

56 2593

United States Department of the Interior
National Park Service

National Register of Historic Places Registration Form

This form is for use in nominating or requesting determinations for individual properties and districts. See instructions in National Register Bulletin, *How to Complete the National Register of Historic Places Registration Form*. If any item does not apply to the property being documented, enter "N/A" for "not applicable." For functions, architectural classification, materials, and areas of significance, enter only categories and subcategories from the instructions.



1. Name of Property

Historic name: Union School
Other names/site number: Hartford Clothing Center
Name of related multiple property listing: N/A
(Enter "N/A" if property is not part of a multiple property listing)

2. Location

Street & number: 392 Church Street
City or town: Hartford State: Maine County: Oxford
Not For Publication: N/A Vicinity: N/A

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

Applicable National Register Criteria:

A _____ B C _____ D

<u>Kath A. Mohrney, SHPO</u>	<u>5/2/2018</u>
Signature of certifying official/Title:	Date
MAINE HISTORIC PRESERVATION COMMISSION	
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

UNION SCHOOL

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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:)

Eol



Signature of the Keeper

6/19/2018

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

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Number of Resources within Property

(Do not include previously listed resources in the count)

Contributing

Noncontributing

1

buildings

sites

structures

objects

1

0

Total

Number of contributing resources previously listed in the National Register N/A

6. Function or Use

Historic Functions

(Enter categories from instructions.)

EDUCATION/school

Current Functions

(Enter categories from instructions.)

COMMERCE/specialty store

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7. Description

Architectural Classification

(Enter categories from instructions.)

No Style

Materials: (enter categories from instructions.)

Principal exterior materials of the property: Foundation: Stone/Granite, Concrete; Walls: Wood/Clapboards, Shingles; Roof: Metal/ Steel; Other: Brick

Narrative Description

(Describe the historic and current physical appearance and condition of the property. Describe contributing and noncontributing resources if applicable. Begin with a **summary paragraph** that briefly describes the general characteristics of the property, such as its location, type, style, method of construction, setting, size, and significant features. Indicate whether the property has historic integrity.)

Summary Paragraph

The 1899 Union School is a wood-frame, one-room schoolhouse in Hartford, Oxford County, Maine. The building sits on a country road near the geographic center of town though not near any village center or hamlet. Forested hills surround the building with the Hartford Community Church located down the road to the south and a residence to the north. The east facing building has brush covered fields to the north and south which slope down to woods at the west. A granite foundation supports the building which has wood clapboards, a metal roof and a brick chimney at the west roof ridge. The school has two doors on the façade with six-over-six double-hung windows around the main block. The gable-front, rectangular building is generally vernacular with limited Colonial Revival details and has an added ell at the northwest with privies. The interior consists of a small coat room inside each entry door with one large classroom to the west. The building retains a high degree of all seven aspects of integrity reflecting its educational use. Exterior and interior changes were made during the period of significance as a direct result of general guidelines for school improvement.

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Narrative Description

Site

The school sits on the west side of Church Road in the center of a half-acre lot which slopes gently from the road to the forest at the west of the property line. On the east and west the lot was cleared previously but is now grown up with small shrubs. The lot slopes more steeply to the west from the rear of the building. A small lawn is present between the road and building façade with no drive or vehicle access. Parking is on the shoulder of the asphalt road.

Exterior

The twenty-four by thirty feet rectangular building has a gable front with two bays on the east facing façade and a six-over-six double-hung window at the attic level. The granite foundation gives way to clapboard siding with simple flat cornerboards and raking cornice. There are cornice returns at the corners over simple capitals terminating the cornerboards. The five panel wood doors are surmounted by two-light transoms with simple flat trim and a minimal entablature. Each entry door has a two-step wood entry platform. Centered between the doors and below the attic window is a sign reading, "1899 UNION SCHOOL HOUSE." A bracket between the sign and window sill supports the bottom of a steel flag pole. The pole is anchored at its midpoint to the peak of the gable overhang. At the northwest corner of the main block is a ten by fourteen feet addition. The east elevation of the addition has a tall concrete foundation, clapboard siding, flat cornerboards and cornice with a narrow overhanging metal covered hip roof. There is a one foot square louvered vent near the upper south corner of the wall.

The north elevation shows the main block to the east and the end of the addition at the west. The main block has the same granite foundation, clapboard walls and metal roofing on all sides. There is a single six-over-six window centered in the wall space not covered by the addition. An interior brick chimney projects from the west end of the roof ridge. This elevation of the addition has a concrete foundation showing at the corners with wood framed infill between. Above the foundation the wall is wood shingled with simple flat trim and two windows. The separate four-light windows are placed symmetrically just under the roof overhang.

The west elevation of the main block has the same foundation, siding and trim. There are three windows. A single six-over-six window is centered in the north half of the façade and a pair of six-over-six windows are centered in the south half. These windows have simple flat trim all around without the entablature which is present on windows on the other elevations of the main block. The west elevation of the addition is identical to the east elevation except it has wood shingle siding instead of clapboards.

The south elevation has the same general details as previously described for the main block except for its window placement. There are five windows configured with a single center window flanked by paired windows. The windows are shifted to the west on the wall surface thereby illuminating the classroom at the expense of the entry way at the southeast corner of the interior.

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Interior

Entry to the building is through either of two doors on the façade. Each door opens into a small coatroom separated from each other by a beadboard wall. There are coat hooks toward the dividing wall and shelves at the outside wall. Across from each entry door is a four-panel wood door to the roughly twenty-four feet square classroom. The classroom has beadboard wainscoting up to a chair rail at the window sill height. Above this the walls are plastered. The ceiling was originally plastered and that finish is still present above a drop ceiling. The floor is wide board flooring with a clear finish. Interior trim is flat stock around the windows and doors with a picture rail around most of the room at six feet from the floor. A blackboard extends across the east wall between the coatroom doors and on the north wall between window and doors to the ell. At the west end of the building a wood stove sits on an elevated platform with the metal flue extending into the plastered brick chimney. The interior space is currently filled with tables and clothes racks. Several unsecured original desks are randomly placed in the room.

Two five-panel wood doors at the west end of the north wall provide access to the separate privies added in 1923. A horizontal board wall finished on both sides divides the addition in half. Each half has an anteroom with rough wood finishes and a batten door at the north end giving access to the two-hole privies. On each side, the holes are set in the simple enclosed wood bench without any privacy screen between. There is a single window at the north wall over the privies. The building is still without running water.

There was no access to the attic space. A scuttle hole is likely present above the drop ceiling but was not located during the site visit. Alterations to the original building include the addition of the ell, alteration of original fenestration patterns, new floor, and new blackboards. The windows were increased by adding an additional window at the west and three at the south. These changes occurred during the period of significance as a direct response to changing school facility recommendations by the state superintendent of schools and are significant features as a result. The drop ceiling was added after use as a school but minimally impacts integrity which is high overall.

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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.)

- 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

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Areas of Significance (Enter categories from instructions.)

Education

Architecture

Period of Significance

1899-1952

Significant Dates

1923

Significant Person (Complete only if Criterion B is marked above.)

N/A

Cultural Affiliation

N/A

Architect/Builder

Berry, A.J. (1875 to April 21, 1905), builder

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Statement of Significance Summary Paragraph

(Provide a summary paragraph that includes level of significance, applicable criteria, justification for the period of significance, and any applicable criteria considerations.) (Refer to photographs)

The Union School is in the center of rural Hartford, Oxford County, Maine. The gable front vernacular schoolhouse with minimal Colonial Revival Style details is significant at the local level under Criterion A for its association with patterns of rural education and under Criterion C for its distinctive architectural characteristics of a rural one room schoolhouse. The building represents Hartford's response to evolving educational practices which were often mandated by state law. The school is an intermediary step between the often autonomous nineteenth century district system and the mid-twentieth century full consolidation of town and regional schools. The 1899 building was altered in 1923 to accommodate evolving trends in education. These alterations are significant as they occurred during the period of significance and reflect the evolution of educational best practices and the distinct characteristics of the building type. The period of significance is from the 1899 construction date to 1952 when the building was last used as a school. Of the many one room schoolhouses built in Hartford, several are still extant. These remaining school buildings have been greatly altered for use as homes or garages. There are currently no active schools in Hartford due to consolidation. The Union School is Hartford's best remaining example of the rural one-room school of the late nineteenth and early twentieth century.

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

Hartford, Maine is a rural farm community incorporated in 1798.¹ A very small village center exists in the town's geographic center with most land either undeveloped wooded hills or used for agriculture. The population of Hartford reached 1,472 in 1840 but declined steadily to 660 in 1900 when the Union School was built and dropped to 381 in 1950 around the time the school closed. The population was only 314 in 1970 though it is currently 1,185.

For most of the nineteenth century, education in Hartford took place in one-room schools within their own autonomous district. Like most other small communities, the schools were centered around rural population centers. These were typically clusters of farm residences in Hartford which had as many as sixteen such districts. In the late nineteenth century, the state legislated a series of changes to the educational system. An 1887 law required children between eight and fifteen to attend public school for sixteen weeks unless alternative education of equivalent quality was provided.² By 1904 students aged five to twenty-one were

¹ Wilbur A. Libby. "Hartford, Maine History" (1985). Maine Collection. 119. 14.
http://digitalcommons.usm.maine.edu/me_collection/119

² State Superintendent of Public Schools of Maine, *A Study of the History of Education in Maine and the Evolution of Our Present School System*. ([Augusta] s.n.,1902), 69.

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allowed to attend public school. These laws generally expanded the student population in Hartford and across Maine.

Of direct impact to school administration was "An Act to Abolish School Districts and to Provide for More Efficient Supervision of Public Schools" which became law on March 1, 1894.³ The law encouraged central administration of town schools with the intent of providing a more uniform education. It appears Hartford embraced the coming change. An 1892 town meeting vote abolished the district system and created a three-man board to administer all town schools.⁴ Previously each of the sixteen one-room schoolhouses within Hartford was its own district with a separate agent responsible for that school's operation.

In 1897 the State Legislature published a new law (P.L. 1897, ch. 295) stating that any school with less than eight pupils should be discontinued, unless the town voted otherwise to continue schooling.⁵ As a result, the original sixteen districts in Hartford were reordered due to low enrollment. By 1899, seven schools remained in the town under one superintendent, who oversaw all of Hartford's schools. The result of the new legislation is explained by Janet Hansen in her essay titled, "The Architecture of Maine's Schools:"

Small rural schools were eliminated, while towns built larger schools to accommodate students from outlying areas. The gradual process of consolidation began in 1897, when the state passed a law allowing several towns to unite and control the schools within their combined boundaries. During this period, the state also initiated a stronger compulsory school law and set up a fund to finance the transportation of students to and from rural areas.⁶

The Union School was constructed in 1899 in conjunction with these consolidation efforts. The town purchased half an acre of land from Scott Doten. The Union School replaced three of the earlier district schools: Chickering, Richardson and Stetson. The total cost for the building, land, and desks was \$658.91. In 1895 and 1896 two other schools were built to consolidate two and three districts respectively.⁷ These one-room schools replaced similar one-room schools but in a more central location. Although larger schools did not result due to population loss, the new buildings' construction was based on recommended educational designs of the day. The decline in Hartford's student population together with state mandates shaped the creation of the Union School in 1899 as well as later changes to the building.

Maine's one-room school buildings were typically constructed of wood with gable roofs and modest architectural adornments. As can be seen by comparing Hartford's former school buildings, the schoolhouse of 1890 looked much like one of decades earlier or later. The

³ Ibid, 70.

⁴ Libby, 35.

⁵ Maine. *Acts and Resolves of the Sixty-eighth Legislature of the State of Maine*. (Augusta, Maine: Kennebec Journal Print, 1897), p 329-330. Chapter 295, entitled *An Act to amend Section three, Chapter eleven of the Revised Statutes of eighteen hundred and eighty-three, as now amended, relating to discontinuing schools and conveying school children*, was approved on March 26, 1897.

⁶ Janet Hansen, "The Architecture of Maine's Schools" in *Maine Forms of American Architecture*, ed. Deboarah Thompson. (Waterville, Maine: Colby Museum of Art, 1976), 261.

⁷ Libby, 47-54.

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common design for schoolhouses was based on design formulas advocated by widely disseminated ideas about minimum space requirements, proper ventilation and heating, site orientation, and window placement. As early as the mid-nineteenth century reformers advocated designs such as two entrances as a way to prevent "confusion and rudeness" while promoting "orderly habits."⁸ Proper lighting and sanitation were addressed in the original design, but within twenty-five years, the Union School required alteration to meet improved design ideas which were mandated in some cases.

The appearance of the Union School reflects many of the recommendations of the State Superintendent outlined in turn of the century publications. Those present include:

- Site: The school should be on land with an elevation to drain naturally. The school should be sited 100 feet from the road.
- School building: The exterior of the building should be simple, yet dignified in ornamentation, but devoid of ornamentation that may interfere with natural lighting. Furthermore, "the exterior should be comely and attractive, and devoid of any appearance of extravagant decoration. The finish for the cornice, windows, doors and porticoes should indicate taste, judgement and regard for architectural principles."⁹
- Paint color: Although recommending yellow, plain white walls were also recommended as an inexpensive option. A reference to dark green trim may account for the green paint on interior trim.
- Interior design: Classroom ceilings should be between 11 and 14 feet tall.
- Windows: Schools should face south or west with windows on left or behind students. Union School achieved this by shifting its blackboard to the north wall creating light behind and left of the students.
- Blackboards: Blackboards should span the entire classroom with the exception of spaces occupied by doors and windows.
- Interiors: Wainscoting should extend from the bottom of the chalkboards to the floors.

These features reflect recommendations and requirements of the State Superintendent of Schools, published in various annual reports and in the Maine Educational Department's *Improvement of School Buildings and Grounds* published in 1904. Further changes to the appearance of the school can be attributed to continual reforms and laws instituted by the State. During the 1910s, various publications outlined details for improvements to schoolhouses. From 1899 until 1922 little major work was undertaken on the Union School with the exception of a new stove and chimney in 1913. In Hartford's Town Reports for these years, the school superintendent reports focused on work to improve teacher training and the quality of education for pupils.

Improvements to school buildings continued to be discussed among lawmakers and education experts. According to the *Journal of the National Education Association*, a 1921 act required upgrades to the toilets in schools with towns given until September 1, 1924 to meet the

⁸ *First Report of the Board of Education of the State of Maine*. (Augusta, ME: William T. Johnson, 1847), 98.

⁹ Office of State Commissioner of Education, *Improvement of School Buildings and Grounds*. (Augusta, Maine: State of Maine Educational Department, 1904.)

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conditions of the law.¹⁰ Per the Hartford superintendent of schools in the Town Report for year ending February 9, 1923.

A beginning has been made this year of putting our school buildings into proper condition for school work. The Line building and the building at Hartford Center have been remodeled and a new type of toilet constructed. The lighting arrangement has been changed to conform to views of experts on that subject. As this work is required by state law to be completed in all school buildings on or before Sept. 1, 1924, it will have to be continued next year.

This work was reported completed for the Union School in the 1924 Town Report. The Union School's 1923 remodeling included new flooring, blackboards, toilets, and windows. The windows were relocated and expanded to provide recommend light levels from the rear and left. The toilets were really privies with improved sanitary requirements since flush toilets were beyond the means of this school without running water. With these improvements in place, the superintendent reported the building thoroughly up-to-date in sanitation, heating, ventilation and lighting.

By 1922 the superintendent's report notes seventy-six students attending Hartford's seven schools with the low school enrollment at seven and the high at fourteen. The superintendent struggled to balance legal compliance, falling enrollment and adequate education. By 1931 only five schools were active with the last two closing in 1964.¹¹ The final two schools closed as Hartford consolidated with neighboring towns which had larger more modern facilities. The last of Hartford's schools closed in 1964 as it became part of the multiple town School Administrative District 39. No new schools were built in Hartford to accommodate consolidation.

The Union School building was closed as a school in 1952. In 1959 the town transferred the school to the Hartford Historical and Improvement Society with the stipulation that the building revert to the town if the society disbanded or no longer wanted the building. The town accepted the building back in 2013 and currently leases it to a non-profit. There are currently no active schools located in Hartford, and the Union School is the remaining schoolhouse which retains integrity.

Developmental history/additional historic context information (If appropriate.)

¹⁰ "Educational Advance" in *The Journal of the National Education Association, Vol. X: January-December 1921.* (Washington, D.C.: National Education Association of the United States), 198.

¹¹ Libby, 35-56.

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9. Major Bibliographical References

Bibliography (Cite the books, articles, and other sources used in preparing this form.)

Annual Report Town of Hartford. For years 1901, 1913, 1916-1925, 1952 and 1953.

Donaldson, Gordon A. Jr. Ed.D. *From Schoolhouse to Schooling System: Maine Public Education in the 20th Century.* Orono, ME: University of Maine, 2014.

"Educational Advance" in *The Journal of the National Education Association, Vol. X: January-December 1921.* Washington, D.C.: National Education Association of the United States.

First Report of the Board of Education of the State of Maine. Augusta, ME: William T. Johnson, 1847.

Hansen, Janet. "The Architecture of Maine's Schools" in *Maine Forms of American Architecture*, ed. Deborah Thompson. Waterville, Maine: Colby Museum of Art, 1976.

Hartford Heritage Literary Club. *Hartford in Pictures 1984.* Hartford; ME: Hartford Heritage Literary Club, 1984.

Hebert, Richard A. *Modern Maine.* New York: Lewis Historical Publishing Company, Inc., 1951.

Libby, Wilbur A., "Hartford, Maine History" (1985).Maine Collection. 119.
http://digitalcommons.usm.maine.edu/me_collection/119 accessed 12/11/2017

Maine. *Acts and Resolves of the Sixty-eighth Legislature of the State of Maine.* Augusta, Maine: Kennebec Journal Print, 1897. Chapter 295, entitled *An Act to amend Section three, Chapter eleven of the Revised Statutes of eighteen hundred and eighty-three, as now amended, relating to discontinuing schools and conveying school children*, was approved on March 26, 1897.

Maine Register, State Year-Book and Legislative Manual. Various years 1899 to 1952 Edmund S. Hoyt. Portland, Hoyt, Fogg & Donham or Fred L. Tower Co. or Grenville M. Donham

Office of State Commissioner of Education, *Improvement of School Buildings and Grounds.* Augusta, Maine: State of Maine Educational Department, 1904

Oxford County East District Registry of Deeds. South Paris, Maine
<https://searchiqs.com/meoxe/SearchAdvancedMP.aspx> accessed 3/16/2018.

State Superintendent of Common Schools. *Sketches, Designs and Plans for School-Buildings, School Yards and Outhouses.* Augusta, ME: State of Maine, 1896.

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State Superintendent of Public Schools of Maine, *A Study of the History of Education in Maine and the Evolution of Our Present School System*. Augusta, ME, 1902.

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 # _____
- recorded by Historic American Landscape Survey # _____

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): 195-0003

10. Geographical Data

Acreeage of Property less than one acre

Use either the UTM system or latitude/longitude coordinates

Latitude/Longitude Coordinates

Datum if other than WGS84:

(enter coordinates to 6 decimal places)

- | | |
|--------------|------------|
| 1. Latitude: | Longitude: |
| 2. Latitude: | Longitude: |
| 3. Latitude: | Longitude: |
| 4. Latitude: | Longitude: |

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Or

UTM References

Datum (indicated on USGS map):

NAD 1927 or NAD 1983

- | | | |
|-------------|-----------------|-------------------|
| 1. Zone: 19 | Easting: 395482 | Northing: 4916073 |
| 2. Zone: | Easting: | Northing: |
| 3. Zone: | Easting: | Northing: |
| 4. Zone: | Easting: | Northing: |

Verbal Boundary Description (Describe the boundaries of the property.)

The nominated property is located on the parcel described by the Town of Hartford tax map number R-6, lot 31.

Boundary Justification (Explain why the boundaries were selected.)

The boundary described above represents the current and historic extent of the Hartford Union School property.

11. Form Prepared By

name/title: Michael Goebel-Bain / Architectural Historian
organization: Maine Historic Preservation Commission
street & number: 55 Capitol Street, 65 State House Station
city or town: Augusta state: Maine zip code: 04333
e-mail: michael.w.goebel-bain@maine.gov
telephone: 270 287-5435
date: March 10, 2018

Additional Documentation

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Name of Property

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Submit the following items with the completed form:

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

Photographs

Submit clear and descriptive photographs. The size of each image must be 1600x1200 pixels (minimum), 3000x2000 preferred, at 300 ppi (pixels per inch) or larger. Key all photographs to the sketch map. Each photograph must be numbered and that number must correspond to the photograph number on the photo log. For simplicity, the name of the photographer, photo date, etc. may be listed once on the photograph log and doesn't need to be labeled on every photograph.

Photo Log

Name of Property: Union School

City or Vicinity: Hartford

County: Oxford State: Maine

Photographer: Michael Goebel-bain

Date Photographed: December 14, 2017

Description of Photograph(s) and number, include description of view indicating direction of camera:

- 1 of 7 ME_OXFORD COUNTY_UNION SCHOOL_001.tif
South and east elevations, facing northwest.
- 2 of 7 ME_OXFORD COUNTY_UNION SCHOOL_002.tif
North and east elevations, facing southwest.
- 3 of 7 ME_OXFORD COUNTY_UNION SCHOOL_003.tif
West and north elevations, facing southeast.
- 4 of 7 ME_OXFORD COUNTY_UNION SCHOOL_004.tif
Interior of classroom with entry doors, facing east.

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5 of 7 ME_OXFORD COUNTY_UNION SCHOOL_005.tif
Interior of classroom, facing southwest.

6 of 7 ME_OXFORD COUNTY_UNION SCHOOL_006.tif
Interior of classroom with doors to toilet center, facing north.

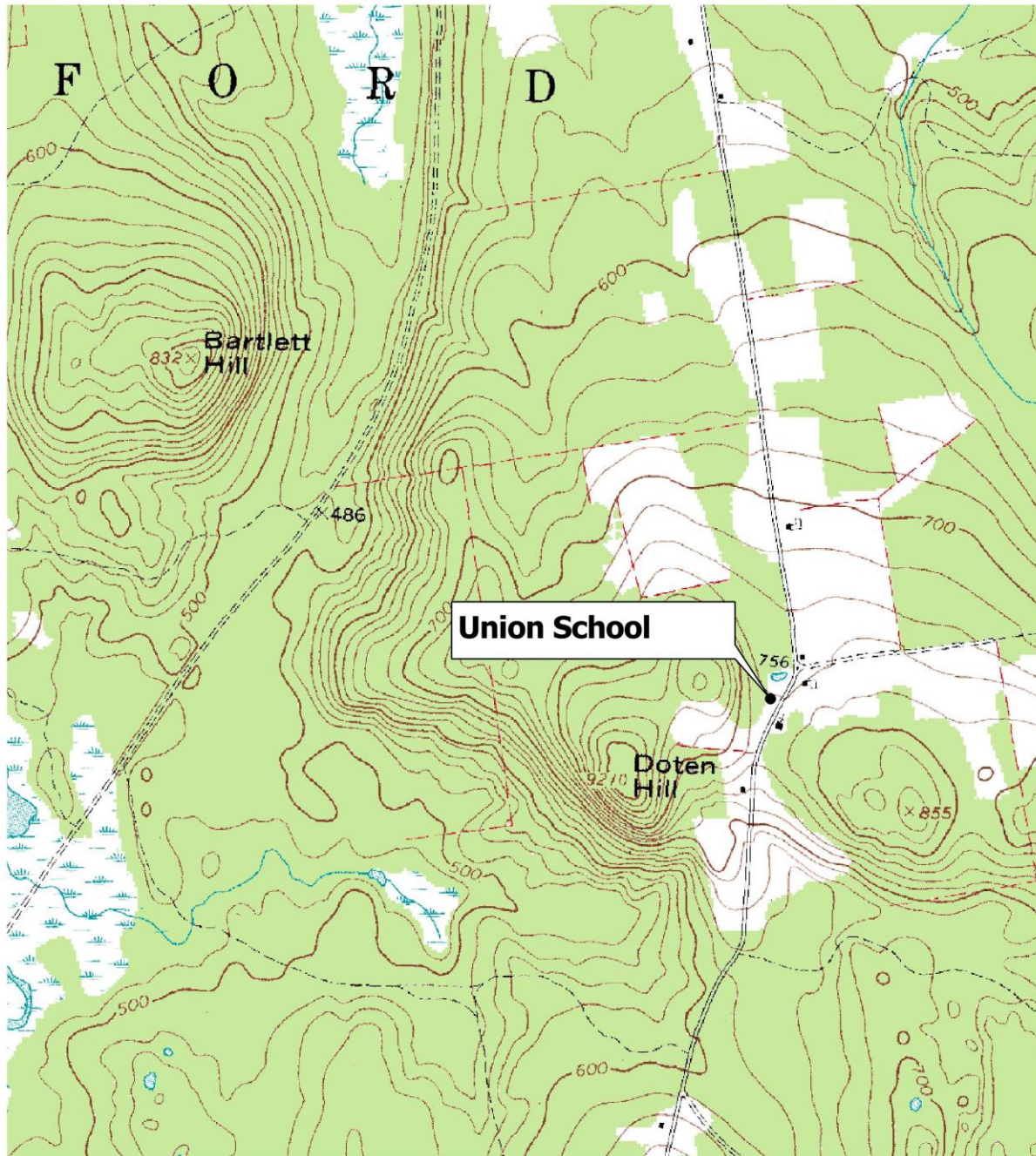
7 of 7 ME_OXFORD COUNTY_UNION SCHOOL_007.tif
Interior of boy's toilet room, facing north.

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 100 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.

UNION SCHOOL
Name of Property

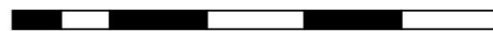
OXFORD COUNTY, MAINE
County and State



UNION SCHOOL
OXFORD COUNTY, MAINE
5 APRIL 2018

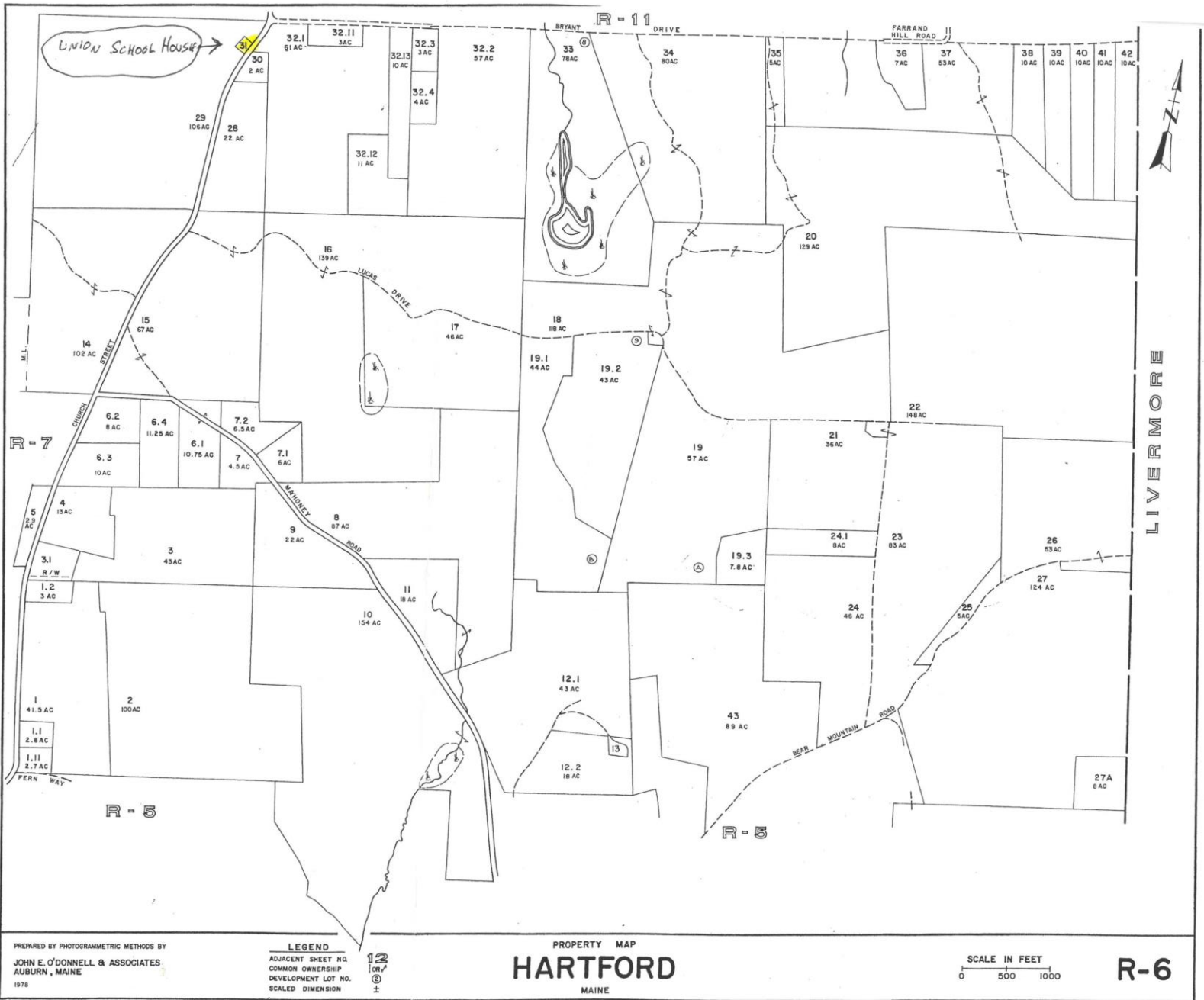
UTMs NAD 83 19 / 395482 / 4916073

750 0 750 1500 2250 3000 ft



UNION SCHOOL
Name of Property

OXFORD COUNTY, MAINE
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UNION SCHOOL

Name of Property

OXFORD COUNTY, MAINE

County and State











EXIT

EXIT

FIRE
EXIT
FIRE
CODE
EXIT

Time change
Welcome



Table
change









Evaluation/Return Sheet For Single/Multi Nomination

1 of 1

UNITED STATES DEPARTMENT OF THE INTERIOR
NATIONAL PARK SERVICE

NATIONAL REGISTER OF HISTORIC PLACES
EVALUATION/RETURN SHEET

Requested Action: Nomination

Property Name: Union School

Multiple Name: _____

State & County: MAINE, Oxford

Date Received: 5/9/2018 Date of Pending List: 5/30/2018 Date of 16th Day: 6/14/2018 Date of 45th Day: 6/25/2018 Date of Weekly List: _____

Reference number: SG100002593

Nominator: State

Reason For Review:

Accept Return Reject 6/20/2018 Date

Abstract/Summary Comments: _____

Recommendation/ Criteria: _____

Reviewer Roger Reed Discipline Historian

Telephone (202)354-2278 Date _____

DOCUMENTATION: see attached comments : No see attached SLR : No

If a nomination is returned to the nomination authority, the nomination is no longer under consideration by the National Park Service.

Back



MAINE HISTORIC PRESERVATION COMMISSION
55 CAPITOL STREET
65 STATE HOUSE STATION
AUGUSTA, MAINE
04333

PAUL R. LEPAGE
GOVERNOR

KIRK F. MOHNEY
DIRECTOR

8 May 2018



Control Unit
National Register of Historic Places
Mail Stop 7228
1849 C Street NW
Washington, DC 20240

Control Unit:

Enclosed please find four National Register nominations for properties in the State of Maine.

Stover, Capt. Johnson H., Jr., House, Cumberland County, Maine – submitted on disk. The enclosed disk contains the true and correct copy of the nomination for the Stover, Capt. Johnson H., Jr., House to the National Register of Historic Places. A second CD contains the digital images. A hard copy signature page is included.

Union School, Oxford County, Maine – submitted on disk. The enclosed disk contains the true and correct copy of the nomination for the Union School to the National Register of Historic Places. A second CD contains the digital images. A hard copy signature page is included.

The Memorial Chapel, York County, Maine – submitted on disk. The enclosed disk contains the true and correct copy of the nomination for Memorial Chapel to the National Register of Historic Places. A second CD contains the digital images. A hard copy signature page is included.

Crescent Lodge, Cumberland County, Maine – submitted on disk. The enclosed disk contains the true and correct copy of the nomination for the Crescent Lodge to the National Register of Historic Places. A second CD contains the digital images. A hard copy signature page is included.

If you have any questions relating to these nominations, please do not hesitate to contact me at (207) 287-5435.

Sincerely,

Michael Goebel-Bain
Architectural Historian

Enc.