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United States Department of the Interior National Park Service

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NATIONAL REGISTER

National Register of Historic Places Registration Form

This form is for use in nominating or requesting determinations of eligibility for individual properties or districts. See instructions in Guidelines for Completing National Register Forms (National Register Bulletin 16). Complete each item by marking "x" in the appropriate box or by entering the requested information. If an item does not apply to the property being documented, enter "N/A" for "not applicable." For functions, styles, materials, and areas of significance, enter only the categories and subcategories listed in the instructions. For additional space use continuation sheets (Form 10-900a). Type all entries.

1. Name of Property

historic name Cobb School
other names/site number District #4 School; Northwest District School

2. Location

street & number Hardwick Town Road #TH 10 (Cobb School Road)
city, town Hardwick
state Vermont code VT county Caledonia code 005 zip code 05843

3. Classification

Ownership of Property: [X] private, [] public-local, [] public-State, [] public-Federal
Category of Property: [X] building(s), [] district, [] site, [] structure, [] object
Number of Resources within Property: Contributing 1, Noncontributing 1, Total 2

Name of related multiple property listing: Educational Resources of Vermont
Number of contributing resources previously listed in the National Register: 0

4. State/Federal Agency Certification

As the designated authority under the National Historic Preservation Act of 1966, as amended, I hereby certify that this [X] 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 [X] meets [] does not meet the National Register criteria. [] See continuation sheet.
Signature of certifying official: [Signature]
Date: 8/24/93
State or Federal agency and bureau: Vermont State Historic Preservation Office

In my opinion, the property [] meets [] does not meet the National Register criteria. [] See continuation sheet.
Signature of commenting or other official:
Date:
State or Federal agency and bureau:

5. National Park Service Certification

I, hereby, certify that this property is:
[X] 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:)
Entered in the National Register
National Register
Signature of the Keeper: [Signature]
Date of Action: 9/30/93

6. Function or Use

Historic Functions (enter categories from instructions)

EDUCATION/school

Current Functions (enter categories from instructions)

DOMESTIC/single dwelling

HEALTH CARE/medical business/office

7. Description

Architectural Classification
(enter categories from instructions)

Greek Revival

Materials (enter categories from instructions)

foundation Granitewalls Weatherboardroof ASPHALTother

Describe present and historic physical appearance.

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Hardwick, Caledonia Co., VT7. Description

Cobb School is located on the plateau of Bridgman Hill on the west side of TH 10 (Cobb School Road) in rural Hardwick, approximately four miles north of Hardwick Village and three miles west of East Hardwick. This c. 1840, well preserved, Greek Revival style, gable-front schoolhouse sits on a granite foundation on a wooded lot flanked by rows of maple trees that were planted in the early twentieth century to celebrate Arbor Day. The building has clapboard siding with heavy corner pilasters that support a full entablature with returns. An asphalt-shingled gable roof is crowned with a hipped-roofed, open belfry, that was added to the structure c. 1960. The main entrance is centrally located at the gable front, with one-third length sidelights and a pedimented entrance hood, both added c. 1910. The rectangular main block of the school has an attached shed-roofed ell on the south eaves side. The north and west walls are fenestrated with bands of multi-paned sash that were added in 1910 and 1926 to comply with standardization requirements defined by the Vermont Board of Health in 1904. The isolated setting of the school remains intact, and the property also retains its integrity of design, materials, workmanship, feeling and association.

Built c. 1840, the Cobb School is a well preserved, Greek Revival style, one-roomed schoolhouse that is located in the northwest corner of Caledonia County at the west side of the junction of Sanborn Cemetery Road and TH 10, or Cobb School Road (historically known as Bridgman Hill Road, named for Joseph Bridgman who settled south of the school in 1795). It sits atop the Bridgman Hill plateau, approximately four miles north of Vermont Route 15 and Hardwick Village, and three miles west of East Hardwick. The school lot, heavily wooded with pine trees, maple trees and an apple tree, is surrounded by agricultural land. Rows of mature maple trees, probably planted in the early twentieth century to celebrate

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Arbor Day, flank the schoolhouse and continue down the Sanborn Cemetery Road.

The rectangular main block of the one-story, gable-front school is approximately thirty-three feet wide by thirty-seven feet deep. A one-story, shed-roofed ell, probably added in 1926, projects approximately eight feet from the back half of the south, eaves side, so that the main block and ell form an "L"-shape plan.

The main block of the school sits on a stone foundation of massive, irregular-sized granite blocks that are approximately seven-by-two-by-one-foot. Three-paned, horizontal fixed sash open between the side foundation blocks into a crawl space under the building. The ell foundation is covered with metal flashing. In the late nineteenth and early twentieth centuries, Hardwick was a major granite quarrying center. While the first commercial granite sheds did not open until 1870, it is safe to assume that local quarrying took place earlier. The nearest quarry is approximately two miles southwest of the school, and the stone blocks were probably brought up the steep grade of Bridgman Hill by sled over the frozen road. It is possible that the school predates the foundation and that the building was lifted onto its newer granite foundation near the end of the nineteenth century.

Cobb School is an excellent example of a vernacular, Greek Revival style schoolhouse with heavy, ten-inch-square corner pilasters that frame the clapboard main block and support a full entablature with returns. A wide frieze surrounds the building but is punctured by an oversize bank of windows, added in 1910 to the north side of the school. Plain cornerboards frame the shed-roofed ell and support a box cornice and frieze. The school's asphalt-shingled, gable roof has a one-foot overhang and is crowned with a square, open, hipped-roof cupola with a bell. The cupola and bell are not original to the school,

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but were added c. 1960. An interior brick chimney projects from the south eaves-side roof at its junction with the ell's shed roof.

The principal entrance to the schoolhouse is located in the center of the three-bay, gable front. Concrete steps, which replaced wooden steps in 1926, lead to a five-paneled door with a four-inch reveal. The doorway has a plain surround and is flanked by narrow, one-third length, three-paned, side lights. A pedimented entrance hood (c. 1910) is supported by brackets and has "District No. 4, 1799" printed on the clapboard tympanum. A c. 1900 photograph of the school shows that the main door had been a four-paneled door with heavy architrave molding surrounding each panel. There were no sidelights at that time, but the door was crowned by a transom light. Probably the sidelights were installed to replace the transom light when the entrance hood was added c. 1910. The five-paneled door was installed in 1951. The outer bays of the facade have a sixteen inch square sash that is hinged at the base so that the windows open out from the top. Each sash has three panes over one, rectangular, horizontal pane.

The north side of the building is fenestrated with a bank of four, six-by-four-foot, eight-over-eight, double-hung sash.

The bank of windows were added in 1910 to comply with standardization guidelines defined by the State Board of Health in 1904. Mounted high on the back (west) wall is a bank of four, three-by-four-foot, four-paned, fixed sash that were probably added in 1926. Nineteenth century school architecture manuals recommended locating sash up high to allow maximum light and to reduce glare. The south wall of the ell is articulated with two, double-hung sash, a one-over-one and two-over-two. All sash have exterior metal storm windows. The southernmost bay of the back (west) wall has a half-glass, nine-paned, two-panel door that enters into the ell addition.

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The interior of the school has an eight-foot wide, entry hall that leads from the main entrance to a large classroom area in the back. Two smaller rooms, that served as "cloak rooms" flank the hallway with doorways opening into the classroom. Originally, the hallway was wider and the front, side rooms were smaller, but after the school was converted to a residence in 1951, the front "cloak rooms" were enlarged into living space, and the walls were pushed back into the hall and classroom area. One-and-a-half inch, bead-board wainscot that surrounded the walls was carefully preserved and reapplied to the hall, classroom and southeast "cloak room" after the walls were moved. The northeast room was sheathed with knotty pine board siding.

The classroom area is intact with one of the blackboards remaining on the south wall. The row of blackboards that had hung below the bank of windows on the west wall were removed c. 1951. The floor is covered with hard wood flooring and the ceiling is sheathed with beadboard which probably dates from c. 1900. Samples of flooring that were removed when the house was recently winterized reveal that the floor is five layers thick. When built, probably in 1926, the front room of the ell addition served as a "book room", and the back room, which had a dirt floor, was the woodshed. In 1955, after the building had been converted to a residence, running water was added and the "book room" was converted to a bathroom, and the woodshed was finished and converted to a kitchen.

Behind the schoolhouse, screened by dense pine trees, is a c. 1980, single story, plywood-sided, garden shed. The eight-by-eight-foot shed has a sheet metal gable roof and is non-contributing due to its age.

8. Statement of Significance

Certifying official has considered the significance of this property in relation to other properties:

nationally statewide locally

Applicable National Register Criteria A B C D

Criteria Considerations (Exceptions) A B C D E F G

Areas of Significance (enter categories from instructions)

ARCHITECTURE
EDUCATION

Period of Significance

C. 1840 - 1941

Significant Dates

C. 1840
1910
1926

Cultural Affiliation

N/A

Significant Person

N/A

Architect/Builder

unknown

State significance of property, and justify criteria, criteria considerations, and areas and periods of significance noted above.

See continuation sheet

9. Major Bibliographical References

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 # _____

See continuation sheet

Primary location of additional data:

- State historic preservation office
- Other State agency
- Federal agency
- Local government
- University
- Other

Specify repository: _____

10. Geographical Data

Acreeage of property 0.7 acre

UTM References

A

1	8	7	1	1	0	8	0	4	9	3	6	9	0	0
Zone		Easting						Northing						

B

Zone		Easting						Northing						

C

Zone		Easting						Northing						

D

Zone		Easting						Northing						

See continuation sheet

Verbal Boundary Description

See continuation sheet

Boundary Justification

See continuation sheet

11. Form Prepared By

name/title Ann S. Cousins date November 27, 1991
organization _____ telephone (802) 434-5193
street & number R. R. 1 Box 437-K state Vermont zip code 05477
city or town Richmond

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8. Statement of Significance

Cobb School, secluded in rural Hardwick approximately four miles north of Hardwick Village, qualifies for statewide significance under National Register criteria A and C by embodying distinctive characteristics associated with mid-nineteenth century schools in Vermont. Its architectural style is a gable-front, vernacular Greek Revival style which celebrated tremendous nineteenth century popularity in Vermont. Built c. 1840, Cobb School reflects a time before centralization, when a number of one-roomed schools dotted the rural landscape. Banks of windows were added to the east and north walls of the school following legislation passed in Vermont in 1904 that provided for a more healthful school environment through better heating systems, light and ventilation. Typical of one-roomed schools, the Cobb School, with its house-like design, was readily adapted to serve as a residence after it closed as a school in 1946.

The school is being nominated under the "Educational Resources of Vermont" Multiple Property Documentation form and meets the registration requirements for the property type school.

Hardwick, the most westerly town of Caledonia County, is approximately 23,040 acres or six miles square, made up of rolling hills with the Lamoille River entering its northeast corner and exiting in the southwest. The town was granted in 1781, and settlers began arriving in 1792 via the Bailey-Hazen Road, a military road built in 1776-1779, that runs through eastern Hardwick. Education was a priority for the earliest settlers. At the second town meeting in March 1796, residents voted six pounds for schooling.¹ By March 1799, it was voted to divide Hardwick into four school districts and to build a schoolhouse at the center of town.² The first recorded district meeting took place two months later at the house of Elijah True.³ This meeting was for all inhabitants of the Western school district which extended "from the Greensboro line, all west of Centre Road north and south, all except Whitefield Bayby and David Philbrook, continuing on south to the River Lamoille."⁴ (Cobb School is located in this district.) At this meeting it was voted "not to

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build a school house, [and] to raise money to support a school too [sic] months the present summer on the Grand List of 1799 together with what the town raised last March."⁵

In the earliest years after settlement, school was typically held in someone's barn or primitive log house that had been abandoned as the family moved into their second, more permanent, frame house. An early history relates that in Hardwick's Middle District, Anna Hill, the first teacher, taught the first part of the term in the log cabin owned by Israel Sanborn, and the remainder of the time she taught in different log houses.⁶ Hardwick's charter, like most Vermont towns, set aside land for the support of the schools, and this land, or part thereof, was leased out in 1800 to help defray the cost of "schooling". It is interesting that the first indenture record for the "English reading, writeing and arithmitick school lands" was ascribed to John Cobb, for whom Cobb School was named.⁷ While terms of the indenture allowed for Cobb to buy the school land, it is not the same land that would later serve as a site for Cobb School, as the 1800 lease was located in Division One, and Cobb School is located in Division Two. Tradition has it that Cobb sold or gave land to build the Cobb School.

In 1800 the four district trustees reported that there were a total of 85 scholars over the age of four and under eighteen in their respective districts:

Hazen Road - 18 scholars

Middle District - 28 scholars

Western District - 26 scholars

Eastern - 13 scholars.⁸

By 1801 it was voted to make five school districts, adding the Centre District. It was also voted that the selectmen together with the school district trustees be directed to hire a schoolmaster to teach the ensuing year. Flavel Bailey, from the neighboring town of

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Peacham, was hired to teach in the Middle District.⁹ In 1802 the first schoolhouse was built in the Middle District by Martin Fuller for \$165, money that was raised by a tax on the grand list, and was paid principally in cattle and grain.¹⁰

The influx of settlers who came to Hardwick in the first years of the nineteenth century is reflected by the school district trustees' report which states that the number of scholars had nearly doubled in four years totaling 166 scholars in Hardwick's five school districts in 1804:

Hazen Road - 48 scholars

Western - 20 scholars

Eastern - 38 scholars

Center - 40 scholars

Northwestern - 20 scholars.¹¹

It is of interest that this is the first year that the Northwestern district is recorded in town records. This district would become "District #4" in 1844, its scholars attending Cobb School.

As Hardwick continued to grow, districts were subdivided, and new schools were built. By 1810 there were 261 scholars in seven districts, and in 1815 Hardwick had nine districts containing 339 scholars. By 1840, when the population of Hardwick reached 1354, there were 426 students in eleven school districts. At this time school attendance was still not mandatory, and statistics suggest that many children stayed home to work rather than going to school.

Each district had a committee of two or three men who examined the school "Masters and Mistrisfes" and "tended to the needs" of the school. Their reports are recorded in Hardwick's annual town reports. Support of each district was raised by the committee through subscription, public and private funds. The district approach resulted in school terms and curriculum that varied greatly. In

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1826 the school term ranged from ten to twenty-six weeks, depending on district. If a district resident lived near a boundary and wanted his or her children to attend a school outside of the district, they were able to "call out" the committee, at their own expense, and the boundary of the district could be "altered" by vote at the annual town meeting. There were also private households who formed their own school district. In 1822 Sylvester Blifs formed his own school district for his four children, and in 1830 the William Chase children made up one of the eleven districts.

In 1844 it was voted at town meeting to number the school districts as follows:

Lamoille River	#1
Eastern	#2
Middle	#3
Northwest	#4
Hazen Road	#5
Alder Brook	#6
West Hill	#7
Stone House	#8
Southeast	#9
South Middle	#10
Chase or Smith	#11.

At this time District #4 represented 19 households with 45 children attending school (out of a total of 54 children between the ages of four and eighteen). Two months were taught by a male teacher who earned \$30.00, and three-and-a-half months were taught by a female who earned \$15.75. The total public money for the year was \$38.69.¹² While the inequity of the pay scale is, at first glance, dramatic, one must take into account that board was provided for women teachers, but not necessarily for male teachers..

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As early as the 1830's, reformers were urging for professional standards for teachers, and in 1845 a statute was passed requiring an examination for teachers and school superintendents. This represents the first year that a Hardwick school superintendent is mentioned in the town reports. The annual report states that A. M. Blair, N. Dennison and J. Underwood, Superintendents of Common Schools, examined and certified Hardwick teachers whose certificates are recorded in the town record.¹³ While mandatory examination was meant to insure higher quality, certificates were revoked if a person proved to be unsuitable as a teacher. One example appears in Hardwick's town report of 1868 which states that the Superintendent "revoked Sarah C. Bailey's certificate for teaching school for the following reasons: Defective discipline and injudicious management of a school, [and] setting a bad example by card playing in the school room during the school hours."¹⁴

In 1864 Vermont's school tax was lifted from pupils, thereby making education entirely free for the first time. Legislation on compulsory attendance was passed in 1870, but neither of these laws affected the number of students in District #4, which reached a plateau in the 1840's. In 1873, at a time when the number of farms in Hardwick reached a peak, there were 19 households in the rural District #4, with 45 out of 48 children between the ages of 4 and 18 attending Cobb School. Three months were taught by a male teacher who earned \$62.00 and three months were taught by a female teacher who earned \$12.00 plus board.

While the number of students remained the same from 1844 to 1873, the character of rural Hardwick schools was changing. In 1870 the Portland and Ogdensburg Railroad began construction through Hardwick, and with the railroad came a number of French-Canadian immigrants who worked on the construction crew. The initial impact on Cobb School was minimal, because most workers lived

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close to the railroad in East Hardwick and South Hardwick. At the same time the Hardwick granite industry was developing, which also attracted French-Canadian laborers. Again the initial impact was on village schools. Simultaneously, expanded markets for agricultural products and technological advancements stimulated farms to consolidate to larger, more specialized production requiring additional labor, and many French-speaking immigrants began to move into rural Hardwick, at first as laborers and later as land owners. The impact on one-roomed schools was tremendous: teachers not only had to be responsible for multi-levels of curriculum inherent in one-roomed, school settings, but were further challenged by a bilingual environment. This situation continued at Cobb School well into the mid-1900's.¹⁵

The Vermont legislature had authorized "the town system" in 1870, which made schools a function of town government rather than under district management. The purpose of this legislation was to standardize the quality and cost of education in each town, but Hardwick rejected the town system, in part because financial resources were already polarized in the urban, industrial centers, and these more populous, wealthy school districts did not want their taxes going to the poorer, rural districts. By 1892 the South Hardwick District #1 had begun to build a costly large village school to handle the influx of children related to Hardwick's expanding granite industry, and with such an investment this powerful district was in no mood to consolidate resources, but the Vermont legislature was writing a mandatory town system bill. In 1894 the town resolved the district rivalry by granting District #1, in South Hardwick, incorporation as "The Independent Hardwick Academy and Graded School District." As an incorporated district, District #1 was exempt from town control. The remaining ten districts were united under the town system, mandating a school term of twenty-four weeks, and beginning a slow trend toward centralization and eventual consolidation.

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In his annual report (that is recorded in the Town Reports beginning in 1881), the Superintendent of Hardwick Schools, began a crusade for a more healthful school environment. In 1898 a Health Officer inspected all of the schools in regard to sanitary conditions, in compliance with state legislation passed in 1897. The Health Officer's report echoed the Superintendent's recorded concerns: that ventilation and heating were deficient in all Hardwick schools. The report did state, however, that Cobb School was in very good condition due to the extensive repairs that had been made with a new floor laid, all new seats put in, the room papered, windows repaired and the house painted.¹⁶ By 1904 the State Board of Health began to set standards for the sanitation, ventilation, and lighting of public schools, which led to the installation of a bank of windows at Cobb School in 1910, (referred to as "banking" in the town report).¹⁷ The school was electrified in 1915. Further improvements to school buildings were made possible by a 1925 act of the legislature, authorizing more state aid to education, ear-marked to improve and standardize rural schools. Some of these funds were used at Cobb School to install a second bank of windows, improve the interior of the school and to install concrete steps in the front.¹⁸ The building was never equipped with running water while it served as a school, and a pail had to be brought in each day from either a neighbor's well or a babbling spring located well behind the schoolhouse in the woods. A privy was located directly behind the building, but eventually chemical toilets were installed.¹⁹

Throughout the 1890's and early 1900's Hardwick's Superintendent's Reports repeatedly urged consolidating schools. Adoption of the "town system" in 1894 began this process and the "graded system" continued the trend in 1906. Under this system the Superintendent prepared a standardized exam that was given to each student in a

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particular grade throughout the town. If a student answered 75% of the exam correctly he or she could advance to the next grade.²⁰

While standardization was slowly implemented, residents rejected consolidating schools in part because of the sense of community that surrounded each district. Cobb School not only served as a district schoolhouse, but was also a social center with annual Christmas and Halloween parties, box suppers, Arbor Day celebrations and Memorial Day remembrances. Nevertheless, the cost-per-student to operate small schools was escalating in proportion to the decreasing number of students attending these schools. In 1934 it cost \$50.32 per student to educate a student in District #4 compared to the town average of \$36.58. There were seventeen students attending Cobb School.²¹ By 1945 the number of students had dropped to seven. The school closed at the end of the 1945-46 school year. Because of its house-like design, Cobb School was readily adapted for use as a residence.

Cobb School is significant under National Register criteria C for its vernacular Greek Revival architectural style. In School Architecture, published in 1838, author Henry Barnard proposed that impressive school buildings would inspire pupils to learn. Barnard wrote that the Greek Revival style was an appropriate architectural style, because "every schoolhouse should be a temple, consecrated in prayer to the physical, intellectual and moral culture of every child in the community."²² District #4 chose a simple, practical interpretation of the Greek Revival style that was probably adapted by a local builder from available plan books. The Greek Revival style was very popular in Vermont from the 1830's through the 1870's and enjoyed widespread use in residences, commercial, religious and municipal buildings. The Cobb School, with its bold corner pilasters supporting a full entablature, embodies the principles of Barnard in a vernacular interpretation that suitably relates to its rural setting.

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NOTES

- 1 Hardwick Town Report, Vol. 1 pg. 3.
- 2 Ibid., pg. 17-18.
- 3 The Vermont Historical Gazetteer wrongly states that this first school meeting was held in the Middle District rather than the Western District as was recorded in the Town Report.
- 4 Ibid., pg. 21.
- 5 Ibid.
- 6 Esther Albee, manuscript, The Judevine Library, Hardwick, VT.
- 7 The Hardwick Land Records, Vol. 1, pp. 107-110, has record of the 1800 indentures of the "English reading, writeing and arithmitick" school lands that were leased to John Cobb and Samuel Weeks for a sum of \$14.73 or fourteen bushels and three pecks of wheat each, or a lump sum of \$245.50 for all rents thereafter.
- 8 Ibid., pg. 26.
- 9 Abbey Marie Hemenway, ed., The Vermont Historical Gazetteer, Vol. 1, Burlington, VT.: Miss A. M. Hemenway, 1868, pg. 325.
- 10 Ibid., pp. 325-6.
- 11 Hardwick Town Reports, Book 1 pg. 53. It is curious that this year the Middle District was not represented when this district had built a new schoolhouse two years earlier, but the Hardwick School Reports up to 1880 often left out individual district statistics. These omissions might be interpreted as an indication that school was not held in that particular district for the year, or possibly the trustee did not file a report that year.
- 12 Hardwick Town Report, Book 3, pg. 44.
- 13 Hardwick Town Report, Book 3, pg. 96.
- 14 Annual Town Report of the Town of Hardwick, March 1868.

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- 15 Blanche Earle and Ruby Perry, Hardwick, VT. Interview with author. August, 1991.
 - 16 Annual Town Report of the Town of Hardwick, March 1898.
 - 17 Annual Town Report of the Town of Hardwick, March 1910.
 - 18 Blanche Earle, Margaret Speir, Francis Holcomb, Eleanor McQuillen, Hardwick, VT. Interview with author. August, 1991.
 - 19 Blanche Earle and Ruby Perry, Hardwick, VT. Interview with author. August, 1991.
 - 20 Annual Town Report of the Town of Hardwick, March 1906.
 - 21 Annual Town Report of the Town of Hardwick, March 1934.
 - 22 Andrew Guilliford, America's Country Schools, Washington, D. C.: The Preservation Press, 1984, pg. 167.

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10. Geographical Data

Verbal Boundary Description

The deed for Cobb School is recorded in Volume 82, page 489 of the Hardwick Land Records, where the property is described as being the so called Cobb Schoolhouse property consisting of a plot of land with buildings thereon, consisting of one acre, more or less, lying westerly of and adjacent to Bridgman Hill Road, the road leading from Hardwick Village toward Craftsbury VT. Boundary of the Cobb School property is approximately a rectangle that begins at the west side of TH 10 or Cobb School Road (historically known as Bridgman Hill Road), at the northernmost point of its junction with Sanborn Cemetery Road, proceeding northerly 150' along the west side of TH 10, then proceeding westerly 200' in a line parallel to the sides of the schoolhouse, then proceeding southerly 150' in a line parallel to TH 10, then proceeding easterly to the point of origin.

Boundary Justification

The boundary includes the Hardwick District #4 Cobb School and its schoolyard, which contains a variety of maple, apple and pine trees that were historically associated with the schoolhouse.

OTHER

Property Owner: Eleanor Nicholai McQuillen, MD
Cobb School
P.O. Box 63
Greensboro, VT 05841-0063