NPS Form 10-900
(Rev. 10-90)

OMB No. 1024-0018

37

United States Department of the Interior
National Park Service

JAN 11 2013

National Register of Historic Places Registration Form

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

1. Name of Property

historic name Bournedale Village School

other names/site number

2. Location

street & number 29 Herring Pond Road ___ not for publication

city or town Bourne N/A vicinity

state Massachusetts code MA county Barnstable code 001 zip code 02532

3. State/Federal Agency Certification

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

Brona Simon December 27, 2012

Signature of certifying official/Title Brona Simon, SHPO, MHC Date

Massachusetts Historical Commission

State or Federal agency and bureau

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

Signature of certifying official/Title Date

State or Federal agency and bureau

4. National Park Service Certification

I, hereby certify that this property is:

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

Signature of the Keeper: Edson H. Beall

Date of Action: 2.27.13

Bournedale Village School
Name of Property

Barnstable, MA
County and State

5. Classification

Ownership of Property
(Check as many boxes as apply)

_ private
x public-local
_ public-State
_ public-Federal

(Check only one box)

x building(s)
_ district
_ site
_ structure
_ object

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

Contributing	Noncontributing	
1		building
		sites
1		structures
		objects
2		Total

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

N/A

Number of contributing resources previously listed in the National Register

0

6. Function or Use

Historic Functions
(Enter categories from instructions)

EDUCATION: school
SOCIAL: civic

Current Functions
(Enter categories from instructions)

SOCIAL: civic

7. Description

Architectural Classification
(Enter categories from instructions)

LATE VICTORIAN/Victorian Eclectic

Materials
(Enter categories from instructions)

foundation STONE/granite
walls WOOD/weatherboard
Shingle
roof ASPHALT
other WOOD (Cupola, Cornices)

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

Bournedale Village School
Name of Property

Barnstable, MA
County and State

8. Statement of Significance

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

x **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.

x **C** Property embodies the distinctive characteristics of a type, period, or method of construction or represents the work of a master, or possesses high artistic values, or represents a significant and distinguishable entity whose components lack individual distinction.

_ **D** Property has yielded, or is likely to yield, information important in prehistory or history.

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

Property is:

_ **A** owned by religious institution or used for religious purposes.

_ **B** removed from its original location.

_ **C** a birthplace or grave.

_ **D** a cemetery.

_ **E** a reconstructed building, object, or structure.

_ **F** a commemorative property.

_ **G** less than 50 years of age or achieved significance within the past 50 years.

Areas of Significance
(Enter categories from instructions)

ARCHITECTURE
EDUCATION
SOCIAL HISTORY

Period of Significance

1897-1962

Significant Dates

1897

Significant Person
(Complete if Criterion B is marked above)

Cultural Affiliation

Architect/Builder

Emory Ellis (builder)
M. C. Waterhouse (architect)

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

9. Major Bibliographical References

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

Previous documentation on file (NPS):

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

Primary location of additional data:

x State Historic Preservation Office
_ Other State agency
_ Federal agency
x Local government
_ University
x Other

Name of repository:
Bourne Archives

Bournedale Village School
Name of Property

Barnstable, MA
County, State

10. Geographical Data

Acreage of Property less than one acre

UTM References See continuation sheet. Lat/Long 41.774993 -70.561670
(Place additional UTM references on a continuation sheet)

1. 19	370212	4625969	3.		
Zone	Easting	Northing	Zone	Easting	Northing
2.			4.		
Zone	Easting	Northing	Zone	Easting	Northing

__ See continuation sheet

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

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

11. Form Prepared By

name/title Carey Jones, Laura J. Kline, PAL, with Betsy Friedberg, NR Director, MHC

organization Massachusetts Historical Commission date December 2012

street & number 220 Morrissey Boulevard telephone 617-727-8470

city or town Boston state MA zip code 02125

Additional Documentation

Submit the following items with the completed form:

Continuation Sheets

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

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

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

Property Owner

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

name Town of Bourne

street & number 24 Perry Ave telephone 508-759-0600

city or town Bourne state MA zip code 02532

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

Estimated Burden Statement: Public reporting burden for this form is estimated to average 18.1 hours per response including the time for reviewing instructions, gathering and maintaining data, and completing and reviewing the form. Direct comments regarding this burden estimate or any aspect of this form to the Chief, Administrative Services Division, National Park Service, P.0. Box 37127, Washington, DC 20013-7127; and the Office of Management and Budget, Paperwork Reductions Project (1024-0018), Washington, DC 20503.

DESCRIPTION

Setting

The **Bournedale Village School (contributing building)** at 29 Herring Pond Road is set on a 0.24-acre hilly parcel approximately 140 feet southeast of the intersection with Bournedale Road in Bourne, Massachusetts. Herring Pond Road is one of the major roads in the village of Bournedale, and extends north from US Route 6 through the village, past the Great Herring Pond, and into Plymouth County. Primarily a conservation area for the Herring River, the heavily wooded land surrounding the property is lightly developed with mid 19th-century residences. Approximately 0.2 miles south of the property is Burying Hill, the site of the first meetinghouse in the area for local Native Americans (not extant) and purportedly the site of Native American burials. To the north and west the ground slopes dramatically down to an open field and the Herring River.

The Bournedale Village School is set back approximately 40 feet from Herring Pond Road at the center of a grassy lawn on top of a small hill. The building faces northeast. A small, unpaved parking area is located on the northeastern corner of the parcel. The site is well landscaped, with small shrubs and low grasses. A low **stone wall (contributing structure)** that was likely added to the property ca. 1915 runs along the southern perimeter of the lot.

The property adjacent to the Bournedale Village School to the east contains the front portion of a former retail and harness shop, which originally stood at the corner of Collins Farm and Herring Pond roads, and was moved to its current location in 1913. The small 1½-story, gable-roof wood-frame building was built in the mid 19th century and belonged to local resident Captain Packard. Although the property where the harness shop is located was originally part of the Bournedale Village School property, it has been subdivided, and is now a separate lot. Because the building has been moved, altered, and does not have any significant association with the Bournedale Village School, it is not included in the National Register boundaries for the school. However, the village of Bournedale may potentially be eligible for listing as a National Register Historic District, to which the school and likely the harness shop would contribute.

Exterior

The Bournedale Village School is a well-preserved local example of a Victorian Eclectic-style educational building. Built in 1897, the 1½-story, rectangular building was designed by a local building committee consisting of M. C. Waterhouse, F. O. Smith, and Seth Holway, and built by local carpenter . It has a hipped roof with steeply pitched cross gables. The roof surfaces are covered with asphalt shingles. A centrally located cupola with an octagonal pitched roof is placed on the ridgeline. The cupola is open on all sides and houses the original school bell. On the rear (south) elevation, the cross gable is bisected by an exterior brick chimney.

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The building is of wood-frame construction, set on a stone foundation. The exterior cladding consists of a band of flared wood shingles below the cornice line, horizontal wood clapboards on the middle section, and vertical tongue-in-groove beaded boards on the bottom section. A narrow wood sill separates the clapboards and the beaded boards. A simple wood cornice projects slightly from the building and has an undecorated fascia board. Other decorative details include wood corner boards.

The three-bay facade (north elevation) has entrances on the outer bays and a 6/9, double-hung wood sash window on the center bay. Below the cross-gable on the facade (north elevation) is a multilight arched window. A wood sign painted with the words "BOURNEDALE CIVIC ASC" is located in the center bay. A small wood plaque affixed to the northwest corner of the building has the following in painted words: "1897/ BOURNEDALE/ SCHOOL HOUSE."

The entrances are paneled wood doors, set below shed-roof overhangs, and supported by decorative, carved brackets. The doors are bordered by wood surrounds and topped with rectangular, blind wood transoms. Small stone stairs with simple wood railings lead to the doors. Fenestration consists of 6/6 and 1/1 double-hung wood sash on the east and west elevations, and single-light casement windows on the rear (south) elevation.

Interior

The original interior layout of the Bournedale Village School—consisting of one large rectangular room with two entrance vestibules flanking a staircase to the basement along the north wall—remains relatively intact. Alterations are confined to the vestibules. A small restroom is located off the west vestibule, which also has a door to the basement stairs on the east wall. The east vestibule contains modern kitchen facilities and is open to the central staircase. Triangular closets are located in the northeast and northwest corners of the main room; the northwest closet contains the rope bell pull.

The main room retains its original pine-plank floors. The ceiling and walls are painted plaster. A wood-paneled wainscot and a chair rail extend around the room at the base of the windows. On the south wall, thin, painted wood molding is applied at the level of the casement window sills, and continues around the corners to the first window on each side wall. The closet doors are five-paneled wood with wood trim. In the center of the north wall, a rectangular pass-through has been cut above the wainscot; the opening is framed with wood molding and is covered with plywood. Near the ceiling on the north wall, a large square, painted metal grate is framed with simple wood trim.

The vestibule floors are covered in linoleum. The east vestibule walls are mostly covered by wood cabinets. Horizontal wood paneling is visible in places, some of it painted. The walls and ceiling of the central staircase room are painted plaster. The staircase opening is surrounded by a low, wood-plank wall. A small square access opening to the attic is located in the ceiling above the staircase. The plaster walls of the west vestibule and restroom are three-quarters covered with horizontal wood panels, topped by wood molding. The door to the restroom is wood-paneled with a frosted-glass

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window at the top. The door to the basement staircase is five-paneled wood with wood trim. Rough wood stairs lead to the unfinished basement, which has a dirt floor and stone walls. Its ceiling consists of the exposed first-floor joists, and uncut log posts provide support along the center of the room.

Alterations

Alterations to the exterior of the schoolhouse building include replacement roof shingles and some replacement windows, as well as the addition of the central window between the two entrances on the north elevation. On the interior, the alterations are confined to the entrance vestibules, where the original wall and door separating the east vestibule from the staircase were removed, along with the staircase to the attic. Kitchen facilities were added to the east vestibule, obscuring most of the original wall and trim, and the staircase to the basement was enclosed with a low, wood-plank wall. A small restroom was added to the west vestibule, which otherwise retains its original walls and trim. The linoleum floors in both vestibules are later additions.

Statement of Integrity

The Bournedale Village School exhibits a high degree of historical integrity. It retains its original design and a significant amount of its original fabric. Minor alterations to the original appearance of the building consist of wood replacement windows and the addition of bathroom and kitchen facilities to the entrance vestibules. The building possesses integrity of location, design, setting, materials, workmanship, feeling, and association.

Archaeological Description

While no ancient Native American sites are known on the Bournedale Village School property, it is possible that sites are present. Ten ancient sites are recorded in the general area, including one site, 19-BN-224, which includes the Bournedale Village School. That site was recorded as formerly the Indian village of Manomet, now destroyed by the Cape Cod Canal and highway. The location for site 19-BN-224 is given as, "In Bournedale at the mouth of Herring River where it enters the canal." While the site area has never been systematically tested and is now believed destroyed, it may have included the school property. Small areas of intact cultural material may survive. Another site, the Herring Run/Bournedale Trail Site (19-BN-690), is recorded less than 1,000 feet to the southwest of the Bournedale Village School. That site is recorded as the Indian village of Comassakumkanit, probably the same Native American village of Manomet noted above with site 19-BN-224. The Herring Run/Bournedale Trail Site was systematically tested and yielded partially intact soil strata, containing a Levanna projectile point, chipping debris, and a possible feature. The site area was also the general location of the Cape Cod Canal Pot, found by amateur archaeologists in the 1940s.

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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 Bournedale Village School occupies a small, level to moderately sloping terrace in an otherwise hilly terrain, within 1,000 feet of the Herring River to the west and the Cape Cod Canal to the southeast. The area lies within the South Coastal Shore drainage. Construction of the Cape Cod Canal (1913) has radically altered regional drainage patterns in the area. Prior to the canal's construction, drainage was through the Scusset River to Cape Cod Bay and the Monument River to Buzzards Bay. The canal basically followed these drainages. Currently, the confluence of the Herring River and the Cape Cod Canal lies approximately 1,000 feet south of the school. Historically, the confluence of the Herring and Monument Rivers must have been in the same general area. Soil types in the area are sandy and excessively drained.

Given the above information, the size of the nominated property (0.24 acres), and construction impacts resulting from two schools and related facilities, the presence of ancient Native American sites may be documented on the property, and a moderate to high potential exists that additional resources will be found. Available information and environmental charcteristics of the area indicate the school locale around the confluence of the Herring River and the Cape Cod Canal (Monument River) as the location of the Native American village of Manomet, also known as Comassakumkanit. The Bournedale Village School property may have been part of this village, possibly a peripheral area. Recent archaeological testing along the Cape Cod Canal, together with the work of amateur archaeologists in the 1940s, testifies that potentially significant archaeological deposits may survive intact in isolated areas like the Bournedale Village School property.

A high potential also exists for locating historic archaeological resources on the Bournedale Village School property. Structural evidence may survive from an earlier schoolhouse (1857 or earlier) located on the site of the current Bournedale Village School. In December 1896, the Bournedale Schoolhouse was completely destroyed by a fire. Structural evidence may survive from barns, stables, and outbuildings associated with the operation and maintenance of the earlier school. Archaeological evidence of occupational-related features (trash pits, privies, wells) may also survive.

Structural evidence of barns, stables, and outbuildings, and archaeological evidence of occupational-related features associated with the current schoolhouse built in 1897 may survive. Archaeological evidence may survive that indicates many of these buildings and features were reused from the earlier schoolhouse. Builder's trenches and foundation remains may also survive, and may contain evidence that indicates portions of the earlier foundation were reused in the present structure.

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STATEMENT OF SIGNIFICANCE

Summary

The Bournedale Village School possesses significance at the local level under National Register Criteria A and C in the areas of Education and Architecture. The period of significance begins in 1897, when the building was constructed and ends in 1962, the current 50-year cutoff date for National Register eligibility. Under Criterion A, the building possesses significance for its association with the early development of Bourne's public education system. It was constructed in 1897 to replace an earlier schoolhouse on the site, and served as a school for grades one through eight until its closing in 1925. Built toward the end of the district school era in the Cape Cod region, it is one of the few remaining single-story, one-room primary schools that were constructed in substantial numbers in districts throughout the area during the 19th century. The building also possesses significance under Criterion A in the area of social history for its use as a community meeting space. Since the school was closed, the building has been maintained as a community meeting hall by the Bournedale Civic Association. Under Criterion C, the building is a rare surviving example of the type of one-room schoolhouse that typified early school development in rural areas before the advent of consolidated schools in the early 20th century.

Criterion A

Massachusetts Public Schools and Early Educational Reforms

The development of the public school system in Massachusetts began in 1789, when a law was passed that allowed for the formation of local school districts. Prior to this, tax-supported schooling was required for towns with 50 families or more; some larger towns also required a grammar school (MHC 1987). With the passage of the 1789 law and the establishment of the district school system, towns were permitted to subdivide into smaller units. This allowed the residents to make decisions about teacher selection, curriculum, and schoolhouse construction and maintenance (MHC 1987). The 1789 legislation also began a period, lasting approximately 50 years, during which there was an increase in local control of schools, and a decrease in central authority (Martin 1901). Construction of school buildings progressed slowly, and in 1800, power was given to the school districts to levy a tax for this purpose. Local control of school districts culminated in 1828 when districts were given complete control of schools, with the exception of teacher certification (Martin 1901).

Efficient school management decreased after 1828, and efforts to reassert a centralized power emerged. In 1837, Massachusetts became the first state to establish a Board of Education in an attempt to consolidate school authority, enact reform measures, and create consistent standards. The 1837 law led to the development of the country's first universal, tax-supported, public school system (Martin 1901). The newly established Board of Education introduced such reforms as graded schools, school libraries, a standardized curriculum, and better schoolhouse construction.

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An early reformer and advocate was Horace Mann, who was elected secretary of the Board of Education at its first meeting on June 29, 1837. One of the primary contributions Mann made to the development of the Massachusetts educational system was the creation of "normal schools" as a way to establish teaching standards, or norms. In a further effort to create standards throughout the state, Mann prepared a series of annual reports that were widely read and distributed.

School building construction was an early and important concern of Mann's. In 1837, he published a supplement to his first annual report, in which he discussed the design and construction of schoolhouses. During this time, the one-room schoolhouse was the most common type of school building constructed, especially in more rural areas. In this supplement, Mann focused on specific topics, including ventilation and heating, size, furniture, location, and the need for yards and playgrounds.

By the mid 19th century, small, rural areas were rapidly industrializing. The development of urban centers brought on by industrialization resulted in crowded school buildings. To address this, schools in large urban areas were graded, and intermediate schools were introduced. In rural villages the grades were separated into a primary school and a high school (Martin 1901). Between 1860 and 1875, 90 high schools were established as a means of separating the upper grades from the smaller district schools. The increased amount of students, the grading of the classes, and the establishment of high schools necessitated the need for larger and safer school buildings. In 1882 the district school system was abolished, and the construction of consolidated school buildings increased.

Development of the Bourne School System in the 19th Century

Bourne was originally the western part of the larger town of Sandwich, Massachusetts, founded in 1637. The first reference to a school in Sandwich is in 1677, when a schoolmaster was secured to serve in several places, allotting four months for each place. James Chadwick is recorded as the first schoolmaster (Lovell 1984:109). In 1713, the town voted to allow certain families "liberty to build a school at their own cost" (Lovell 1984:139). As a result, schools were locally built and maintained in each district. From 1790 to 1830 the population of Sandwich grew by 68%, mostly during the periods 1800-1810, and 1820-1830 (MHC 1984b). The population growth was mostly related to the construction of a glassworks factory (MHC 1984b). The number of school districts in the town rose from eight to ten in 1804, and to twelve in 1813 (Lovell 1984:285). In the early 19th century, at least four schoolhouses were located in the part of the town that later became Bourne. These early school buildings were typical one-room schoolhouses, with stone fireplaces and bench seating. An example was the school at Upper Monument Neck, a hipped-roof building constructed in 1822 to replace an earlier building. In the 1840s a school known as "Over-the-River" was built in the western part of the town, north of the Monument River, and the Monument Academy, originally located on Academy Hill in Bourne Village, was also built (Keene 1937).

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Twenty-three school districts are identified in Sandwich as of 1857 (Walling 1857), including a schoolhouse located on the site of the current Bournedale Village School. In 1866, the Monument Academy was moved to its current location on Sandwich Road to replace the school at Upper Monument Neck, which was sold and moved from the property. The upper rooms of the Monument Academy were used for high school students for a short period, as part of the rotating high school system in place in Sandwich at the time.[1] Older students from the schools at "Over-the-River" and Lower Monument Neck attended the academy as well, marking an early example of the consolidation that would later become the norm in school organization.

Under the district system, decisions on building maintenance, new construction, and school policies were made by the District Committees, and the quality of the facilities varied widely (Lovell 1984:321). In 1863, the town of Sandwich accepted recent state legislation regarding central town financing and control of the public school system. Steps were taken to rationalize the sprawling district school system that had evolved over the previous 70 years, with 23 locally operated districts and no permanent public high school. All hiring and new construction decisions were controlled by a centralized Town School Board. Under their direction, the districts were consolidated and larger schools were built, including the new Sandwich Academy that served as a central high school (Lovell 1984:350).

By the last quarter of the 19th century, the developing economy and increasing population of western Sandwich motivated the residents to separate themselves from the town of Sandwich. The new town of Bourne was established in 1884, with a population of 1,390 scattered throughout eight villages (Keene 1937:124). Each village, including Cataumet, North Pocasset, Monument Beach (formerly South Monument), Bourne, Buzzards Bay, Head-of-the-Bay, Bournedale, and Sagamore, comprised a school district. During the first year after incorporation, 223 pupils were enrolled between the ages of 5 and 15 (Town Report 1884). The schools were all small, one-room schoolhouses (except at Sagamore, which had two rooms) and taught grades one through eight. High school students took the train to Sandwich or Middleborough, or roomed with relatives in towns with high schools, until an addition was built on the Buzzards Bay schoolhouse in 1885 to serve as a separate high school for Bourne students.

History of Bournedale and Construction of the Bournedale Village Schoolhouse

The Village of Bournedale was designated School District No. 7. Located in the northern part of the town and known locally as Herring River Village, Bournedale was settled initially in the late 17th century, when colonists discovered the Herring River as a source of food, fresh water, and power (Jacobs 1996:7). The first water-powered grist mill in Bournedale appeared in 1685. The village became a center of industrial development in the 19th century, with a saw mill, a trip hammer and axe factory, a woolen manufactory, a nail manufactory, a second grist mill, and a foundry established there by 1850 (Jacobs 1996:8-9; Herbster 1994:57). The Cape Cod Branch Railroad (opened in 1848) maintained a station in Bournedale that provided an efficient means for these local plants to transport their products (Walker 1910).

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[1] In 1855 it was voted to provide high school teaching in each area of Sandwich every five years (Lovell 1984:322).

In the first town report, the original Bournedale schoolhouse was described as being in "fair condition" and was appraised at and insured for $500. That year Captain Henry G. Packard offered to enlarge the school's lot on the condition that the town build a fence dividing it from his adjoining land, which was apparently done. Subsequent town reports to 1896 list student populations ranging from 19 to 30. Periodic maintenance of the original school building, such as shingling and painting, was undertaken during this time. In 1891 a belfry was constructed to house a bell donated by William A. Nye, Esq. (Town Reports 1884-1896). The ball field at the south base of the "Burial Hill" behind the schoolhouse was a center for the village outdoor activities, later used as gardens by neighboring property owners (Jacobs 1996:170).

In December 1896, the Bournedale schoolhouse was completely destroyed by a fire. The school board voted immediately to appropriate $1,000 (in addition to the $500 received from the building's insurance policy) and appoint a building committee to oversee the construction of a new schoolhouse on the same site. The committee consisted of three locally prominent men with relevant experience. M. C. Waterhouse, a carpenter/contractor and builder, served on the general committee formed to establish the town of Bourne in 1884 and subsequently held several civic roles, including town assessor and chairman of the school committee. Fred O. Smith, a contractor/builder and civil engineer, married into the Bourne family. Seth Holway operated a large and renowned axe factory. Waterhouse's name appears as the architect on the plans submitted to the building inspector. The building committee gave the contract for constructing the new school to local carpenter Emory Ellis. Like many Cape Cod contractors, Ellis used local workers for the job. The stonework was done by Charles C. Haskell. However, the furnace for the school was purchased from a Boston wholesaler (Walker & Pratt Mfg. Co.) and installed by union workers (Jacobs 1996:170). During construction, the 24 students from Bournedale attended school at Sagamore.

When the new **Bournedale Village School (contributing building)** was opened in October 1897, it was referred to as a "model of its kind" and representative of "the wonderful progress that has lately been made in school architecture" (Town Report 1897). That year 26 pupils were enrolled in the school, with two teachers on the payroll. Over the next 30 years, the school continued to serve as the main school for Bournedale students in grades one through eight. It was one of six one-room schools throughout the town of Bourne for much of that time. The enrollment varied from 14 to 25 students, generally with one teacher. The 1913 Town Report noted crowded conditions in several of the district schools, including Bournedale, where the enrollment was nearing 25.

Twentieth-Century Educational Reforms

The Bournedale Village School was the last one-room schoolhouse constructed in Bourne. The town's population continued to increase after incorporation, and small district schools were no longer sufficient in terms of size and amenities. At the same time, progressive ideas about school reform began to enter the local educational discussions. During the early years of the 20th century, national education reform policy concerning school construction shifted strongly away from small, wood-frame one-room schools toward large, brick consolidated ones (MHC 1987:214). Bourne was one of the first towns on Cape Cod to put the modern idea of school consolidation into practice, with the

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construction of its new high school in Bourne Village in 1905. The Head-of-the-Bay schoolhouse was closed that year, and the Monument Academy building was used thereafter for primary school students only.

School consolidation continued to gain momentum across the United States throughout the first few decades of the 20th century. In response to recommendations from the federal government, such as those given by Theodore Roosevelt's 1908 National Commission on Country Life, as well as numerous books published between 1908 and 1925 advocating rural school consolidation (Gulliford 1984:40-43), state school superintendents began to link state financial support for one-room schools to compulsory attendance laws, and advise state legislatures to provide additional funding for consolidated schools. As Bourne continued to expand its school system to keep up with population growth, especially following the opening of the Cape Cod Canal in 1914, the focus remained on consolidation. Paved roads and the availability of automobiles and school buses also eliminated the need to have multiple schools within walking distance of pupils. In 1909, a new four-room school was opened at Sagamore, and in 1920, a larger and more modern building replaced the school at Monument Beach. The **stone wall (contributing structure)** on the Bournedale Village School property was likely constructed ca. 1915 using river rock removed during the construction of the canal. Such stone walls were built at many sites within the town.

The Bournedale Village School closed in 1925, after the parents of the sixteen current Bournedale pupils presented a petition to the School Committee during the summer asking that their children be allowed to attend the graded school at Sagamore. The committee granted this request, and the students from Bournedale were transported by bus to Sagamore in the fall (Town Report 1925). That same year, the upper grades from all the town schools except Sagamore were consolidated under one roof at the new Bourne Grammar School built in Bourne Village, leaving only three one-room primary schools operating at Buzzards Bay, Monument Beach, and Cataumet (the school at Pocasset had closed in 1924). In keeping with state and national trends, these remaining one-room schools were all closed during the 1930s. By 1938, more than 19,000 one-room schools had been abandoned in the United States (Gulliford 1984:44).

The advent of the automobile in the second and third decades of the 20th century, which allowed large numbers of residents of Boston and other regional urban centers relatively easy access to Cape Cod, and the construction of Camp Edwards in 1937, contributed to additional surges in Bourne's population. A new and larger high school was built in 1961, and the original Bourne High School became a junior high school. School enrollment for the town of Bourne peaked in 1968 at a total of 4,625 students; that year nine schools were in operation. With the reduction of the military on Camp Edwards, the number of students was simultaneously reduced. The Bourne Grammar School was closed in 1981 due to declining enrollment, and in 1990, the junior high school located in the former Bourne High School was also closed. Presently the Bourne school system comprises four elementary schools (one under construction), one middle school, and one high school.

Several of Bourne's one-room schoolhouses were moved and reused as dwellings, including the buildings at Lower Monument Neck, "Over-the-River," Head-of-the-Bay, and Monument Beach (Keene 1937:153). Some earlier schools

(continued)

were repurposed for other civic or municipal functions, such as the Monument Academy, which was moved east and remodeled to serve as the General Leonard Wood American Legion Post #230, and later became the Bourne School Administration Building (Bradley 1993:48; Gibbs 1984). Similarly, both the Bournedale Village School building and the Cataumet Schoolhouse are still owned by the town and after their closings were used as meeting halls by local organizations. The Cataumet Schoolhouse is currently vacant, while the Bournedale Civic Association has continuously maintained and used the Bournedale Village School since 1925.

Residents of Bournedale Village founded the Bournedale Improvement Society (later renamed the Bournedale Civic Association) ca. 1925 to focus on neighborhood beautification efforts and other civic improvements. By that time, most of the village's industries had disappeared, and the area had begun to transition to a quieter residential community. Many of the villages within the town of Bourne have similar associations, which sponsor various fundraising, informative, and social events. They also offer forums for political candidates in local elections. The civic organizations, which do not receive funding from the town, provide important local resources to the community outside the municipal government system. The Bournedale Civic Association uses the former schoolhouse as a meeting space and community hall. The members perform general maintenance on the building, including repainting of the interior and exterior. The only alterations made by the group were the installation of kitchen and restroom facilities in the vestibules and the removal of the attic stairs.

Criterion C

The Bournedale Village School is a relatively rare surviving, intact example of the type of one-room schoolhouses that were constructed across the country throughout the 19th century. As late as 1913, half of the schoolchildren in the United States were enrolled in the country's 212,000 one-room schools (Gulliford 1984:35-36). Although by 1947 one-teacher schools still served one and a half million students, half of the one-room schools in the nation had closed since 1917 (Gulliford 1984:45). The Bournedale school is one of only two one-room schools remaining in Bourne, and a unique example of its type in the Cape Cod region.

Published architectural plans for school buildings were available as early as 1832 (Gulliford 1984:165). Because of the influence of educators such as Henry Barnard and Horace Mann, Massachusetts was one of the first states to have well-built, wood-frame schools. Floor plans for all the Massachusetts frame schools were nearly identical because they were often built from plans supplied by county superintendents of schools (Gulliford 1984:182). By the late 19th century, frame one-room schools had a very standardized appearance. Variation came with each community's individual and modest adaptation of contemporary styles. Often, local builders would customize vernacular and standardized designs by adding architectural details based on their personal ideas of how a schoolhouse should look (Gulliford 1984:165).

No evidence has been found that Barnstable County provided plans for one-room schools in the late 19th century. However, the Bournedale Village School follows the typical one-room schoolhouse plan, with a rectangular room,

(continued)

approximately 30 by 40 feet, and two widely spaced, small-paned windows on each of the long walls, with dark wainscoting beneath. It also has two doors, traditionally used to separate the girls and the boys, and a belfry, a status symbol for many local school districts (Gulliford 174). The building's hipped roof, tripartite wood sheathing, carved wood door hoods, and octagonal cupola are characteristic features of the Victorian Eclectic style. The eclectic movement in American architecture began in the last quarter of the 19th century, when architects tried to replace the inaccurate historical borrowings of mid-Victorian architecture with careful recreations of historic styles. The Centennial Exhibition in Philadelphia in 1876 introduced a "rich mixture of motifs" to the public, which were selectively used to express various cultural institutions, and widely disseminated through architectural plan books (Kidney 1974). Ellis, who had traveled across the country, would have incorporated this contextual information with his own knowledge of local building types, as well as common cultural perceptions of what a district school should look like. The houses he built for his own dogs and hens (not extant) also revealed a preference for more ornate details.

The Cataumet Schoolhouse is similar in design to the Bournedale Village School, with a rectangular plan, two entrances, and a prominent belfry. However, the Cataumet building's gable roof and Greek Revival ornament are design elements that date from much earlier in the 19th century. The building was actually constructed in 1894 to replace an earlier building, and its similarity to the earlier structure was probably intentional (Harrington and Olausen 2000). The Buzzards Bay schoolhouse, built in 1880 and no longer extant, was also a gable-roof Greek Revival building. Although the appearance of the building that was replaced by the current Bournedale Village School is not known, it was built in the first half of the 19th century, and most likely had a Greek Revival design as well. Therefore, the eclectic style of the Bournedale Village School marks it as a distinctly late 19th-century building, and a unique variation on the typical one-room schoolhouse of the region. It also retains greater architectural integrity than the Cataumet Schoolhouse, which has been vacant for many years and has had minor alterations to its exterior fabric. The Bournedale Village School still functions as a public meeting space and retains all of its characteristic architectural features.

Archaeological Significance

Since patterns of ancient Native American settlement and subsistence in Bourne and on the Upper Cape in general are poorly understood, any surviving sites could be significant. While archaeological research has been active throughout much of the Cape during most of the 20th century, the Upper Cape, including Bourne, has been neglected during this effort. Limited amateur artifact collections are available for the town and, when present, often lack locational and contextual information, reducing their value for understanding the nature of settlement and change within the town. Limited numbers of professional archaeological surveys in the town have also rarely included substantial excavations, and have focused on their immediate area, with little interpretation of the role of local sites and issues of regional prehistory. The above information indicates the systematic study and interpretation of any surviving sites in the town can be important in better understanding the ancient Native American settlement and subsistence in Bourne and on the Upper Cape. Ancient sites in the Bourne locale can contribute information relating to a number of potential research topics,

(continued)

many of which are directly related to the town's location in a coastal area and its glacial history. Cape Cod's human settlement history of approximately 11,000 years, combined with sea levels considerably lower than today following deglaciation, created an environment in which human populations adapted to changing resources at first characterized by an inland area, which increasingly became coastal as sea level rose until it basically stabilized approximately 5,000 years ago. Ancient sites in the Bourne area can contribute information relating to the ways in which Native settlement and subsistence systems adapted to this change and modified through time. Ancient sites in the area can also contribute information relating to Native tool technologies and the effects of raw material availability. The lack of bedrock lithic source areas on the Cape and in Bourne resulted in Native peoples trading for raw materials, or adapting to cobble technologies and exploitation of lithic sources available in local glacial outwash. Ancient sites on the Bournedale Village School property may contain information indicating the extent to which locally available outwash deposits were used as source areas for local tool manufacture.

Historic archaeological resources described above may contribute important information related to the early development of Bourne's public education system, the architectural characteristics of the one-room rural schoolhouse, and details into the lives of students and their families in the Bournedale Village School District. Additional historic research, combined with archaeological survey and testing, may contribute evidence that indicates whether structural evidence of the earlier schoolhouse survives or was incorporated into the extant school building. Similar research might also determine the construction date for the earlier school, its architectural characteristics and the location of barns, stables, outbuildings, and occupational-related features associated with the earlier and extant schools. Structural evidence of potential barns, stables and outbuildings may contribute information related to 19th-century transportation and the operation and maintenance of the school. Detailed analysis of the contents of occupational-related features may contribute information related to 19th century educational methods used at the school, and the social, cultural, and economic characteristics of students that attended the school and, by extrapolation, their families.

(end)

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(end)

GEOGRAPHICAL DATA

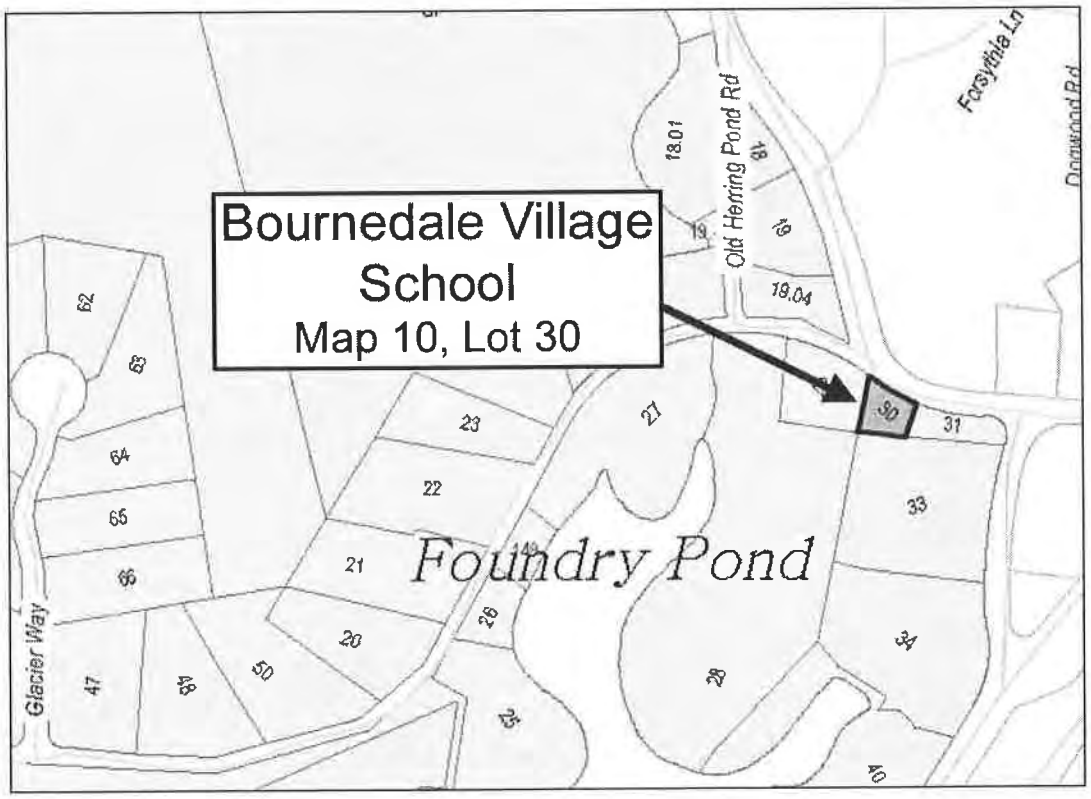
Verbal Boundary Description

The boundaries of the Bournedale Village School encompass Parcel 30 on Plat Map 10, which contains a total land area of 0.24 acre within Bourne, Massachusetts, near the intersection of Herring Pond Road and Bournedale Road.

Boundary Justification

The boundaries are the historic lot lines associated with the Bournedale Village School at 29 Herring Pond Road. The boundaries follow legally recorded property lines.

ASSESSORS MAP



NPS Form 10-900-a
(8-86)

OMB Approval No. 1024-0018

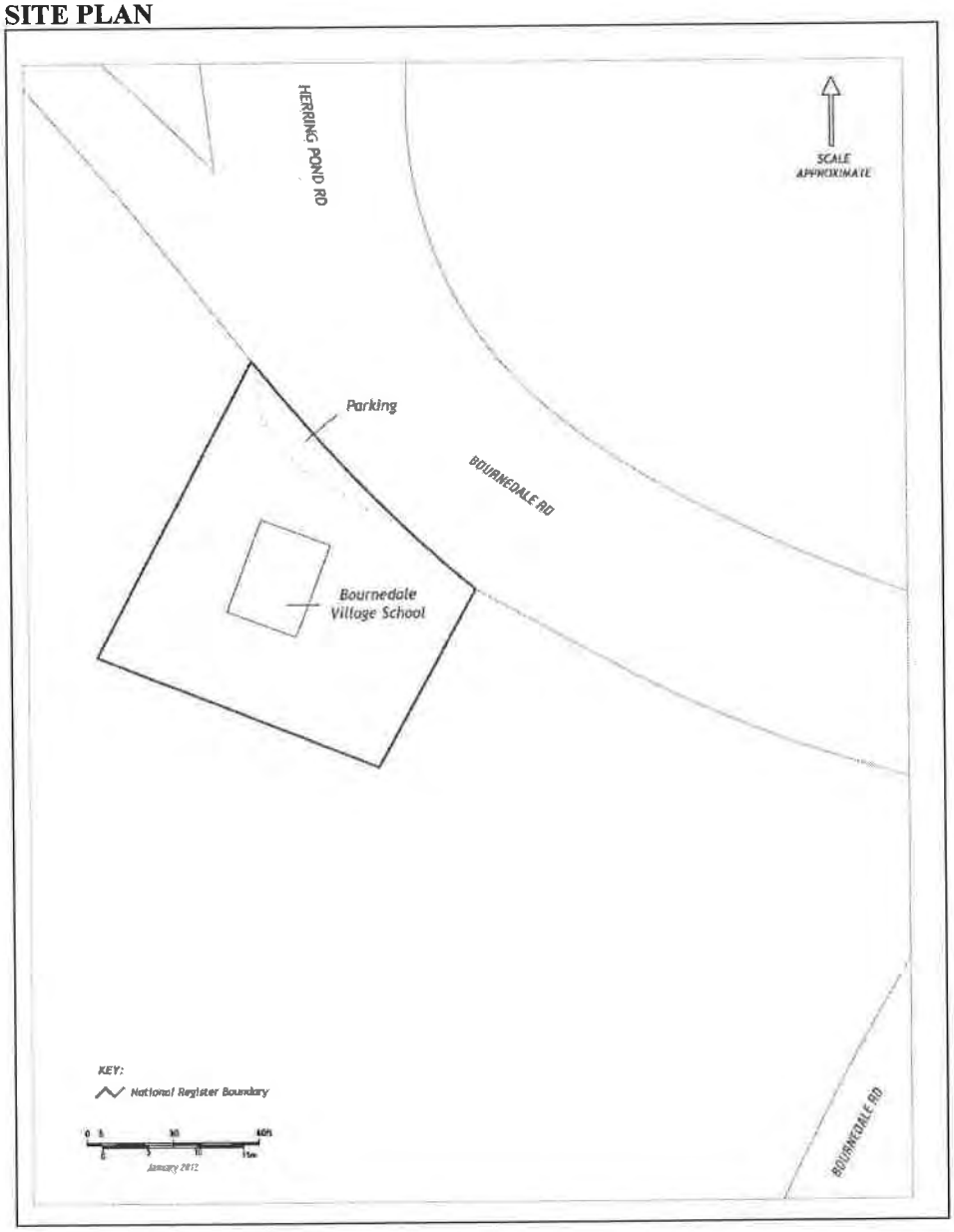
United States Department of the Interior
National Park Service

NATIONAL REGISTER OF HISTORIC PLACES CONTINUATION SHEET

Bournedale Village School	Bourne	Barnstable, MA
Name of Property	City/Town	County and State

Section Number ____ Page ____

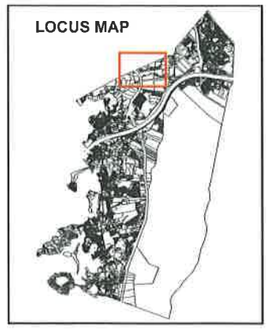
SITE PLAN



PHOTOGRAPHS

Photographer: Carey L. Jones, PAL
Date: April 2009

1. North façade
2. Northwest corner of north façade, looking southeast
3. Cupola on roof, looking southeast
4. East entrance of north façade, looking east
5. Interior, looking towards vestibule



Legend

Ponds

Map 9

Map 10

xx.x_xxx.xx = Map_Parcel
or
xxx = Parcel # only

Bournedale Village School
Map 10, Parcel 30

Foundry Pond

Goat Pasture Pond

Ellis Pond

0 200 400 800 1,200 1,600 2,000 2,400 Feet

TOWN OF BOURNE
24 Perry Avenue
Buzzards Bay, Massachusetts 02532
Telephone 508-759-0600

Map created January 2007

This map was created by the Bourne Planning Department using data courtesy of the Cape Cod Commission and MassGIS. It is to be used for reference and planning purposes only and should not be used for survey, regulatory, engineering, conveyence or other site specific purposes.

Assessor Maps
9.0 & 10.0

BOURNEDALE CIVIC ASC.
29

BOURNE
29

Best
Static Display
EXIT
CALVERT

UNITED STATES
DEPARTMENT OF THE INTERIOR
GEOLOGICAL SURVEY

COMMONWEALTH OF MASSACHUSETTS
DEPARTMENT OF PUBLIC WORKS

SAGAMORE QUADRANGLE
MASSACHUSETTS
7.5 MINUTUE SERIES (TOPOGRAPHIC)

CONVERSION SCALES

Feet	Meters
15000	4500
14000	4000
13000	3500
12000	3000
11000	2500
10000	2000
9000	1500
8000	1000
7000	900
6000	800
5000	700
4000	600
3000	500
2000	400
1000	300
	200
	100
0	0

Feet	Meters
1	.3048
2	.6096
3	.9144
4	1.2192
5	1.5240
6	1.8288
7	2.1336
8	2.4384
9	2.7432
10	3.0480

To convert feet to meters multiply by .3048

To convert meters to feet multiply by 3.2808

Mapped, edited, and published by the Geological Survey

Control by USGS, USC&GS, and Massachusetts Geodetic Survey

Topography by planetable surveys 1932–1933, and 1937
Revised from aerial photographs taken 1966. Field checked 1967

Selected hydrographic data compiled from USC&GS chart 251 and 1208 (1966)
This information is not intended for navigational purposes

Polyconic projection. 1927 North American datum
10,000-foot grid based on Massachusetts coordinate system, mainland zone
1000-meter Universal Transverse Mercator grid, zone 19

There may be private inholdings within the boundaries of the National or State reservations shown on this map

Revisions shown in purple compiled in cooperation with State of Massachusetts agencies from aerial photographs taken 1977 and other source data. This information not field checked. Map edited 1979

UTM GRID AND 1979 MAGNETIC NORTH DECLINATION AT CENTER OF SHEET

SCALE 1:25 000

CONTOUR INTERVAL 10 FEET
NATIONAL GEODETIC VERTICAL DATUM OF 1929
DEPTH CURVES AND SOUNDINGS IN FEET—DATUM IS MEAN LOW WATER
THE RELATIONSHIP BETWEEN THE TWO DATUMS IS VARIABLE
SHORELINE SHOWN REPRESENTS THE APPROXIMATE LINE OF MEAN HIGH WATER
THE MEAN RANGE OF TIDE IS APPROXIMATELY 8.7 FEET

THIS MAP COMPLIES WITH NATIONAL MAP ACCURACY STANDARDS
FOR SALE BY U. S. GEOLOGICAL SURVEY, RESTON, VIRGINIA 22092
A FOLDER DESCRIBING TOPOGRAPHIC MAPS AND SYMBOLS IS AVAILABLE ON REQUEST

20% TOTAL RECOVERED FIBER

QUADRANGLE LOCATION

ROAD CLASSIFICATION

Primary highway, all weather, hard surface
Light-duty road, all weather, improved surface
Secondary highway, all weather hard surface
Unimproved road, fair or dry weather
U. S. Route
State Route

SAGAMORE, MASS.
N4145—W7030/7.5

1967
PHOTOREVISED 1979
AMS 6867 I SE—SERIES V814

INTERIOR—GEOLOGICAL SURVEY, RESTON, VIRGINIA—1979

BOURNEDALE VILLAGE SCHOOL
BOURNE, BARNSTABLE Co., MA
UTM REFERENCE:
19.0370170E.4625742N

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