



United States Department of the Interior

NATIONAL PARK SERVICE

1849 C Street, N.W.
Washington, D.C. 20240

March 1, 2011

Notice to file:

This property has been automatically listed in the National Register of Historic Places. This is due to the fact that the publication of our Federal Register Notice: "National Register of Historic Places: Pending Nominations and Other Actions" was delayed beyond our control to the point where the mandated 15 day public comment period ended after our required 45 day time frame to act on the nomination. If the 45th day falls on a weekend or Federal holiday, the property will be automatically listed the next business day. The nomination is technically adequate and meets the National Register criteria for evaluation, and thus, automatically listed in the National Register of Historic Places.

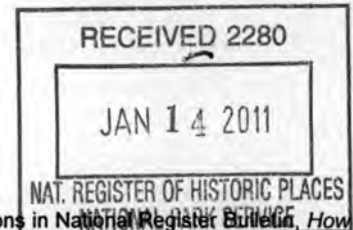
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ROYAL
COTTON

United States Department of the Interior
National Park Service

070

National Register of Historic Places Registration Form



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

1. Name of Property

historic name West Brick School

other names/site number West District School, West School

2. Location

street & number 1592 Old Turnpike Road

☐ not for publication

city or town Oakham

☐ vicinity

state Massachusetts code MA county Worcester code 027 zip code 01068

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

Brona Simon
Signature of certifying official/Title Brona Simon, SHPO, MA Historical Commission

January 10, 2011
Date

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
Government

State or Federal agency/bureau or Tribal

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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:)

for Edison H. Beall
Signature of the Keeper

3-1-11
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	buildings
	district
	site
4	structure
	object
5	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

6. Function or Use

Historic Functions

(Enter categories from instructions.)

EDUCATION/schoolhouse

DOMESTIC/single dwelling/seasonal

Current Functions

(Enter categories from instructions.)

VACANT/not in use

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7. Description

Architectural Classification

(Enter categories from instructions.)

EARLY REPUBLIC/elements of Federal

Materials

(Enter categories from instructions.)

foundation: STONE

walls: BRICK

roof: ASPHALT

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

LOCATION AND SETTING

The West Brick School is a small, Federal-period, brick, one-room schoolhouse, that preserves, largely unaltered, both its exterior and interior fabric. It is located in the northwest corner of the central Massachusetts hill town of Oakham, in Worcester County. Oakham is situated in the north-central section of the county, about eighteen miles northwest of the city of Worcester (the second-largest city in New England). Historically a sparsely settled farming community, the town maintained its agricultural economy well into the 20th century. With a population of fewer than 2,000 citizens today (1,914 in 2008), Oakham has undergone relatively little 20th and 21st-century suburban development by comparison to some other nearby towns. Its distance from interstate highways and major state highways is a likely explanation for the town's lack of modern growth. Although very little agriculture is carried on here today, some areas of the town, including the town center, still preserve much of their 18th- and 19th-century rural character.

Narrative Description

Built of handmade red brick, the West Brick School (**Photos # 1, 2, & 3**) is rectangular in plan and measures about 32 x 28 feet. Resting on a low stone foundation, this well-preserved, gable-front, one-room schoolhouse is 1½ stories in height with a three-bay, sidehall-entry main façade. It has pairs of windows on the east and north sides, while the west wall is blind. Classical pediments at the front and rear are of clapboard. Characteristic of the Federal style are the plain design of the building, solid brick walls laid in American bond with narrow mortar joints, and shallow eaves with a narrow frieze and low-relief cornice mouldings. The school sits on a lot of about 1 1/3 acres and is set back approximately eighteen feet from a straight, flat section of Old Turnpike Road. Most of the former schoolyard, which was once at least partially open to provide for play areas (notice open field on right of **Illustration # 1**), is now grown up with trees and brush. A stone wall, mostly hidden by trees and overgrowth, extends around portions of the perimeter of the lot (see **Sketch Map of Property**). At the front and on the immediate east side of the school building are plantings, including roses and iris. Flowers can be seen in this location in the 1890s photograph. It is assumed, however, that the current plantings date from the 20th-century period when the school was used as a summer home. Wood trellises, mounted on the wall of the main façade east of the entrance, also survive from that period. Located on the same lot (approximately six feet north of the road and about forty feet west of the school building) are the remains of a primitive stone structure of unidentified use and origin, which appears to date to the 19th century or earlier (see **Sketch Map of Property** and **Photos # 8, 9 & 10**). Over the past two decades, limited suburban residential development has taken place in the open fields that originally surrounded the school and its grounds; nevertheless, this section of Old Turnpike Road is still semi-rural in character.

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SCHOOL BUILDING

State of Preservation

The West Brick School building is an unusually well-preserved example of an early 19th-century one-room school. Despite its age, the building has suffered surprisingly few alterations since its construction. Few changes were made either during the nearly 100 years that it was in use as a rural school, or by its successive owners. Most surprising is the fact that so few changes were made during its 66 years (1936-2002) as a summer retreat. The only plumbing fixtures installed as conveniences were a hand-operated water pump and an enameled cast-iron kitchen sink (see **Plan**). Neither indoor toilet facilities nor electricity were ever added, although evidence of a telephone connection exists. A kerosene cookstove, still in place, provided for cooking. The building apparently received relatively good maintenance over most of its lifetime. However, before roof repairs were made in 1992, the southwest corner of the wood ceiling in the entry hall and a portion of the east side of the ceiling in the schoolroom suffered water damage. In recent years there has been loss of mortar in some areas of the brick exterior. The outward movement of the upper portion of the west and east walls is also of current concern. Tie bars of unknown date (20th century) exist on the east and west sides, apparently put in place to remedy similar earlier outward movement of the walls. Temporary supports have been installed in the schoolroom to relieve the structural load until repairs to the wall can be made (**Photos # 4, 5, & 6**).

Exterior

At the entrance, located at the west end of the main façade, is a heavily weathered, unpainted, mid 19th-century, four-panel door. Above the door is a transom, glazed with a single pane of glass. A ca. 1890s photograph shows that this was originally a multipane light, glazed with possibly eight or ten panes (**Illustration # 1**). At the center of the pediment on the main façade is a single window with 6/12 sash, which lights the attic. The rear pediment, apparently altered, has no window and no projecting eaves (**Photo # 3**). There may never have been a window in the rear pediment since a single interior chimney for a woodstove rises in the central section where one should be located. Today, battened-wood exterior shutters, of the type seen in the 1890s photograph, cover windows on all sides as a protection for the unoccupied building.

The floor plan of the ground floor includes an entry hall on the west side, with an enclosed storage area and stairway behind it, and, on the east, a well-lit schoolroom that extends the full depth of the building (see **Plan**). In the half-story is an unfinished attic, illuminated by the window at the center of the pediment on the main facade. There is no cellar.

The west side of the school, which corresponds to the entry hall that runs along most of the length of that side, is blind (with no openings). The schoolroom receives ample natural light from pairs of windows located in the south, east, and north sides, which are fitted with 12/12 sash (some of which appear to be early). The position of the window immediately east of the entrance on the main façade has been lowered slightly from the position seen in the 1890s photograph of the school (compare **Photos # 1 & 2** with **Illustration # 1**).

Attached to the wall on the exterior of the blind west side of the building are a few wood remnants of a vehicle shed, seen in the 1890s photograph (compare **Illustration # 1** and **Photo # 2**). At the rear of what was the shed can also be seen one wall of an outhouse, which apparently dates from the period of the building's use as a summer residence. Outhouses—one for girls and one for boys—used during the building's time as a school, were probably both located at some distance behind the building (see **Sketch Map of Property** and **Photo # 11**, which show the location and remains of a collapsed shed-roofed outhouse). Two piles of stones (seen on the **Sketch Map** and in **Photo # 12**) east of the collapsed outhouse may have had some association, currently unidentified, with earlier outhouses.

Interior

Inside, early 19th-century wood paneling, wainscot, and woodwork survives. The walls of the entry hall are covered with hand-planed, beaded vertical boards. The style of the bead used here, and in the schoolroom as well, suggests a pre-1840 date. Through a doorway at the north end of the entry hall is an unfinished enclosed space, probably originally intended for the storage of wood. Facing the door from the hallway into this space is a wide stairway, that was added at an unidentified date to provide easy access to the attic. This stairway was apparently salvaged intact from some other building and added later. The door to the storage area/stairway is a six-panel, early 19th-century door with an inset latch

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and a doorknob of wood, probably also brought from another location and installed here at a later date (**Photo # 13**). Transoms, which once existed above the doors between the hall and the schoolroom and the hall and the storage room, have been removed and their openings boarded up (**Photos # 13, 14 & 5**).

The door from the entry hall to the schoolroom is made of battened flushboards and appears to be original to the building (on far right in **Photo # 13**). It is hung on iron pintels, and has handwrought strap "bean" hinges attached with wrought nails (**Photo # 14**). The door latch, typical of the early 19th century, is a thumb-latch, which consists of cast, stamped, and wrought elements (on right, **Photo # 15**). The four walls of the schoolroom are sheathed in hand-planed, beaded wainscot of wide boards laid horizontally. Shadows of built-in benches (18 inches high) that once provided seating for pupils can be seen in the wainscot along the south, west, and north walls of the schoolroom (see dark horizontal line on wainscot, **Photo # 4**). Evidence of their supports survives in the floor on the south and north sides only. Above the wainscot, walls are of plaster, except on the wall that divides the schoolroom from the entry hall. The wall above the wainscot in that area is composed of vertical boards, the same ones that divide the entry hall from the schoolroom (**Photo # 5**). Stretching horizontally across the plaster walls between the windows of the schoolroom are plain boards (1 x 4 1/4 inches) installed with wire nails, probably in the late 19th to the early 20th century. Their purpose is unclear. Situated high on the wall, and apparently not supports for coat hooks, they may have served for tacking papers up on the wall. The ceilings of both the entry hall and the schoolroom are sheathed in boards of random widths, laid flush (**Photo # 4**).

Interior window frames consist of plain, unmolded boards resting on stools that are flush with and match the square-section molding at the top of the wainscot. A chimney for a woodstove projects into the schoolroom from between the two windows on the north wall. Although not now attached to the chimney, a cast-iron wood stove (Glenwood, ca. 1899) is still found in the room (**Photo # 6**). A large plain storage cabinet, somewhat reworked, but of probable early 19th-century date, is in place on the west wall of the schoolroom. A slate blackboard occupies the upper portion of the south end of the west wall of the room (**Photo # 5**).

Graffiti

Graffiti found in the entrance hall of the schoolhouse include several examples of a carved symbol that also appears in large numbers at the 1790 Candia, New Hampshire schoolhouse now at the Old Sturbridge Village Museum in Sturbridge, Massachusetts. This symbol takes the form of a pointed ellipse, oriented vertically, with "a point or other pit mark at its center" (**Photo # 17**). (See section 8 for further explanation.)

STONE STRUCTURE

A stone structure, circular in plan (about 8 feet in diameter) and of unknown origin and purpose, is found on the grounds west of the school building (**Photos # 8, 9, & 10**). It is constructed of undressed fieldstones and has the appearance of a collapsed dome. Its materials and primitive mode of construction suggest that it could date to the 19th century, if not earlier. The stones, of random shapes and sizes, are piled upon one another to a height of approximately three feet. These stones may originally have been laid by the corbel method to create a low, covered space with a domed ceiling. On the north side of this structure is a narrow, uncovered passage that might once have given access to an opening into the space under the supposed dome (**Photo # 10**). This passage measures about eighteen inches in width and about eighteen inches from front to back.

No documentation has been found to explain the association of this structure with the school or to indicate what its original purpose might have been. Robert Arnold, a son of Maud Arnold, who owned the property for many years as a summer retreat, believes it may have been the base of a flagpole for the school.¹

OUTHOUSE

The remains of a collapsed, one-seat, shed-roofed outhouse built of wood survives near the northwest corner of the property (**Photo # 11**, see **Sketch Map of Property** for location). It is presumed that it is one of the two outhouses that served the school, and that it is found in or near its original location.

¹ Susan Ceccacci telephone conversation with Robert Arnold, July 19, 2009.

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STONE WALLS

Property boundaries on all sides of the school lot are marked, in part, by stone walls built of fieldstone in the traditional manner of 19th-century New England agricultural stone wall construction. On the wall that runs along the back of the lot are two piles of stone (**Sketch map of Property and Photo #12**), which rest up against the inside (south side) of the wall. The purpose of these cairnlike structures is not known.

Archaeological Description

While no ancient Native American sites are known on the school property, sites may exist. Three sites are recorded in the general area (within one mile), all located in close proximity to tributary streams of the Ware River. Environmental characteristics of the school property represent locational criteria (slope, soil drainage, proximity to wetlands) that are favorable for the presence of Native sites. The school is located on an excessively drained, level to moderately sloping glacial outwash plain in close proximity to wetlands. Five small ponds and a tributary stream of Burrow Brook are located within 1,000 feet of the school. Burrow Brook is a tributary stream of the Ware River, part of the Chicopee/Connecticut River Watershed. Soils on the property range from sandy loam to gravelly, loamy sand formed in glacial outwash. Given the above information, the size of the property (approximately 1.33 acres), and known patterns of Native settlement in the Worcester Plateau uplands, a moderate to high potential exists for locating significant ancient Native American resources on the school property.

A high potential also exists for the recovery of historic archaeological resources on the school property. Structural evidence may survive from an earlier wood-frame school (1791) that was moved off the property in ca. 1827 prior to construction of the West Brick School. It is unknown whether an earlier school also existed on the property. Structural evidence of barns, stables, and outbuildings may also survive on the property associated with both the 1791 and ca. 1827 school buildings. The wooden remnants of a vehicle or cart shed, shown on an 1890s photograph, are visible on the west side of the building. Archaeological evidence may also survive from occupational-related features (trash pits, privies, wells) associated with both school buildings and the existing school's use as a summer residence in the 20th century. A wall from a collapsed outhouse, perhaps used during the building's use both as a school and a summer residence, is present at the rear of what was the vehicle shed. Earlier outhouses may have been located some distance behind the school building. Two piles of stones, east of the collapsed outhouse, may be associated with the earlier outhouses. The remains of a stone structure of unidentified use and origin is located six feet north of the road and about 40 feet west of the school. The dry-laid stone structure may date to the 19th century or earlier, and has been conjectured to be a flagpole base for the school.

END

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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

COMMUNITY PLANNING AND DEVELOPMENT

EDUCATION

Period of Significance

Ca.1827-1960 dates as school & vacation home

Significant Dates

ca.1827 – school built

1920 – school ceases operation

1936 – building begins use as vacation home

Significant Person

(Complete only if Criterion B is marked above.)

Cultural Affiliation

Architect/Builder

unknown

Period of Significance (justification)

For nearly 100 years, the West Brick School (officially known as the West School) was the place where the children of Oakham families, living on the farms that occupied the northwest corner of Oakham, were educated. Built around 1827, the building served as a school until 1920. After ending its career as an educational institution, the West Brick School took on a new life as a rustic vacation residence. This new use, beginning in 1936 and lasting through 2002, extends its period of significance to 1960, the 50-year historic cutoff date.

Criteria Considerations (explanation, if necessary)

none

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

As the earliest school building and the best preserved 19th-century one-room school in Oakham, the West Brick School meets National Register Criteria A and C at the local level.

It is significant under Criterion A for its role in 19th and early 20th-century education in Oakham. It is also a reminder of the changes in education that occurred during the early 20th century, when improvements in transportation and in educational aspirations made one-room rural schools both unnecessary and obsolete. Together with the nearby West Cemetery, the school also served those living in the rural northwest corner of town during the 19th and early 20th centuries as a major neighborhood landmark and a visual symbol of community.

The use of the West Brick School as a vacation retreat during most of the 20th century corresponds with the changing character of the town, as its population declined and its agricultural economy waned. During the first half of the 20th century, it was not unusual for people living in Worcester to purchase properties in nearby country towns for use as rural vacation retreats. Some towns, such as Princeton, north of Worcester, the home of scenic Mount Wachusett, were known statewide as summer vacation places. Oakham was, however, never identified as a vacation place. Yet, neither were many other Worcester County country towns where, during the late 19th and early 20th centuries, Worcester people purchased quaint old houses or farms as weekend or summer retreats.

Under Criterion C, the West Brick School is significant as an example of Federal-style vernacular architecture and as an unusually well-preserved example of early 19th-century school architecture and of the brick one-room schools built in Massachusetts during the Federal period.

Narrative Statement of Significance (Provide at least one paragraph for each area of significance.)**HISTORICAL BACKGROUND****Oakham and Its Early Schools**

Although the 1827 West Brick School is Oakham's oldest surviving school, it was certainly not its first. The land that was incorporated as the town of Oakham in the late 18th century was originally part of the approximately 150-square-mile Naquag Purchase, acquired from native Americans in 1686. In time, Naquag was subdivided to form all or part of several other towns, including Rutland, Barre, Princeton, Hubbardston, and Paxton. The Oakham portion, which was first known as Rutland West Wing, was settled in about the 1740s. Oakham was incorporated as a district in 1762, and as a town in 1775, by act of the Massachusetts colonial legislature.

In 1763, the citizens of the Oakham district voted to set aside taxes for schooling. It appears, however, that no money was spent on schools for several more years after that. The first five school districts were laid out in 1768. They were the Center District in the town center, the Southeasterly District in the southeast corner of town, the South District in the south-central part of town, the southwesterly district (including what was later known as the West District), and the Northerly Plot (north of the Rutland-Hardwick Road, which became the Sixth Massachusetts Turnpike, including the

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populous North Four Corners and later the village of Coldbrook Springs). By Town Meeting vote of that year, local citizens planned for the construction of the first schoolhouses. Each district was to:

build a decent schoolhouse by the last day of December next; that every person in the plot he belongs to shall have the privilege of doing his proportion of the work (that is instead of paying a money tax); or finding stuff if he pleases and such article as must be paid in money shall be equally divided according to their pay in the last year's rates; and if any person shall neglect doing his portion (in the actual work of erecting the building) personally as aforesaid, he shall be assessed by the assessors therefore and each plot shall agree on the 'dimention' and manner of the own house, and in case they cannot, the selectmen shall determine the same.²

According to the recollections of Charles M. Packard published in Oakham in My Boyhood Days, the town's first school was built in the town center in 1769, at a location near the present intersection of Maple Street and Ware Corner Road (about 40 feet east of today's public library).³ The dates of other early schools have not been identified. Although classes may have been taught in Oakham shortly after the completion of that building, or even in private homes at an earlier date, expenditures in the hiring of teachers were not recorded until 1772.

Over the years, the number of school districts changed according to demographic fluctuations, economic necessities, and educational goals. Apparently a result of growing populations in certain sections of town, new school districts, including the West District, were established following the Revolutionary War.⁴ By 1803, the number had grown to eight. During the period of 1856 to 1864 there was a further increase to ten school districts. This mid 19th-century period marked the high point in the number of school districts in Oakham. There came to be fewer districts during the final quarter of the 19th century, as many Oakham citizens moved away to make their futures in other places, and an emphasis was placed upon providing a better education for the town's children through the consolidation of schools. By 1874, only the Center School and three outlying schools, including the West Brick School, were still in operation.

The West Brick School and Early 19th-Century Expectations

Built as the district school for Oakham's West School District, the West Brick School replaced an earlier wood-frame school building, built around 1791.⁵ To make way for the construction of the current brick structure, the old 1791 school building is said to have been moved "some rods to the east" to become "part of the dwelling house of Ezra Maynard, near the cemetery."⁶ It is not known whether an even earlier school might have stood at this location before 1791.

The new brick school building was a marked improvement over its predecessor. A former student, Hiram Knight, who attended classes in both school buildings, remembered in 1902 that, even while he attended classes there, "Some of the clapboards were gone from the outside and the interspaces, widened by jack-knife enlargements, admitted a superabundance of fresh air, securing complete ventilation, the vitiated air escaping by the chimney."⁷ The West Brick School represented an improvement over the old building, not only in its more substantial building materials, but also in heating technology. Knight noted in his recollections of the old building how unsatisfactory was its open fireplace as a method of heating: "In the coldest weather a semi circle of girls and boy [sic] were permitted to stand as near the big fire as they could, shielding their faces with open books or open palms. As individual scholars got sufficiently toasted and went back to their seats; 'Sir, may I go to the fire?' was heard in other parts of the house until the ranks were made full again." (see **Illustration # 5**, showing a late 18th to early 19th-century schoolroom heated by an inefficient fireplace). The new brick school building was provided with a cast-iron woodstove, which radiated heat from all sides, as well as

² Quoted in Wright, H. B. and Harvey, E. D. The Settlement and Story of Oakham, Massachusetts, vol. I, p. 154, from Oakham Town Clerk's Records, vol. I, p. 89 (1769).

³ Packard Charles M. Oakham in My Boyhood Days. Oakham: Oakham Historical Society, 1920, p. 8.

⁴ Wright, H. B. and Harvey, E. D. The Settlement and Story of Oakham, Massachusetts, vol. I, p. 156.

⁵ Knight, Hiram. "West Brick 75 Years Old," newspaper clipping, Oakham Herald, April 16, 1902.

⁶ *ibid.*

⁷ *ibid.*

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from the stovepipe that ran from the stove overhead to the chimney (see **Illustration # 6** showing the location within an early-mid-19th-century schoolroom of a woodstove and its overhead stovepipe).

The construction of a new brick schoolhouse to replace the poorly maintained old wood-frame school building was one of the fruits of the period of improvement, so visible in this country after the end of the Revolutionary War. Wright and Harvey's History of Oakham notes improvements, both in the way of life and in the wealth of the town, which were especially obvious during the period between about 1790 and 1830. In New England towns and cities during this era, brick buildings, including dwellings, stores, hotels, schools, and public buildings, were built more frequently than either previously or afterward. This taste for brick buildings during the early years of our nation is material evidence of the culture of "refinement" that became a notable feature of this period. Although most later Oakham schools were built of wood, the West Brick School must have set an example for the construction of a second brick one-room school (no longer standing) in the town center the following year. That school served as the Oakham Center School from 1828 to 1836, when it was replaced by the East Center and West Center schools.

Symbol of Community

Surrounded by farmland during the 19th century, the West Brick School was a symbol of "community" to those living far from the town center, on farms scattered throughout the northwest corner of Oakham. Nineteenth-century schoolhouses served as community centers as well as schools. This was especially true in rural areas, where they provided a convenient locale for community gatherings and meetings at times of day when school was not in session. The West Brick School and the West Cemetery, the latter was established, apparently in the 1790s, east of the school on Old Turnpike Road, formed the cultural heart of the rural community that once existed here. Until the opening of a new street (Schoolhouse Road) between the two (around the turn of the 21st century), the school and the cemetery were partners in the landscape, their combined visual effect being greater than the sum of their parts. The interruption created by the new street has diminished their collaborative effect; yet, individually, both the school and the cemetery remain today as outstanding visual and cultural landmarks of 19th-century rural Oakham.

The West Brick School and 19th-Century Education

The West Brick School served the children of families living in an area of scattered farms in the northwest corner of Oakham from about 1827 to 1920. Classes in one-room schools, such as this, included pupils of a wide range of ages, from four or five to sixteen or older, all taught by a single teacher.

Nineteenth-century school terms in rural communities like Oakham were short by comparison to today—limited by expectations, funds available to pay the teachers, and the seasonal requirements of agriculture. Children were needed at home at certain busy times during the farming season, to provide additional sets of hands to complete the work to be done. During the years 1856-1864, school sessions were eight, nine, and twelve weeks long.⁸ As the century progressed, more modern requirements for length of the school year were adopted.

A school report presented at the 1840 annual town meeting gives an idea of the importance of the teacher in conducting a successful one-room school. That report gave high marks to the teachers and the students of the West School:

This school as a general thing made laudable proficiency. There were some exceptions, but they arose from no neglect or incompetency of the master, and from causes entirely beyond the control of the committee....The West School was taught by Miss Clarinda Adams...her first essay at teaching...the ease with which she managed the school, the interest she excited among the scholars, and the smoothness with which everything passed off were convincing evidence to our minds, at least, that better teachers are like angel visits, 'few and far between'...The Winter term was taught by the Hon. James Allen, and of his efforts it was said, The improvement in this school was alike reputable to the teachers and scholars. Most of them made every effort in their power to learn. While the attention of some was so absorbed in *objects* foreign from the school that the

⁸ *ibid*, p. 168.

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teacher assured us he had to make every effort in his power to stem the current which was setting in so hard not to the injury of a few, but in fact of the whole school. However aided by his long experience, he so far succeeded as to draw from the Agent (the district representative) the piquant remark 'whoever would do better, would find it as hard as a pickerel to climb a tree.'⁹

Agricultural Economy, Dispersed Small Schools

Oakham's farming economy and small population during the 19th and early 20th centuries encouraged the longevity of small, one-room schools like the West Brick School. In 1840, the town's population was 1,038—up from 772 in 1790. The *Gazetteer of Massachusetts* reported in 1849 that there were eight public schools and one private school in town to provide for the education of its 296 boys and girls between the ages of four and sixteen.¹⁰ In that year the town's economy was still largely agricultural, although there was an additional production of cloth, straw bonnets, palm-leaf hats, ploughs, leather, boots, and shoes. Most of these enterprises were cottage industries, which did not later evolve into a manufacturing base for the town. Oakham remained a farming town during the mid and late 19th century, despite the rapid growth of industry in other Central Massachusetts towns and in New England at large during that period. Citizens of Oakham who had aspirations for livelihoods in fields other than agriculture were drawn to places out of town, where they could find jobs in business, industry, or the professions. In 1880, the town's population had fallen to 869, and by 1910 to 552, making Oakham one of the smallest towns in Worcester County. Even today, its population is still only around 2,000.

In 1851, the Town of Oakham made provisions for making a high school course available to those who desired it. Until that time, most Oakham children got their entire educations in one-room schools like the West Brick School. After the completion of Memorial Hall in the town center in 1874, the old district school system was abandoned, with the town taking over responsibilities (previously borne by individual families) of supporting their neighborhood district schools. Students from all sections of town were encouraged to attend the Oakham Center School, making it one of the earliest consolidated schools in the state. In addition to a large meeting hall on the second floor, Memorial Hall contained two schoolrooms on the ground floor, which provided enough classroom space for all school-age children in Oakham. Yet, despite the town's strong efforts at school consolidation, several outlying schools remained in operation for many years afterward because families in outlying areas preferred the convenience of neighborhood schools. The West Brick Schoolhouse was one such school. It and two others remained open well into the 20th century. The South School (MHC # OKH.48) was closed in 1918, the West School in 1920, and the much more distant Coldbrook School (**Illustrations # 3 & 4**) in 1930.

The West Brick School After the End of the District System

The West Brick School represented the educational norm of the day when it was built. In 1827, all of the schools in Oakham were one-room schools operated by local school districts. Both one-room schools and district schools were then common—both state- and nation-wide—especially in rural towns. Under the District school system, those living in each individual school district provided the funds to build their neighborhood school buildings, and to pay the teachers needed to educate their children. Later in the century, American educators spoke out against the district system, criticizing the inequalities in both school buildings and teachers that resulted from the often wide variations in wealth among the several school districts in a single town.

It was not until 1874 when the district school system was abandoned, that the Town of Oakham became economically responsible for the West School and for all of the town's other district schools. A school committee did exist however, beginning in 1807, coordinating educational efforts among the various town schools.

Due to laxness of attendance in schools across the state, the Commonwealth of Massachusetts instituted a law at the turn of the 20th century requiring every child between the ages of seven and fourteen years to attend school. Yet, despite such regulations, the number of students attending the West Brick School grew smaller over time, as the town's population

⁹ *ibid*, p. 163.

¹⁰ Hayward, John. *A Gazetteer of Massachusetts*. Boston: John P. Jewett & Co., 1849, p. 405.

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decreased, and improved transportation made it possible for more students to attend classes in the Center School. School reports included in Oakham annual Town Reports show that in the 1870s, there were as many as twenty-nine students enrolled in the West Brick School; by 1900, that number had dropped to twelve. In the year of its closing, 1920, ten pupils were registered, with an average daily attendance of only eight. As enrollment in the outlying one-room schools declined, they were gradually closed.

By the time the West Brick School ended its service as a school, not only the one-room school concept, but also the school building itself, had become a relic of earlier times. Within twenty years after its construction, the building design was already outmoded as American education underwent a period of reform. This was true even though the school's construction in 1827 had represented notable improvements over its predecessor as an educational facility. Evidence of built-in benches around the perimeter of the schoolroom indicates that student desks were not used here at first (see **Illustration # 2**). It is likely that built-in benches and desks, each designed for more than one student, were added by the mid 19th century.

Beginning in the 1830s and 1840s, education reformers, including Horace Mann of Massachusetts and Henry Barnard of Rhode Island, criticized older school buildings, which, like the West Brick School, had been built with no separate entry for boys and girls, no recitation room for the teacher, and no proper ventilation for a room heated by a woodstove.¹¹ Reformers also called for comfortable seats and desks for individual students, which could be adjusted to the size of the student, and for the careful orientation of windows in the schoolroom to avoid glare.

To bring the building more closely in line with these later, more modern, requirements, shutters made of battened boards (seen on an 1890s view of the school, **Illustration # 1**) may have been used at certain times of day at the West Brick School to control the light on the sunny south and west sides of the schoolroom. Under pressure of educational reform, modern manufactured desks designed to better fit the proportions of children (see **Illustration # 4**), must have replaced earlier seating furniture sometime during the mid to late 19th century. It is likely also that the opening in the ceiling in the center of the schoolroom was added during this later period, to provide improved ventilation through an open attic window.

The Closing of the West Brick School

In the 1920 Oakham Town Report, Superintendent of Schools James R. Childs commented upon the advantages of closing of the West Brick School:

The closing of the West school has been of marked benefit to the children and at a saving of expense to the town. The disadvantages of the small group more than offset the efforts and ability of the best teacher. The problem of suitable transportation, especially in New England, has been so difficult of solution, it has seemed better to continue the small rural school in many places. But wherever transportation facilities may be made safe and comfortable, the verdict of experience has been decidedly in favor of consolidation. A recent investigation covering more than fifty districts and fourteen thousand rural patrons brought the response that consolidation actually resulted in better attendance and practical elimination of tardiness. There was an increase in land values. Pupils remained longer in school and a larger percentage went on to high school.

It is unclear how the West Brick School was used during the years immediately following its closing in 1920. In 1927, the school building and 1½ acres became the property of Lena R. Adams in a sale from Justin E. Rawson (Book 2483/Page 280). Deed research has not made it clear how Rawson acquired the school property. It seems likely that, no longer serving an educational purpose, the schoolhouse and the lot upon which it stood reverted to Rawson, as the owner

¹¹ McClintock, Jean and Robert. Henry Barnard's School Architecture. New York: Teachers College Press, Columbia University, 1970, pp. 31-37.

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of the surrounding property from which it was apparently originally taken.¹² Lena Adams sold the schoolhouse property to E. E. Smith in 1933, and Smith sold it in 1936 to Maud Arnold.

A Summer Retreat

After the end of its life as an educational institution, the West Brick School became a summer retreat in 1936, when it was purchased by Maud Arnold, the wife of Alfred S. Arnold of Worcester. The revised and sympathetic use of the schoolhouse by the Arnolds resulted in the preservation of the building with most of its historic features intact. In adapting the schoolhouse for use as a rustic rural vacation place, the Arnolds made very few changes to the building since they had no intention of converting it to a year-round home. Son Robert Arnold remembers that the family used the property as a country getaway, going there for the day during the summertime and sometimes overnight during weekends.¹³ The schoolhouse was also a favorite place for family Thanksgiving dinners. The turkey was cooked in the oven at home in Worcester and brought out to Oakham, where multiple generations of family enjoyed the holiday meal in the old schoolroom. For many years after the couple divorced, about 1948, Mrs. Arnold held on to the property. The family used the schoolhouse less often after the 1960s; yet, she never sold it until 2002, when it was purchased by the Town of Oakham.

Maud Arnold (1911-2007) was born in Worcester, the daughter of Clark University professor Carey E. Melville and his wife, Maud.¹⁴ Educated in the Worcester Public Schools and graduated from Boston University, she married Alfred S. Arnold of Worcester. The couple had three sons before their divorce. Mrs. Arnold was active in the Episcopal Church. With her parents, she was a founder of the Chapel of Saint James the Fisherman (1956, MHC # WLF.810) in Wellfleet, Massachusetts "through a gift of land for the site of the Chapel and collaborating on the building design." At various times during her career as a psychiatric social worker, Maud Arnold served on the staffs of Worcester State Hospital, the Worcester Community Action Council, the Worcester Area Age Center, and the Family Service Organization. A member of the faculty of Quinsigamond Community College in Worcester, she established the Gerontology Department and was its chairman until her retirement.

Alfred S. Arnold (1909-2007), the son of Thaddeus and Margaret Arnold, grew up in Worcester.¹⁵ He attended the Wharton School of the University of Pennsylvania and the Boston University School of Business. In 1936, he was assistant treasurer of his father's business, B. F. Arnold Company, grocers, on Front Street in Worcester. He went to work for the *Worcester Telegram* and *Gazette* newspapers in the 1940s and at the time of his retirement in 1973 was the company's Purchasing Director. Mr. Arnold had no association with the school property after the couple's divorce.

ARCHITECTURE

Federal Style

Photographs of other 19th-century Oakham schools suggest that the West Brick School may have been the first Oakham school built with pretensions of architectural style (compare **Photo # 1** with the later, unadorned East Center and South schools, **Illustrations # 8 & 9**). The next Oakham school to bear elements of a recognized architectural style may have been the ca. 1850s(?) Greek Revival-style Coldbrook School (**Illustration # 3**).

The West Brick School is simple in design, with little ornament and no frills. Yet, while its plainness might seem to have been due to low architectural expectations in a rural town, the severity of the building's cubelike form and smooth brick exterior are also evidence of the influence of the Federal style—as are the shallow Classical pediment on the main façade

¹² A 1921 deed from Rawson to Adams (Book 2262/Page 206) mentions a parcel of land on Old Turnpike Road from which "the lot of land with the schoolhouse thereon owned by the Town of Oakham" was to be excluded. It is assumed that at some later date, before Rawson's 1927 sale to Adams, the schoolhouse parcel was restored to Rawson the larger parcel.

¹³ Telephone interview Susan Ceccacci with Robert Arnold, July 19, 2009

¹⁴ 1930 U.S. Census. Other information about Maud Arnold is taken from her obituary notice, *Worcester Telegram & Gazette*, August 3, 2007, p. B6.

¹⁵ 1920 Census. Other information about Alfred Arnold is taken from his obituary notice, *Worcester Telegram & Gazette*, July 13, 2007, p. B4.

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and the low-relief Classical detailing at the eaves. High-style examples of the Federal style in brick were severe in both form and surface texture, yet they were often trimmed with much more elaborate carved Classical motifs or columns, which do not appear on vernacular expressions such as this.

The Federal style was popular in the United States from about 1790 through about 1830, during the so-called "Federal" period following the Revolutionary War. Inspired by the Classical architecture of ancient Rome, the style was made popular in England by the work of architect Robert Adam, and disseminated in the United States by men like Boston's Charles Bulfinch, Salem's Samuel McIntyre, and by architects outside of New England, including Benjamin Latrobe and Robert Mills. While high-style examples of the style in Massachusetts were mostly concentrated in the more wealthy and populous cities, such as Boston and Salem, simplified examples in both wood and brick were soon built even in small rural towns across the Commonwealth.

Brick Construction

A feature that makes the West Brick School outstanding among Oakham's 19th-century schools is its brick construction. There were few, if any, other brick buildings in Oakham in 1827 when the school was built. The source of the brick used to build it has not been documented, yet it seems likely that it came from the Spooner brickyard on New Braintree Road, where the brick for the Center School is said to have been made.¹⁶ The Oakham Center School (no longer standing), was constructed of brick about a year after the West Brick School. Shortly after the one-story Center School was closed in 1836, the building was enlarged with a brick second story addition, converting it to use as a dignified Federal-style dwelling. Thus, the former school became what was apparently the only brick dwelling to exist in Oakham Center during the 19th century. That building was demolished around the turn of the 21st century, leaving the West Brick School today as a rare example of 19th-century brick construction in Oakham.

Upon its completion, the new solid-brick West Brick School must have seemed an amazing transformation to all who had known the dilapidated schoolhouse that it replaced (see **Section 8, page 2** for a description of the earlier building). No documentation has been found to explain the choice of brick for the new school. However, it seems clear that the decision to build in brick and the use of recognizable elements of a known architectural style (probably absent on the earlier school) were part of the general movement toward refinement that was characteristic of the decades following the Revolutionary War. Richard Bushman, in his book The Refinement of America, notes the greater emphasis on architecture during this period, pointing out that brick houses, built almost solely by members of the upper class during the 18th century, were seen as symbols of refinement.¹⁷ Even in small towns in New England, where brick was less commonly used than in other parts of the country, public buildings, schools, hotels, and the homes of the well-to-do were built more often in brick during this era than ever before or after.

One-room schools of brick were built not only in Oakham, but also in other small towns in Central Massachusetts during the Federal period. Brick buildings and brick schools were more unusual in these towns than not. As was true in Oakham, most of the area's schoolhouses were of wood-frame construction. The rarity of brick meant that brick schools were often called by the name of their building material, just as occurred with the West Brick School. Surviving examples of brick schools in area towns include the much-altered Brick Schoolhouse (1812, NRDIS, MHC # PAX.33), Mill Street, Moore State Park, Paxton; the District # 1 Brick School (1830, NRDIS, MHC # SRW.2), Church Road, Shrewsbury; the hip-roofed District # 5 School (1840) on Old North Spencer Road in Spencer; and the District # 6 School (ca.1820s-1840), Northwest Road also in Spencer.¹⁸

Plan

The West Brick School is built on a widely used 19th-century plan. This three-bay, sidehall-entry, gable-front building contains three interior spaces: a long entry hall and a storage area on one side, and an adjoining schoolroom on the other. Built-in benches along the walls of the schoolroom, the shadows of which can be seen on the wainscot, may have been the

¹⁶ 225th Anniversary Oakham Mass: 1762-1987, p. 21

¹⁷ Bushman, Richard L. The Refinement of America: Persons, Houses, Cities. New York: Vintage Books, 1992, p. 133.

¹⁸ Fiske, Jeffrey H. History of Spencer, Massachusetts, 1875-1975, pp. 303-304.

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only furniture for students when it was built. It is supposed that those benches were replaced later in the 19th century, in accordance with the latest educational concepts of the day.

The sidehall-plan, one-room school seems to have been a popular one, both in 19th-century Oakham as well as elsewhere in New England. Some schools in other places are known to have been built on the sidehall plan, but with no storage room attached to the entry hall. Lack of sufficient documentation makes it impossible to say exactly how many other Oakham one-room schools were built on the sidehall plan; exterior photographs suggest that at least two other local schools were built on this same plan. They were the East Center School (1837, no longer standing) and the South School (ca.1840s?, burned in 1894) (**Illustrations # 8 & 9**). Unlike the West Brick School, these buildings were oriented with their gables on the ends, rather than on the main facade. Both had a large transom above the entrance to illuminate the otherwise windowless entry hall, as does the West Brick School.

The three-bay, side-entry plan was commonly used in other places during the 19th century, too. For example, the 1791 one-room schoolhouse moved from Candia, New Hampshire to Old Sturbridge Village, Sturbridge, Massachusetts, is of this type. Like the two Oakham examples, it has side gables, rather than a gable front. Another example, possibly dating from that same period, appears in the background of the well-known Winslow Homer painting "Snap the Whip," which shows children playing in a New England schoolyard (**Illustration # 7**). Neither the Candia, New Hampshire, school nor the school in the Homer painting has a transom above the entrance. The transom was probably not needed in either of those two examples. The Candia school has a window and a door on the outer wall of the hallway, providing it with light. It is likely that there was a window at the back of the hall of the school in the Homer painting, since its hallway side has no windows.

A contrasting plan was used for Oakham's Coldbrook Schoolhouse (no longer standing) (**Illustration # 3**). Bearing elements of the Greek Revival style and probably dating from the 1850s, it had a gable front with an entry hall that ran across the width of the main façade, rather than along the side as does the hallway at the West Brick School. (Its plan seems to have been similar to that shown in **Illustration # 6**.) Flanking a center window, which provided light to what may have been a recitation room or storage closet behind the teacher's desk, were a door on one side for boys and another door on the other side for girls. It is likely that the separate entry halls served also as cloakrooms, one for boys and the other for girls. Behind the entry hall was the schoolroom, which was lit by windows on three sides. The Coldbrook School may have been the only example of this plan in Oakham. However, this was a popular plan, widely used in other places.

Graffiti

In a schoolhouse of any period it is not a surprise to find graffiti, and the West Brick School does not disappoint that expectation. In many 18th- and 19th-century one-room schools, extensive carved graffiti were common. J. Edward Hood, Director of the Department of Research, Collections and Library at Old Sturbridge Village, has identified among a small number of graffiti in the entry hall at the West Brick School a few examples of a symbol taking the form of a pointed ellipse, oriented vertically, with "a point or other pit mark at its center" (**Photo # 17**). Although Hood has found no documentation of the meaning of the symbol, which he has called the "Candia Glyph," both he and architectural historian Abbot Lowell Cummings agree that it represents the female private parts.

Numerous examples of this symbol are found in the 1790 school from Candia, New Hampshire, on view at Old Sturbridge Village. Examples have also been found in a schoolhouse in York, Maine, as well as in the upper galleries of several New England meetinghouses. According to Hood, Abbot Cummings has said, "you see them all over the place." Hood notes:

One of the interesting questions that the pervasive use of an image that has no clear published source raises, is the possibility that it had been known and in use for generations – allowing it to spread through, or even with, the population of New England during the 19th and 18th centuries, and possibly

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earlier. Certainly it resembles vulval representations going back to Paleolithic times, though at this point I am not positing a direct connection from then to the 19th century.¹⁹

Illustrations of late 18th and early 19th-century classrooms often show a seeming disorder among the pupils that could have permitted freedom for graffiti-making (**Illustration # 5**). Several have written about 19th-century schoolboys carving up the desks and walls of their schools. Noah Webster wrote in 1840:

When I was a schoolboy the greatest part of the scholars did not employ more than an hour in a day, wither in writing or in reading; while five hours of the school time was spent in idleness, in cutting tables and benches to pieces, in carrying on pin lotteries, or perhaps in some roguish tricks."²⁰

There was, of course, plenty of opportunity for idleness in a one-room school, where the lone teacher had to devote attention to students of different age groups and levels of study throughout the day. The use of knives for graffiti-making by schoolboys is explained by the fact that penknives and pocketknives were a common tool typically carried by boys and men in the 19th century.

The number of graffiti found in the West Brick School is relatively small, including both examples of the Candia Glyph and others. That small number may result from the fact that the teachers here were, more often than not, of the inspiring kind (described above), who were able to maintain the attention and control of their students. It might also be the result of the fact that the building was constructed not long before the educational reform movement of the mid 19th century, which encouraged greater order and control in the classroom as well as the protection of the modesty of the pupils. Nevertheless, the West Brick School is closely related to other one-room schools of the period through its graffiti.

Rare Example of 19th-century School Architecture

Two other 19th-century schools still survive in Oakham today, but the West Brick School is both the oldest and the least altered. Memorial Hall (MHC # OKH.22) was built in the town center in 1874. Although it was constructed for general community use with a meeting hall on the second floor, two classrooms on the ground floor allowed the town to open a consolidated school in the building that year. Today, the schoolrooms of Memorial Hall have been subdivided for use as Town Hall offices. The South School (MHC # OKH.48) was built about 1894 as a rural one-room school to replace an earlier school that burned. It has been adapted for use as a year-round dwelling. By comparison to these two other schools, the West Brick School has undergone few changes, either exterior or interior. See **Section 7, "State of Preservation,"** for a description of the minor changes made to the building for use as a summer retreat.

Not only is the West Brick School unusual in Oakham for its excellent state of preservation, it is also outstandingly well preserved by comparison to other surviving Massachusetts schoolhouses. Although many small school buildings from the 18th and 19th centuries can still be found in Massachusetts towns, almost all have undergone conversions requiring interior changes, adaptations, and additions, which were never made here.

¹⁹ Hood, J. Edward and Tebo Jennifer, "Graffiti in the Candia, N.H. Schoolhouse at Old Sturbridge Village and the Identification of a Regional Vernacular Symbol – A Forum." Presented at the annual meeting of the New England Chapter of the Vernacular Architecture Forum, Old Sturbridge Village, March 6, 2004, p. 10.

²⁰ Letter, Noah Webster to Henry Barnard, March 10, 1840. Rollins, Richard M. *The Journey of Noah Webster*, University of Pennsylvania Press, 1980, p.12, quoted in Hood, J. Edward and Tebo, Jennifer, "Graffiti in the Candia, N.H. Schoolhouse at Old Sturbridge Village and the Identification of a Regional Vernacular Symbol – A Forum," a paper presented at the annual meeting of the New England Chapter of the Vernacular Architecture Forum, Old Sturbridge Village, March 6, 2004, p.4.

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Archaeological Significance

Since patterns of ancient Native American occupation in Oakham are poorly understood, any surviving sites could be significant. Ancient sites in this area may be important by contributing information on the activities and adaptations of Native American people to the Worcester Plateau uplands of Central Massachusetts and the upper reaches and headwaters of the Connecticut River drainage. The entire town of Oakham is drained by the Chicopee River Drainage. Locally, the school property is drained by Burrow Brook and Bell Brook, both tributaries of the Ware River. Ancient sites in the vicinity of the West Brick School may contribute important information that defines patterns of the exploitation of natural resources and adaptation by Native Americans. This information may then help understand similar patterns used by later Europeans. Riverine and nearby upland resources were important to Native Americans for subsistence, trade, transportation, tool technologies, and their social environment. Native sites in this area should contain lithic and ceramic artifacts that can help identify intra-site activities through time, and the functional importance and variability of sites. The analysis of lithic and ceramic artifacts can also help identify patterns of trade, possibly along riverine transportation routes, and the spread of tool technologies. Ancient sites in this area may also contain information that helps us understanding the importance and relationship between riverine drainage boundaries as social boundaries. Ancient Native American social/political boundaries in the area of the Worcester Plateau/Central Massachusetts Uplands may represent a cultural adaptation to that physiographic region rather than the boundaries of the Connecticut, Thames, Blackstone, and Merrimack Rivers, each of which has its headwaters and tributaries in the region.

Historic archaeological resources described above may contribute important information related to the history of education in Oakham, the architectural characteristics of 18th- and early 19th-century rural school buildings, and the layout of school facilities. Important information may also exist related to 18th- and 19th-century teaching methods, the social, cultural, and economic characteristics of students who attended the school, and change that occurred in the local population as it developed a 20th-century summer recreational community.

Additional historical research, combined with archaeological survey and testing, may identify the full range of historic land use for the school property. Historical and archaeological research may contribute evidence that indicates whether or not an earlier school existed on the property prior to the 1791 wood-frame school. Similar research may also identify the precise site, orientation, and specific architectural characteristics of the 1791 school. Historical and archaeological research, combined with careful mapping, may identify the location and spatial relationship of barns, stables, outbuildings, and occupational-related features (trash pits, privies, wells) associated with each school building. The research identified above may indicate how rural educational facilities changed through time, and their relationship to changes in the community and educational system.

Detailed analysis of the type and distribution of artifacts located around school buildings and the contents of occupational-related features may contribute important evidence related to educational methods, teaching aids, and the lives of students and their families. Artifacts may be present that identify technologies associated with writing, reading, visual aids, and structural characteristics of the school building used to enhance the educational experience (e.g. lighting, seating etc.). Detailed analysis of the contents of occupational-related features may also contribute important evidence that identifies the social, cultural, and economic characteristics of students, their families, and the overall Oakham population. Students' lost or discarded personal property may contribute evidence of the above characteristics. Macro-fossil evidence retrieved from the contents of privies may contribute evidence related to the socio-economic status and overall health, diet, and pathologies that affected the students and their families at the Oakham School.

Detailed analysis of the contents of occupational-related features may also contribute important information related to the use of the West Brick School as a vacation retreat during much of the 20th century, and the changing character of the town as its population and agricultural economy declined. A wall from a collapsed outhouse, reportedly used during the school's occupation as a summer residence, is located at the rear of what was the vehicle shed. Archaeological testing can verify the period(s) of use for the outhouse and whether it represents the adaptive reuse of an earlier outhouse first used during the school's occupancy or new construction associated with a summer retreat. In both situations, the contents of

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the outhouse may contribute important information that defines the school and town's use as a rural vacation retreat and a comparative basis for understanding the changing character of the town from the 19th to the 20th century.

END

Developmental history/additional historic context information (if appropriate)

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On-Line Resources

Massachusetts Historical Commission, MACRIS listing of surveyed historical resources in the state of Massachusetts
<http://mhc-macris.net>

Gilmore-Lehne, William J. "Family and School in Literacy Training & Education" in Communications History: The United States, 1585-1880: Visual Essays & Images for Teaching/Research I History & American Studies. Text and Illustrations. <http://www.stockton.edu/~gilmorew/0amnhist/comuhis5.htm>

West Brick School

Name of Property

Worcester, MA

County and State

Personal Interviews

Telephone conversation, Susan Ceccacci with Robert Arnold, Sturbridge, Massachusetts, son of Maud Arnold, July 19, 2009.

END

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 depository: _____

Historic Resources Survey Number (if assigned): MHC # OKH.29

10. Geographical Data

Acreage of Property 1 1/3 acre

(Do not include previously listed resource acreage.)

Deeds describe the acreage as "1 1/3 acres, more or less." Town of Oakham Assessor's Map shows the lot as an "estimated" 2 acres.

UTM References

(Place additional UTM references on a continuation sheet.)

1	19	740170	4694030	3			
	Zone	Easting	Northing		Zone	Easting	Northing
2				4			
	Zone	Easting	Northing		Zone	Easting	Northing

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

Boundaries are indicated as Lot # 25 on the Town of Oakham Assessors Map # 407.

West Brick School

Name of Property

Worcester, MA

County and State

Boundary Justification (Explain why the boundaries were selected.)

The boundaries of the current lot include the land on which the school building stands and additional land immediately surrounding it. This lot is presumed to correspond to the acreage historically considered to be the school grounds.

The boundaries of this lot correspond to those described in deeds dating to 1927 (Book 2483, Page 280), 1933, (Book 2652, Page 392), 1936 (Book 2671, Page 114), and 2002 (Book 27012, Page 333)—all of which are deeds for the sale of the school building and land after the closing of the school. A 1921 deed from Justin E. Rawson to Lena R. Adams (Book 2262, Page 206) refers to the schoolhouse and school lot (with no acreage mentioned) as being part of, but not included in the sale of, a larger property. Current research has not uncovered earlier deeds describing the school lot. It is assumed that the lot was given for use as a school by the owner of a larger property, and that after the school closed in 1920, the land and the school building reverted to the then-current owner of that larger property, Justin E. Rawson, who later, in 1927, sold the school and the school lot to Lena R. Adams, as described in the deed as mentioned above.

11. Form Prepared By

name/title Susan McDaniel Ceccacci, consultant, with Betsy Friedberg, NR Director, MHC

organization Massachusetts Historical Commission

date January 2011

street & number 220 Morrissey Boulevard

telephone 617-727-8470

city or town Boston

state MA

zip code 02125

e-mail sceccacci@aol.com

Additional Documentation

Submit the following items with the completed form:

(see attached USGS map, sketch map, plan of building, and four pages of illustrations)

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: West Brick School
City or Vicinity: Oakham
County: Worcester County State: Massachusetts
Photographer: Susan Ceccacci
Date Photographed: 22 July 2009, except as noted

1. South (main) façade on left, east façade on right, looking north. (Photo: April 2009)
2. West façade on left, south (main) façade on right, looking northeast. (April 2009)
3. North (rear) façade, looking southeast. (April 2009)
4. Schoolroom, southeast corner, looking south.
5. Schoolroom, southwest corner, looking southwest.
6. Schoolroom, northwest corner, looking northwest

West Brick School

Name of Property

Worcester, MA

County and State

7. Cornice, southwest corner of main façade, looking north. (April 2009)
8. Stone structure, looking northwest (April 2009)
9. Stone structure, looking south. (April 2009)
10. Stone structure, north end with apparent opening, looking south. (April 2009)
11. Collapsed outhouse, northwest corner of property, looking north.
12. Stone wall with a pile of stones in semi-circular arrangement, looking west.
13. Schoolhouse entry hall, door to schoolroom, looking north.
14. Schoolhouse entry hall, detail of door, looking southeast.
15. Door latches in entry hall, looking northeast.
16. Schoolhouse entry hall, looking south.
17. Graffito, entry hall, east wall.

Sketch map of property.

Sketch plan of building.

Illustrations:

1. West Brick School, built 1827, ca. 1890s
2. Early 19th-century one-room school with pupils seated on benches with no desks.
3. Coldbrook School, Oakham, built ca. 1850 (?).
4. Interior, Coldbrook School, view ca. 1900 (?).
5. Interior, ca. late 18th century schoolroom with open fireplace.
6. Early 19th-century one-room school plan, Dublin, NH.
7. "Snap the Whip," Winslow Homer, 1872 painting.
8. East Center School, built 1837, Oakham.
9. South School, built ca. 1840s, Oakham.

Property Owner:

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

name Town of Oakham, Massachusetts

street & number 2 Coldbrook Road

telephone 508-829-6640

city or town Oakham

state MA

zip code 01068

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

West Brick School, Oakham, Worcester County, Massachusetts

Camera Used (make, model): Canon EOS Digital Rebel Xti, 400D

Resolution of original image capture (camera setting including resolution and file format):
10 MP, TIFF format

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

Black and White Photographs

(Numbers in boldface correspond to photo print numbers)

- | | |
|---|---|
| 1. MA_Oakham(Worcester County)_West Brick School1.tif | 9. MA_Oakham(Worcester County)_West Brick School9.tif |
| 2. MA_Oakham(Worcester County)_West Brick School2.tif | 10. MA_Oakham(Worcester County)_West Brick School10.tif |
| 3. MA_Oakham(Worcester County)_West Brick School3.tif | 11. MA_Oakham(Worcester County)_West Brick School11.tif |
| 4. MA_Oakham(Worcester County)_West Brick School4.tif | 12. MA_Oakham(Worcester County)_West Brick School12.tif |
| 5. MA_Oakham(Worcester County)_West Brick School5.tif | 13. MA_Oakham(Worcester County)_West Brick School13.tif |
| 6. MA_Oakham(Worcester County)_West Brick School6.tif | 14. MA_Oakham(Worcester County)_West Brick School14.tif |
| 7. MA_Oakham(Worcester County)_West Brick School7.tif | 15. MA_Oakham(Worcester County)_West Brick School15.tif |
| 8. MA_Oakham(Worcester County)_West Brick School8.tif | 16. MA_Oakham(Worcester County)_West Brick School16.tif |
| | 17. MA_Oakham(Worcester County)_West Brick School17.tif |

About your prints:

Printer make and model: HP Officejet 7310 All-in-One

Paper: brand & type: HP Premium Plus Photo Paper

Ink: HP Vivera Ink

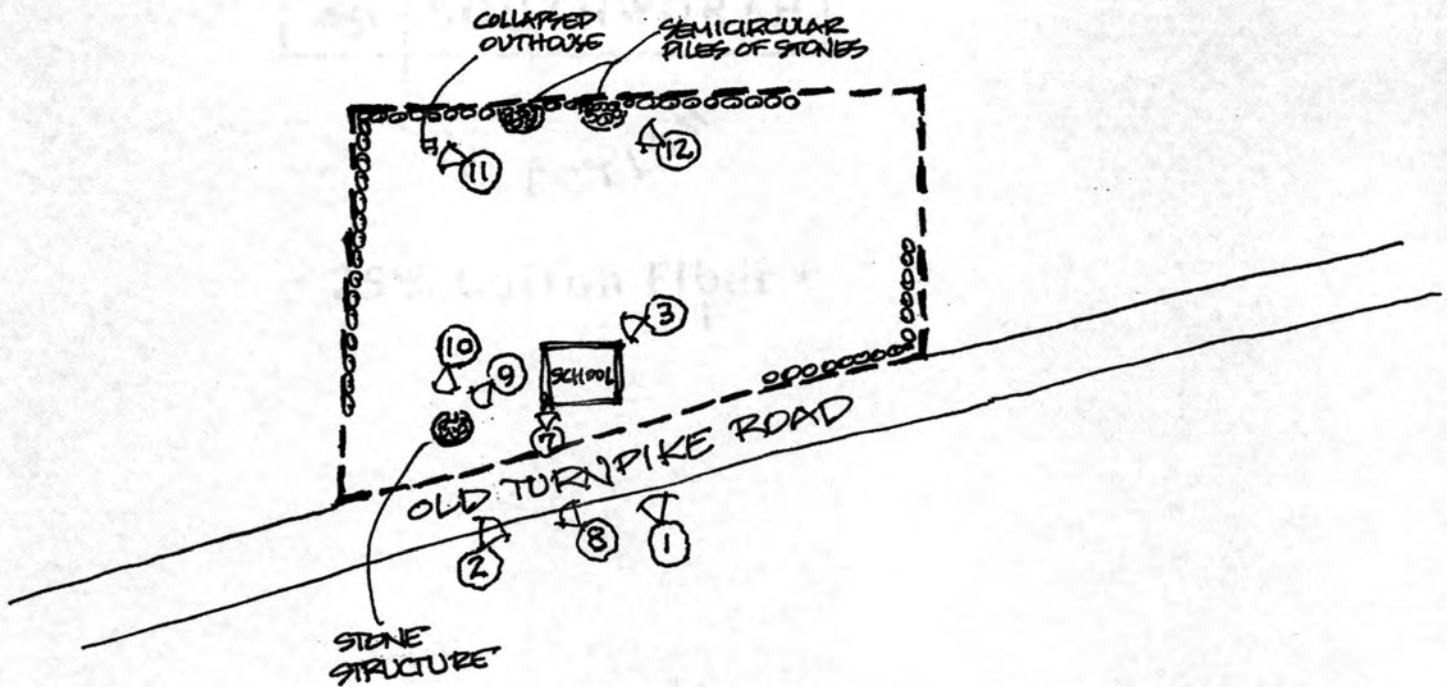
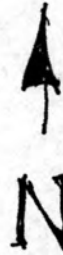
Signature: (By signing below you agree that the information provided here is true and accurate)

Signature: Susan Marie Peccacci Date: 8/26/2009

WEST BRICK SCHOOL
OAKHAM, WORCESTER COUNTY
MASSACHUSETTS

SKETCH MAP OF PROPERTY

(NOT TO SCALE)



LEGEND

--- PROPERTY
BOUNDARY

oooooo STONEWALL

(#) PHOTOGRAPH #
→ DIRECTION OF VIEW

WEST BRICK SCHOOL
OAKHAM, WORCESTER COUNTY
MASSACHUSETTS

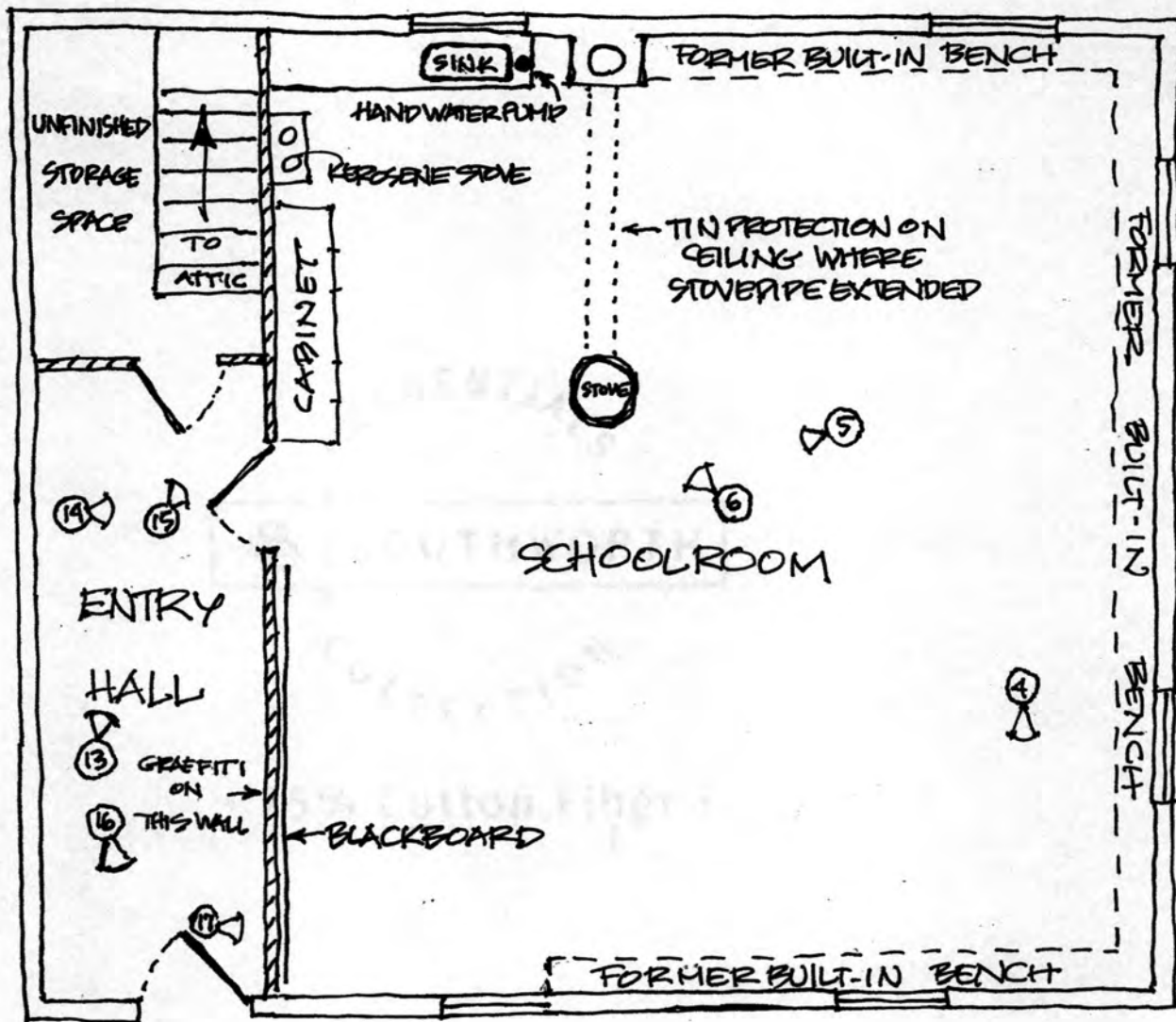
PLAN

(NOT TO SCALE)



N

(#) = PHOTOGRAPH # → DIRECTION OF VIEW



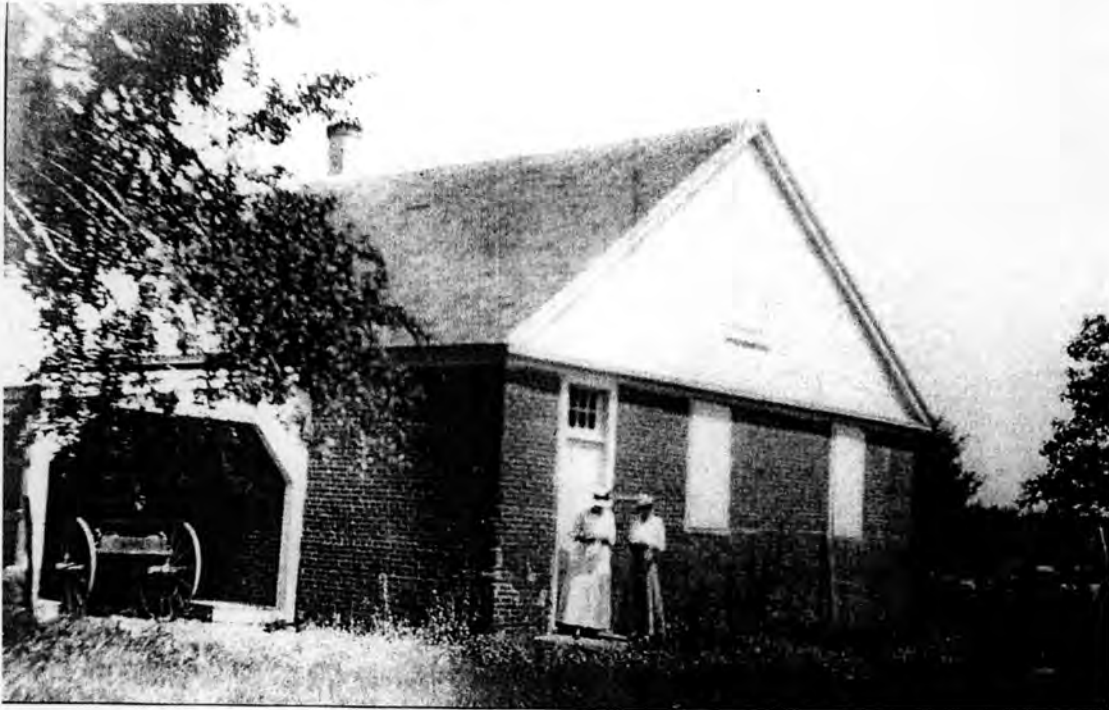
OLD TURNPIKE ROAD

Illustration # 1

West Brick School, built 1827, view circa 1890's

This may have been Oakham's first school built with elements of a recognizable architectural style. Its cubelike shape, brick exterior with narrow mortar joints, eave moulding, and Classical pediment on the main façade were all inspired by the Federal style. The shutters, of battened boards, may have served to control glare on the south side of the schoolroom. Attached to the west side is a cart shed.

Photograph: Images of America: Oakham, p. 63



Inside, the schoolroom had built-in benches along the walls on three sides, which may have been the only seating provided at the time of construction. Illustration # 2, below, gives an idea of how the classroom might have been used originally, with no desks. Non-adjustable, built-in benches and desks, arranged in rows (each one possibly seating more than one student) may have succeeded the original seating. By the mid or late-19th century, these furnishings would have been substituted with adjustable, manufactured desks, one per pupil, like those seen in Illustration # 4 .



Illustration # 2

Early-19th-century one-room school with pupils seated on benches with no desks

From The Publications of the American Tract Society, vol. 4, p. 33, c. 1826, OSV Catalogue 208 Am3

West Brick School, Oakham, Worcester County, Massachusetts



Illustration # 3
Coldbrook School, Oakham,
built c. 1850(?)

This gable-front school bears simplified elements of the Greek Revival style. The separate entrances for boys and girls seen here were included among requirements of mid-19th-century education reformers for the ideal modern school.

Photograph: Images of America: Oakham, p. 53



Illustration # 4
Coldbrook School, interior view c. 1900(?)

This view shows a carefully ordered classroom with individual desks, manufactured for comfort and utility, which could be adjusted to the size of the student. Teaching aids are seen on the walls and louvered shutters and shades on the rear windows to control glare at the children's desks.

Photograph: Images of America: Oakham, p. 54



Illustration # 5

Interior of a circa late-18th-century school with open fireplace

Lack of order was not uncommon in one-room schools prior the introduction of benches with desks.

Illustration from "Family and School in Literacy Training & Education"

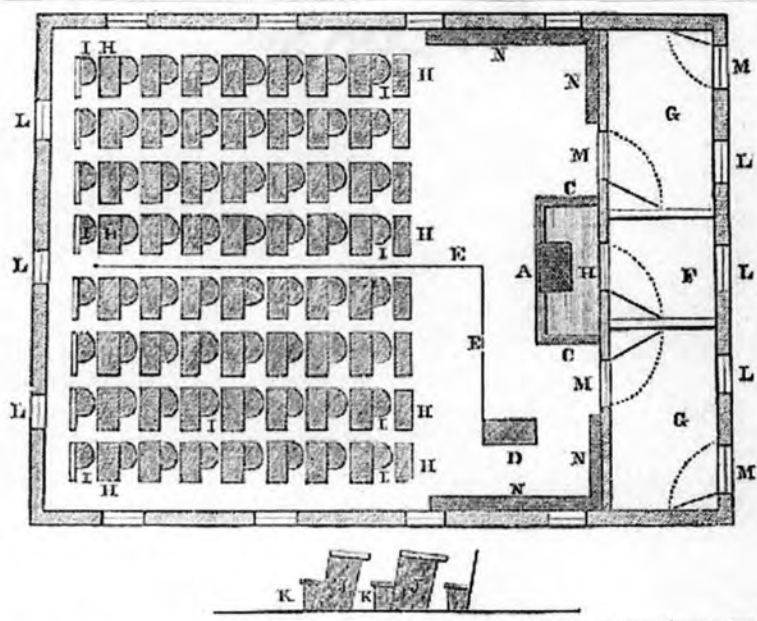


Illustration # 6

Early-19th-century one-room school plan, Dublin, N.H.

Plan is designed to encourage order and greater comfort in the classroom. Separate boys' and girls' entrances are provided, as are cloakrooms (G), a recitation room (?) between them (F), the teacher's desk on a podium at the front of the room, individual student desks are included, and a woodstove (D) and stovepipe (E) warm the room. Benches (N) are provided only at the front corners of the room.

Reproduced in "Family and School in Literacy Training & Education"



Illustration # 7

"Snap The Whip," Winslow Homer, 1872, Butler Institute of American Art

The early-19th-century schoolhouse in this painting is an example of the three-bay, sidehall-entry plan that was popular for schools in Oakham and other places in New England during the early-mid 19th century.



Illustration # 8

East Center School, built 1837, Oakham

The main façade of this school, which takes the three-bay, sidehall-entry plan, appears as originally built. The large door on the originally blind left side is due to its later conversion to use as a barn.

Photograph: Fobes Memorial Library, Oakham



Illustration # 9

South School, built c1840's(?), Oakham

Another Oakham school on the three-bay, sidehall plan.

Photograph: [Images of America: Oakham](#), p. 62

UNITED STATES DEPARTMENT OF THE INTERIOR
NATIONAL PARK SERVICE

NATIONAL REGISTER OF HISTORIC PLACES
EVALUATION/RETURN SHEET

REQUESTED ACTION: NOMINATION

PROPERTY West Brick School
NAME:

MULTIPLE
NAME:

STATE & COUNTY: MASSACHUSETTS, Worcester

DATE RECEIVED: 1/14/11 DATE OF PENDING LIST:
DATE OF 16TH DAY: DATE OF 45TH DAY: 3/01/11
DATE OF WEEKLY LIST:

REFERENCE NUMBER: 11000070

REASONS FOR REVIEW:

APPEAL: N DATA PROBLEM: N LANDSCAPE: N LESS THAN 50 YEARS: N
OTHER: N PDIL: N PERIOD: N PROGRAM UNAPPROVED: N
REQUEST: N SAMPLE: N SLR DRAFT: N NATIONAL: N

COMMENT WAIVER: N

☒ ACCEPT ☐ RETURN ☐ REJECT 3.6.11 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.



WEST BRICK SCHOOL
OAKHAM, WORCESTER COUNTY, MA
S. CECCACCI
APRIL 2009

SCHOOLHOUSE, S (MAIN) FACADE ON LEFT, E FACADE ON RIGHT, LOOKING N FROM CUDTOWN PIKE ROAD

PHOTO #1 OF 17

MA_OAKHAM(WORCESTERCOUNTY)_WESTBRICK01.tif





WEST BRICK SCHOOL

OAKHAM, WORCESTER COUNTY, MA

S. CECCACCI

APRIL 2009

SCHOOLHOUSE, W FACADE ON LEFT, S (MAIN) FACADE ON RIGHT, LOOKING NE FROM OLD TURNPIKE ROAD

PHOTO #2 OF 17

MA-OAKHAM(WORCESTERCOUNTY)-WESTBRICK02.tif





WEST BRICK SCHOOL

OAKHAM, WORCESTER COUNTY, MA

S. CECCACCI

APRIL 2009

SCHOOLHOUSE, N (REAR) FACADE, LOOKING SE

PHOTO # 3 OF 17

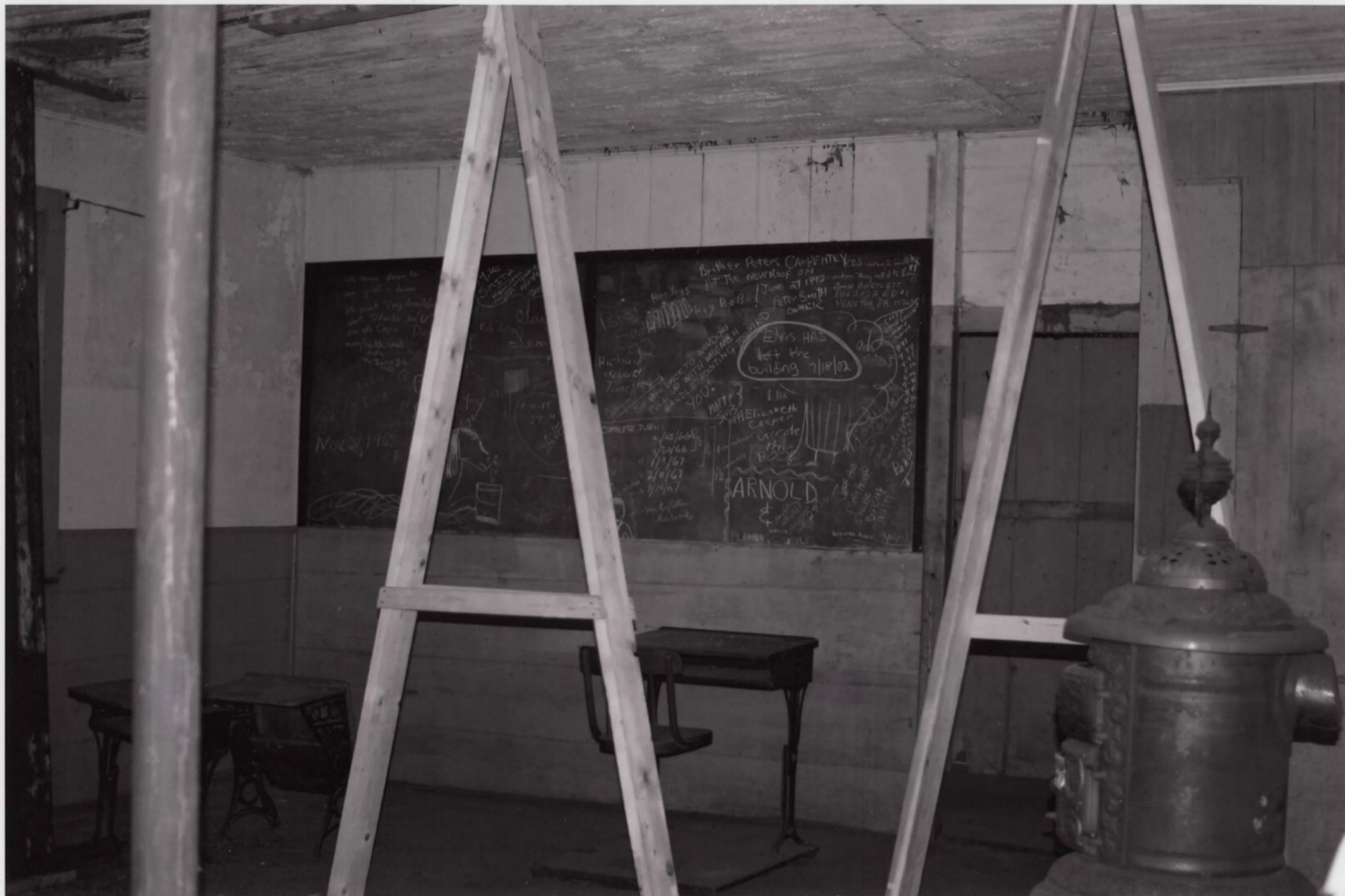
MA - OAKHAM (WORCESTER COUNTY) - WESTBRICK03.tif

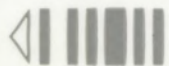


WEST BRICK SCHOOL
OAKHAM, WORCESTER COUNTY, MA
S. CECCACCI
JULY 22, 2009
SCHOOLROOM, SE CORNER LOOKING S

PHOTO # 4 OF 17

MA - OAKHAM (WORCESTER COUNTY) - WEST BRICK OY. fig





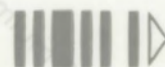
WEST BRICK SCHOOL
OAKHAM, WORCESTER COUNTY, MA
S. CECCACCI

JULY 22, 2009

SCHOOLROOM, SW CORNER, COOKING SW

PHOTO # 5 OF 17

MA - OAKHAM (WORCESTER COUNTY) - WEST BRICKS. f/f





WEST BRICK SCHOOL
OAKHAM, WORCESTER COUNTY, MA
S. CECCACCI

JULY 22, 2009

SCHOOL ROOM, NW CORNER, LOOKING NW

PHOTO # 6 OF 17

MA - OAKHAM (WORCESTER COUNTY) - WESTBRICK06.tif





WESTBRICK SCHOOL
OAKHAM, WORCESTER COUNTY, MA
S. CECCACCI
APRIL 2009

SCHOOLHOUSE, CORNICE, SW CORNER OF MAIN FACADE
LOOKING N

PHOTO # 7 OF 17

MA-OAKHAM(WORCESTERCOUNTY)-WESTBRICK07. 1/8





WEST BRICK SCHOOL
OAKHAM, WORCESTER COUNTY, MA
S. CECCACCI
APRIL 2009

STONE STRUCTURE, LOOKING NW
FROM OLD TURNPIKE ROAD

PHOTO # 8 OF 17

MA - OAKHAM (WORCESTER COUNTY) - WEST BRICK 08.
tif



WEST BRICK SCHOOL
OAKHAM, WORCESTER COUNTY, MA
S. CECCACCI
APRIL 2009

STONE STRUCTURE LOOKING S TO OLD TURNPIKE ROAD

PHOTO # 9 OF 17

MA_OAKHAM(WORCESTERCOUNTY)-WESTBRICK09.tif



WEST BRICK SCHOOL
OAKHAM, WORCESTER COUNTY, MA
S. CECCACCI
APRIL 2009

STONE STRUCTURE, N END WITH
APPARENT OPENING, LOOKING S
TO OLD TURNPIKE ROAD

PHOTO # 10 OF 17

MA-OAKHAM (WORCESTER COUNTY) - WEST BRICK
10. tif



WEST BRICK SCHOOL
OAKHAM, WORCESTER COUNTY, MA
S. CECCACCI

JULY 22, 2009

OUTHOUSE, COLLAPSED, NW CORNER OF PROPERTY,
LOOKING N

PHOTO # 11 OF 17

MA - OAKHAM (WORCESTER COUNTY) - WEST BRICK II. t/f





WEST BRICK SCHOOL
OAKHAM, WORCESTER COUNTY, MA
S. CECCACCI

JULY 22, 2009

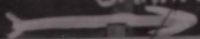
STONE WALL AT N PERIMETER OF PROPERTY WITH A
PILE OF STONES IN A SEMICIRCULAR ARRANGEMENT,
VIEW LOOKING W

PHOTO # 12 OF 17

MA_OAKHAM(WORCESTERCOUNTY)-WESTBRICK12.tif



Closed: OAKHAM



WEST BRICK SCHOOL
OAKHAM, WORCESTER COUNTY, MA
S. CECCACCI

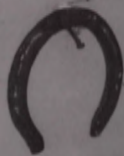
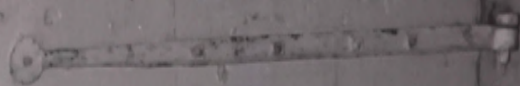
JULY 22, 2009

SCHOOLHOUSE, ENTRY HALL, LOOKING
N, DOOR TO STORAGE AREA, CENTER,
DOOR TO SCHOOL ROOM, FAR RIGHT

PHOTO # 13 OF 17

MA - OAKHAM (WORCESTER COUNTY) -

WESTBRICK13. tiff



WEST BRICK SCHOOL
OAKHAM, WORCESTER COUNTY, MA
S. CECCACCI
JULY 22, 2009
SCHOOLHOUSE, ENTRY HALL, DETAIL
OF DOOR TO SCHOOLROOM, LOOKING SE

PHOTO # 14 OF 17

MA-OAKHAM(WORCESTER COUNTY) - WEST
BRICK 14. tif



WEST BRICK SCHOOL
OAKHAM, WORCESTER COUNTY, MA
S. CECCACCI

JULY 22, 2009

SCHOOLHOUSE, DOOR LATCHES IN
ENTRY HALL, DOOR TO STORAGE
SPACE ON LEFT, INSIDE OF DOOR
TO SCHOOLROOM ON RIGHT,
LOOKING NE

PHOTO #15 OF 17

MA-OAKHAM (WORCESTER COUNTY) - WEST BRICK

15. k/f



WEST BRICK SCHOOL
OAKHAM, WORCESTER COUNTY, MA
S. CECCACCI
JULY 22, 2009
SCHOOLHOUSE ENTRY HALL,
S. WALL, LOOKING S

PHOTO # 16 OF 17

MA - OAKHAM (WORCESTER COUNTY) - WESTBRICK 16. t/f



WEST BRICK SCHOOL

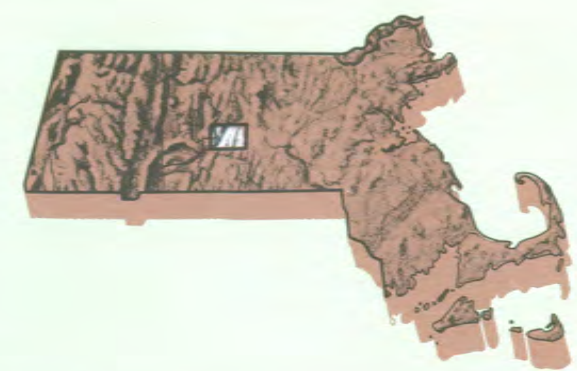
OAKHAM, WORCESTER COUNTY, MA
S. CECCACCI

JULY 22, 2009

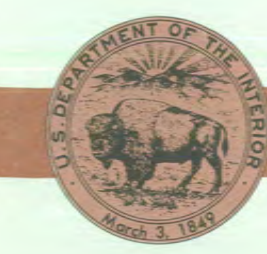
GRAFFITO, ENTRY HALL, E WALL
SCHOOLHOUSE

PHOTO # 17 OF 17

MA-OAKHAM(WORCESTERCOUNTY)-WESTBRICK17. h/f

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

1982

Produced by the United States Geological Survey
in cooperation with Massachusetts Department
of Public Works

Control by USGS, NOS/NOAA, and Massachusetts Geodetic Survey

Compiled by photogrammetric methods from aerial photographs taken 1980. Field data 1991. Map by 1999.

Supersedes Ware and North Brookfield 1:25,000-scale

maps dated 1969 and 1967

Projection and 1000-meter grid, zone 19: Universal Transverse Mercator

10,000-foot grid ticks based on Massachusetts coordin

To place on the predicted North American Datum 198

move the projection lines 5 meters south and 39 meters west as shown by dashed corner ticks.

There may be private inholdings within the boundaries

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 1988

CONTROL ELEVATIONS SHOWN TO THE NEAREST 0.1 METER

CONTROL ELEVATIONS SHOWN TO THE NEAREST 0.1 METER
OTHER ELEVATIONS SHOWN TO THE NEAREST 0.5 METER

THIS MAP COMPLIES WITH NATIONAL MAP ACCURACY

THIS MAP COMPLIES WITH NATIONAL MAP ACCURACY

FOR SALE BY U.S. GEOLOGICAL SURVEY

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

Meters	Feet
1	3.2808
2	6.5617
3	9.8425
4	13.1234
5	16.4042
6	19.6850
7	22.9659
8	26.2467
9	29.5276
10	32.8084

DECLINATION DIAGRAM

UTM grid convergence (GM) and 1982 magnetic declination (MM) at center of map
Diagram is approximate

1	2	3
4	5	
6	7	8

1 Shutesbury
2 Barre
3 Sterling
4 Worcester Dam
5 Worcester North
6 Ludlow
7 Warren
8 Worcester South

To convert meters to feet multiply by 3.2808

To convert feet to meters multiply by 0.3048

ISBN 0-607-23426-

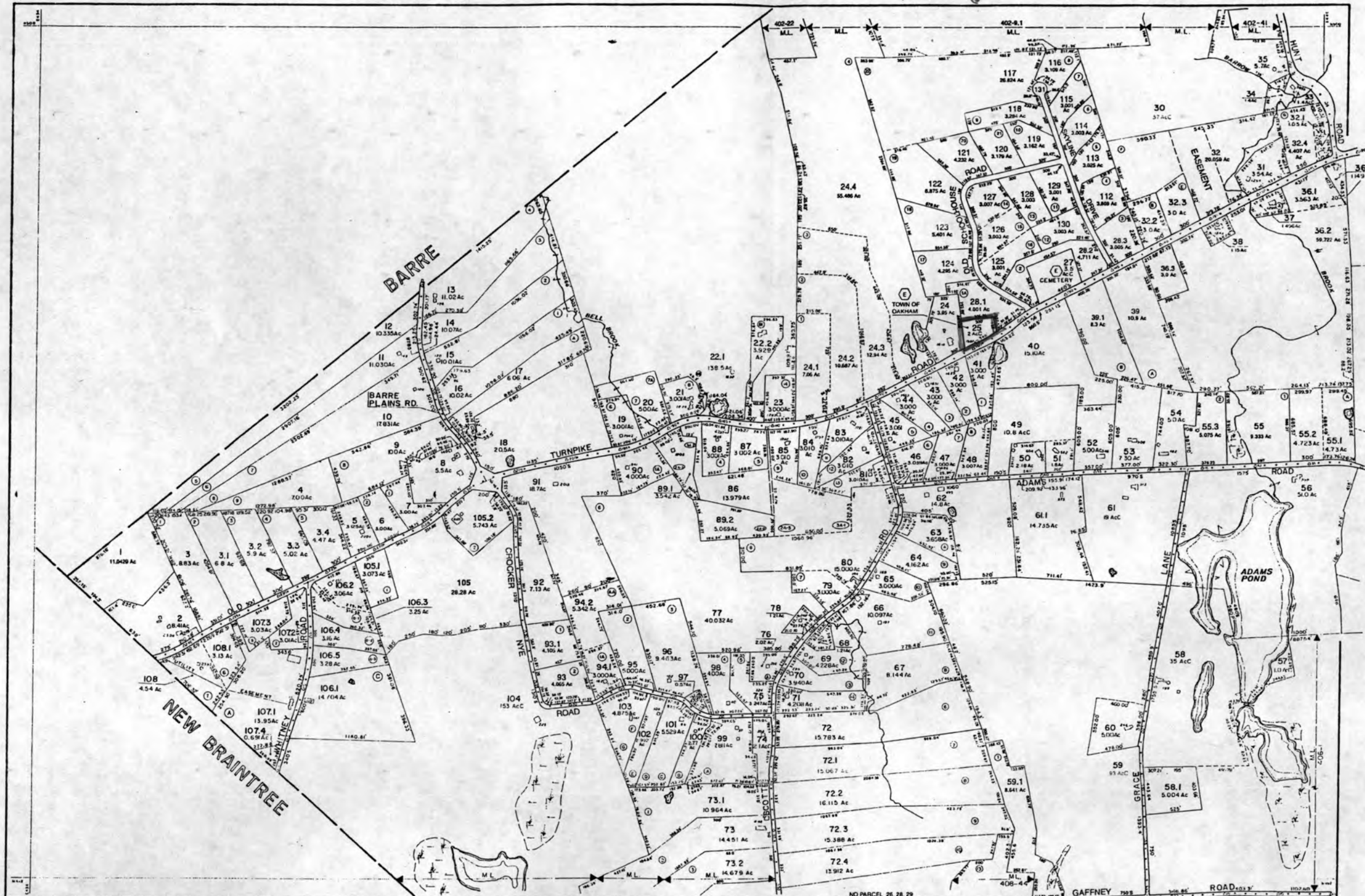


9 780607 234268

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	
Bridge: standard type; narrow gage	
Bridge: drawbridge	
Overbridge; viaduct; viaduct	
Build-up area: only selected landmark buildings shown	
House; barn; church; school; large structure	
Boundary:	
National, with monument	
State	
County, parish	
Civil township, precinct, district	
Incorporated city, village, town	
National or State reservation, small park	
Land grant with monument; forest; section corner	
U. S. public lands survey: range, township; section	
Range, township; section line: location approximate	
Force or field line	
Power transmission line, located tower	
Dam; with lock	
Cemetery; grave	
Campground; picnic area; U. S. location monument	
Water: water reef; spring	
Mine shaft; prospect; adit; well	
Contour: horizontal position; vertical position; spot elevation	
Contours: index; intermediate; supplementary; depression	
Distorted contour; rising sun; levee; spot	
Bathymetric contours: index, intermediate	
Perennial lake and stream; intermittent lake and stream	
Rapid, large and small; falls, large and small	
Shoal; sandbar; mud flat; marsh, swamp	
Land subject to controlled inundation; wooded	
Scrub; mangrove	

A pamphlet describing topographic maps is available on request



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.

PHOTOGRAPHY DATE: APRIL 2, 1985

COMPLETION DATE: DECEMBER 12, 1986

PRODUCED BY
CARTOGRAPHIC ASSOCIATES, INC.

MUNICIPAL MAPPING CONSULTANTS
11 PLEASANT STREET, LITTLETON, NEW HAMPSHIRE, 03561

LEGEND

AREA CALCULATED AC
AREA SURVEYED AC
BLOCK LIMIT
BLOCK NUMBER 02
COMMON OWNERSHIP
EXEMPT PROPERTY

SUBDIVISION LOT NO. M.L.
MATCH LINE
RIGHT OF WAY
RECORD DIMENSION 100'
SCALED DIMENSION 100'
WETLANDS

SCALE
1 INCH = 400 FEET

FEET
0 200 400 600 800 1000

METERS
0 125 250 375 500

REVISED TO:

ASSESSORS MAP
OAKHAM
MASSACHUSETTS

INDEX

402	403
406	407
408	409

MAP NO.
407

WESTBRICK SCHOOL
OAKHAM, WORCESTER COUNTY,
MASSACHUSETTS

BF



TOWN OF OAKHAM

BOARD OF SELECTMEN

2 Coldbrook Road
P.O. Box 118
Oakham, MA 01068
Tel.: (508) 882-5549
Fax: (508) 882-3060

RECEIVED

AUG 19 2009

MASS. HIST. COMM

August 11, 2009

Ms. Betsy Friedberg National Register Director
Massachusetts Historical Commission
220 Morrissey Boulevard
Boston, MA 02125

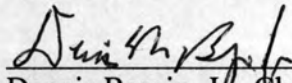
Dear Ms. Friedberg:

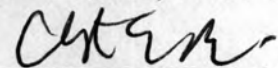
Thank you for your consideration of the nomination to add the West Brick School located at 1592 Old Turnpike Road in Oakham to the National Register of Historic Places. The Oakham Selectboard is happy to support this National Register designation nomination on behalf of the West Brick School House Committee.

If you require additional comment or information from this board, please feel free to contact us.

Sincerely,

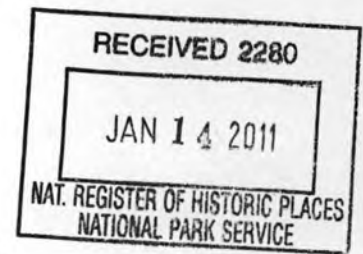
Oakham Board of Selectmen


Dennis Bergin, Jr., Chairman


Clayton Rice, Vice Chairman


Eliot Starbard, Clerk

cc: Oakham Historical Commission, Chairman
Susan Ceccacci, Jefferson, MA



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

January 10, 2011

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

Dear Mr. Loether:

Enclosed please find the following nomination form:

West Brick School, 1592 Old Turnpike Road, Oakham (Worcester), 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.

One letter of support has been received.

Sincerely,

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

Betsy Friedberg
National Register Director
Massachusetts Historical Commission

Enclosure

cc: Clayton E. Rice, Chair, Board of Selectmen
Chair, Oakham Historical Commission
Susan Ceccacci, Consultant
Philip Warbasse, Oakham Planning Board