one-story, district schoolhouses. Two were located in an area that had been part of Methuen—one on Tower Hill, and the other at the intersection of what is now Prospect and East Haverhill streets. The third schoolhouse was located south of the river in a section of Lawrence that was previously part of the town of Andover, near the intersection of Lowell Road and the Turnpike (present-day intersection of South Broadway and Andover Street). This third schoolhouse was moved to the corner of South Broadway and Chester Street (the site of the present-day Saunders School building) in 1860. This building was razed at an unknown time, and a two-story school building had been constructed in its place by 1895, when it appeared on the *Sanborn Fire Insurance Map*.³

Local records indicate that the population rose from 62,559 in 1900 to 94,270 in 1920, with foreign-born residents accounting for approximately 45% percent of this total.⁴ Between 1892 and 1920, seven school buildings were constructed to service the outlying sections of the city, which for many years had been increasing in school-age population without adequate educational facilities to meet their needs.⁵ From the time of its founding in 1847 through the 1920s, the Lawrence Public School System had grown in response to the city's population increases and education needs.

The present Saunders School and its predecessor were named for Daniel Saunders (b.1796), a key figure in the formation of the Merrimack River Water Power Association and the founding of Lawrence. Saunders was the town's first Treasurer, and his son, Daniel Saunders, Jr. (d.1872), was mayor of Lawrence in 1860.

CONSTRUCTION OF THE PRESENT-DAY SAUNDERS SCHOOL BUILDING

As depicted on the 1911 *Sanborn Fire Insurance Map*, a two-story school building, known as Saunders School, and a separate annex building were located on the lot at 243 South Broadway prior to the construction of the present-day Saunders School. In 1931, the earlier Saunders School and annex were destroyed in a fire.⁶ Following the fire, Saunders School students attended the Sacred Heart School until construction on the new building was complete.⁷ As an integral component of the Lawrence Public School System, the city immediately began work on constructing a new, larger Saunders School, which would continue to educate students in the first, second, and third grades. Construction of the new Saunders School building coincided with the city's school building campaign, which had become necessary by the end of the 1920s to keep pace with the city's expanding population.⁸

Local architect M. Joseph G. Morissette was selected to design the new Saunders School, which is his only documented secular commission discovered to date. The construction firm of Stephen D'Urso and Son, Inc. was awarded a contract on
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¹ "Lawrence History Timeline" from <http://www.lawrencehistorycenter.org>, accessed January 28, 2010.

² *One Hundredth Annual Report of the School Committee, Lawrence, Massachusetts, 1946*.

³ Dorgan, Maurice B. *History of Lawrence, Massachusetts*. Massachusetts: Dorgan, 1924: 88.

⁴ "Lawrence History Timeline" from <http://www.lawrencehistorycenter.org>, accessed January 28, 2010.

⁵ The schools constructed between 1890 and 1920 were the John R. Rollins School (NR) on Prospect Hill, the John K. Tarbox School, the Emily G. Wetherbee School, the Alexander B. Bruce School, the Gilbert E. Hood School, the John J. Breen School, and the Francis M. Leahy School. An addition to the Lawrence High School (James D. Horne Annex) was also built during this period.

⁶ Ken Skulski. *Lawrence Massachusetts Volume II: Images of America*. New Hampshire: Arcadia Press, 1997: 29.

⁷ "Schools Of City Reopen," *Lawrence Telegram Newspaper*, September 8, 1931.

⁸ In 1920, the population of Lawrence had reached 94,270.

June 1, 1931, by the city council to construct three new school buildings—Charles S. Storrow, Park Street, and Saunders schools.⁹ The *Lawrence Telegram* article noted that sub-contracts would be given to local businesses and that work would be restricted to local labor. The article also indicated that the sub-contracts would be signed within one week of the June 1 contract and the construction must be completed in 250 working days. An additional stipulation was added for the Saunders School, stating a penalty of ten dollars for every day over the allocated construction period if the school was not completed on time.

According to the *Eighty Fifth Annual Report of the School Committee (1931)*, \$164,732.87 had been spent constructing the new Saunders, Storrow, and Park Street schools. The Lawrence Public Schools had also spent \$71,824.29 on repairs to their 27 existing buildings, which provided 350 classrooms, 268 of which were at the elementary school level. In 1931, the school system employed 542 teachers and had 13,975 children enrolled in school, although the average attendance was 11,467. The new Saunders School building was located in District Four, along with the Wetherbee School in South Lawrence. Combined, the two schools had 561 students, 206 of which were in the first through third grades at Saunders School. In 1931, Saunders School was staffed by eight teachers serving under Principal Catherine G. O'Leary. The staff, which had all taught in the earlier Saunders School building, beginning in 1928, consisted of: Mollie B. Marsh (third grade), Mary A. Wholey (third grade), Annie Brickley (second grade), Elizabeth H. Elliott (second grade), Agnes R. Hogan (second grade), Josephine A. Kelley (first grade), Nellie S. Stockpole (first grade), and Z. Alice McKenny (first grade).¹⁰ The staff at Saunders School remained the same through 1935, and enrollment fluctuated between 200 and 230 students through that period.¹¹

Construction of the new Saunders School, as well as the new Storrow and Park Street schools, was completed as Lawrence was grappling with the effects of the Great Depression. Prior to the onset of the Great Depression, Lawrence's worsted mill economy (the city's largest industry) was booming. In 1910, local industry employed 20,668 people and produced \$58,536,000 worth of goods; by 1921, production had risen to \$106,784,289 and employment had risen to 22,730. The need for worsted goods during World War I explains much of the dramatic growth during the late 1910s. These numbers were surpassed in 1923, when production rose to \$137,234,057 and employment to 24,493. The onset of the Great Depression forced many small manufacturers to close down, with the number of establishments in operation dropping from twelve to seven between 1923 and 1932. By 1932, production of worsted goods dropped to \$31,229,907 and employment to 11,848.¹²

The effects of the Great Depression on the worsted mills were devastating to Lawrence's economy, as the mills reduced staff by more than 50%. Consequently, New Deal programs such as the Emergency Relief Administration (ERA), which would later become the Public Works Administration, were important in providing work to the large number of unemployed in Lawrence. Projects sponsored by ERA hired local workers who would earn approximately twelve dollars a week. The ERA funded 70% of a project's cost, with the remaining 30% funded by the municipality where the project was located.¹³ Through the ERA, several major projects were undertaken in Lawrence, such as the removal of old trolley tracks, the construction of Lawrence Municipal Airport, the installation of sewers and water mains throughout the city, and repairs to the municipal hospital. Smaller projects include a traffic survey, stump removal, the repair of pump stations, repainting of schools and libraries, classification of public records, tree planting on the town's North Common, headstones for soldiers, construction of a bandstand in South Lawrence, and pest (specifically caterpillar) eradication.¹⁴ Food rations of butter, cheese, flour, oats, and other commodities were provided weekly at the Everett Mill for those still not working.

In 1936, as the city of Lawrence continued to suffer through the Great Depression, there was a noticeable decline in the number of children attending school, which at the end of 1936 was down to 10,935. Of these, 179 children were enrolled

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⁹ "D'Urso Co. Is Given Work On All Three," *Lawrence Telegram Newspaper*, June 1, 1931.

¹⁰ *School Committee Report, 1931*.

¹¹ *School Committee Reports, 1931-1935*.

¹² Various. *History of Lawrence, MA*. Lawrence, MA: Shifting Gears Project, 1982.

¹³ Reilly, Barney. "Lawrence and the New Deal," from the collections of the Lawrence History Center.

¹⁴ *An Authentic Record of Federal Emergency Relief at Lawrence, Massachusetts, 1934-1935*.

at Saunders School. By 1936, the total number of students enrolled in District Four had dropped to 508, a decrease of 65 students from 1935. The school system had closed two schools—Franklin and Hampshire—at the end of the 1935 school year, leaving 25 school buildings and 327 classrooms. With the closure of school buildings and overall decline in attendance, there was a reduction in staff. At Saunders School, a first- and a second-grade teacher were laid off, reducing the staff from eight to six teachers.¹⁵

The decline of students attending school in Lawrence is illustrative of a nationwide trend in education that occurred during the Great Depression. As unemployment increased, families increasingly did not have the financial resources to provide their children with sufficient and nutritious food, let alone the supplies necessary to attend school. Childhood malnutrition increased during the Depression; in New York City, the health department reported that just over 20% of school children showed signs of malnutrition in 1932. The Great Depression also had an impact on education nationwide by causing fiscal retrenchment in schools due to a shrinking tax base. The closure of businesses, and resulting unemployment, reduced the revenues generated by local taxes that had traditionally supported public schooling. State contributions to education were low prior to the 1930s, and the Depression forced further fiscal stringencies at the state level. Thus, local school boards were forced to cut expenses, often by reducing the teaching staff and curtailing educational programs. In the South and Southwest, many school boards reduced the length of the school year and even closed schools. Schools in Northern industrial states, which were generally more prosperous, were also forced to shorten the school years. In some cases, school remained in session but school boards were unable to pay the teaching staff. These teachers were given promissory notes for their salaries, which would be paid when additional revenues had been collected.¹⁶

Enrollment at Saunders School remained in the 170s through 1938; in 1939, enrollment dropped even further to 152. The overall attendance for all the Lawrence Schools had declined to 10,149 in 1936. Between 1938 and 1939, one school building closed, reducing the overall number of classrooms to 320. This trend continued through the 1940 school year, as two more schools closed, leaving the city with 22 school buildings to serve its 9,584 students. District Four's enrollment had dropped to 415 students, with enrollment at Saunders School down to 141. In the midst of a contracting student body and a reduction in facilities, the Lawrence Public School System was paying more for each student throughout the 1930s. The cost per pupil spent by the school system had increased from \$84.12 in 1934 to \$116.82 in 1940.¹⁷

A sharp economic recovery occurred in 1940-1941 due to wartime contracts; the value of goods produced nearly doubled and employment increased by 30-40%. Production peaked the following year, when \$164,180,768 worth of worsted goods was produced by 21,698 employees. The rise in worsted good manufacturing can be traced to the onset of World War II, with production focused toward the war effort. Worsted goods were a vital component of the wartime economy and helped to temporarily improve Lawrence's economy.¹⁸

The early 1940s brought several staff changes at Saunders School. Prior to the 1941 school year, Mollie Marsh, a third-grade teacher at Saunders School who had begun teaching in Lawrence in 1895, retired. Saunders School brought in Florence G. Regan to teach second grade, while the remaining teachers switched teaching assignments to maintain two third grade classes, two second-grade classes, and two first-grade classes. Prior to the 1942 school year, both first grade teachers—Josephine Kelley and Nellie Stockpole—retired, having taught in Lawrence since 1893 and 1895, respectively. Irene V. Cotter and Beatrice A. McPhee were hired as the new first-grade teachers that year. Staff remained the same through 1945, with the exception of a new principal. For the 1944 school year, Helen F. Gainey was hired to serve as the new principal of Saunders School.¹⁹

Economic improvement due to World War II did not increase school attendance in Lawrence. Through 1944, the Saunders student population continued to decrease slightly each year, reaching 135 students in 1944. That year the

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¹⁵ *School Committee Report, 1936.*

¹⁶ Gutek, Gerald L. *Education in the United States: An Historical Perspective.* Englewood Cliffs, NJ: Prentice Hall, Inc., 1986: 240-241.

¹⁷ *School Committee Reports, 1938-1940.*

¹⁸ Various. *History of Lawrence, MA.* Lawrence, MA: Shifting Gears Project, 1982.

¹⁹ *School Committee Reports, 1940-1942.*

overall school attendance in the city had dropped to 7,104. In 1945, as WWII was ending, overall attendance dropped again to 6,911, but the attendance at Saunders School saw a jump from 135 to 157. This was a short-lived increase as enrollment dropped to 145 the following year. Saunders School replaced Beatrice A. McPhee with a new first grade teacher, Regina M. McCarthy, in 1946. The city's overall attendance for 1946 reached a new low of 6,847.²⁰

In 1946, the Lawrence Public School System published its one hundredth annual report and prepared a written assessment of the school system for the first time. That year, the school committee took steps to act on a referendum passed by the city to equalize the salaries of male and female teachers with equivalent experience. That same year, salaries throughout the school system were assessed and increased as necessary. A pre-primary class also opened at Bruce School for the first time in 1946 and was popular. According to the report, "...requests have come from parents in several other sections of the city to provide similar accommodations for their children." The Lawrence Public School System also began a series of radio programs on the local station called "Your School and Home," which sought to increase parental interest in what was happening in the schools. At the time, Lawrence schools did not have parent-teacher associations.²¹

The public school system's attempt to garner parental interest occurred as Lawrence's industrial economy continued to collapse. Despite economic rebounds in the worsted mills during World War II, the overall textile industry in Lawrence, especially cotton, experienced a slow and steady decline from the late 1920s through 1950, for several reasons. First, the industry was affected by increasingly restrictive immigration policies after 1921 that reduced the supply of available, non-unionized labor. Lawrence was home to 54 different nationalities and 80% of its population was either foreign-born or first-generation American.²² By the 1920s, electricity and steam had replaced water as a primary power source, which meant that access to water was no longer necessary for manufacturing. Improved transportation reduced the importance of a mill's proximity to a market; it became increasingly easy to transport goods farther distances. Additionally, tax rates and fuel costs in New England had become prohibitively expensive, making manufacturing less profitable. These factors led many mill owners to seek out new locations or to simply close down their plants. The first cotton mill to leave Lawrence was the Atlantic Cotton Mills in 1916. The mill moved to South Carolina where land was cheap, there was plentiful, non-unionized labor, and favorable tax incentives. As cotton mills began to leave or shut down, some light manufacturing developed in its place. Between 1926 and 1936, sixteen new companies (half of which produced leather and shoe products) set up operations in vacant mill buildings. By 1950, all the cotton mills in Lawrence had closed or liquidated their assets.²³

Significant declines in the population accompanied the closure of cotton mills. From a peak of approximately 94,200 people in 1920, the population dropped to around 85,000 in 1930; the population remained steady through the end of World War II. In 1949, when suburban areas were experiencing a postwar boom, Lawrence had an unemployment rate of 40%. By 1950, the population shrank to just about 80,000. Remaining residents looked to the wool mills for employment during this period. However, the production spikes for worsted goods that accompanied World War II were short-lived. Increasing southern competition forced the remaining woolen mills to close during the 1950s. In 1952 and 1954, the American Woolen Company closed its two Lawrence mills—Ayers Mills (2,657 jobs) and Wood Mills (7,000 jobs). Arlington Mills liquidated their assets in 1952, Monomac Mills closed in 1952, and in 1956 Pacific Mills closed (4,100 jobs).²⁴

Despite an overall population loss, school enrollment in all Lawrence Public Schools began to rebound in 1949, with small but steady increases through 1960. In his 1950 annual report, James F. Hennessey, Superintendent of Schools, noted that the marginal enrollment increases in 1949 and 1950 were part of a nationwide trend. According to Hennessey,

(continued)

²⁰ *School Committee Reports, 1940-1944.*

²¹ *School Committee Report, 1946.* Three additional pre-primary classes were opened in 1947 at Arlington, Breen, and Storrow schools, for a total of seven in the city.

²² Skulski, Ken. *Lawrence Massachusetts Volume II: Images of America.* South Carolina: Arcadia Press, 1997.

²³ Various. *History of Lawrence, MA.* Lawrence, MA: Shifting Gears Project, 1982.

²⁴ Various. *History of Lawrence, MA.* Lawrence, MA: Shifting Gears Project, 1982.

however, "The enrollment increase in the Lawrence Public Schools has not been as marked as it has been in some other communities, and some other parts of the country. The chief reason for this difference is that the City of Lawrence, because of its small area, has seen many families move to suburban towns." Hennessey concluded, "We have seen a definite removal of the school enrollment away from the school districts in the downtown section of the city."²⁵

Enrollment at Saunders School mirrored the overall growth in the school system, with moderate enrollment increases between 1950 and 1960. In 1950, Saunders School offered its first pre-primary class, which was taught by Josephine C. Wholley. That year Saunders had 220 students enrolled, an increase of 75 students from 1946, largely due to the addition of a pre-primary class. A temporary teacher, Frances E. Pearson, was also brought in that year to teach the third grade. In 1951, Lillian B. Haverty became the new principal of Saunders School, which had 247 students enrolled that year. A second pre-primary class was added in 1951, with Patricia C. Paquin hired as the permanent teacher.²⁶

By 1952, a tenth staff member had been hired at Saunders School, and an additional first-grade class was added to serve the 283 students. The staff now included: Mary A. Wholey (third grade), Agnes R. Hogan (third grade), Mary E. Crowley (second grade), Alice E. Hannon (second grade), Marie R. Barrett (first grade), Alice E. Sullivan (first grade), Mary R. Shinnick (first grade), Margaret M. Gregg (pre-primary), and two temporary teachers—Margaret F. O'Sullivan (first grade) and Geraldine Lynch (pre-primary). Superintendent Hennessey discussed the increase in South Lawrence enrollment in his 1952 annual report. Hennessey noted that:

The bulk of new enrollment has been concentrated in the South Lawrence Schools. While there have been increases generally in all our lower grades, the first grade enrollment in the South Lawrence Schools has increased most of all. Almost 60% more pupils of all grades attend these schools now than attended 10 years ago, and most of this increase is still in the first four grades. This increase has been due to the opening of three new housing projects in this area.²⁷

According to the 1953 and 1954 *Annual Reports of the School Committee*, the construction of housing developments in South Lawrence had put a strain on existing facilities and staff, forcing the Lawrence Public School System to find solutions to crowded classrooms. Some kindergarten (also referred to as pre-primary) classes were cancelled, and proposals were submitted for busing older students to central-city schools where there was more space. Growth related to the new housing developments was evident at Saunders School, which had 347 students in 1953 and 390 students by 1954. In 1953, the two temporary staff positions became permanent, allowing Saunders School to offer two third-grade classes, three second-grade classes, three first-grade classes, and two pre-primary classes. In 1954, the school demographics changed and the school offered three third-grade classes, two second-grade classes, three first-grade classes, and one pre-primary class. A new principal also came on board in 1954, Beatrice E. Condon. In order to continue to accommodate a pre-primary class in 1955, Saunders School had to hold the sessions in a hall at the Beacon Courts Housing Project.²⁸

Following World War II, the city of Lawrence shifted the focus of its economy to merchandising. A commemorative booklet, published by the Greater Lawrence Chamber of Commerce in 1953, highlighted Lawrence's growth as a center of merchandising, both at the wholesale and retail levels. Improvements in transportation and an expanding suburban base helped the greater Lawrence area become a shopping destination for northeastern Massachusetts and southern New Hampshire. By 1953, retail sales in the greater Lawrence area totaled more than \$140 million per year.²⁹ Despite successes of retail and wholesale merchandising, Lawrence's economy and population remained devastated by the loss of mills and the accompanying 20,000 jobs.

(continued)

²⁵ *School Committee Report, 1950.*

²⁶ *School Committee Reports, 1950-1951*

²⁷ *School Committee Reports, 1952.*

²⁸ *School Committee Reports, 1953-1955.*

²⁹ *Horizons Centennial Anniversary 1853-1953. Lawrence: The Greater Lawrence Chamber of Commerce, 1953.*

Continued shifts in the population of Lawrence led to the 1957 announcement that two new elementary schools would be constructed in South Lawrence to relieve the overcrowding. It was anticipated the schools—located on Osgood and Hamlet streets—would open in 1959. By 1957, Saunders School had increased its staff to ten permanent teachers, and had 337 students enrolled. With such high enrollment, an eleventh teacher was added to the staff in 1958. In 1958, staff consisted of Barbara Coughlin (third grade), Thelma Harvey (third grade), Catherine H. Rivet (third grade), Ann Robishaw (third grade), Frances V. Hart (second grade), M. Genevieve McDonald (second grade), Claire M. O'Connor (second grade), Margaret Hart (first grade), Mary R. Shinnick (first grade), Alice E. Sullivan (first grade), and Natalie Shepard (pre-primary). Construction of the city's two new schools was delayed and they were not ready for the 1959 or 1960 school year. Thus, enrollment at Saunders School remained at approximately 330 in 1959, and rose to 371 in 1960.³⁰

Frost and Kane schools opened for the 1961 school year. Superintendent Hennessey remarked on the school openings:

Our school buildings are changing. We are all aware of the new concepts in school architecture. No longer is the school built as a monument to some distinguished public figure or to the pride of the community. The modern school is intended, first of all, to house a well-planned educational program and the design is to be clean and functional as modern safety standards and sensible economy require.

Aside from showcasing the advances in school design, the opening of the Frost and Kane schools relieved pressure on the existing schools in South Lawrence. Enrollment at Saunders School dropped from 371 in 1960 to 190 in 1961. The school was able to house its pre-primary class on-site, and was able to reduce its teaching staff to seven.³¹ By 1963, the growing population in South Lawrence fostered additional changes at Saunders School. Between 1961 and 1962, the school went from holding one pre-primary class to three pre-primary classes. The school was staffed by nine teachers, and enrollment had risen to 241 by 1963. In 1963, Saunders School held a fourth-grade class for the first time. The following year, Saunders School added a fifth-grade class for the first time. No school committee reports are available after 1967.³²

LAWRENCE: 1960 – THE PRESENT

From 1960 to 1980, the city's population decreased from 80,000 to 64,000. High unemployment rates continued to plague Lawrence through the 1960s. In response, the city worked to attract new industries such as Honeywell and General Electric, which both opened new facilities in Lawrence. Honeywell Information Systems occupied the former Ayer Mill in South Lawrence from 1962-1966. However, the company's brief stint in Lawrence did little to curb unemployment.³³ The former mill buildings began to be used for warehousing, and by small manufacturing firms for light industrial production. By the mid-1970s, small firms were producing the city's major products such as leather and leather products, rubber and plastic products, apparel and furnished goods, machinery, electrical machinery, and some textile mill products.³⁴

Urban renewal swept through Lawrence beginning in 1959. The Lawrence Redevelopment Authority (LRA) was responsible for several redevelopment initiatives throughout the city, including the Common Valley Concord Project, Plains Project, Broadway Essex Project, and Garden Union Allen Project. These initiatives totaled 116 acres. The earliest project was the Common Valley Concord Project, which began in 1959 and encompassed 33 acres. The project area was redeveloped with a new U.S. Post Office, an apartment complex, and various other, smaller structures.³⁵ These projects

(continued)

³⁰ *School Committee Reports, 1957-1960.*

³¹ *School Committee Reports, 1960-1961.*

³² *School Committee Reports, 1963-1967.* It is possible Saunders School transitioned to serving only pre-primary (kindergarten) classes around 1973. The 1967 annual report noted, in addition to more classrooms, the school system would have "to plan for 1973 when all children of kindergarten age will be part of the educational system." By the time Saunders School closed in 2006, it served only kindergarten students.

³³ Watson, Bruce. *Bread and Roses.* New York: Penguin Books, 2005: 253.

³⁴ Various. *History of Lawrence, MA.* Lawrence, MA: Shifting Gears Project, 1982.

³⁵ Farrell, John H. "End of a Decade: Urban Renewal - Still Going Forward," *Lawrence Eagle Tribune*, December 31, 1989:1.

included extensive demolition. The city razed one of the two massive main mills at the Wood Worsted Mill complex (NR, 2010), once considered the largest mill in the world. The city also demolished large tracts downtown, including former worker's housing, to accommodate parking lots. A mall and three-story parking garage were also constructed during the 1970s, in an attempt to compete with the then-new suburban shopping malls. Theater Row, located along Broadway Street, was also razed during the 1970s. The ornate movie houses dating to the 1920s and 1930s had entertained mill workers throughout the Great Depression and World War II. The city's historic post office, which had been sited at the corner of Broadway and Essex streets, was also lost during the 1970s. Replacement structures were generally one-story, steel-frame structures with large parking lots, such as fast food restaurants and chain drugstores, that fundamentally changed the character of downtown Lawrence.

In 1970, the city received federal approval to move forward with their South Lawrence urban renewal project—known as the Saunders Improvement Area. The Saunders Improvement Area was an urban renewal project but it was not under the aegis of the LRA. The Saunders Improvement Area was a test case for rehabilitating existing housing stock rather than demolishing it. According to a newspaper article from 1972, "There is [sic] no displacement of families, no razing of buildings in this 'concentrated code enforcement' program. Instead, an inspector identifies housing code violations, and rehabilitation specialists help homeowners to plan improvements." These improvements were eligible for low-interest federal loans or, in some cases, grants. The project area encompassed 512 structures, with 904 dwelling units and approximately 3,000 residents within an 105-acre tract bounded by South Broadway and State, Andover, Front, Davis, and Kenneth streets. The city committed to making street, sidewalk, and landscape improvements to the area.³⁶ The Saunders Improvement Area encircled the Saunders School, and was instrumental in improving hundreds of dwellings and the living conditions of many of its students.

Immigration, which had nearly ceased during the 1950s and 1960s, resurged during the 1970s, with a large population of Puerto Rican and other Spanish-speaking immigrants settling in central Lawrence.³⁷ These were Lawrence's first major group of new immigrants since before 1920.³⁸ Racial tension also characterized the 1980s, with a riot breaking out between Hispanic youths and working class whites in 1984. During the 1980s, Lawrence made attempts to increase its employment base by attracting industries unwanted in other communities, such as waste treatment facilities and incinerators. Two trash incinerators operated in Lawrence through the 1980s and 1990s. During the recession of the early 1990s, Lawrence encountered more setbacks as arsonists set fire to more than 200 building during an eighteen-month period in 1991-1992. Additionally, the city sold the Intown Mall, which had been largely abandoned since the early 1990s, to Northern Essex Community College for development as their medical sciences center. Starting in the 2000s, Lawrence underwent positive changes, such as a sharp reduction in violent crime, and private investment in the remaining section of Wood Mill for its conversion to commercial, residential, and educational uses. A resurgence of business activity has occurred along Essex Street, with the opening of many Hispanic-owned businesses.

ARCHITECTURE OF SAUNDERS SCHOOL

M. Joseph G. Morissette, a Lawrence native, trained at the Wentworth Institute in Boston and focused his practice on religious architecture. Morissette grew up on Brookfield Street, which was near the Sacred Heart Church (of which he was a member) and only a block away from the present-day Saunders School.³⁹ Morissette's father, a carpenter, had a shop a few blocks away on Farley Street. As an adult in 1925, Joseph Morissette was listed in the city directory as living at 99 Dracut Street, only a block away from his childhood home. An advertisement in the 1925 city directory listed Morissette as an architect with an office at 575A Essex Street in Lawrence.⁴⁰

(continued)

³⁶ "Urban renewal is lagging far behind in Saunders Area." *Lawrence Eagle Tribune* January 26, 1972.

³⁷ The influx of Spanish-speaking immigrants was a shift from the 19th century immigration that consisted mainly of European and French Canadians.

³⁸ Various. *History of Lawrence, MA*. Lawrence, MA: Shifting Gears Project, 1982.

³⁹ *Lawrence City Directory*. Boston: Sampson and Murdock Co., 1913.

⁴⁰ *Lawrence City Directory*. Boston: Sampson and Murdock Co., 1925.

Commissioned to design the new Daniel Saunders School building in 1931, Morissette employed a restrained interpretation of the Classical Revival style. The Classical Revival style, often referred to as the Neoclassical style, was highly popular throughout the United States during the first half of the 20th century. The style was particularly popular for public buildings because it held connotations of permanence and grandeur. The Classical Revival style in America had two distinct phases: 1900-1920 and 1925-1950. During the latter period, when the Saunders School was built, Classical Revival designs were characterized by simpler detailing, less elaborate columns, and flat or side-gable roofs.⁴¹ The use of the Classical Revival style on the Saunders School made it a prominent building in South Lawrence. The school building is surrounded by residential buildings designed in the Queen Anne, Colonial Revival, and other turn of the century styles. Commercial buildings in the vicinity are vernacular in design and many date to the last two decades. Classical Revival buildings, aside from other schools in South Lawrence, are limited to Lawrence's downtown area.

The Park Street and Charles S. Storow schools were also constructed in 1931, and are architecturally compatible with the Saunders School building. The Park Street School, located at 130 Park Street, was executed in the Classical Revival style. The two-story, plus basement, school building has ornamentation limited to the main entrance surround, an engraved nameplate above the central façade bays, and cast lintels with keystones. Similarly, the Charles S. Storow School, located at 50 Pleasant Street, also displays Classical Revival features. The two-story, plus raised basement, building has minimal ornamentation, but does include inset cast panels above the second story on the outer bays, an engraved nameplate above the central façade bays, and an arched surround at the main entrance. These three school buildings all employ the most popular architectural treatment for public buildings at the time of their construction. Other examples of Classical Revival school buildings in Lawrence include the Lawrence High School and the Bruce School. Earlier school buildings in Lawrence were designed in styles popular at the time of their construction. For instance, during the 1892 school-building campaign the Rollins and Wetherbee schools were designed in the Richardsonian Romanesque style. Additionally, the 1885 George Packard School was executed in the Second Empire style.

Morissette designed a number of churches in Massachusetts. A search of the Massachusetts Historical Commission's database indicates that other known commissions in Lawrence include the Sacred Heart Roman Catholic Church (1934), Rectory (1924), and School (1925) (Sacred Heart Parish Complex, NR Pending). Other sources indicate he also designed Lawrence's Immaculate Conception (ca 1920) and Polish National Catholic Church (1925). Commissions in other municipalities include the Sacred Heart Roman Catholic Church (1928) and School (1910) in Amesbury, and Saint Theresa Catholic Church (1935) in Methuen.⁴² Most of these buildings exhibit elements of the Gothic Revival style, along with the classical influences that appear in the Saunders School building. However, only the Saunders School and the Sacred Heart Roman Catholic School of Amesbury fully utilize the Classical Revival style. While other Morissette commissions may be identified in the future, at present, the Saunders School is Morissette's only known secular design.

SAUNDERS SCHOOL BUILDING TODAY

The Saunders School building was in operation for over 75 years, serving as a kindergarten in its final years—a transition that occurred after 1967. The school officially closed in 2006; from 2006 to 2009, the building was used as a storage facility for furniture and clothing collected for fire and disaster victims. In 2009, the city sold the building to Peabody Properties, which plans to convert it into sixteen affordable, supportive-housing units for homeless families in Massachusetts. Currently, there are more than 3,300 homeless families in the Commonwealth, including 1,300 families residing in motel units at a cost to the state of more than \$100 per night. The adaptive reuse of the Saunders School will provide both a permanent and cost-effective alternative for homeless families, and it will be the first facility of its kind in Massachusetts. In addition to housing, residents will have access to affordable childcare, job training, and counseling services designed to help them increase their economic self-sufficiency and connections to the community. The building will also include space for additional supportive services and public meetings. The project is currently under construction.

(continued)

⁴¹ McAlester, Virginia and Lee. *A Field Guide to American Houses*. New York: Alfred A. Knopf, Inc.: 2002: 342-346.

⁴² Massachusetts Historical Commission. Sacred Heart Parish Complex Area Form R (Lawrence) by Christine Beard. 2006

Archaeological Significance

Structural evidence and artifacts (i.e. construction debris) associated with the original Saunders School (ca. 1847) may contribute important information related to the school's design and architectural characteristics. Important information may also exist that contributes details of the extent of rebuilding to the original school.

(end)

9. Major Bibliographical References

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<http://acadian-ancestral-home.blogspot.com/2009/07/history-of-lawrence-massachusetts.html>, accessed January 29, 2010.

"Lawrence History Timeline" from <http://www.lawrencehistorycenter.org>, accessed January 28, 2010.

Previous documentation on file (NPS): HPCA # 23,852

☒ 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): N/A

10. Geographical Data

Acreage of Property Less than one acre
(Do not include previously listed resource acreage)

UTM References

(Place additional UTM references on a continuation sheet)

1	<u>19</u>	<u>322983.86</u>	<u>4728927.64</u>	3	<u> </u>	<u> </u>	<u> </u>
	Zone	Easting	Northing		Zone	Easting	Northing
2	<u> </u>	<u> </u>	<u> </u>	4	<u> </u>	<u> </u>	<u> </u>
	Zone	Easting	Northing		Zone	Easting	Northing

Verbal Boundary Description (describe the boundaries of the property)

The nominated property is shown on the attached Lawrence Assessors map as parcel 119-53. It is bounded by South Broadway on the east, Bowdoin Street on the north, Chester Street on the south, and abutting parcels on the west.

Boundary Justification (explain why the boundaries were selected)

Since its construction in 1931, the Daniel Saunders School has occupied the current parcel of land at the southwestern corner of South Broadway and Bowdoin Street.

11. Form Prepared By

name/title Elizabeth Breiseth, consultant with Betsy Friedberg, National Register Director
organization Massachusetts Historical Commission date March 2011
street & number 220 Morrissey Blvd. telephone 617-727-8470
city or town Boston state MA zip code 02125
e-mail Elizabeth@mac-ha.com

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 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: Saunders School

City or Vicinity: Lawrence

County: Essex

State: MA

Photographer: Albert Rex
MacRostie Historic Advisors LLC
810 Memorial Drive, Suite 101
Cambridge, MA 02139

Digital images on file at MacRostie Historic Advisors LLC

Date Photographed: June 2009

Printed with Hewlett-Packard Vivera ink on HP Premium glossy photo paper.

Descriptions of photograph(s) and number:

Photo 1 of 10:

View southwest from South Broadway toward the northeast corner of the building

Photo 2 of 10:

View west from South Broadway toward the east elevation

Photo 3 of 10:

View west toward the main entrance on the east elevation

Photo 4 of 10:

View west toward the engraved entablature on the east elevation

Photo 5 of 10:

View north toward the south elevation

Photo 6 of 10:

View northeast toward the west elevation

Photo 7 of 10:

View southwest toward the north elevation

Photo 8 of 10:

View east toward the entrance on the first floor

Photo 9 of 10:

View north in the north stairwell on the first floor

Photo 10 of 10:

View southwest in a classroom on the second floor

Property Owner:

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

name Saunders School LLC; E A Fish Development; Peabody Properties
street & number 536 Granite St 2nd floor telephone _____
city or town Braintree state MA zip code 02184

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 Office of Planning and Performance Management, U.S. Dept. of the Interior, 1849 C. Street, NW, Washington, DC.

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): Nikon D40X

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

JPEG; 1944 x 1295

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

MA_Essex County_Saunders School_0001 MA_Essex County_Saunders School_0008

MA_Essex County_Saunders School_0002 MA_Essex County_Saunders School_0009

MA_Essex County_Saunders School_0003 MA_Essex County_Saunders School_0010

MA_Essex County_Saunders School_0004

MA_Essex County_Saunders School_0005

MA_Essex County_Saunders School_0006

MA_Essex County_Saunders School_0007

About your prints:

Printer make and model: Commercially Printed

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

Fujicolor Crystal Archive paper

Ink: Chemical Processing

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

Signature: Elizabeth Preisch Date: 2/16/11

Note: reattached - 2 subd, photos on different paper

National Register of Historic Places Continuation Sheet

Daniel Saunders School

Essex County, MA

Section number Maps Page 21

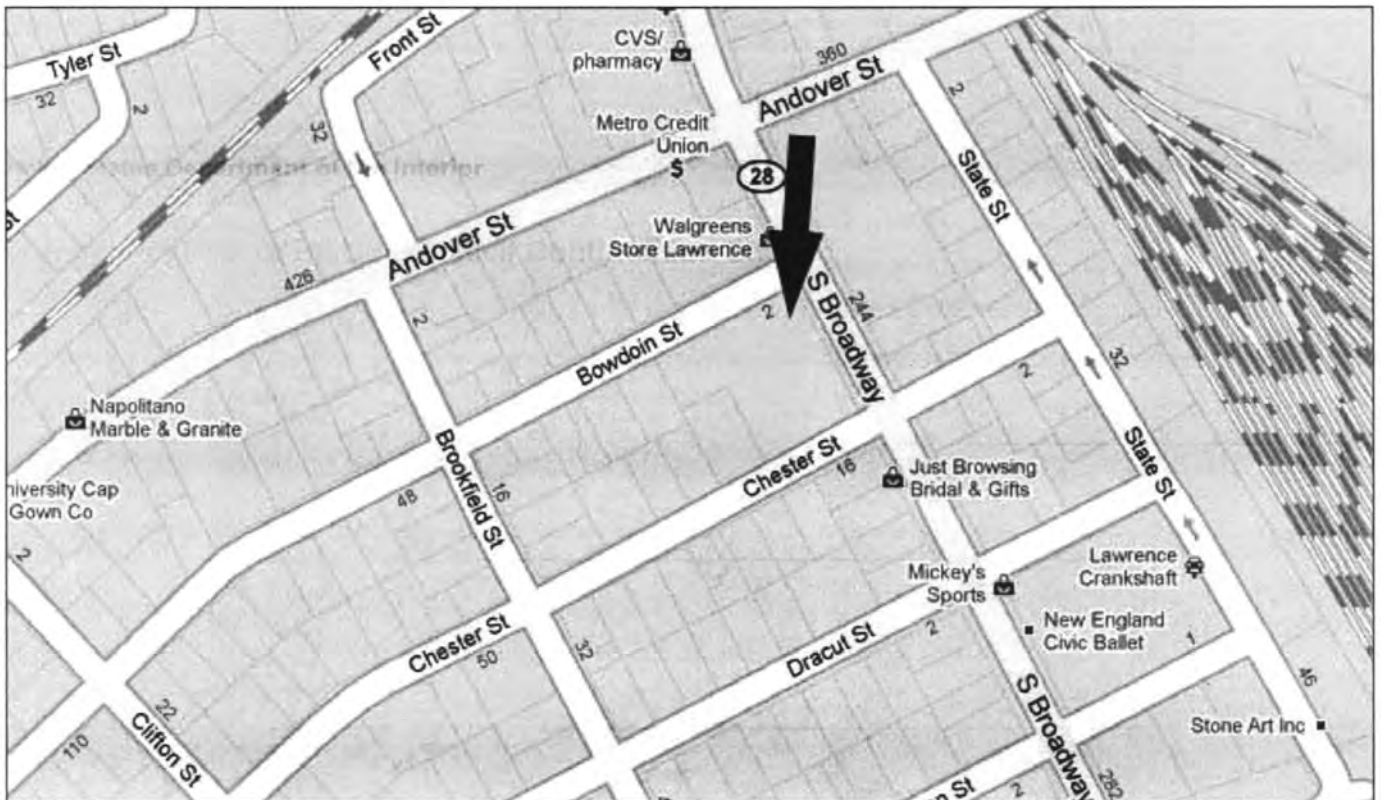


Figure 1: Location Map, 243 South Broadway

National Register of Historic Places Continuation Sheet

Daniel Saunders School

Essex County, MA

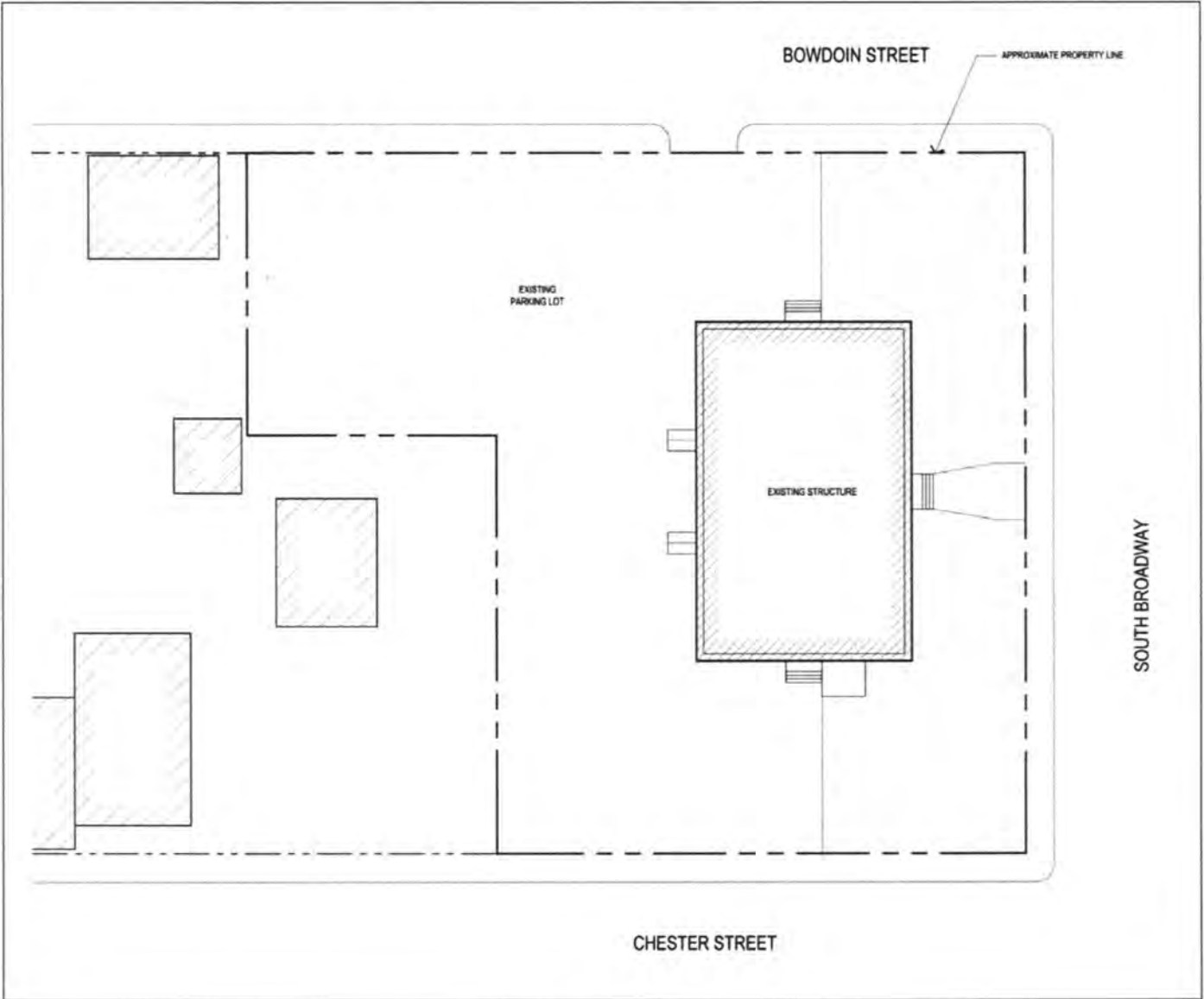
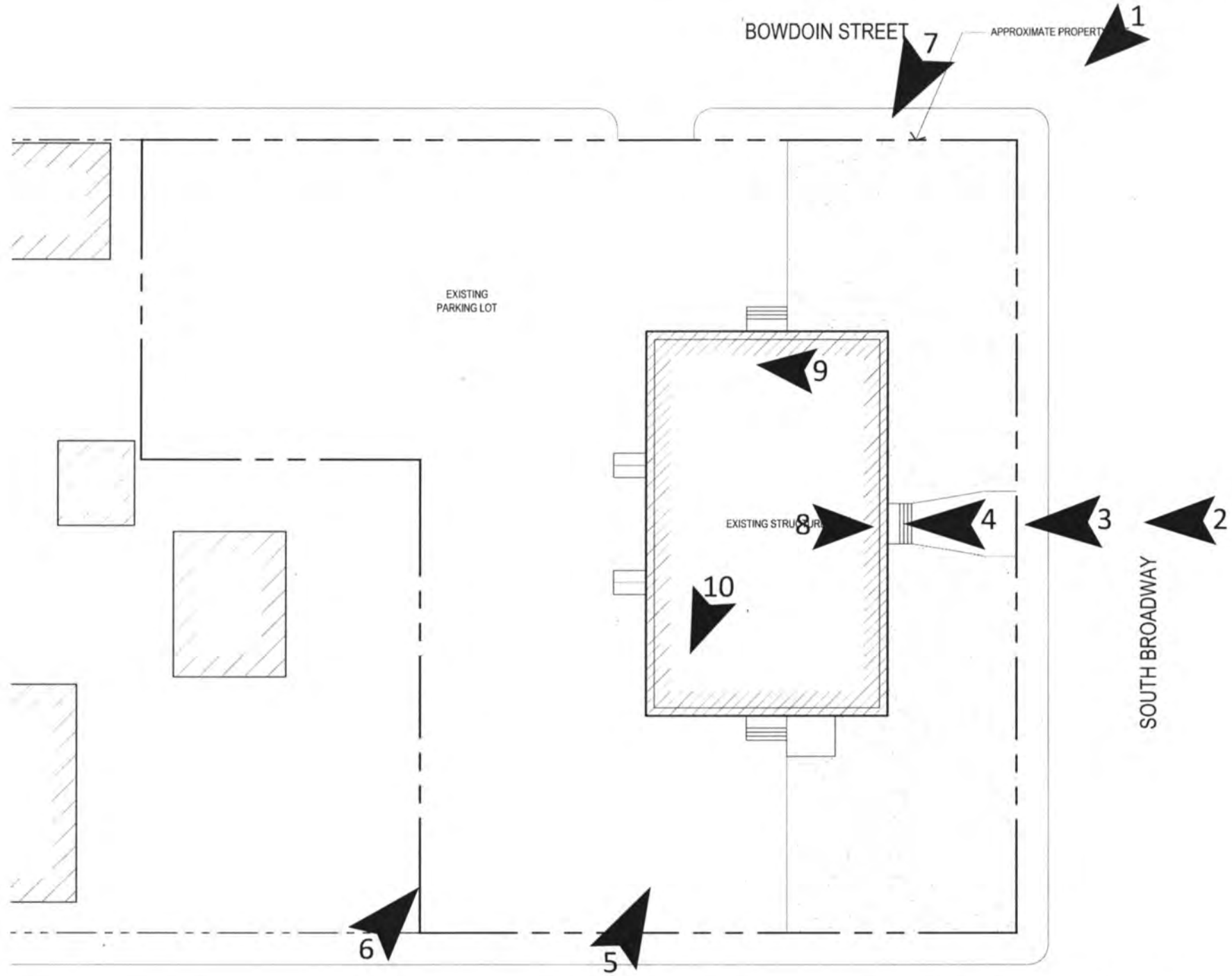


Figure 2: Existing Site Plan



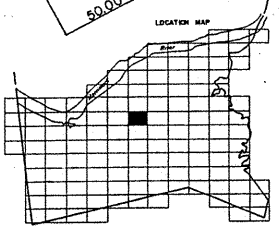
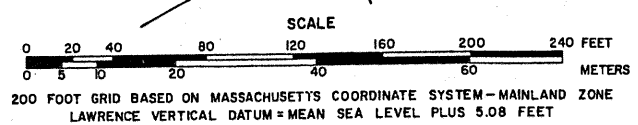
Daniel Saunders School
National Register Photokey



LEGEND
PARCEL NUMBERS 2
MATCH LINE

For Assessment Purposes
Not to be used for Conveyances

DATE OF AERIAL PHOTOGRAPHY 4-20-79
DATE OF COMPLETION 6-23-80
DATE OF REVISIONS 8-18-85 1-1-00
1-1-88 1-1-01
1-1-89 7-18-02
1-1-92 1-1-04
1-1-97 1-1-05
1-1-99 1-1-07

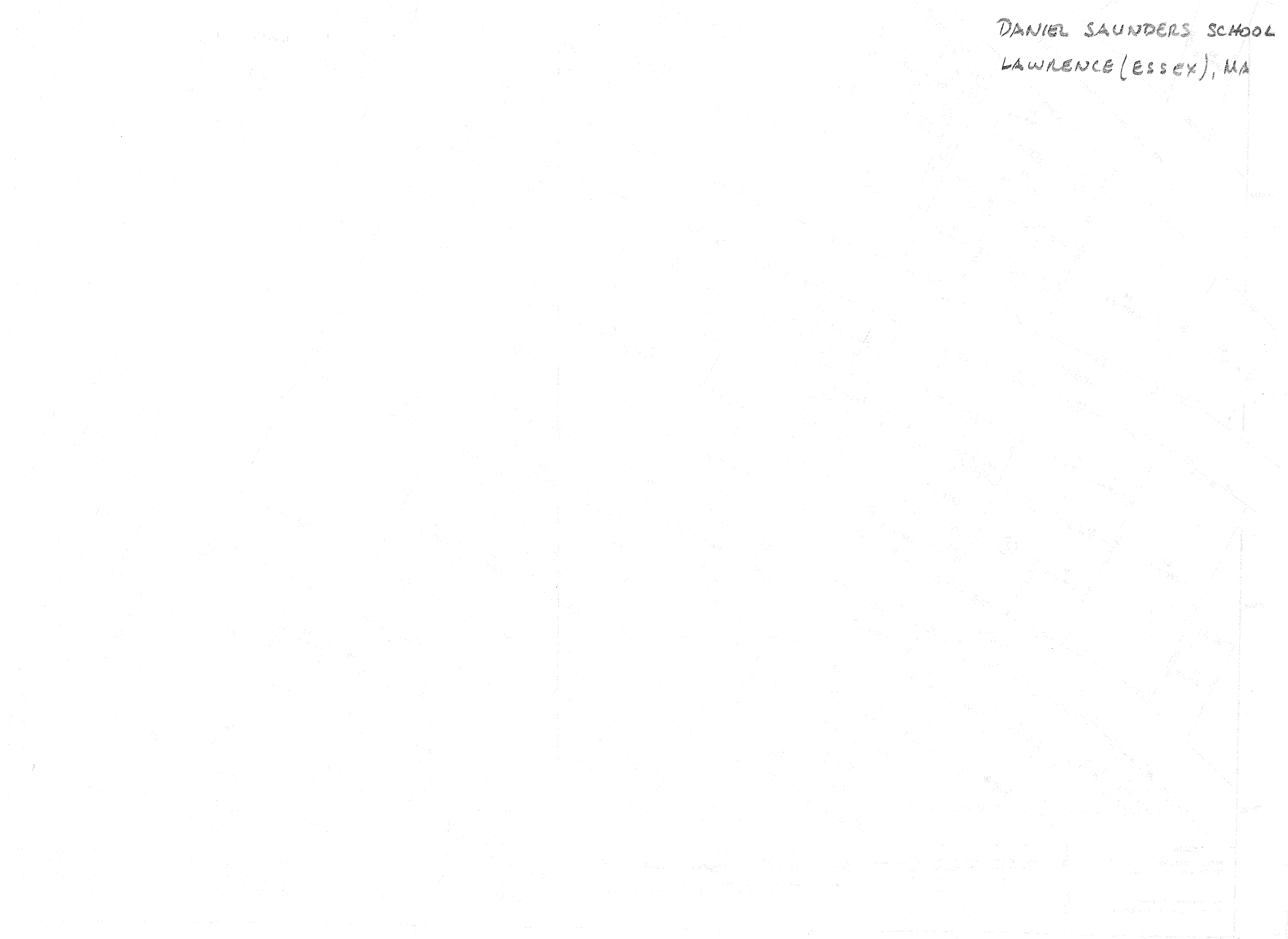


TAX MAP
CITY OF LAWRENCE
ESSEX COUNTY, MASSACHUSETTS
PREPARED BY
JAMES W. SEWALL COMPANY, OLD TOWN, MAINE

140	120	100
139	119	99
138	118	98

DANIEL SAUNDERS SCHOOL

LAWRENCE (ESSEX), MA



UNITED STATES DEPARTMENT OF THE INTERIOR
NATIONAL PARK SERVICE

NATIONAL REGISTER OF HISTORIC PLACES
EVALUATION/RETURN SHEET

REQUESTED ACTION: NOMINATION

PROPERTY NAME: Saunders, Daniel, School

MULTIPLE
NAME:

STATE & COUNTY: MASSACHUSETTS, Essex

DATE RECEIVED: 4/01/11 DATE OF PENDING LIST: 4/20/11
DATE OF 16TH DAY: 5/05/11 DATE OF 45TH DAY: 5/17/11
DATE OF WEEKLY LIST:

REFERENCE NUMBER: 11000266

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 5.11.11 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.



Photograph 1 of 10: MA- Essex County- Saunders School - 0001

ALBERT REX PHOTO JUNE 2009

VIEW SW from SOUTH BROADWAY towards NE CORNER

SAUNDERS SCHOOL LAWRENCE(ESSEX), MA



Photograph 2 of 10: MA - Essex County - Saunders School - 0002

SAUNDERS SCHOOL
LAWRENCE (ESSEX) MA

ALBERT REX PHOTO JUNE 2009

VIEW W from SOUTH BROADWAY



Photograph 3 of 10: MA - Essex County - Saunders School - 0003

SAUNDERS SCHOOL
LAWRENCE (ESSEX) MA

ALBERT REX PHOTO JUNE 2009

VIEW W TOWARD MAIN ENTRANCE

DANIEL SAUNDERS SCHOOL



Photograph 4 of 10: MA - Essex County - Saunders School - 0004

SAUNDERS SCHOOL
LAWRENCE (ESSEX), MA

ALBERT REX PHOTO JUNE 2009

VIEW W toward ENGRAVED ENTABLATURE



Photograph 5 of 10: MA - Essex County - Saunders School - 0005

SAUNDERS SCHOOL

LAWRENCE (ESSEX) MA

ALBERT REX PHOTO

JUNE 2009

VIEW N toward S ELEVATION



Photograph 6 of 10: MA—Essex County—Saunders School—0006

SAUNDERS SCHOOL
LAWRENCE (ESSEX), MA

ALBERT REX PHOTO JUNE 2009

VIEW NE toward W ELEV.



Photograph 7 of 10: MA-Essex County - Saunders School - 0007

SAUNDERS SCHOOL
LAWRENCE (ESSEX), MA

ALBERT Rex PHOTO JUNE 2009

VIEW SW toward N ELEV.



Photograph 8 of 10: MA - Essex County - Saunders School - 0068

SAUNDERS SCHOOL LAWRENCE (ESSEX) MA

ALBERT Rex PHOTO JUNE 2009

INTERIOR — 1ST FLOOR, View E toward ENTRANCE



Photograph 9 of 10: MA - Essex County - Saunders School - 0009

SAUNDERS SCHOOL

LAWRENCE (ESSEX), MA

ALBERT REX PHOTO

JUNE 2009

INTERIOR - 1ST FLOOR - View N, N STAIRWELL



Photograph 10 of 10: MA - Essex County - Saunders School - 0010

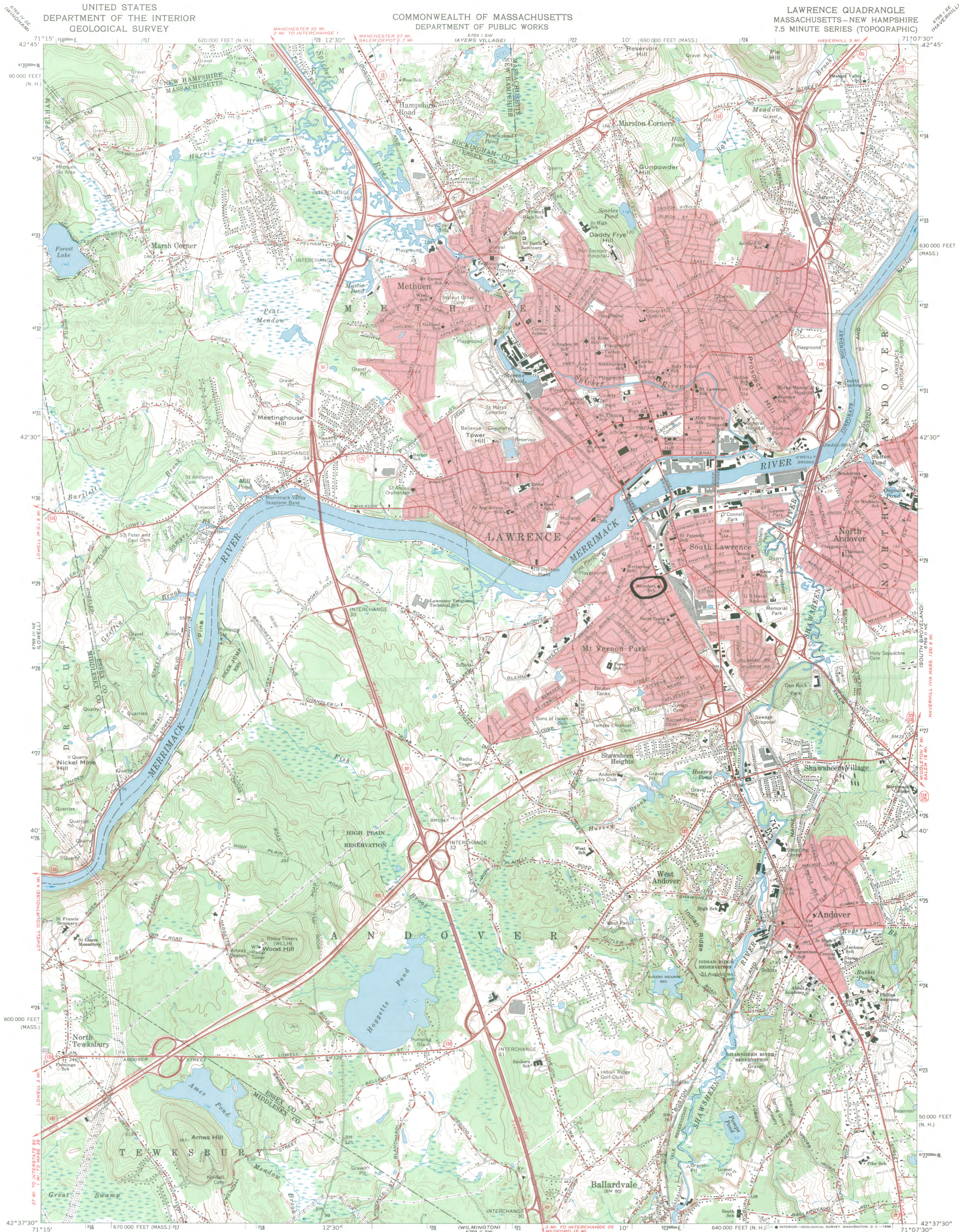
SAUNDERS SCHOOL

LAWRENCE (ESSEX), MA

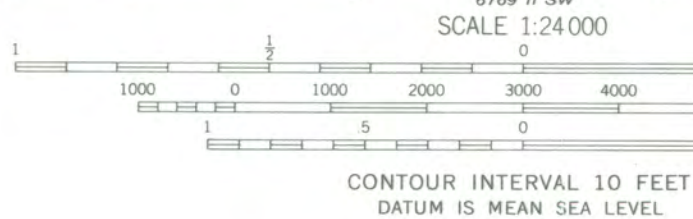
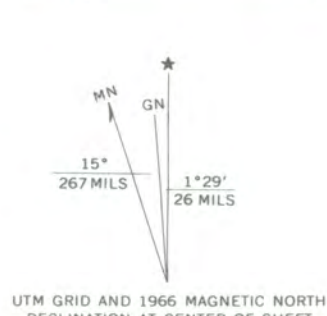
ALBERT REX PHOTO

JUNE 2009

INTERIOR - 2ND FLOOR CLASSROOM, LOOKING SW



Mapped, edited, and published by the Geological Survey
Control by USGS, USC&GS, and Massachusetts Geodetic Survey
Topography by planetable surveys 1941 and 1942. Revised 1966
Polyconic projection. 1927 North American datum
10,000-foot grids based on Massachusetts coordinate system,
mainland zone, and New Hampshire coordinate system
1000-meter Universal Transverse Mercator grid ticks,
zone 19, shown in blue
Red tint indicates areas in which only landmark buildings are shown



ROAD CLASSIFICATION
Heavy-duty ——— Light-duty ———
Medium-duty ——— Unimproved dirt ———
Interstate Route ——— State Route ———

LAWRENCE, MASS.—N. H.
N4237.5—W7107.5/7.5

1966

AMS 6769 II NW—SERIES V814



The Commonwealth of Massachusetts

William Francis Galvin, Secretary of the Commonwealth

March 24, 2011

Massachusetts Historical Commission

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

Dear Mr. Loether:

Enclosed please find the following nomination form:

Daniel Saunders School, 243 South Broadway, Lawrence (Essex), MA

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

Sincerely,

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

Betsy Friedberg
National Register Director
Massachusetts Historical Commission

enclosure

cc: Elizabeth Breiseth, MacRostie Historic Advisors
Saunders School LLC, EA Fish Development
Jonas Stundza, Lawrence Historical Commission
Mayor William Lantigua, City of Lawrence
Lesley Melendez, Lawrence Planning Board