



United States Department of the Interior
National Park Service

National Register of Historic Places
Registration Form

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

1. Name of Property

historic name DISTRICT 7 SCHOOL

other names/site number CHICOPEE SCHOOL

2. Location

street & number CHICOPEE ROW not for publication

city or town GROTON vicinity

state MASSACHUSETTS code MA county MIDDLESEX code 017 zip code 01450

3. State/Federal Agency Certification

As the designated authority under the National Historic Preservation Act of 1986, as amended, I hereby certify that this nomination request for determination of eligibility meets the documentation standards for registering properties in the National Register of Historic Places and meets the procedural and professional requirements set forth in 36 CFR Part 60. In my opinion, the property meets does not meet the National Register Criteria. I recommend that this property be considered significant nationally statewide locally. (See continuation sheet for additional comments.)

Brona Simon *December 10, 2007*

Signature of certifying official/Title Brona Simon Date
Massachusetts Historical Commission, State Historic Preservation Officer

State or Federal agency and bureau

In my opinion, the property meets does not meet the National Register criteria. (See continuation sheet for additional Comments.)

Signature of certifying official/Title Date

State or Federal agency and bureau

4. National Park Service Certification

I, hereby certify that this property is:

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

[Signature] Signature of the Keeper Date of Action
Elson H. Beall *1-29-08*

District 7 School
Name of Property

Middlesex, MA
County and State

5. Classification

Ownership of Property

(Check as many boxes as apply)

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

(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	
2		building
		sites
1		structures
2		objects
5		Total

Name of related multiple property listing

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

Number of contributing resources previously listed in the National Register

0

6. Function or Use

Historic Functions

(Enter categories from instructions)

EDUCATION: School

SOCIAL: Clubhouse

Current Functions

(Enter categories from instructions)

SOCIAL: Clubhouse

RECREATION and CULTURE: Museum

7. Description

Architectural Classification

(Enter categories from instructions)

Vernacular

Federal

Materials

(Enter categories from instructions)

foundation

walls stone, granite, brick

roof

other

Narrative Description

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

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District 7 School
Groton (Middlesex), MA

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7. DESCRIPTION

Introduction

Groton's District 7 School, renamed the Chicopee School in 1874, is a vernacular brick building with elements of the Federal style built ca. 1833 on the site of an 18th century schoolhouse, and is one of four remaining district schools in different parts of the town. The building served its original function until school centralization occurred in 1916, after which it was put to use as a meeting place, a purpose it continues to serve. Significant features of the building include the historic wood-frame enclosed porch (which may be either original or a late 19th century addition, judging by its appearance in the late 19th century photo and its physical condition; documentation to establish the date of the porch has not been found), symmetrical fenestration, and paired front doors, as well as the historic detached outhouse. The building faces northwest on a small parcel of land on Chicopee Row, a rural road connecting Groton Center with Dunstable Center to the north. The building is in excellent structural condition. **(Photograph 1)**

Exterior

The school is a rectangular, three-bay by two-bay, front-gabled, one-story form distinguished by Federal style symmetrical fenestration. The plan of the main block is approximately 24 feet wide x 30 feet deep. The front porch is a three-bay, hipped form of wood frame construction measuring 23 feet wide x 7 feet deep. A detached wood clapboard outhouse approximately 10 feet x 16 feet is located three feet off the rear wall of the school. Ground slopes gradually down to the northeast, although the immediate surroundings are basically flat. A brick chimney rises from the rear of the roof peak. **(Photograph 3)**

While the school is a vernacular building, there are some restrained decorative elements. The exterior of the front porch is clad in wood clapboard that appears to date from the 19th century and has a recessed center bay which contains a window and two doors. The interior of the porch has horizontal flushboard siding. The roof-wall junctions of the side elevations are articulated by simple molded trim at the eaves. Plain pilasters with caps mark the corners of the front porch. The front entries have plainly trimmed, four-panel wood doors approximately three feet in width. **(Photograph 2)**

Openings are symmetrical on the main block of the building. Fenestration in the façade consists of the single window under the recessed central bay of the porch. The principal entries in the recessed bay face each other and flank the center window. These have Bennington-style glass knobs and keyed locksets, both consistent with the late 19th century remodeling effort. The side walls each have two window openings closer to the rear wall with modern 6/6 double-hung sash and plain trim. Openings in the rear elevation are filled with plywood. The roof is sheathed in asphalt shingles. Foundation materials in the main block are rectangular slabs of split granite.

Two granite four-sided **hitching posts** with pyramidal tops were installed in 1886 and remain in the southwest yard. These are three feet in height and have some remaining iron hardware.

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Interior

The interior of the District 7 School consists of a single main room and two vestibules at the front entries. Ceilings are nine feet high and finished in plaster. Walls are plaster with vertical beaded wainscoting along the lower part of the walls rising to a height of three and one half feet. Blackboards exist along parts of all four walls. Floors are narrow strips of fir. Much of the existing interior materials appear to date from the late 19th century remodeling effort. **(Photograph 4)**

Entry vestibules have plaster ceilings and walls with machine-cut lath. Vestibule doors are four-panel units with molded trim around the interior panels only. Hardware consists of Blake-style latches and a keyed lock above. Horizontal wainscoting of random-width beaded boards exists in the vestibules and may pre-date the other late 19th century materials.

Windows have plain interior trim with angled embrasures forming a wider opening on the inside of the wall than at the sash. Doors also have plain surrounds.

Four historic drop-cord pendant light fixtures remain in the main school room and one in each of the vestibules. These appear to be from the 1928 wiring project mentioned in the Chicopee School Minutes. A 19th century wood stove is vented into the chimney at the rear of the room.

Additional Structures

The **outhouse** appears to be of 19th century construction based on the weathered appearance and fair to poor condition of the clapboards, doors, and foundation. It has a gabled roof and is clad in wood clapboards. It is built on a fieldstone foundation that also appears to predate the 20th century. Two doors are located on the southwest elevation, and an additional entrance is in the rear on the northeast.

A wood frame that may have supported the well house exists in the northwest corner of the lot. This is a six- to seven-foot tall, square **structure** with no cladding or foundation. The framing appears to have origins in the 19th century.

Archaeological Description

While no ancient Native American sites are located on the school property or in the general area (within one mile), sites may be present. Environmental characteristics of the property represent locational criteria (slope, soil drainage, proximity to wetlands) that are favorable for the presence of ancient sites. The school occupies a well-drained, level to moderately sloping terrace, in close proximity to wetlands. Unkety Brook, a tributary of the Nashua River, lies less than

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1,000 feet east of the school. Given the above information, the size of the nominated parcel (0.5 acres), historic period landuse, and known patterns of Native settlement in northern Middlesex County, a moderate potential exists for locating ancient Native American resources on the property.

A high potential exists for locating historic archaeological resources on the District 7 School property. Land surrounding the District 7 School was sparsely settled with farms prior to and after construction of the school. No evidence of agricultural or residential landuse has been identified on the school property prior to construction of the school. Structural evidence of outbuildings and occupational-related features (trash pits, privies, wells) may survive associated with the building's use as a school from 1833 to 1916 and subsequent use as a social hall and meeting place. A receptory, perhaps indicating an outhouse, was built on the southeast corner of the lot in 1846. Archaeological evidence of an earlier outhouse may also survive. The existing outhouse, off the rear wall of the school, was also built in the 19th century. Archaeological evidence of a well on the property is indicated by the presence of a wood frame that may have supported a wellhouse in the northeast corner of the lot. Structural evidence of outbuildings may also survive on the property. A woodshed, no longer extant, is mentioned in the Sawtell School Fund Association minutes as being painted.

(end)

District 7 School
Name of Property

Middlesex, MA
County and State

8. Statement of Significance

Applicable National Register Criteria

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

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

Criteria Considerations

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

Property is:

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

Narrative Statement of Significance

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

9. Major Bibliographical References

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

Previous documentation on file (NPS):

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

Areas of Significance

(Enter categories from instructions)

ARCHITECTURE

EDUCATION

COMMUNITY PLANNING and DEVELOPMENT

Period of Significance

1833-1957

Significant Dates

1833 - CONSTRUCTION

1893 - INTERIOR MODIFICATIONS

1916 - END OF USE AS SCHOOL

Significant Person

(Complete if Criterion B is marked above)

n/a

Cultural Affiliation

n/a

Architect/Builder

Peter Nutting, builder

Primary location of additional data:

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

Name of repository:

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Groton (Middlesex), MA**Section number 8 Page 1**8. STATEMENT OF SIGNIFICANCE****Summary**

The 1833 Chicopee School (formerly called the District 7 School) was one of 14 district schools in Groton at the time of its construction. It is one of four surviving former district schools, and the only one retaining its historic school-related design and interior features. It is the only one not adapted for residential use. The building's longstanding civic use establishes its significance under Criterion A. The building was occupied by students of District 7 from the time of construction in 1833 until 1916, after which it was used as a social hall and meeting place. The brick construction, intact floor plan, and rhythmic fenestration are evidence of Federal-style design influences; the wood-frame vestibule at the front and detached outhouse at the rear also contribute to the design, and support the property's eligibility under Criterion C. The name of Chicopee Row, while frequently associated with the region of Western Massachusetts, appears to be an alternate spelling of "Chicabee Row" that appears on the 1828-1829 field notes for the map of the town created by Caleb Butler. Its derivation is unknown although there is also Farmers Row in Groton, a street name that was also in use by 1828. Historical themes to which the property relates include Architecture, Education, and Community Planning and Development. The period of significance is 1833-1957 with the significant dates of 1893 relating to the remodeling of the interior and 1916, the termination of its function as a schoolhouse. The school retains integrity of location, design, feeling, materials, setting, association, and workmanship.

1655-1833

Efforts toward public education in Groton began in 1681, 26 years after incorporation in 1655. At that time, according to town historian Caleb Butler writing in 1848, selectmen received instruction from the residents to "...take care that there be a school, or college, of learning of children the English tongue to read." This was followed in 1703 by efforts of indeterminate result to retain John Applin of Watertown to "teach children and youth to read and write." By 1716, school was being kept in a former meetinghouse northwest of the current town center (at Hollis and School Streets, no longer extant), although court records from 1717, 1748, and 1779 contain accusations that the town did not keep a school according to the law. Despite sporadic failures to hold classes, the town voted in 1741 to have school taught by one teacher in five separate locations on a serial basis (called a "moving school"), thus beginning the process of determining what would become, in 1785, 12 of the 14 local school districts. Twenty-eight children (males under 21 years of age and females under 18) lived in District 7 at the time and were taught at the house of John Sheple, according to Butler. This number is below the average of 53 students per district, a situation that would persist until the early 20th century, and contribute to the closure of the District 7 School (renamed the Chicopee School in 1874) in 1916. District 7 encompassed the land on both sides of Chicopee Row from Hollis Street to the Dunstable town line and includes land along Raddin and Reedy Meadow Roads. The most distant students

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typically walked to school from 1½ -2 miles each way. The nature of the town's settlement by the mid 18th century was that of a central village surrounded by scattered farms. Land around the District 7 School was the site of farms in a sparse linear arrangement along Chicopee Row and scattered along adjacent side roads.

A committee of Groton townspeople was appointed in 1792, probably in response to the passing of a 1789 state law requiring the division of towns into school districts, to determine district boundaries and locations of the schoolhouses within the districts. The committee included in its report direction to the residents of the districts to construct school houses at their own expense and effort. It appears this was done in District 7, resulting in a wood-frame building on or near the current site of the brick Chicopee School. By 1800, according to George H. Martin, former Secretary of the Massachusetts State Board of Education and author of "*The District School And The Academy In Massachusetts*," published in December 1893 in *The New England Magazine*, the power of taxation was granted by the state to school districts in Massachusetts, thereby institutionalizing the district and allowing the residents to legally require from residents the raising of funds for construction and maintenance of schools. It is worth noting that in 1793, the Groton Academy, later the Lawrence Academy, was founded in Groton Center. This was one of several private high schools founded at the time in the region that provided an avenue for students to continue their studies.

Districts at this time had the autonomous power to raise funds, hire teachers, build and locate schools, and determine curricula and the timing of school terms. Evidence that residents were deeply interested in the education of local children exists in the establishment of the Sawtell School Fund in Groton in 1785. Josiah Sawtell (also Sartell, whose will is partly reprinted by Butler) bequeathed his property called the "Hobart Place" to the town with the stipulation that proceeds from the farm be used to pay for a "good woman's school" to be held in the farmhouse. It is unclear whether the term "woman's school" is intended to mean a school for female students or a school taught by a female. The minutes mention in 1842 a "man's school or (winter) school," indicating the season of the year was related to the gender of the schoolteacher

With the decrease in profitability of the Hobart Farm, the town sold the farm buildings with the majority of the land, and the proceeds were deposited in the Sawtell School Fund which continues to operate and maintain the Chicopee School today. The Sawtell School Fund was originally under the supervision of the trustees of the Groton Ministerial Fund, another of Josiah Sawtell's bequests to the town. Its first members were James Lewis, Calvin Boynton, Jonathan Loring, Joseph Sawtell, Jr. and Caleb Butler, a lawyer, surveyor and author of the town's history in 1848. An 1814 act of the Massachusetts legislature consolidated the Ministerial Fund with the Sawtell School Fund and empowered a committee of townspeople to "sell and execute a deed or deeds by Luther Lawrence, Joseph Moors, and James Lewis...to convey...real estate devised to said town in and by the last will and testament of Josiah Sawtell, Esq....for the support of a woman's school...and the proceeds of such sale...shall be paid by said committee to the Trustees of the Groton Ministerial Fund, and the same shall be denominated the Sawtell School Fund."

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District 7 School
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According to the minutes of the April 1, 1816, meeting of the trustees of the Sawtell School Fund (whose first meeting took place on the first Tuesday of March 1816), they voted to pay the mistress, Miss Margaret Shattuck, a dollar per week for teaching and a dollar per week for board in return for teaching school the ensuing summer. It was noted that she would be allowed to choose her own boarding place.

Class schedules for a fully funded and attended school during the period may have consisted of a ten week term in the winter and fall, with a summer term of shorter duration, but this schedule varied by some weeks based on the amount of available money and number of students, a trend that would continue at the District 7 School into the late 19th century according to town reports. During the Colonial period, the Bible and related sources were frequently used for instruction, as is stated by George A. Martin in his article. This changed, however, during the Federal period when religious texts were replaced with secular works on reading, writing, and arithmetic. Geography and moral behavior were added to the curriculum later. Spelling was largely ignored during the 18th century but became a focal point with the publication in 1783 of Noah Webster's dictionary and A Grammatical Institute of the English Language, the so-called "Blue Backed Speller" for the color of its cover. Other texts and teaching materials from the period included The American Preceptor and The Columbian Orator. Speeches and writings of Benjamin Franklin, George Washington, and William Pitt among others, were also popular according to Martin. By the 1820s, penmanship was an important part of schoolwork. Recess also existed by that time but not homework, according to Reuben A. Guild in his 1898 recollections in The New England Magazine entitled "A District School Seventy Years Ago." Teachers during the pre-industrial period were largely male, although women were hired to teach the shorter summer terms and the younger students. The men were frequently itinerant semi-professionals who taught school in order to pay for their own academy, medical, religious, or legal educations. Part-time farmers and mechanics also taught. Female teachers were likely to be residents of the district. It was common for teachers to board with the families of their students.

1833-1916

Butler mentions that the late 1820s brought increased concern about the condition of Groton's district schoolhouses. Deterioration had set in among the wooden buildings, most of which, including the District 7 School, dated to the late 18th century. Captain Peter Nutting was the successful low bidder to build a new District 7 school in 1833, for which he was paid \$329.50 according to previous research by former town historian Isabel Beal. The quality of the building was to be equal to that of the unnamed District 5 school, formerly located on Common Street but no longer extant. A receptory, perhaps indicating an outhouse, was built by Charles Blood for \$8 on the southeast corner of the lot in 1846. It was five feet on a side with six and one half foot tall posts and a single glass window. This is smaller than the current outhouse. A diary entry by neighborhood resident Nelson Torrey mentions cleaning the privy in 1889 which may refer to the existing building. Additional changes described in the Sawtell School Fund Association (SSFA) minutes include the installation of granite hitching posts in 1886, an organ for musical instruction

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in 1893, new desks in 1893, exterior white paint in 1901 applied to wood trim on the building, fence, and woodshed, roof shingles in 1881 and 1903, and a new fence (no longer extant) in 1909. The SSFA minutes do not describe the construction of the porch, leaving open the question of whether or not it was original or added ca. 1893. The design and historic appearance of the fabric of the porch allows for the possibility of either date of construction.

At the time of construction, the interior of the schoolhouse probably had crude slab or bench seats with angled shelves along the walls for desks. This arrangement is described by E. P. Powell in his article "*The Romance of Pioneering*," published in *The New England Magazine* in 1899. An alternative floor plan, described in "*The District School and The Academy In Massachusetts*," consisted of seats arranged in rows across the room with the rear seats higher than those in the front. Older students would overlook the younger learners in this arrangement. The author of the article also notes that he knew of no use of blackboards before 1820. The presence of crude bench seats in the District 7 School, by now called the Chicopee School, is indicated in the town report of 1894, which mentions the removal of benches to be replaced by individual desks. The town report does not comment on the arrangement of the "original and ancient desks and seats" but does describe the furniture as "heavy plank seats and...coarsely made and much disfigured desks". The diary of Chicopee School student Eva Belle Torrey notes the desks were replaced on August 11, two weeks before the fall term began.

Teachers during the mid 19th century at the school included both men and women. The tendency was for men to teach winter terms and women the summers until the late 1860s with only three or four men teaching at the District 7 School after that time (the use of teachers' initials rather than full names prevents an accurate tally). Residents of the district had a strong interest in the proper function of the school which they expressed by making visits during classes and attending examinations on a regular basis. Visits to the school by adults, including one gathering in June 1894 of 122 people, are recorded in the diaries of student Eva Belle Torrey.

Additional names of teachers at the school include William P. Bennett and Lizzie Fosdick in 1860; A. E. Wilder in 1861; Adams Emerson and Ellen Williams in 1862; Mary E. Kemp and William R. Haven in 1863; Augustus J. Moulton and Burton W. Potter in 1865; Asa Williams and Marcie W. Parkhurst in 1867; Augusta M. Torrey and M. W. Parkhurst in 1868; M. W. Parkhurst in 1869; M. W. Parkhurst in 1870; M. W. Parkhurst in 1871; M. W. Parkhurst in 1872; Anna Shattuck and S. F. Longley in 1873; Herbert R. Titus and Eveline Davis in 1874; Evelina Davis and Ada C. Davis in 1875; M. M. Richardson in 1876; M. M. Richardson and Clara N. Porter in 1877; Clara Porter and Ellen Brigham in 1878; E. M. Brigham, Clara N. Porter, N. G. King and C. L. Hutchins in 1879; Clara Hutchins and F. C. Burdett in 1880; Edith F. Walker, Anna Shattuck and William H. Souther in 1881; William H. Souther and Miss Alice M. Farwell in 1882, 1883, 1884; Ida Palmer of Lime, N. H. in 1884; E. S. Bancroft of Pepperell in 1885; Lena Tuttle in 1886; Lena L. Tuttle in 1887 and 1888; Alice E. Chapman of Groton (summer and Fall) and Ida Farwell (winter term) of Greenville, N. H. in 1889; Wilhelmina Harris of Groton and Alice E. Chapman of Groton in 1890; Grace E. Trumbull of Groton in 1891; Grace E. Trumbull

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of Groton (summer term) and Cora Chapman of Groton (fall and winter) in 1892, 1893, 1894 and spring of 1895; Flora B. Blood, also spelled Flood (fall and winter) in 1895 and all of 1896 and 1897; Grace Titus of Townsend (spring) and Flora B. Flood of Groton (fall and winter) in 1898; Flora Flood in 1899; Flora B. Blood and Fanny Sampson in 1900; Fanny Sampson in 1901; Alice G. Barker in 1906, 1907, 1908 and part of 1909; Elsie Shattuck in 1909, 1910, 1911, 1912; Edith Stone, Christine Pease and Hazel Gibson in 1912; Hazel Gibson in 1913, 1914 and 1915.

The trend toward hiring female teachers that began in Groton in the 1860s was a thoroughgoing local pattern by 1881, the last year a male teacher worked at the Chicopee School. This is merely a reflection of the statewide trend toward hiring female teachers which, according to Mary P. Thacher's 1878 *Harper's Monthly* article entitled "*The School Mistress*," amounted to an increase of 1,919 female teachers in Massachusetts between 1837 and 1848. Thacher refers to census information when stating that 74% of all teachers in the country in 1870, and 7/8 of all teachers in Massachusetts in 1878, were women. Indeed, in Groton in 1900, all teachers outside the high school were women. The theory of Frederic Burk, author of "*Normal Schools and the Training of Teachers*" in 1898, suggests the reason for the trend is that nearly all avenues of higher education for women, including normal schools and private four year colleges, led to the teaching profession.

In order to prepare boys and girls for college, a public high school was opened in Groton's new town hall in 1860. A purpose-built high school building was constructed near the town hall in 1870. Also, the Groton School was founded as a college preparatory school on Farmers Row in 1884. Evidence that the public school system functioned well exists in Isabel Beal's 1976 manuscript, where she quotes Chicopee school neighbor and alumnus Willard Torrey's 1891 Arbor Day address at the Chicopee School thus: "I find five lawyers, four physicians, one minister, and quite a number of others who became influential members of society, and filled various offices of trust and responsibility in church and town affairs." This was one of numerous Arbor Day celebrations that occurred during the period, including the 1892 event that attracted 38 people. Chicopee student Eva Belle Torrey records in her diary that the celebrations consisted of recitations, dialogues, dinner, croquet, and singing. She frequently trimmed the school in evergreen gathered from local pastures.

Information on salaries of teachers is available in town reports and indicates that E. P. Jackson, the teacher in 1858, received \$120.25 for teaching the fall and winter terms. In 1899, Grace Titus and Flora Flood (also Blood) were earning \$36 per month at the school which represents a slight pay increase. The pay increase came in spite of a decrease in the number of students at Chicopee. Hazel Gibson, the last teacher to work in the Chicopee School, earned \$320 in 1915. In 1883, there were eight spring term students, 12 in fall, and 13 in winter, while in 1907 there were seven each term. The small number of students is matched by the relatively small appropriation for operating the classroom. Chicopee ranked among the lowest in terms of its school budget throughout much of the time such records appear in town reports, and was in fact the lowest in at least three years in the late 1870s and early 1880s. Around this time, town reports show that the

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school was divided into eight grades. Diarist Eva Belle Torrey notes that between 1891 and 1894, the numbers of students ranged from 2 during flu season to as many as 17.

According to town reports, curricula during the period consisted of reading, writing and arithmetic as well as drawing by 1882 and music by 1898. Unlike general subject teachers, those who taught music and drawing traveled from one school to the next. Subjects of one student's drawings included the crocus, forget me nots, shells, cat-tails, and morning glories. Textbooks listed in the 1885 town report included Appleton's Reader, Webster's Dictionary, Harvey's English Grammar, Harper's Geography, Walter Smith's System of Drawing, Duntonian System of Penmanship and Higginson's U. S. History, among others. Metcalf's Grammar and Language Lessons, Vertical Writing, Old Greek Stories, and Stories of Great Americans For Little Americans were added in 1898. Student and diarist Eva Belle Torrey notes in 1893 that she studied "Physiology, Physical Geography and Botany this term in the place of History, Common Geog. and Language." While it appears to be a rare exception to her daily schoolwork routine, she notes in 1892 that she wrote a composition on George Washington at night. She also notes that recess (which may have referred to the lunch period) was a part of her class schedule at this time, and that she carried her lunch to school nearly every day. Physical education classes were considered by the school committee in 1909 with vocational training and home economics under discussion shortly afterward. The school calendar during the period called for two months and ten days of class for summer terms and three months and five days for winter. This varied slightly from year to year but progressed toward a more rigid schedule with the creation of a more active school committee and hiring of a school superintendent.

The school committee was empowered by the state court in 1882 to determine the number of schools kept and distribution of students, decisions that were formerly made by residents of autonomous districts. By 1895, the school committee was expressing a preference to centralize the schools and close some district schools for the benefit of the scholars' education and for financial reasons. While centralization did not occur immediately, it was a discussion that would continue for years and would frequently focus on the Chicopee School as underattended (thought to be a detriment to socialization and learning), an unnecessary expense, and a candidate for having its students transported to one of the central village schools. The first superintendent was George R. Dwelly in 1897, who worked two days a week on a job-share basis with another town. He called for school consolidation, and for the immediate closure of the Chicopee School and three others. The schools were not closed and Mr. Dwelly lasted in his job only one year, suggesting the difficulty the town had in accepting the concept of consolidation. Groton's second part-time school superintendent, David Gibbs, was hired in 1900 and succeeded in gradually closing three schools and having the students transported to the village schools. He recommended that Chicopee be closed but the suggestion was not taken up. Mr. Gibbs also left the superintendent position after a short time. The third superintendent was forced in 1907 to leave open the Chicopee School due to "...the state of affairs in the Chicopee District ... [S]chool was re-opened at the beginning of last spring term, and the school is still maintained. Local conditions alone were responsible for this re-opening." The above comment appearing in the

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Groton (Middlesex), MA

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1907 town report suggests there was disagreement between residents of the Chicopee District and either the committee or the superintendent about closure and consolidation. Periodic closure of the school due to low attendance, an issue in the district since 1864, would affect the Chicopee School again in 1866, 1870, 1902, and 1904-1905.

The Chicopee School remained open without interruption from 1905 until its final closure in the fall of 1916, which occurred due to the resignation of the teacher, Hazel Gibson, and to the small size of the student body, then only four children. These students were transported by automobile approximately a mile and a half southwest to the new Boutwell School on Hollis Street. The Moors and Trowbridge Schools in the south and east parts of town were the remaining district schools operating in Groton at that time.

1916-2007

The Chicopee School did not fall into disuse after the students and teachers left. The building remained a focal point for the neighborhood through the activities held there under supervision of the Sawtell School Fund Association, which continues to operate and maintain the building. According to the minutes of the association meetings, there was a Camp Fire Girls' meeting held at the school in 1923, and electric lights were installed in 1928. According to the recollections of Isabel Beal, SSFA board member, lifetime Groton resident, town historian and town diarist, the school was, in the mid 1900s, the site of Christmas parties, square dances, suppers, picnics, reunions, workshops, and meetings of the neighborhood knitting club. During the Great Depression, classes in nature and astronomy were taught by Elizabeth Hill, and Latin and French were taught by Mrs. Lewis under the auspices of the Works Progress Administration. In the 1960s and 1970s, Chicopee Row resident and SSFA board member Mary Gallipeau recalls, picnics were combined with yard clean-up projects at the school during which board members David Moen and Arthur Watson performed labor such as mowing grass and removing brush. By this time, the Arbor Day date for the event had been switched to Memorial Day. During the American Bicentennial, local history classes were taught at the school. Vandals broke windows and stole furniture from the school in 1995, necessitating the replacement of the original sash. Prior to this event, meetings of the SSFA were held at the school except in 1943, when the meeting was held at the home of SSFA board member R. W. Hynes. The outhouse does not currently appear to be in use. The existing woodstove appears to be the same one in the historic photo taken ca. 1900.

The Chicopee School is one of three remaining former district schools in Groton. The others include the former District 3 or Lawrence School (MHC #82) at the corner of Long Hill Road and Farmers Row. This is a privately owned brick building currently in use as an office. The brick building appears to have a modern chimney on the east side, and may have had a second floor added at some time based on the windows lighting the gable ends. It is in excellent condition and retains integrity of location and materials. The former District 10 or Prescott School (MHC #67) is at 385 Boston Road (State Route 119) and is in use as a private residence. This brick building,

(continued)

**United States Department of the Interior
National Park Service****National Register of Historic Places
Continuation Sheet****District 7 School
Groton (Middlesex), MA**Section number 8 Page 8

which has been highly altered with the construction of a hipped roof and a shed-roofed addition at the rear, is nearly unrecognizable as a former schoolhouse. Thus, the Chicopee School is the best-maintained example of Groton's district schools, and is the only one of the three surviving examples that retains integrity of design.

The Sawtell School Fund Association, designated a 501 (c) (3) nonprofit organization in 2003, currently holds parts of its quarterly meetings in the school and assists the public school system in administering a local history program for 5th and 8th graders in the building. The Josiah Sawtell (occasionally spelled Sartell) School Fund was established by the wealthy namesake's last will and testament in 1775, prior to construction of the existing building. Col. Sawtell's will provided for the bequest to the town of one of his farms (either formerly or currently) located nearby the current school building and for the proceeds of the property, which was to be rented to a tenant farmer, to be applied to the keeping of a "woman's" or summer-term school in a part of the farmhouse. The rental income decreased after some years, which prompted the association to obtain permission in 1814 from the General Court to sell the farm and invest the money, the interest of which would be used to support the woman's school in District #7, a mission the association continues to uphold. The association has within the last five years replaced broken windows with modern 6/6 double-hung sash (the window configuration copied from a 19th century photo of the school), installed new asphalt shingles on the roof, and repaired the chimney. The ongoing program of thoughtful maintenance and interest in the history of the building assure that the Chicopee School will remain a well-maintained feature of the cultural landscape in Groton.

Archaeological Significance

Since patterns of ancient Native American settlement in Groton are poorly understood, any surviving sites on the nominated property could be significant. Ancient sites in this area may contribute important information relating to Native American subsistence and settlement patterns in the Central Massachusetts/Worcester Plateau uplands and the Nashua River drainage. Potential Native sites on the nominated property may be limited to smaller, short-term campsites, with a focus on upland resources and secondary wetlands. Ancient Native American resources on the school property may contain important information that associates them on a functional, seasonal, and temporal basis with larger habitation sites located near the Nashua River to the west.

Historic archaeological resources described above may contribute important information related to the evolution of the school structure, related facilities, and the social, cultural, and economic characteristics of the students and their families from 1833 to 1916. Later historic archaeological resources at the school may continue to contribute important information related to the school and Groton community. The school building continued as a focal point of the neighborhood after the school closing in 1916, being used as a social hall and meeting place. Additional documentary research combined with archaeological survey and testing may identify structural evidence and

(continued)

**United States Department of the Interior
National Park Service**

**National Register of Historic Places
Continuation Sheet**

**District 7 School
Groton (Middlesex), MA**

Section number 8 Page 9

artifacts that document the evolution of the structure and related outbuildings and occupational-related features. The evidence described above may identify how many outhouses existed on the property from 1833 to 1957, and whether any locations were reused. Similar evidence may also identify the number of outbuildings located on the property during that period, and whether a well was present. Detailed analysis of the contents of occupational related features may contribute important social, cultural, and economic evidence related to the lives of the students, their families, and neighborhood residents. The evidence described above may exist in stratified deposits that enable changes in the student body and neighborhood to be viewed over time.

(end)

United States Department of the Interior
National Park Service

National Register of Historic Places Continuation Sheet

District 7 School
Groton (Middlesex), MA

Section number 9-10 Page 1

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(continued)

District 7 School
Name of Property

Middlesex, MA
County and State

10. Geographical Data

Acreage of Property less than one acre

UTM References See continuation sheet.
(Place additional UTM references on a continuation sheet)

1.	19	291040	4722840	3.			
	Zone	Easting	Northing		Zone	Easting	Northing
2.				4.			
	Zone	Easting	Northing		Zone	Easting	Northing

— See continuation sheet

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

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

11. Form Prepared By

name/title Sanford Johnson, Consultant, with Betsy Friedberg, NR Director, MHC
organization Massachusetts Historical Commission date December 2007
street & number 220 Morrissey Boulevard telephone 617-727-8470
city or town Boston state MA zip code 02125

Additional Documentation

Submit the following items with the completed form:

Continuation Sheets

Maps

- A **USGS map** (7.5 or 15 minute series) indicating the property's location.
- A **sketch map** for historic districts and properties having large acreage or numerous resources.

Photographs

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

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

Property Owner

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

name Town of Groton, MA
street & number 173 Main Street telephone 978-448-1100
city or town Groton state MA zip code 01450

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

Estimated Burden Statement: Public reporting burden for this form is estimated to average 18.1 hours per response including the time for reviewing instructions, gathering and maintaining data, and completing and reviewing the form. Direct comments regarding this burden estimate or any aspect of this form to the Chief, Administrative Services Division, National Park Service, P.O. Box 37127, Washington, DC 20013-7127; and the Office of Management and Budget, Paperwork Reductions Project (1024-0018), Washington, DC 20503. NPS Form 10-900 OMB No. 1024-0018

United States Department of the Interior
National Park Service

National Register of Historic Places Continuation Sheet

District 7 School
Groton (Middlesex), MA

Section number 9-10 Page 2

Sawtell School Fund Association. Meeting minutes, 1816-2005. Collection of Lois Chapman Knight.

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(end)

GEOGRAPHICAL DATA

Verbal Boundary Description:

The Chicopee School occupies the parcel of land on Chicopee Row adjacent to the corner of Sawtell Drive labeled by the assessor's map 231 as lot 91. The boundaries of this lot coincide with the nominated area.

Boundary Justification:

The boundaries of the nominated property were determined by following the outline of the building lot of the Chicopee School. All land in the parcel and the building have been included in the nomination.

(end)

United States Department of the Interior
National Park Service

National Register of Historic Places Continuation Sheet

**District 7 School
Groton (Middlesex), MA**

Section number photos Page 1

PHOTOGRAPHS

Photographer: Sanford Johnson

Date: October 2005

Negatives located with: Groton Historical Commission

1. North View along Chicopee Row
2. East view exterior
3. South view exterior
4. West view interior

United States Department of the Interior
National Park Service

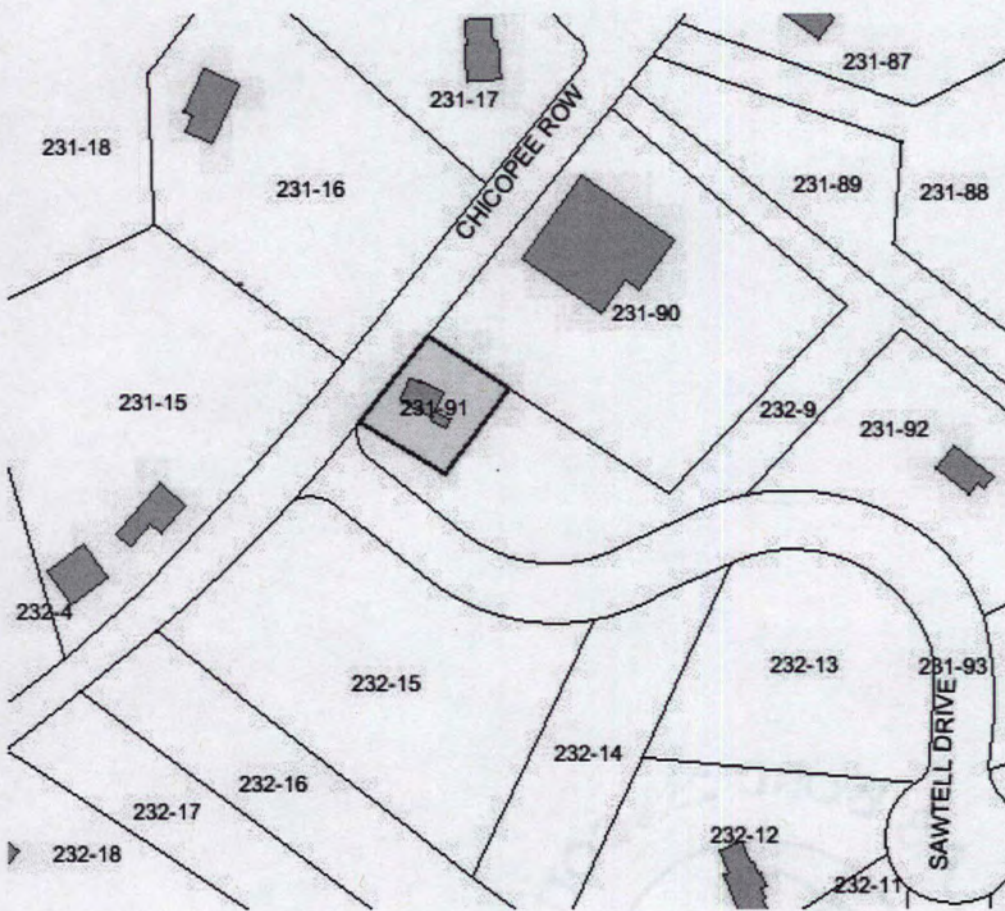
National Register of Historic Places Continuation Sheet

District 7 School
Groton (Middlesex), MA

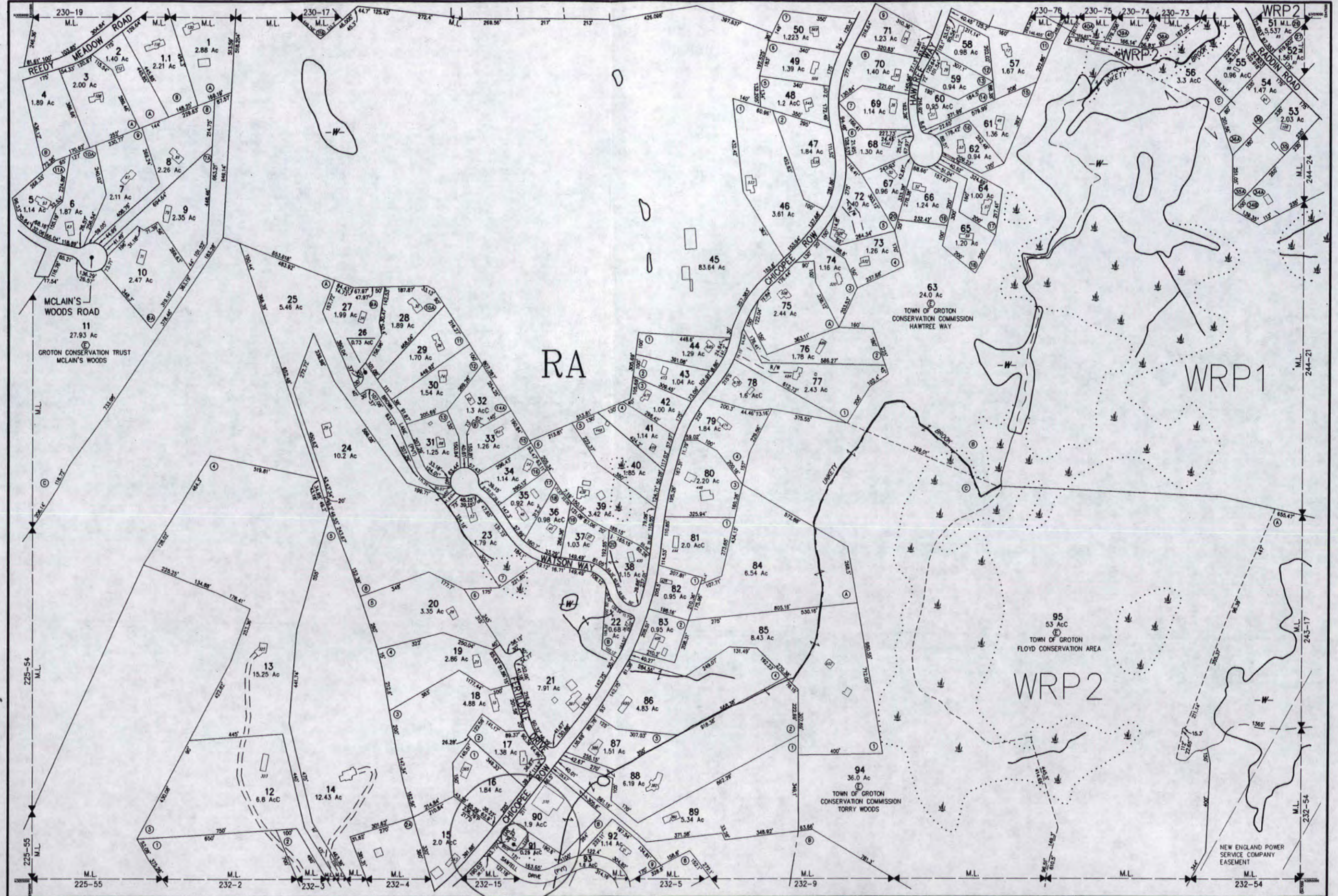
Section number ___ Page _____

Sketch Map:

North toward top



Chicopee School
Groton,
Middlesex Co.
MASS.



THIS MAP IS FOR ASSESSMENT PURPOSES. IT IS NOT VALID FOR LEGAL DESCRIPTION OR CONVEYANCE.
THE HORIZONTAL DATUM IS THE MASSACHUSETTS STATE PLANE COORDINATE SYSTEM, NAD 83.
PHOTOGRAPHY DATE: NOVEMBER 25, 1998
COMPLETION DATE: OCTOBER 29, 1999

PRODUCED IN 1999 BY
CARTOGRAPHIC ASSOC. INC.
PROFESSIONAL GIS CONSULTANTS
MUNICIPAL MAPPING - GIS - PUBLIC WORKS INFORMATION MANAGEMENT
11 PLEASANT STREET, P.O. BOX 267, LITTLETON, NEW HAMPSHIRE 03061
(603)444-6788 - 1(800)322-4540 - FAX (603)444-1366 - WWW.CAI-INFO.COM

AREA SURVEYED Ac
AREA CALCULATED AC
RECORD DIMENSION 100'
SCALED DIMENSION 100'S
MATCH LINE M.L.
WATER

LEGEND
EMPTY PROPERTY
SUBDIVISION LOT NO.
BUILDING
RIGHT OF WAY/ACCESS
COMMON OWNERSHIP
WETLANDS

SCALE 1" = 200'
REVISD TO : JANUARY 1, 2005

PROPERTY MAPS
GROTON
MASSACHUSETTS

INDEX DIAGRAM
MAP NO. **231**

UNITED STATES DEPARTMENT OF THE INTERIOR
NATIONAL PARK SERVICE

NATIONAL REGISTER OF HISTORIC PLACES
EVALUATION/RETURN SHEET

REQUESTED ACTION: NOMINATION

PROPERTY District 7 School
NAME:

MULTIPLE
NAME:

STATE & COUNTY: MASSACHUSETTS, Middlesex

DATE RECEIVED: 12/17/07 DATE OF PENDING LIST: 1/11/08
DATE OF 16TH DAY: 1/26/08 DATE OF 45TH DAY: 1/30/08
DATE OF WEEKLY LIST:

REFERENCE NUMBER: 07001487

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 1.29.08 DATE

ABSTRACT/SUMMARY COMMENTS:

*red in the
National Register*

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.



Chilcapee School

groton Middlesex Co, Mass

S. Johnson photo 10/05

msgs on file w/ GHC

north view

683622< 4>002 +00+00+00+00 000000

12/06/05 CUS

PHOTO # 1



Chicopee School
Groton, Middlesex Co. MASS.
S. Johnson photo 10/05
negs on file w/ GHC.
East View

Photo #2



Chicopee School
Grafton, Middlesex Co. MASS
S Johnson Photo 10/05
negs on file w/ GHC
South View

6836215 2>002 +00+00+00+00 000000
12-05-05 CVS

PHOTO #3



BUILT IN APPROX 1833
by CAPTAIN PETER NUTTINS W.P.
FOR \$329.50
WRKC
RUBEN LAM
SOBBY
EMERSON
MIGRATED AS DISTRICT SCHOOL
FROM TIME OF CONSTRUCTION TO THE
1910
127th St. N. W. Wash. D.C.

THIS goes with the missing
in the board to the right of the
lettering really better than
Albion's
2007

Chicopee School
Grafton, Middlesex Co. Mass

Sanford Johnson Photo 10/05

Negs on file w/ GHC

Interior West view

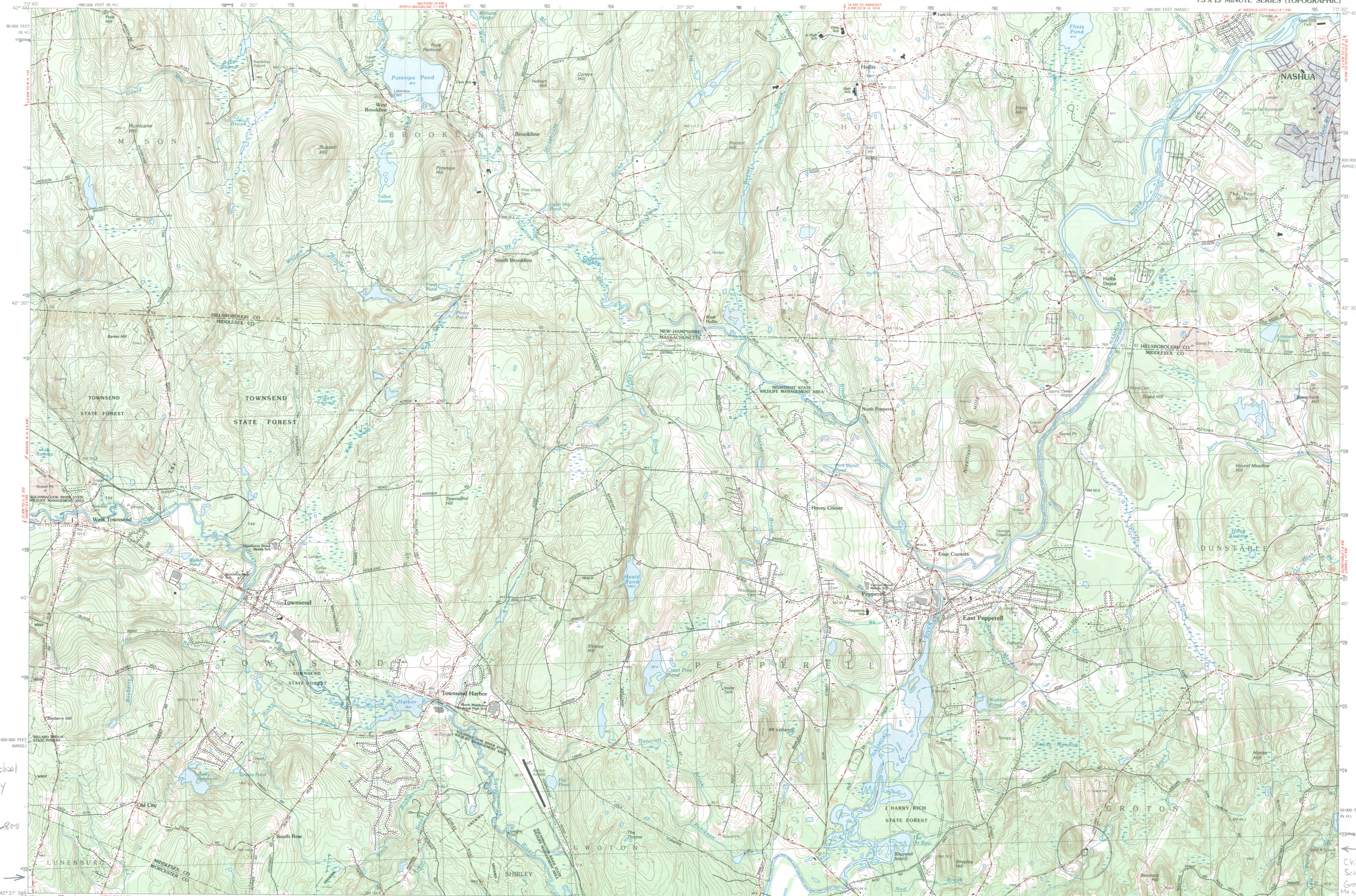
PHOTO # 4

1594K
11/28/05

1>002 +00+00+00+00 000000

TOWNSEND, MASSACHUSETTS-NEW HAMPSHIRE

7.5 X 15 MINUTE SERIES (TOPOGRAPHIC)



Townsend
MASSACHUSETTS-NEW HAMPSHIRE
 1:25 000-scale metric
 topographic map

7.5 X 15 MINUTE QUADRANGLE
 SHOWING

- Contours and elevations in meters
- Highways, roads and other manmade structures
- Water features
- Woodland areas
- Geographic names

GEOLOGICAL SURVEY
 1988

Produced by the United States Geological Survey
 Control by USGS, NOS-NOAA, Commonwealth of Massachusetts agencies, and by New Hampshire Department of Transportation
 Compiled by photogrammetric methods from aerial photographs taken 1980-81. Field checked 1983. Map edited 1988
 This area also covered by 7.5-minute 1:25,000-scale maps: Townsend and Pepperell dated 1965
 Projection and 1000-meter grid, zone 19 Universal Transverse Mercator
 10,000-foot grid ticks based on Massachusetts coordinate system, mainland zone, and New Hampshire coordinate system 1927 North American Datum
 To place on the predicted North American Datum 1983, move the projection lines 6 meters south and 40 meters west as shown by dashed corner ticks
 There may be private inholdings within the boundaries of the National or State reservations shown on this map

CONTOUR INTERVAL 3 METERS
 NATIONAL GEODETIC VERTICAL DATUM OF 1929
 CONTOUR ELEVATIONS SHOWN TO THE NEAREST 0.1 METER
 OTHER ELEVATIONS SHOWN TO THE NEAREST 0.5 METER

THIS MAP COMPLIES WITH NATIONAL MAP ACCURACY STANDARDS

Meters	Feet
2	6.5617
4	13.1234
6	19.6851
8	26.2468
10	32.8085

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

Declination	UTM Grid Convergence
15'00"	0.0000
15'30"	0.0001
16'00"	0.0002
16'30"	0.0003
17'00"	0.0004
17'30"	0.0005
18'00"	0.0006
18'30"	0.0007
19'00"	0.0008
19'30"	0.0009
20'00"	0.0010

UTM grid convergence (G1983 magnetic declination (M11) at center of map. Diagram is approximate.

Adjoining Maps
1 A B 3
4 5
6 7 8

1. Concord (7.5')
 2. Nashua North (7.5')
 3. Nashua South (7.5')
 4. Andover
 5. Andover
 6. Andover
 7. Andover
 8. Billerica

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

Topographic Map Symbols

Primary highway, hard surface	.....
Secondary highway, hard surface	.....
Light-duty road, hard or improved surface	.....
Unimproved road, trail	.....
Route marker: Interstate; U.S.; State	.....
Railroad: standard gauge, narrow gauge	.....
Bridge: drawbridge	.....
Footbridge; overpass; underpass	.....
Build-up area: only selected landmark buildings shown	.....
House; barn; church; school; large structure	.....
Boundary:	.....
National, with monument	.....
State	.....
County, parish	.....
City, township, precinct, district	.....
Incorporated city, village, town	.....
National or State reservation; small park	.....
Land grant with monument; found section corner	.....
U.S. public lands survey: range, township, section	.....
Range, township, section line: location approximate	.....
Fence or field line	.....
Power transmission line, located tower	.....
Cable, dam with lock	.....
Cemetery; grave	.....
Compound; picnic area; U.S. location monument	.....
Wellhead; water well; spring	.....
Windmill; water wheel; windmill	.....
Shoreline: beach; dune; dune ridge	.....
Control: horizontal station; vertical station; spot elevation	.....
Contour: index; intermediate; supplementary; depression	.....
Distorted surface: strip mine, lava; sand	.....
Shading: depth curve	.....
Shaded relief: shaded relief; shaded relief	.....
Perennial lake and stream; intermittent lake and stream	.....
Rapids; large and small; falls, large and small	.....
Swamp; marsh	.....
Shaded relief: shaded relief; shaded relief	.....
Woodland; scattered trees	.....
Shrub; mangrove	.....
Orchard; vineyard	.....

A pamphlet describing topographic maps is available on request

Chicopee Row School
 Middlesex County
 Groton, MA
 VT 05031
 E 291040 N 4722800

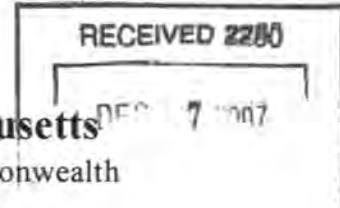
Chicopee
 School,
 Groton,
 Mass.



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

December 10, 2007

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:

District 7 School, Chicopee Row, Groton (Middlesex), 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,

Betsy Friedberg
National Register Director
Massachusetts Historical Commission

enclosure

cc: Sanford Johnson, consultant
George F. Dillon, Jr., Chair, Groton Board of Selectmen
Sawtell School Fund
Alvin Collins, Groton Historical Commission
George E. Barringer, Jr., Groton Planning Board