

56-721

United States Department of the Interior
National Park Service



National Register of Historic Places Registration Form

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

1. Name of Property

historic name East Charlemont District School
other names/site number _____

2. Location

street & number 1811 Route 2 not for publication
city or town Charlemont vicinity
state Massachusetts code MA county Franklin code 011 zip code 01339

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 12/29/16
Signature of certifying official/Title Brona Simon, SHPO 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 _____ State or Federal agency/bureau or Tribal Government _____

4. National Park Service Certification

I hereby certify that this property is:
 entered in the National Register ___ determined eligible for the National Register
___ determined not eligible for the National Register ___ removed from the National Register
___ other (explain:)

Jon Edson H. Beall 3.7.17
Signature of the Keeper Date of Action

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5. Classification

Ownership of Property
 (Check as many boxes as apply.)

- private
- public - Local
- public - State
- public - Federal

Category of Property
 (Check only **one** box.)

- building(s)
- district
- site
- structure
- object

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

Contributing	Noncontributing	
1	0	buildings
0	0	sites
2	0	structures
1	0	objects
4	0	Total

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

N/A

Number of contributing resources previously listed in the National Register

N/A

6. Function or Use

Historic Functions
 (Enter categories from instructions.)

EDUCATION/school/schoolhouse

Current Functions
 (Enter categories from instructions.)

RECREATION AND CULTURE/museum
 SOCIAL/meeting hall

7. Description

Architectural Classification
 (Enter categories from instructions.)

EARLY REPUBLIC/Federal

Materials
 (Enter categories from instructions.)

foundation: STONE/granite
 walls: BRICK, STONE/granite;
 WOOD/weatherboard
 roof: STONE/slate; ASPHALT
 other: _____

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Narrative Description

(Describe the historic and current physical appearance of the property. Explain contributing and noncontributing resources if necessary. Begin with a **summary paragraph** that briefly describes the general characteristics of the property, such as its location, setting, size, and significant features.)

Summary Paragraph

The 1828 East Charlemont District School is located in the rural western Massachusetts community of Charlemont, on the floodplain of the Deerfield River (Photo 1). The building occupies a lot less than a half acre in size, and is surrounded by open fields followed by woodland in all directions (Photo 2); the river is on its south. Beyond the fields and woodland to the north rise hills that characterize much of Franklin County. MA Route 2, a Scenic Byway known as the Mohawk Trail, passes in an east-west direction about 50 feet south of the schoolhouse, separating the building from the river. Low stone walls extend from the east and west sides of the schoolhouse to the street, forming an entry yard that is traversed by a gravel-covered circular drive (Photos 3 & 4). There is a flagpole in the grassy area in front of the school.

Narrative Description

The school is a 1½-story brick building under a side-gable, slate-covered roof that has a shallow cornice with equally shallow returns (Photos 1, 14). The brick is laid in common bond. The main block of the building has an added (ca. 1874) one-story, wood-frame wing on its east elevation (Photos 1, 12, 13). The main brick building is four bays wide and two bays deep, and the attached one-story, wood-frame, wood and equipment shed under an asphalt-shingled roof extends two further bays. (See attached sketch map.) On the north elevation of the school's wood-frame section is a one-story, shed-roofed addition (ca. 1920), about six feet wide and four feet deep (Photo 13), with two small openings just beneath its eaves. The novelty-sided addition is on concrete foundations, while the main section of the school is on fieldstone and brick foundations that are faced above ground by granite blocks. The clapboard-sided wing is on dry-laid, fieldstone foundations (Photo 10). A crawlspace beneath the main block is created by brick piers that support the floor joists above (Photo 8).

The main entry to the schoolhouse is on the south façade in the easternmost of its four bays. It is reached by a two-step stone stoop (Photo 1). The main batten door below a four-light transom window, in the Federal style, has wrought-iron hardware (Photos 15 & 17), and has no door surround. Windows on the south, west, and north elevations have ca. 1899, 2/2-light sash (Photos 1, 11-12), but one window sash on the east elevation remains from the original construction, and it has 8/12 lights (Photo 14). All the windows have splayed brick lintels and granite sills. On the west end of the roof, a chimney rises above the roofline. Half of the wood-frame wing is open to the south, while the other half is fully enclosed. It is a balloon-framed building (Photo 9). A wood sign (ca. 1953) is attached to the south façade. It reads: "The Little Red School/Built - 1828."

The interior of the school's main block is laid out into two rooms. There is an entry hall-coatroom on the east (Photo 16), and a large classroom on the west (Photos 5, 6, 7). In the entry hall there is horizontally laid, flushboard wainscoting on three of four walls, dating from the time of construction (Photo 16). The balance of the walls and ceiling are plaster. Metal coathooks on the walls reveal the hall was also used as a coatroom. The classroom has horizontally laid, painted beadboard walls above vertically laid, varnished beadboard wainscoting, as well as a painted beadboard-covered ceiling (Photos 5, 6, 7). The beadboard dates to about 1899. There is a large slate blackboard on the east wall of the classroom, a painted blackboard area on the south wall between the windows, and a woodstove set on a metal sheet between the windows of the west wall (Photos 6, 7). There is a supply closet in the classroom's northeast corner. Wood flooring in the classroom consists of narrow boards, while that of the entry is predominantly of wide boards. There has been additional flooring laid on top of the worn original flooring in several areas of the entry. At the northeast corner of the entry hall is a door opening that formerly led to the exterior, but now leads to the wing. Originally the size of the main entrance, the door opening has been partially bricked in to create a smaller opening that leads into the enclosed, wood-frame room, whose floor is several inches lower than the entry-hall floor (Photo 18). In all likelihood a multipurpose space, this balloon-framed room is wood sheathed on the interior. On the north wall are two doors leading, side by side, into a pair of

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two-hole toilets illuminated by two small, fixed-light windows. A door on the east wall of the room connects it to the equipment and woodshed on the east.

There are panelled doors leading from the entry hall into the classroom, to the supply closet, and from the entry hall into the woodshed. In the attic of the school's main section there are boards laid loosely on the ceiling joists, and visible between the joists is the upper level of the original plaster ceiling. Visible also on the east end of the attic is a remaining section of brick chimney, suggesting that the building at one time had one woodstove in the classroom and one, which was later capped off, in the entry hall (Photo 19).

The schoolroom is furnished in period-appropriate wood and cast-iron desks, but the marks on the flooring remain from placement of the original desks in different row configurations. A large, oak teacher's desk is located at the east end of the classroom (Photo 5), and a woodbox is located in the northwest corner (Photo 7). Pendant-glass electric lighting fixtures hang from the ceiling (Photos 5-7). Centered on the south side of the ceiling is an opening into the attic (Photo 5). It is raised by pulling on a rope that hangs from the ceiling and runs into two pulleys in the attic. On the walls are framed educational pictures, most of which have been added since the school was closed.

Archaeological Description

While no Native American sites are known on the school property, sites may exist. One Native site is recorded in the general area (within one mile), located on the northern floodplain of the Deerfield River, east of the East Charlemont District School. This site density, while probably underreported, reflects a generally low site density for this portion of the Connecticut River Valley. The entire town of Charlemont is located within the Connecticut River/Deerfield River drainage. Environmental characteristics of the school grounds represent locational criteria (slope, soil drainage, proximity of wetlands) that are favorable for the presence of Native sites. The school is located on a well-drained, level to moderately sloping glaciofluvial terrace, in close proximity to wetlands. Wilder Brook and East Oxbow Brook both generally flow south to the Deerfield River within 1,000 feet of the school. The confluence of Wilder Brook and the Deerfield River lies slightly more than 1,000 feet to the southeast of the school. The Deerfield River converges with the Connecticut River in the town of Greenfield, east of the fairgrounds, located in Charlemont. Given the above information, the size of the property (approximately 0.44 acres), and known patterns of Native American settlement in the Connecticut River Valley, a high potential exists for locating ancient Native American resources at the school. An archaeological survey is needed to determine the effects of historic land use on the integrity of potential Native American resources.

A high potential also exists for the recovery of historic archaeological resources on the school property. Construction features may survive from building the school and any modifications to the school structure. For example, the changeover of the door at the northeast corner of the entry hall—from an exit to the exterior of the building to a smaller opening into the wood-framed addition—may have left structural evidence of that change. Archaeological evidence of barns, stables, and outbuildings may also survive on the school property. Archaeological evidence of occupational-related features (trash areas, privies, wells) may also survive on the school property. The presence of wells and privies on the school property is suggested by the fact that schoolchildren had to go to neighboring farms each day to obtain drinking water, indicating the absence of a well. Privies may have been set behind the school, although there is no evidence of that.

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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.

Areas of Significance

(Enter categories from instructions.)

EDUCATION

ARCHITECTURE

Period of Significance

1828-1944

Significant Dates

1944 – school became vacant

Significant Person

(Complete only if Criterion B is marked above.)

Cultural Affiliation

Architect/Builder

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.

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Period of Significance (justification)

The Period of Significance from 1828 to 1944 represents the years the school was actively in use educating Charlemont's children.

Criteria Considerations (explanation, if necessary)

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

The 1828 East Charlemont Schoolhouse is significant according to Criteria A and C at the local level. The East Charlemont Schoolhouse represents what was typical for early 19th-century schools in western Massachusetts: a building where children and adolescents met to learn for fewer than eight months a year initially, taught by people who were largely educated to the 12th-grade level. Beginning in the 19th and continuing through almost the first half of the 20th century, the schoolhouse was the locus of a gradual lengthening in duration of the school year, range of subjects taught, and the educational level of its teachers, reflecting the improvement in standards set by the Commonwealth of Massachusetts. While educational standards rose, the physical facility remained largely that of the 19th century—an economic necessity common in many of the small rural, agricultural communities of western Massachusetts. The school is remarkable for the length of time it provided elementary education to East Charlemont children: 116 years. Its period of significance is 1828 to 1944, ending when the school closed.

The school is architecturally significant as one of the few remaining early 19th-century brick schoolhouses in western Massachusetts. As a brick building it stands out from the typical wood-frame school buildings of its time, illustrating the importance of education to East Charlemont residents. The schoolhouse remains without major alteration or conversion to another use, as an intact example of a one-room schoolhouse. Its spartan features represent what the larger community saw as fit for children who could be expected to go to draw water daily, be warmed through winter months by a woodstove, and make use of outdoor and indoor privies. The building was unchanged after its period of significance, remaining vacant but maintained, so its integrity is completely intact.

Highly valued by those who attended the school as well as by their descendants and other town residents, the East Charlemont District School is significant for its place in town history and for its architectural integrity. The building has integrity of location, design, setting, materials, workmanship, feeling, and association at the local level of significance.

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

EDUCATION

Having been active for 116 years, the East Charlemont District School is significant for its educational history in the town of Charlemont. For more than a century the school was attended by children whose curriculum slowly progressed from the basics of reading, writing, and arithmetic to include the larger subjects of history, literature, mathematics, art, and music. From an ungraded education, students were moved into a system of standard levels of accomplishment qualifying them for high school. In a concurrent manner, teachers were given more months of the year in which to work; they became better educated as teachers, and teaching became a profession rather than a source of income for young women before marriage. Teachers at the school remained mostly local women. The changes that took place in the community of students and teachers reflect the broader patterns of educational history in Massachusetts.

ARCHITECTURE

The schoolhouse is significant as one of the few brick schools remaining in Massachusetts from the early 19th century. The changes made to the school over its 116 years of operation reflect the architectural standards of its community, and the building stands today as an example of those standards: well built to begin, and substantial enough to serve its functions over time.

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Developmental history/additional historic context information (if appropriate)

From the 1740s, when European settlement began in what was to become Charlemont, schooling of children followed the pattern established in other towns of western Massachusetts. That is, children were taught in various homes by townspeople, and sometimes by teachers hired by families to rotate among their homes, mainly during the winter months. But in 1770 Charlemont established town-funded public schooling, and by 1773 there were three schools, known as the "Hill", "Lower," and "Upper" schools. Districts were formally set up and separate schools were built, reflecting the population concentration in these three parts of town. School districts continued to be set up and schools built as population increase required, and in 1828 East Charlemont was the eighth and last such district to be created with its new schoolhouse.

According to an article in The Greenfield Recorder-Gazette of February 13, 1952, the East Charlemont school was built in 1828 among a cluster of seven houses and two shops that had gone up ca. 1824 west of the intersection of MA Route 2 and East Oxbow Road (all now gone). The 1824 building surge of houses and shops joined a church, a parsonage, a tavern (now gone), and several well-established farms that already existed to the west (Photo 2). To the east of the school were five more houses, and at the north end of East Oxbow Road there were, at that time, an additional twenty houses. The large concentration of children in the area after 1824 brought about the new town school district and schoolhouse.

Land for the school was given to the town for a price of \$10 by William Ballard, who farmed in East Charlemont. In 1828, one quarter of an acre was set out for the school lot from Ballard's mowing fields that extended along the north side of MA Route 2, as fields continue to do today. A deed for the land was not recorded for another year, until 1829, but in the summer of 1828 the families of the new school district worked together to construct the building. The decision to use the more expensive material of brick for the school rather than wood was not recorded in the Town Minutes, but it was probably precipitated by the proximity of the Henry Giles brickyard on East Oxbow Road from which the bricks were obtained. Neither the cost of the school nor its builder was mentioned in Town Reports. There are also several brick houses of the early 19th century on MA Route 2 in East Charlemont, though other schoolhouses in town prior to 1828, and as late as 1890, were all of wood-frame construction. The town was proud of its brick schoolhouse, and in 1829 held the annual town meeting in it. As town reports were later to demonstrate, the choice of brick meant much less was needed to keep the building in good repair over the next century, and the cost of construction was a quarter less than was expended on the frame schoolhouses.

The finished East Charlemont schoolhouse was furnished with a woodstove—a heating source that was maintained through the 1940s—but there was no running water, so children had to go to the closest farm each day (Photo 2) to bring water back, a practice that continued through the 1930s. Privies were probably set behind the school (though there is no evidence visible for any location), but later added to the schoolhouse itself in the wood-frame addition. There is no evidence of privies inside the school prior to those of 1920. The school was planned with an entry hall lit by a transom light above the door, where children's belongings could be left, a classroom with large windows on three sides for light and air, and a closet with shelving where books and supplies could be stowed away by the teachers. An attic was made accessible by a pulley-lifted door, as there was no basement where items could be stored. Once the wood-frame wing was added to the school (ca. 1874), its enclosed room likely acted as a secondary class space (Photo1 and Figure 1).

Charlemont's teachers were selected by each district in the 1820s, and then by an elected town committee from 1839. The town committee system must have been rather unsatisfactory, as by the 1840s, Prudential Committees formed in each district hired their own teachers once again. School districts also set up their own school schedules and decided how many weeks to meet each year. In the early years, East Charlemont had a winter session and a summer session and met for 30 weeks, two more weeks longer than most of the district schools. Sometimes one teacher taught one session, another the second session; in other years one teacher worked both sessions. What did not vary was that one teacher taught all ages. East Charlemont was an ungraded school, so there were no formal grades through which students progressed. Rather, they attended when they could, and would learn at varying rates until they stopped attending school.

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By 1887 school reports were much more consistently detailed, and what they revealed was a serious lack of commitment to attendance and good behavior among students and parents throughout the town. Parents were scolded for being apathetic and teachers for their lack of “governance.” To improve the schools, a 30-week school year was recommended for all schools, following the model of East Charlemont. By 1891 the attendance and behavior of students was improving. Driving some of the improvement in the curriculum was the first School Superintendent, Justus Dartt, whose time was shared among Charlemont and the neighboring towns of Hawley, Florida, and Monroe. He began to raise the schools’ standards by introducing history and grammar into the curriculum.

Thorough reporting was part of the superintendent’s emphasis on accountability. By 1892 Superintendent Dartt was submitting annual reports on the schools in Charlemont, and observed that even the inexperienced teachers were generally doing a good job. He instituted the study of advanced arithmetic, language, US History, and civil government. The superintendent created a series of lesson plans for the teachers, and provided resources for those who had not attended Normal School (teacher training school). He introduced nature study along with more oral mathematics and better reading material. He also set up twenty meetings among the towns’ teachers and required all of them to record absences and tardy arrivals for the first time. To parents he remonstrated, “Just because pupils don’t like teachers, isn’t an excuse for staying away.” Mary Long and S. Abbie Spooner took over East Charlemont’s teaching and attendance records for the year of 1894-1895, and they taught thirteen boys and 23 girls. Their students’ attendance record was 89 percent. Three of the pupils were over fifteen; twenty-one were between eight and fourteen. That year the schools began celebrating Memorial Day by putting flags on the graves of all the town’s soldiers and taking part in a ceremony.

Miss Spooner remained at the school for the next few years, teaching full time for \$90 each semester. By now Superintendent Dartt had added geography, physiology, singing, and drawing to nature study, history, and grammar. Manners and morals were addressed in class at his insistence, as well. Always under economic pressure to keep school costs low and students in school, Dartt cleverly pointed out in his annual report that to teach one student cost the town nearly nine cents a day, so for children to miss school was a pure waste of town funds. There were 28 students regularly enrolled each semester in East Charlemont and attendance was usually average, though it was poor in 1899. By the end of the 1890s, population in Charlemont was relatively steady but not all districts had commensurate numbers of children, so the idea of school centralization began to be considered in town meeting. The number of students in the East Charlemont district rose to 37 in 1898, close to its peak the following year of 42 each semester, so centralization was not a vital issue to the 8th school district at this point.

In 1898 a new superintendent was hired, and he introduced a course of study for the ungraded schools, re-introduced singing, and added a method of penmanship known as “vertical writing,” an upright script whose letters were spaced far apart. Within a year, grading was introduced to East Charlemont, so that pupils could know their levels and receive a certificate for having completed eighth grade.

The school got twelve new desks in 1899 for \$31.50, and Charlemont resident E. S. Thayer was paid \$2.25 for placing them where the marks are still visible in the classroom floor. It was this period, at the peak of student numbers, when the interior of the classroom was refurbished with the application of beadboard over plaster, new 2/2 sash replacing 8/12s, a new woodstove, and the additional blackboard (Photos 6-8).

In 1902 vertical writing was declared an “absolute failure” and was abandoned, but other improvements to the curriculum were retained. The superintendent, teachers, and parents began to think about teaching agriculture as a science and introducing an art course. Longer semesters were part of the improvements, and East Charlemont’s school year reached 32 weeks by 1907. The number of students declined to 22 in 1907, and the decline continued unabated until 1935, when long-time teacher Mary Carpenter had only fourteen pupils. The fewer number of pupils reflected East Charlemont’s loss of businesses and continued dependence on agriculture. On the other hand, the quality of its education was improving with the longer school year and richer, standardized curriculum. Teachers would also have had teacher training—some at the North Adams Normal School, some at the Westfield Normal School—so the level and effectiveness of teaching improved. Student comfort still ranked poorly in the town’s budgeting process, however. In the 1920s, the small addition

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of two indoor privies was made to the north elevation, as the building was still without water, a feature that continues today (Photo 14).

The school report for 1930 mentioned that roofing was done on the building for a total of \$48.13 for slate, but the report also indicated that superintendent Walter E. Lane was focusing on the town's three one-room schoolhouses, which included East Charlemont, and whether to continue to support them or to save the money, close the buildings, and replace them with a centralized schoolhouse. Consequently, when investing in an electric heater for the East Charlemont school was proposed, it was rejected and the wood stove's uneven heat continued through winter months of the early 1940s.

Meanwhile, Charlemont's population between 1935 and 1940 declined almost 20 percent, reaching a low in 1940 of 789. No new industries came to Charlemont and only one persisted: the wood products firm of Frary Manufacturing Company, which employed around 60 people. Agriculture remained the principal occupation, while tourism along the Mohawk Trail developed in East Charlemont with tourist cabins, and brought work to a few. In spite of the decrease in population, the school was hard to close. Nearby residents and others who had attended it were attached to the building and its history, and were able to keep it functioning for more than a decade after the 1930 school report. In a brief last spurt of attention to the school, Superintendent Lane in 1943 reported the lights that hang today from the ceiling at the school were installed, several storm windows were put up, and chairs were added to the classroom. Parents cleaned and painted the school interior, and a school lunch program was instigated. However, in September 1944, students reporting to East Charlemont for their first day were surprised to find themselves loaded onto busses heading to Charlemont's Center school, while their school was left vacant. The abrupt closing suggests that an adverse community response was anticipated. The schoolhouse had come to the end of its active use.

After 1944, the schoolhouse remained vacant but was kept in town ownership. A committee to study the future of the school recommended it be saved in 1953, and following the committee's recommendations, it became a town-owned meeting center under the direction of the East Charlemont School Trustees. It was at this time that the sign was put in place on the school's south façade as a means of calling attention to the building. The trustees hold meetings in the school, as does the Charlemont Historical Society. Open houses are held in the school on holidays throughout the year, such as Columbus Day. Classes of schoolchildren and campers in the town library's summer programs come to the schoolhouse to learn of its history and importance to the town, and to experience firsthand how so many of their predecessors spent their school years.

PRESERVATION

The Town of Charlemont has owned the school since its construction in 1828, and would like to see the building listed in the National Register of Historic Places. Listing would further preservation of the building by making its significance better known to residents at large. As a town-owned building, its budget for maintenance is dependent on public votes, so wider recognition is a preservation strategy. The building has ongoing needs to be addressed, such as masonry repointing, slate repair and replacement, wood sill repair, and replacement in the wing. Windows are 116 years old and will need restoration.

Archaeological Significance

Since patterns of ancient Native American settlement and subsistence in Charlemont are poorly understood, any surviving sites could be significant. Ancient sites in this area can contribute information that increases our understanding of Native American adaptations to temperate-forest riverine environments in noncoastal areas. Potential sites in this area may contribute important details related to the importance of settlement and subsistence in the vicinity of upland tributaries, and their relationship to site distributions and subsistence activities along the main course of the Connecticut River and its tributaries, including the Deerfield River. Native sites in this area may represent a specialized adaptation to upland environments, or they may be part of an overall riverine adaptation based in the Connecticut River Valley. Native sites in this area may also contain important information that identifies the associations within tool assemblages and cultural sequences in the local area and region. Information may be present from sites in the area to help analyze patterns of

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Native American exchange in the region. One interpretation for the region identifies the Connecticut River as an important north-south corridor for transportation and exchange. Secondary drainages of the Connecticut River, such as the Deerfield River and its tributaries, are hypothesized to have served as east-west corridors, enabling wider movement of people and goods. Ancient-period Native American sites in the district locale may contain information that helps test these models and/or offer alternative hypotheses.

The significance of potential historic archaeological resources described above remains to be demonstrated. Structural evidence of the building and landscape features may contribute important information related to architectural features and construction techniques used for this specific building; however, this information may also be available from documentary sources. Careful mapping of potential archaeological resources identified above may contribute important information related to the layout of facilities located at the school, and how these facilities changed from those present at the start of the school in 1828 and the structure present today. Functional interpretation of structure remains, combined with detailed analysis of the contents of occupational-related features, may contribute important information related to changing educational methods, techniques, and equipment during the late 19th and early 20th centuries.

Detailed analysis of the contents of occupational-related features, if they exist, could contribute information related to the social, cultural, and economic lives of Charlemont's early 19th-century students and, by extrapolation, their families.

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9. Major Bibliographical References

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

- Adams, C.E. MHC Form B, CRL.207, East Charlemont District School, 1976.
- Bernard, R. M. and M. A. Vinovskis. "The Female School Teacher in Ante-Bellum Massachusetts." New York: Oxford University Press Journal of Social History, 1977, pp. 332-345.
- Charlemont, Town of. Annual Town Meeting Minutes, 1828-1950.
- Charlemont, Town of. Annual Town Meeting Reports, 1870-1909. Massachusetts State Library.
- Hawks, H. A. "Some Reminiscences of Charlemont History." History and Proceedings for 1890-1898 Pocumtuck Valley Memorial Association, Vols. 3,4.
- Healy, Allan. Charlemont, Massachusetts Frontier Village and Hill Town, 2nd Edition. Ashfield, MA: Paideia Publishers, 1986.
- Holland, Josiah Gilbert. History of Western Massachusetts. Volume 2, Part 3, 1855.
<https://archive.org/stream/historyofwestern02holluoft#page/326/mode/2up>
- Massachusetts Historical Commission. "Charlemont." Reconnaissance Survey Town Report, 1982, typescript.
- Sherman, Lillian. "Save 124 Year Old E. Charlemont School for Historical Interests." Greenfield Recorder-Gazette, February 13, 1952.

Previous documentation on file (NPS):

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

Primary location of additional data:

- State Historic Preservation Office
- Other State agency
- Federal agency
- Local government
- University
- Other
- Name of repository: _____

Historic Resources Survey Number (if assigned): CRL.207

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10. Geographical Data

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

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

1	<u>18</u>	<u>681492</u>	<u>4721375</u>	3	<u> </u>	<u> </u>	<u> </u>
	Zone	Easting	Northing		Zone	Easting	Northing
2	<u> </u>	<u> </u>	<u> </u>	4	<u> </u>	<u> </u>	<u> </u>
	Zone	Easting	Northing		Zone	Easting	Northing

Verbal Boundary Description (Describe the boundaries of the property.)
The boundaries of the property follow its lot lines.

Boundary Justification (Explain why the boundaries were selected.)
The lot lines mark the historical extent of the schoolhouse property, from acquisition of the land in 1828 to the present.

11. Form Prepared By

name/title Bonnie Parsons, preservation consultant, Berkshire Regional Planning Commission, with Betsy Friedberg, NR Director, MHC

organization Massachusetts Historical Commission date December, 2016

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

city or town Boston state MA zip code 02125

e-mail Betsy.friedberg@sec.state.ma.us

Additional Documentation

Submit the following items with the completed form:

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

East Charlemont District School
Name of Property

Franklin, Massachusetts
County and State

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: East Charlemont School
City or Vicinity: Charlemont
County: Franklin State: Massachusetts
Photographer: Bonnie Parsons
Date Photographed: April and July, 2014

Description of Photograph(s) and number:

1. South Façade. View to north
2. View to north of open fields, hills
3. West stone wall
4. East stone wall
5. View to east of classroom interior with teacher's desk
6. View to south of classroom interior
7. View to west of woodstove and wood box
8. View to west of brick piers supporting floor joists
9. View to northeast of interior of wood wing showing balloon framing
10. View to south of wing fieldstone foundations
11. Exterior view of west elevation
12. Exterior view of north elevation
13. North elevation added privy
14. East elevation with 8/12 original sash
15. Exterior view of entry door
16. Entry hall interior finishes
17. Entry door interior view
18. Door from entry hall into wing. Former door to exterior
19. East end of attic with partially removed chimney

Figure 1. Historic Photograph, ca. 1899, of schoolhouse. From Healy, *Charlemont, Massachusetts, Frontier Village & Hill Town (2nd ed., 1985)*

Property Owner:

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

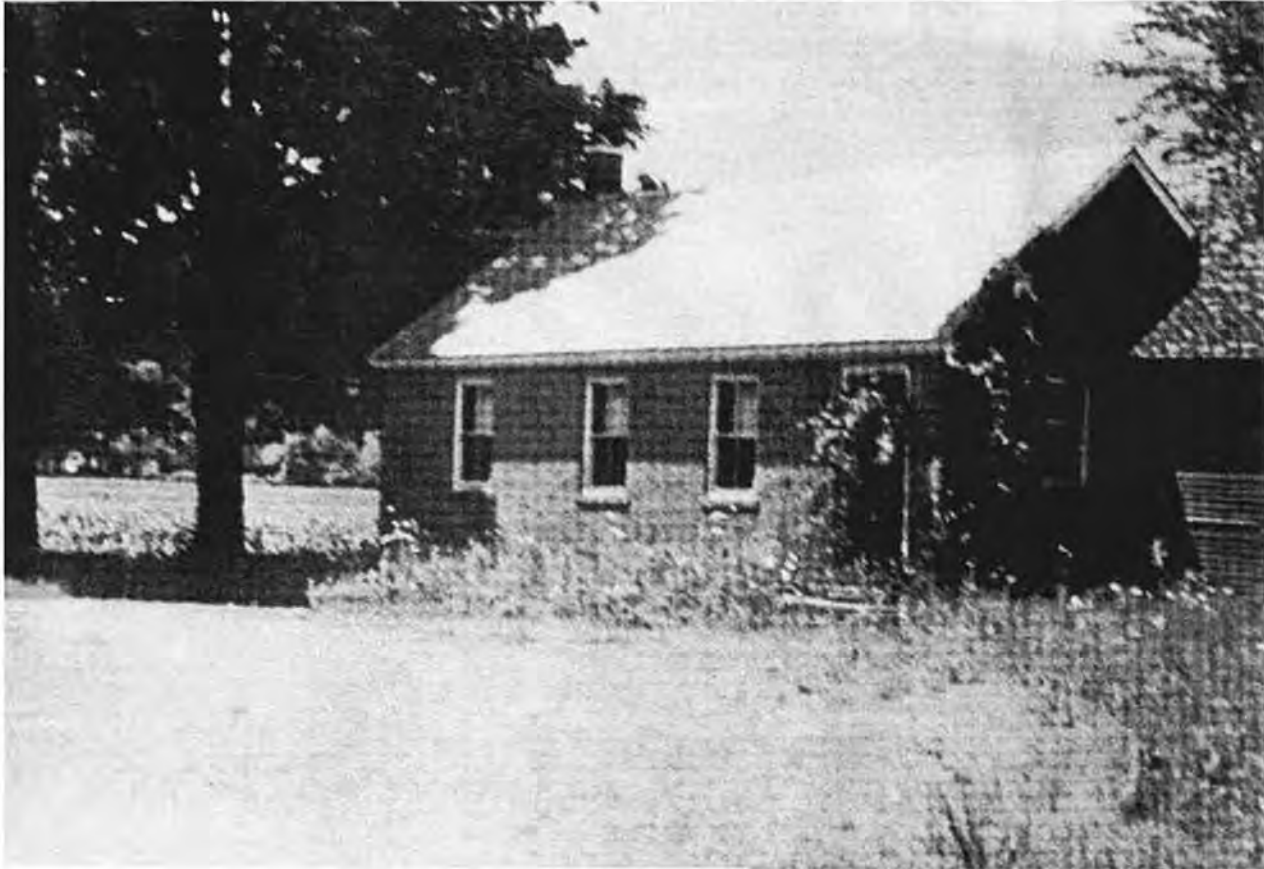
name _____
street & number _____ telephone _____
city or town _____ state _____ zip code _____

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.

East Charlemont District School
Name of Property

Franklin, Massachusetts
County and State

Figures:

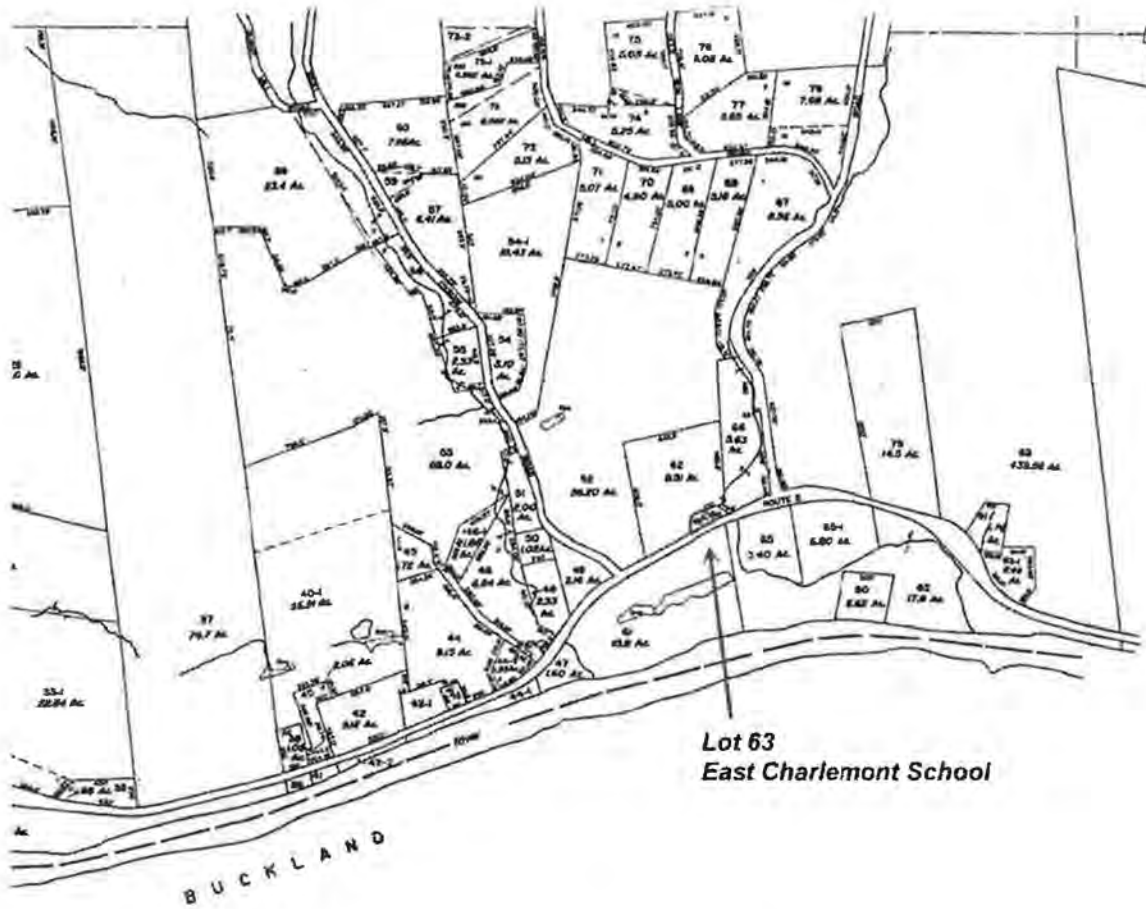


The East Charlemont School

Figure 1. Historic Photograph, ca. 1899, of schoolhouse. From Healy, *Charlemont, Massachusetts, Frontier Village & Hill Town (2nd ed., 1985)*

East Charlemont District School
Name of Property

Franklin, Massachusetts
County and State



Lot 63
East Charlemont School

TAX MAP
TOWN OF CHARLEMONT
FRANKLIN COUNTY, MASSACHUSETTS
PREPARED BY
JAMES W. SEWALL COMPANY, OLD TOWN, MAINE
SCALE: 1 INCH = 400 FEET

	9	
3	4	5

Detail from Charlemont Assessor's map, sheet 4



THE
LITTLE RED BRICK
BUILDING





THE
LITTLE RED SCHOOL
BUILT 1828





























T
N
E





UNITED STATES DEPARTMENT OF THE INTERIOR
NATIONAL PARK SERVICE

NATIONAL REGISTER OF HISTORIC PLACES
EVALUATION/RETURN SHEET

Requested Action:

Property Name:

Multiple Name:

State & County:

Date Received: Date of Pending List: Date of 16th Day: Date of 45th Day: Date of Weekly List:

Reference number:

Nominator:

Reason For Review:

Accept Return Reject Date

Abstract/Summary Comments:

Recommendation/ Criteria

Reviewer Edson Beall Discipline Historian

Telephone _____ Date _____

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

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

AUG 03 2016

01339

MASS. HIST. COMM



Office of the Select Board
PO Box 677, 157 Main Street
Charlemont, MA 01339
July 28, 2016

Betsy Friedberg
National Register Director
Massachusetts Historical Commission
220 Morrissey Blvd.
Boston, MA 02125
betsy.friedberg@sec.state.ma.us

Dear Betsy,

The Town of Charlemont Select Board supports the nomination of the East Charlemont Schoolhouse to the National Register of Historic Places.

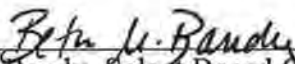
As cited by Allan Healy in his second edition of *Charlemont*, 1986, page 153, the East Charlemont Schoolhouse was built in 1828 by its local citizens, teaching students from the local cluster of homes and businesses surrounding the Oxbow for 116 years before closing its doors. At its peak, 80-100 students were taught at the school, "so that by 1943 there were only 14 to 17 pupils attending. While the parents were reluctant to see the school closed, at the beginning the of 1944 school year the pupils found, when they arrived for school, that a bus would take them to Charlemont village, and the last of small schools [in Charlemont] had closed."

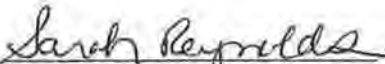
This Town treasure is emblematic of New England values, and the efforts here in Charlemont to educate its citizens. "The attractive building is used still for meetings, maintained by an interested committee, and stands as a symbol of all the little red schoolhouses of the country."

The Town of Charlemont would be honored to see East Charlemont Schoolhouse preserved on the list of historic places, and thanks the Massachusetts Historical Commission for their consideration.

Sincerely,

The Town of Charlemont Select Board


Beth Bandy, Select Board Chair


Sarah Reynolds, Select Board


Toby Gould, Select Board

AUG 03 2016

01339

MASS. HIST. COMM



Office of the Select Board
PO Box 677, 157 Main Street
Charlemont, MA 01339
July 28, 2016

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National Register Director
Massachusetts Historical Commission
220 Morrissey Blvd.
Boston, MA 02125
betsy.friedberg@sec.state.ma.us

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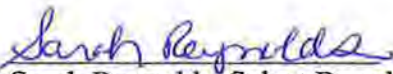
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Sincerely,

The Town of Charlemont Select Board


Beth Bandy, Select Board Chair


Sarah Reynolds, Select Board


Toby Gould, Select Board



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

December 29, 2016

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

Dear Mr. Loether:

Enclosed please find the following nomination forms:

East Charlemont District School, 1811 Route 2, Charlemont (Franklin), 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 blue ink that reads "Betsy Friedberg".

Betsy Friedberg
National Register Director
Massachusetts Historical Commission

enclosure

cc: Bonnie Parsons, consultant
Norma Coli, Charlemont Historical Commission
Chair, Charlemont Board of Selectmen
Robert Malone, Charlemont Planning Board