

United States Department of the Interior
National Park Service



1170

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 William H. McElwain School

other names/site number N/A

2. Location

street & number 250 Main Street

<input type="checkbox"/>	not for publication
<input type="checkbox"/>	vicinity

city or town Bridgewater

state Massachusetts code MA county Plymouth code 023 zip code 02324-1424

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

November 20, 2012

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

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:)

for Edison H. Beall

Signature of the Keeper

1.14.13

Date of Action

McElwain, William H., School
Name of Property

Plymouth County, MA
County and State

5. Classification

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

Category of Property
(Check only one box.)

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

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

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

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

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

Number of contributing resources previously listed in the National Register

N/A

N/A

6. Function or Use

Historic Functions
(Enter categories from instructions.)

Current Functions
(Enter categories from instructions.)

EDUCATIONAL: school

VACANT

7. Description

Architectural Classification
(Enter categories from instructions.)

Materials
(Enter categories from instructions.)

LATE 19th & 20th CENTURY REVIVALS: Classical
Revival

foundation: Concrete
walls: Brick
Cast stone
roof: Rubber membrane
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

Built in 1912, the **McElwain School** was designed in the Classical Revival style by the architectural firm of Loring and Phipps. It is a two-story brick building on a raised basement, with a flat roof and symmetrical five-bay façade that features recessed front entries flanking the central bays (photo 1). Located just northwest of the historic central business district (LHD 2001), the school stands on approximately two acres of land (83,900 square feet). Behind the school is a former basketball court that is now used for parking. To the rear of the parking area is a one-story, modular classroom building with a footprint similar to that of the McElwain School. Vacant since 1997, the McElwain School, modular building, and the parking lot are located on the front half of the rectangular, narrow, and deep lot; the rear of the lot remains undeveloped (see site plan).

The McElwain School is the only contributing historic resource on the nominated property. According to the Bridgewater town records, the modular building dates to the 1980s. Both the modular building and the parking area (categorized as a site) are noncontributing resources.

Narrative Description

A well-preserved example of an early 20th-century public school building, the McElwain School is located on the southwest side of Main Street, a major thoroughfare that links Bridgewater to neighboring West Bridgewater. The school is in a largely residential neighborhood, approximately one-half mile northwest of Bridgewater's historic town center (LHD, 2001). The buildings immediately surrounding the school are generally Colonial Revival and Queen Anne-style houses built in the late 19th century. To the east of the school, as one nears the town center, the houses become gradually larger and more elaborate examples of these same styles. In contrast, the houses to the west of the school are more modest, and are interspersed with mid and late 20th-century dwellings constructed as part of larger residential developments. Among the latter is a substantial Housing Authority project located just northwest of the school. These real estate developments stand on former industrial sites shown on historic maps. Both the 19th- and the 20th-century developments could be characterized as suburban, with the buildings located at regular intervals on relatively large lots.

Site

The McElwain School stands on an approximately two-acre lot that runs roughly north to south. The land was originally two separate parcels (see assessors map 20, parcels 40 and 41). The larger of the two (parcel 40) contains the school building, parking area, and playground. Parcel 41, which was added to the school site in 1955, is partially paved but otherwise undeveloped. Since there is no visual distinction between the parcels, the remainder of this description will consider both parcels as one.

The McElwain School site is fairly level, with a slight downward grade toward the sides and rear. The school faces north and is set back approximately 50 feet from Main Street, behind a semicircular asphalt driveway. At the center of the driveway is a landscaped area with various shrubs and two small coniferous trees, surrounded by mowed grass with metal bollards around its edge. On either side of the driveway, mowed lawns extend approximately 50 feet back from the road to end roughly even with the front of the school on the west side, and just behind the front façade on the east. On the east side, the mowed lawn is open, with metal bollards along its rear (south) edge. Three large, mature trees are well-spaced

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along the east property line. On the west side, the lawn area is bordered along its rear (southern) edge by large, overgrown shrubs originally planted to screen the parking areas located along the west side of the building. Metal bollards, matching those at the center and east of the school, line the southern edge of this area as well. A second driveway, located to the right of this lawn area along the west property line, provides access to the parking and playground areas to the right and rear of the building. Three large, mature trees also run along this property line, but all three are surrounded by asphalt paving rather than lawn.

The formal landscaping on the site ends at the front (north) façade of the school. The area on either side of the school itself is paved in asphalt with patches of concrete at random intervals. This paving, which continues directly behind the building to roughly the center of the site, contains two deteriorating basketball hoops and retains some faint game-related markings. Obviously a former playground, the pavement was at some point relined for parking spaces, also faded. The paving throughout the property is broken and in deteriorating condition, particularly in the southwest corner of the parking area.

Directly south of the paved playground area is the only additional building on the site—a one-story, modular classroom with a rectangular footprint roughly comparable to that of the McElwain School. The prefabricated, utilitarian building, which the Bridgewater assessor's records date to 1985, stands on piers and is sided with vertical plywood boards. Its rectangular casement windows are covered by metal grills, and unadorned entries are located on the north, east, and west elevations. At all entrances the stairs, and, in some cases, the landings, have been removed to prevent access. Four air conditioning condensers are located at opposite corners of the flat roof. The building, which appears to have been vandalized, is badly deteriorated. Portions of the upper wall siding are missing, and the frame is open to the elements. (An abandoned tractor trailer, shown in the aerial view/site plan, at the rear of the paved playground area between the school and modular building, has been removed.)

The rear (south) half of the site is undeveloped, as is the area to the west of the paved playground behind the school. Both areas may once have been used as playing fields for the school, but are now overgrown. A small section of the play area to the west of the modular building has been enclosed by a chain link fence, but there are no play structures or other items to suggest its intended use.

The perimeter of the property is defined by wild shrubbery and a mix of fencing. A chain-link fence extends around the rear half of the lot. A wood stockade fence runs along the northern portion of the east lot line from the sidewalk to a point roughly even with the school's front façade, before transitioning to chain-link fencing. Along the west property line, chain-link fencing extends from the rear of the property to a point roughly even with the front façade of the school. The rest of the property line extending to the sidewalk is open to the adjacent property.

Exterior

The Classical Revival-style McElwain School (photo 1) consists of two stories over a raised basement. Rectangular in plan, the building is five bays wide and four bays deep. The façade (north) is distinguished by three projecting central bays, with windows grouped in a 2-1-2 pattern. The four-bay side elevations (photos 2, 4) contain groups of windows in each bay, for a total of thirteen windows (2-3-4-4). With the exception of two round windows, sash throughout the building are aluminum replacements believed to date to the 1990s. The original material of the sash is assumed to have been wood. The building has 6/2 double-hung sash on the first and second stories (photo 7), and 3/3 double-hung sash or six-light awning windows in the basement level (photos 1, 2, 4). Although the clarity of historic photos (image 18) makes the original window configuration difficult to confirm, this current muntin pattern appears to be consistent with the original design. In contrast to the replacement windows, the exterior doors are all mid to late 20th-century metal or metal and glass replacement units, with little or no attention given to matching or replicating original elements.

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Each elevation has at least one entrance to the building. The raised basement is faced with cast stone, and the first and second stories are covered with brick. Among the building's outstanding features are its patterned brickwork, which includes variegated panels of basket weave laid on the diagonal (photo 6), and relief panels studded with gray-flare headers. The decorative panels are located beneath the windows on the first and second stories on the front and side elevations. Other trim includes horizontal and vertical bands of cast stone. The symmetry and general formality of the design is indicative of Classical Revival influences, as are the cast-stone cornice and the segmental arches framing the entries. The materials used on each story of the building are consistent on all four elevations, with the level of architectural detail gradually diminishing as one moves from the facade to the rear elevation.

The Classical cast-concrete cornice wraps around the front and side elevations, terminating at the corners of the rear (south) elevation. A brick parapet with metal coping rises approximately one foot above the cornice. Historic images of the building show that the current flat-topped parapet was originally a stepped parapet that appears to have had cast-stone coping (photos 17, 18). At the center of the façade, the parapet was further detailed with a stepped, cast-stone tablet bearing the name of the school. Today, all that remains of that tablet is a band of cast stone centered in the parapet just above the cornice. The name of the school is painted on a wooden band centered on the façade between the first- and second-story windows. The date of the alterations to the parapet and signage are unknown. Behind the parapet lies the flat roof of the building itself. The roof's rubber membrane EPDM material is directly adhered to a new insulation layer placed over the original wood roof sheathing. It was installed in 2002, and is in very good condition.

A single chimney with no architectural detailing is visible in the Northeast corner of the roof (photo 1). Repointed in 2002, the chimney is of slightly different brick from the rest of the building, and it lacks what may have been stone coping or corbelling that appears in historic photographs. These differences suggest that the chimney was rebuilt.

The façade of the building faces north onto Main Street (photo 1). Its three central bays project approximately three feet forward from the plane of the façade. The three central bays are devoted primarily to fenestration, with a pair of 6/2 double-hung sash on both the first and second stories of the second and fourth bays, and a single double-hung sash of the same configuration in the third (middle) bay. At the basement level, two nearly square, 3/3 double-hung, sash are located in both the second and fourth bays, with no windows in the middle bay. Cast-stone trim creates a grid across the first and second stories of the projecting section, and defines each of the window openings. Below each window is a rectangular (or square in the case of the third bay) raised panel of patterned brick studded with gray-flare headers. Between the first- and second-floor windows is a rectangular, painted wood sign that reads: "W.H. McELWAIN SCHOOL."

The first and fifth bays of the façade contain the main entrances to the school, which are located within projecting segmental-arched porches (photo 5). The entrances are positioned approximately halfway between the basement and first-floor levels of the building, and are reached by five cast-stone steps. The arched roof of the open porch extends out over the five steps to a point just short of the face of the projecting central bays, creating a fully covered and recessed entry. The porch was enclosed in the mid to late 20th century with metal-framed, plate-glass doors located at the center of the archway at the top of the steps. (What appear to be the original exterior doors are now part of a vestibule, and are described below with the interior.) Each pair of modern glass doors is surrounded by a single-paned, glass sidelight and topped with an opaque transom panel painted mustard yellow. The exception to this is the left half of the pair of doors in the far left entrance of the façade, which is a white, painted metal door with a single rectangular glass panel in its top half.

The low segmental arches of the entrance porches are topped with a stepped parapet, similar to the one originally located around the roof. The cast-stone canopy is supported by red-brick posts, each of which is decorated with a cast-stone pendant. Above each entrance is a single 6/2 double-hung sash window, surrounded by cast-stone detailing similar to that found in the central bays. These windows are located midway between the first and second floors. A large panel of recessed basketweave brickwork extends from the top of the window to the cornice (photo 6).

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Both the east and west elevations are comprised of four bays (photos 2 and 4). In the bay closest to the front façade the windows are located at mid-floor levels, with three six-light awning windows at the ground level, two square, 3/3 double-hung sash between the basement and first story, and a pair of 6/2 double-hung sash located between the first and second stories. A round, four-pane window surrounded by four projecting cast-stone keys is centered between the pair of 6/2 sash (photo 7). Vertical bands of cast stone extend from the basement level to the cornice flanking each pair of windows. A raised panel of brickwork studded with gray-flare headers is centered below the lower pair of windows, and the wall between the upper pair of windows and the cornice is decorated with a diagonal brick basketweave pattern.

The second from the front bay on the side elevations includes a wide ground-level entrance behind a low, segmental-arch, cast-stone surround. The surround—a less ornamental version of the segmental arches on the façade—is supported by cast stone rather than brick. Along the upper edge of the segmental arch is a simple band of wood trim. The doors themselves are replacements, consisting of a white, painted metal door with a single rectangular glass panel in the top half.

Above the entrance on both the first and second stories are a group of three 6/2, double-hung sash. The second-story windows are slightly shorter than those found elsewhere on the building, to accommodate the entrance below. Each set of windows is enclosed by cast-stone trim, and the second-story windows are further detailed by a drip molding above the lintel. Raised, variegated brickwork panels studded with grey-colored flare headers can also be found in this bay above and below the first story windows.

The rearmost two bays on the east elevation are nearly identical in form and detailing. Each bay has four evenly spaced, 3/3, double-hung sash in the basement level and four evenly spaced, 6/2, double-hung sash on each of the first and second stories. The same cast-stone detailing encloses each floor of windows, and raised rectangular panels of brickwork studded with gray-colored flare headers can be found between each story. The rear two bays of the west elevation are nearly identical to those on the east side, with one exception. The rearmost bay on the west elevation has a door instead of a window in the basement level. This simple rectangular entrance is set into the foundation at the same depth as the surrounding windows, and lacks any form of detailing or entrance surround. A review of the original floor plans (attached) for the basement level does not show an entrance in this location, and it is possible that the opening is an alteration.

Although the rear (south) elevation lacks fenestration, its largely blank expanse is enlivened by brick panels and corbelled arches (photo 3). Near the center of each story are narrow, single-door entrances reached by a fire escape. The fact that the doors are not aligned vertically is explained by the original floor plan, which shows that a projecting, central exterior stairwell rose from the basement to the second floor. The doors were staggered in order to meet the landing of the stairs at each story. The enclosed stairwell may have been removed and replaced with a fire escape when the second-floor auditorium was converted to classrooms. Both the first- and second-story doorways have corbelled, round-arch, hood molds. Each hood detail is made up of four courses of rounded brickwork, ending in a pendant on either side. Within these hoods, the doors themselves are disproportionately small, suggesting that the openings were altered to accommodate the existing replacement doors, which are white painted metal with a single rectangular glass panel in the upper half. At the basement level, the door is recessed into the foundation and lacks architectural detailing.

Flanking the central bay and fire escape are projecting, rectangular brick panels with brick frames. Unlike the panels used to decorate the front and sides of the building, however, these panels do not utilize patterned brickwork.

The cast-stone cladding at the basement level has been painted with an aquatic-themed mural (photo 3). The only decoration added to the exterior of the building since its construction, the mural is a full-color depiction of the open sea floor including a whale, turtles, seals, and various other fish and aquatic animals. According to a local historian, the mural was completed as part of a school project in 1996. Although somewhat faded, it is in good condition.

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After the photos were taken for this nomination, the glazing in the upper section of the rear exterior doors was boarded over, and the portion of the fire escape leading from the ground to the first story was removed.

Modern technology has been accommodated in the building through the addition of electrical wiring and conduits along the east elevation, and the addition of a safety lighting and alarm system on the façade.

Interior

The school's interior plan of classrooms and halls, including the original entrances, is largely intact, with the exception of a second-floor auditorium at the rear of the building, which was converted into two classrooms at an unknown date (see floor plans). The building also retains important original interior features, including cabinetry, wood floors and trim, interior transom lights and doors, and staircases (photos 8-16). The school includes five classrooms on first floor and five on the second floor. Toilet rooms, utilities, and the cafeteria are in the basement.

The building is designed with a T-shaped, central corridor. The symmetrical plan has two original main entrances, one in each end bay of the façade (north elevation). As noted above, the main entry porticos are now enclosed by modern glass door units, transforming the portico into an interior vestibule leading to the original entries. At each entry, paired, six-panel wood doors lead to the interior of the building. Each pair of doors features a 28-light segmentally arched transom, and each pair is separated by a sidelight (now covered with plywood). Both the doors and their hardware are intact, but portions of the wooden door surrounds are damaged or missing and have been boarded over with plywood. Because the configuration of the wooden doors is similar to that shown on the 1912 rendering of the building (image 17), the doors are believed to be original.

The entry doors lead to another small vestibule, which has a varnished beadboard ceiling, crown molding, plaster walls, a small clerestory window with a varnished wood window frame, and an aluminum replacement window. The south wall of this vestibule has double doors with a single central sidelight. These doors mirror the main entry doors with their large wooden frames and 28-light, segmental-arch transoms (photo 8).

These vestibules lead to landings in the two main stair halls (photo 9). Each stair is entered one-half story down from the first floor, and the vestibule opens onto the mid-point landing. The stairs have wood treads with simple handrails attached to raked, vertical-paneled wainscoting. The stairs also include a wood balustrade with simple square balusters and paneled square newel posts with caps (photo 11). At an intermediate landing on the first floor, the balustrade includes wire mesh. The stairhalls also include some fairly minimal alteration, such as wooden shelving superimposed on a wardrobe area.

The basement is similar in plan to the two upper floors, with the same central T-shaped corridor leading to the boys' and girls' bathrooms, lunch room, mechanical rooms, and storage rooms. A multi-spout drinking fountain that was shown in the original 1912 plans remains intact, as do other early fixtures throughout the building (photo 16).

The first and second floors include five classrooms each, which are accessed by the central T-shaped corridors. One of the five classrooms on each floor is located centrally at the front (north) side of the building, with a bank of five large aluminum replacement windows with original wood architraves overlooking the front yard of the school (photo 13). The remaining four classrooms on each floor are located on the east and west sides of the building along the central corridor. These classrooms include banks of four large windows overlooking the side yards of the site. The classrooms include built-in wooden cupboards with glazed doors and drawers (photo 14) as well as blackboards (and some newer white boards), baseboard molding, interior clerestory windows, and wood floors.

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The second floor originally included three classrooms and an auditorium spanning the rear (south elevation) of the building. At some point the auditorium was converted into two classrooms, accessed by an extension of the central corridor. At the original terminus of the corridor, double wood doors mark the entrance to the former auditorium.

Archaeological Description

While no ancient Native American sites are known on the William H. McElwain School property, sites may be present. Five ancient sites are recorded in the general area (within one mile). Most known sites are located on riverine and stream terraces bordering the Town River and its tributaries, located to the north and east of the school property. One site, the Town River Site (19-PL-513), is located less than 1,000 feet north and east of the school, on a terrace bordering the south bank of the Town River. The site contained a low-density concentration of chipping debris, a quartz bifacial tool fragment, and 19th-century historic artifacts. The site was interpreted as a small, low-density type site.

Environmental characteristics of the property generally represent locational criteria (slope, soil drainage, proximity to wetlands) that are favorable for the presence of Native sites. The school occupies level to moderately sloping terrain in close proximity to wetlands. The soil type in the area is well drained and formed in a thin mantle of loamy material overlying sandy glacial till. Soils are also listed as very stony, a characteristic that may reduce the overall site sensitivity for this location. The Town River lies slightly less than 1,000 feet northeast of the school, and a small intermittent stream a similar distance to the southwest. The entire town of Bridgewater lies within the Taunton River drainage.

Given the above information, the size of the nominated property (approximately two acres), the extent of historic land use, and the fact that the rear half of the lot is undeveloped, a moderate to high potential exists for locating ancient Native American resources on the William H. McElwain School property.

A high potential also exists for locating historic archaeological resources on the school property. Structural evidence may survive from a dwelling (probably 19th century, possibly earlier) reported on the school property when it was owned by Joseph Furgeson in 1879. By 1903, the lot was combined with an adjoining ten-acre lot, and no longer contained any buildings. Structural evidence may also survive from a small barn or shed (no longer extant) shown on a post card as being located west of the school shortly after its construction in 1913. Since the site was reported to be vacant when it was sold in 1912, and there is no evidence in any town records of the removal of a building from this site prior to construction of the school, it has been suggested that it was constructed or moved to the site during construction of the school. No other photographs of the site during that period show the barn. Structural evidence of additional barns and outbuildings related to the school and to the dwelling reported in 1879 may also exist. Archaeological evidence of occupational-related features (trash pits, privies, wells) related to the dwelling may survive. Occupational-related features associated with the school (1912-13) are unlikely; however, below-ground utility lines (water, sewage, power) should be present.

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8. Statement of Significance

Applicable National Register Criteria

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

- A Property is associated with events that have made a significant contribution to the broad patterns of our history.
- B Property is associated with the lives of persons significant in our past.
- C Property embodies the distinctive characteristics of a type, period, or method of construction or represents the work of a master, or possesses high artistic values, or represents a significant and distinguishable entity whose components lack individual distinction.
- D Property has yielded, or is likely to yield, information important in prehistory or history.

Criteria Considerations

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

Property is:

- A Owned by a religious institution or used for religious purposes.
- B removed from its original location.
- C a birthplace or grave.
- D a cemetery.
- E a reconstructed building, object, or structure.
- F a commemorative property.
- G less than 50 years old or achieving significance within the past 50 years.

Areas of Significance

(Enter categories from instructions.)

- Architecture
- Community Planning and Development
- Education

Period of Significance

1912-1962

Significant Dates

1912—original building

Significant Person

(Complete only if Criterion B is marked above.)

Cultural Affiliation

Architect/Builder

Loring and Phipps (architects)

Briggs, Harry C. (contractor)

Period of Significance (justification)

The period of significance begins with the building's construction in 1912 and ends in 1962, at the standard 50-year cutoff for historical significance. The school was actively used as an elementary school through this period.

Criteria Considerations (explanation, if necessary)

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

The 1912 McElwain School meets National Register Criterion A for its association with the growth and development of Bridgewater in the decades around the turn of the 20th century. A thriving mill town, Bridgewater reflected the region's broad pattern of industrialization at that time. In fact, the school is named for William McElwain, one of the town's leading industrialists, who had served on the school committee. The school, which stands on land donated by McElwain's family in his memory, served the town as an elementary school continuously from 1913 to 1997, educating generations of Bridgewater residents.

The McElwain School also meets National Register Criterion C because it is a well-preserved and representative example of a Classical Revival-style, early 20th-century school building. Designed by the prominent architecture firm of Loring and Phipps, the McElwain School is a fine example of their work. In addition, because the school has experienced little alteration and has never been enlarged, it is the most intact Loring and Phipps-designed school that has been identified in Massachusetts to date. The McElwain School retains integrity of location, design, setting, materials, workmanship, feeling, and association, and is significant on the local level.

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

Architecture:

Designed in the Classical Revival style, the McElwain School is a two-story, red-brick building on a raised basement. It is a fine example of an early 20th-century public school and of the work of the architectural firm Loring and Phipps, which that designed numerous public schools and other municipal buildings in New England.

Community Planning and Development:

The establishment of numerous factories in Bridgewater at the end of the 19th century brought rapid industrialization to the area, resulting in the growth of both immigrant populations and families with school-age children. By the early 20th century, this trend had led directly to a demand for increased public school capacity, which the McElwain School was constructed to meet. Designed to take into account the future needs of the community, the McElwain School allowed the town to close two schools, Main and East, while still allowing additional room for future growth.

Developmental history/additional historic context information (if appropriate)

Growth and Development of Bridgewater

The abundant natural resources found in the lands encompassed by present-day Bridgewater have long made it an attractive area for settlement. The Pokanoket Nation of Native Americans, who trace their lineage back thousands of years, were the first known settlers of this area, which at the time incorporated all of southeastern Massachusetts in addition to Cape Cod, Nantucket, and Martha's Vineyard. The Pokanoket people are recognized historically as the natives who celebrated the First Thanksgiving with the Pilgrims in 1621 in nearby Plymouth. (Pokanoket Tribe/Wampanoag Nation)

Colonial settlement in Bridgewater began around 1649, with formal incorporation in 1656. European colonists took advantage of the area's fertile soils and woodlands as well as the nearby Taunton River and its tributaries, and the

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community quickly grew (Allen 1899, 20-22). While primarily an agricultural town in these early years, over time manufacturing took precedence. Capitalizing on the waterpower available in Bridgewater's rivers and streams, industries such as forges, sawmills, grist mills, and tanneries quickly developed throughout the 18th century. As a result, Bridgewater grew to incorporate four separate parishes: North, East, South, and West. These parishes split into separate towns between 1821 and 1823, with South Parish becoming Bridgewater, West Parish becoming West Bridgewater, North Parish becoming Brockton, and East Parish becoming East Bridgewater (Moore 2006, 2-3; Allen 1899, 20-22; *MHC Reconnaissance Survey Town Report: Bridgewater* 1981, 1).

The period that followed would bring significant changes to the town of Bridgewater, and lay much of the groundwork for its present form. Many of its leading institutions had their start in this period as well. Plymouth County's first Normal School for the preparation of teachers opened in Bridgewater in 1840. The present-day Town Hall building was constructed in 1843. The present Unitarian church (First Parish Church on School Street) was built in 1845. Lastly, and perhaps most important to the town's future industrial growth, the railroad from Boston opened in 1846 with the construction of a train station on Broad Street. (The old train station on Broad Street is currently home to Burger King.)

Bridgewater's Early Educational Prominence

Bridgewater's history as a leader in regional education reflects the importance of public education in Massachusetts which boasts the first Latin Grammar School (Boston Latin School), the first higher education institution (Harvard College), the first public high school (Boston English High School), the first state-funded school for teacher education (the Normal School in Lexington), and the first mandatory school attendance law. Massachusetts also lays claim to Horace Mann (1796-1859), the father of the Common School Movement, who served as Secretary of the Massachusetts State Board of Education prior to serving in U.S. Congress (Sass 2010).

With this in mind, it is not surprising that Bridgewater also placed education at the forefront of its civic responsibilities at an early date. Bridgewater's first schoolmaster, Nathaniel Brett, was appointed in 1694. By the mid 18th century, the town was divided into four quarters, or "ricks," with each rick to be served by a dame school that instructed small children in reading. This number would increase to eight ricks by 1771 (Doherty 1976, 101).

Bridgewater's next steps in educational development would take place at a regional scale. According to Bridgewater's "Tour of the Town," written by local historian James Kenneth Moore, the Bridgewater Academy was opened in 1799 in response to a new state law calling for the establishment of an academy for the use of the students of Plymouth County for college preparation, as there were no high schools at that time. Students came from all over the county and boarded in the large houses located around the town Common. After public high schools were established, the Bridgewater Academy closed, leasing its building at 66 Central Square to the town for use as a public high school. Today, the building holds several of Bridgewater's municipal offices.

Due in large part to the success of the academy, Bridgewater became a respected educational center in the early 19th century, leading to the establishment of Plymouth County's first Normal School here in 1840. Founded by Horace Mann, it was one of the first schools nationally for the preparation of teachers (along with the 1839 Normal School in Lexington), and a precursor to the existing Bridgewater State University.

By 1876, the town's educational system had grown to fourteen public grammar schools, in addition to the academy. The schools were the Centre, Pratt, Sprague, East, Auburn, Flagg, Bates, Scotland, Main, Wilbar, South, Blackstone, Bassett, and Prospect schools (Doherty 1976, 103). As the turn of the 20th century approached, however, the growing population outstripped the capacity of these schools, and town officials began to advocate for the construction of a new school that

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could accommodate classrooms for each grade. The construction of the McElwain School in 1912 would address these needs and provide enough classroom space to close the Main and East schools (*Bridgewater Annual Report* 1913).

William H. McElwain and the Shoe Manufacturing Industry

Bridgewater's prominence as an educational center grew throughout the 19th century along, with its importance as an industrial center. The abundant waterpower made Bridgewater an attractive location for factories and mills of all kinds, and a wide variety of manufacturing enterprises were established in Bridgewater during the early and mid-19th centuries, including the Bridgewater Ship Yard in 1801; Carver Washburn and Company (cotton gin manufacturers) in 1816; a paper mill in the Pratt Town neighborhood in 1823; Hooper and Townsend brick manufacturing in 1826; the Perkins Iron Foundry in 1848; and, by the mid-19th century, shoe production (Moore 2006, 20-23; Allen 1899, 23).

This rapid industrialization and the associated population growth would result in the construction of the McElwain School, which was named in honor of William Howe McElwain (1867-1908), founder of W.H. McElwain Company, a shoe manufacturer that was Bridgewater's leading employer during the first decade of the 20th century (Spence 2008, 33). The original W. H. McElwain shoe factory, built in 1894, burned down and was rebuilt by a group of stockholders in 1898. After his death, William McElwain's family purchased and donated the land upon which the school stands.

Born in Charlestown MA, William McElwain began working in the George M. Burt Company shoe factory at the age of 18. In 1894, at age 27, he founded the McElwain Company and became a pioneer in the mass production of shoes (Pearson 1917, 40-41; Waters 1909). W.H. McElwain lived in Bridgewater from 1894 to 1904, when he moved his family and his office to Boston. As a Bridgewater resident, he was an active and respected member of the community, serving on the Bridgewater School Committee from 1900-1905 (*Bridgewater Town Reports* 1900-1905).

By 1901, McElwain's Bridgewater factory employed 725 workers and produced 4,200 pairs of shoes daily. By 1910, the company was recognized as a world leader in shoe manufacturing (Spence 2008, 34). All of this growth did not come without a price, however, because the McElwain Company became a notable example of early 20th-century labor struggles. The company experienced tense labor relations between 1903 and 1915. Shortly after the establishment of Local Branch 357 of the Boot & Shoe Workers' Union in 1903, the union was frustrated by McElwain's refusal to put the union label in the company's shoes. The workers went on strike in November 1906 (Spence 2008, 37-43; Fitz-Filbert 1909) which led to a riot when the McElwain Company brought in strike-breakers from one of its New Hampshire factories.

Labor relations remained tense until well after W.H. McElwain's sudden death at Corey Hill Hospital in Brookline on January 10, 1908 (Fitz-Filbert 1909). In fact, on March 12, 1912, just eight days after a Town Meeting vote to appropriate funds to build the new school building and accept the land donation from W.H. McElwain's brother and sister-in-law, the workers at the McElwain factory went on another major strike, mostly over wages and management's refusal to work with the Bridgewater Local Union and the Massachusetts State Board of Arbitration.

The McElwain labor strike continued throughout the construction of the McElwain School. Then, in 1915, the McElwain Company closed the Bridgewater factory and consolidated the business at its New Hampshire factories (Spence 2008, 43). After the Bridgewater factory closed, the workers formed the Bridgewater Workers Cooperative Association, which developed a new, cooperative shoe factory.

Labor disputes aside, W.H. McElwain's accomplishments were admired by his peers. Louis D. Brandeis, who was at one time a legal adviser to the McElwains and who became a U.S. Supreme Court justice in 1916, used W.H. McElwain's career as an example of "real success" in a commencement speech given at Brown University in 1912, when the McElwain School was under construction:

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It was such real success, comparable with the scientist's, the inventor's, the statesman's, which marked the career of William H. McElwain of Boston, who died in 1908 at the age of forty-one. He had been in business on his own account but thirteen years. Starting without means, he left a fortune, all of which had been earned in the competitive business of shoe manufacturing, without the aid of either patent or trademark. That shows McElwain did not lack the money-making faculty. His company's sales grew from \$75,957 in 1895 to \$8,691,274 in 1908. He became thus one of the largest shoe manufacturers in the world (Brandeis 1912).

History of the McElwain School

Bridgewater's rapid industrial growth and its early prominence as an educational center provide important background for understanding the importance of the McElwain School to Bridgewater at the start of the 20th century. In the 20 years between 1890 and 1910, Bridgewater's population grew over 80%, from 4,249 in 1890 to 7,688 in 1910 (USGenWeb Genealogical Site for the Town of Bridgewater, Massachusetts, Plymouth County). This population growth overwhelmed Bridgewater's public school system, which had a total enrollment of 874 students in 1909. In the annual report of that year, the town's Superintendent of Schools wrote:

Since schools opened in September there has been an unusual increase in the number of pupils and already some of the rooms are taxed to their full capacity. This increase has been due to new families coming into town, attracted hither by new business enterprises established during the past year. If present business conditions continue, as we have every reason to believe they will, something will have to be done to provide more rooms . . .

In some instances the rooms are filled to their utmost capacity. Some of the pupils have absolutely no knowledge of the English language.

Under such conditions the teacher with four grades can give very little attention to the individual needs of the pupils. Consequently the work suffers. We cannot expect a teacher to do excellent work with the forty or more pupils divided among four grades.

By 1911, the situation had become untenable. As the School Committee of Bridgewater reported in that year:

The present schoolhouse facilities have been and are completely outgrown....

The Committee is of the opinion that the time has come when a new schoolhouse in the center of the town is absolutely necessary, and the building of the same cannot be postponed. From a somewhat careful study of the situation, your Committee feels that a new building of a least eight rooms, but so constructed that two additional rooms can hereafter be added to the same as part of a comprehensive plan, will be needed in order to take care of the present and the probable future school population (Bridgewater Annual Report 1911).

The School Committee's plan was to abandon the Main Street schoolhouse, which was located near the West Bridgewater town line, in favor of the proposed new school. The School Committee requested the town approve a special appropriation of \$50,000 for the new school building, equipment, and the estimated cost of the land.

Town Meeting accepts Land Donation and Funds new School

On March 4, 1912, Town Meeting voted to appropriate \$46,000 to build the new school in accordance with plans prepared by Loring and Phipps, Architects, of Boston, and to accept a donation of land in memory of W.H. McElwain from his brother and sister-in-law, James Franklin McElwain and Mary Barton McElwain, for the purpose of building the McElwain School (Bridgewater Annual Report 1912).

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The 1912 Bridgewater Annual Report documents the Town Resolution accepted by vote of Town Meeting on March 4, 1912 to build the school in memory of W.H. McElwain:

Whereas, James Franklin McElwain of Boston has offered to present a lot of land to the Town of Bridgewater to be used for the purpose of building a school house, under the condition that said school house, when built shall be known as the William H. McElwain school house, in memory of his brother, the late William H. McElwain of said Boston....

The land donated by J.F. McElwain was owned by Jos. Furgeson in 1879, and at that time it contained a dwelling similar in size and setback to those on surrounding lots ("Village of Bridgewater, Mass" 1879). By 1903, the lot had been combined with an adjoining lot of over ten acres, which was owned by James Perkins and no longer contained any buildings ("Village of Bridgewater" 1903). J.F. McElwain acquired the vacant lot on which the school now stands from Mary W. Whitmarsh on April 1, 1912 (Book 1116, Page 86). (The timing of McElwain's acquisition of the property, which was after the town voted to accept the land donation, may be due to a prior agreement between the buyer and seller.)

Interestingly, a colorized postcard of the McElwain School, likely issued shortly after construction was completed, shows a small barn or shed to the right (west) of the school building (image 18). Since the site was purported to be vacant when it was sold in 1912, and since no other historic photographs show the barn, it is possible that the barn/shed was erected during construction and removed soon after the school was completed.

The Architects

The McElwain School was designed in the Classical Revival style by the Boston firm of Loring and Phipps, one of the leading architectural firms in Massachusetts at the turn of the 20th century. Interestingly, the architects developed the school's design before they received the actual commission. In a letter to Bridgewater's Superintendent of Schools, Mr. DeMeyer, dated February 1, 1912, Loring and Phipps describe designs for a proposed new school building and include a rendering of the proposed design (image 17). The letter explains, as follows:

. . . we beg leave to submit the following data on proposed new school building for Bridgewater.

This with the mutual understanding that the same is furnished by us at no expense to the Town or to the Committee; that should the appropriation be voted at the Town Meeting we shall be architects of said building . . . (Bridgewater Annual Report 1911)

Loring and Phipps' promotional effort was successful: the town hired the firm to design the school based on this submission.

The partnership of George Loring and Sanford Phipps designed hundreds of buildings, including schools in Braintree, Brookline, Everett, Somerville, Walpole, and Ware. Six of the firm's schools have been documented on inventory forms that are now scanned and available for viewing through MACRIS, a searchable database created and maintained by the Massachusetts Historical Commission. A review of the inventory forms for the six schools reveals that one was lost to fire (Everett Vocational High School) and four have been significantly altered by additions (Harvard Grammar School, Walpole High School, Ware High School, and Athens School in Weymouth). Thus the McElwain School, which retains its original footprint and character-defining features, is the best-preserved example of a Loring and Phipps school building identified to date in Massachusetts.

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In addition to schools, Loring and Phipps designed public libraries, institutional buildings, and numerous residences. Among their major commissions is the Renaissance Revival-style Grand Lodge of Masons at 183-186 Tremont Street, Boston (1899, NRMRA 1980). The firm also designed many single-family residences, often in the Shingle Style, in Boston, Somerville, Cambridge, and Brookline. George Loring designed his own Shingle Style residence in Somerville ca. 1895 (76 Highland Street, NRMRA 1989). While the firm appears to have been primarily active in the Boston area, its work can be found across the region, as well as in Connecticut, New Jersey, and New York.

George Fullington Loring was born in Boston, MA, on March 26, 1851, and was a descendant of Thomas Loring, an original settler of Hingham, MA. After being employed in the Boston City Surveyor's Office and an architect's office, he opened his own architectural firm in 1884. His 1901 biography in the *National Cyclopaedia* stated: "Mr. Loring's architectural designs are conspicuous on account of originality and artistic merit. He possesses the rare faculty of combining beauty with inexpensiveness of construction" (328). George F. Loring died on February 2, 1918. (*American Architect and Architecture* 1918, 297).

Sanford Phipps was born in Hopkinton, MA, on August 25, 1850. He began as a draughtsman in Milford, MA, in 1870, worked in the offices of Peabody and Stearns for six months in 1874, and worked for Earle and Fuller architects from 1874 to 1882. Phipps opened his own architectural practice in 1882 (Marquis 1916, 853), and in 1883 he was one of three winners of a nationwide design competition for a small house from the *American Architect and Architecture* journal. Mr. Phipps design was called "Danfors." The jury stated that his design was "so perfectly carried out, both in plans and elevation and the whole design is in such excellent taste, that it gains a certain distinction of its own" ("The American Architect Competitions" 1883; Reiff 2000, 146).

Between 1888 and 1890, Loring and Phipps formed a partnership that appears to have lasted until Loring's death in 1918. Loring and Phipps' office was located at 53 State Street, Boston (*Who's Who in New England*, v.2 1916, 853). Their firm was recognized in various architectural and building publications of its time. For example, Loring and Phipps' Tudor-style Woodworth House in Chestnut Hill, MA, was used as an example in *New England Magazine* in 1895 to illustrate artistic domestic architecture in America alongside the works of other noteworthy architects (Ferree 1895). (The exact location of the Woodworth House could not be determined, possibly because it is no longer extant.) Likewise, Loring and Phipps' Shingle Style Glazier house (1-5 Evans Road) in Brookline was the subject of a detailed 1905 article in *Carpentry and Building* ("Frame House in Brookline, Mass." 1905, 331-333).

Surviving examples of Loring and Phipps' architecture show that the firm was accomplished at designing the popular styles of their era. As seen in the McElwain School, their municipal buildings generally draw from Classical architecture, which became enormously popular following the World's Columbian Exhibition in Chicago in 1893, at which the Classical features of 18th- and early 19th-century buildings were revived and freshened. Earlier buildings by Loring and Phipps, such as the 1890 Flint Public Library in Middleton (NRIND 2002), are good examples of Romanesque detailing, while their 1893 Ware High School (Church Street, NRDIS 1986) is Classical Revival with some lingering Romanesque features. The Athens School, which the firm designed for Weymouth in 1901, is Georgian Revival, one of the Classical Revival subtypes. Like the McElwain School, which remains the least altered of the known examples of the firm's Massachusetts schools, the other Loring and Phipps schools of the period were brick, two-story buildings on raised basements. This form is also found in the only other Bridgewater public school of the period that is documented in MACRIS—the School Street School, which was designed in 1918 in the Classical Revival style by architect Frank Irving Cooper, to serve as the town's high school.

Completion of the School

Construction of the McElwain School began in 1912 and was completed in the early months of 1913. The contractor who erected the building was Harry C. Briggs. In the 1912 Annual Town Report, the School Committee proudly reported on

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the new school:

The year 1912 has been, we believe, a most important one in the history of the development of the school system of Bridgewater. While the year, which has just closed, has not witnessed the entire completion of the William H. McElwain School, the building was so nearly completed, with the close of the year, that for practical purposes, this undertaking may be said to have been begun and ended in that year....

Architecturally, it is a most pleasing addition to our public buildings, and we believe that there are few school buildings in Southeastern Massachusetts which can compare favorably with it, from an educational point of view. The completion of the building, and its equipment, as it now stands, have been rendered possible in large part by the munificence of Mr. J. Franklin McElwain, the donor of the lot on which the building stands, to whom we feel that the Town owes a debt of gratitude which should be acknowledged at this time by your Committee.

On the evening of Wednesday, February 26, 1913, over 500 people gathered to celebrate the opening of the new school. As reported in the *Bridgewater Independent*, visitors that evening were given tours of the school, met the teachers, and observed a "short program of entertainment" in the assembly room. J. Franklin McElwain spoke in tribute to his brother, the namesake of the school, followed by architect George Loring, who called special attention to the building's modern heating, ventilation, and lighting. The article describes the modern amenities in the school:

In each room is an electric program clock, with a master clock in the principal's office, controlling all of the clocks in the building. A complete telephone system, connecting each room and the boiler room with the principal's office, has been installed. In the basement are six electric cookers, to be used by children who are obliged to carry lunches, giving them an opportunity to heat their food if they desire. Tables are also provided in the lunch room ("A Fine Building" 1913).

Enrollment in 1913, the McElwain School's first year of operation, was 290 students in grades 1-9. The School Committee report of that year notes that it was a year of substantial growth where for the first time in the history of Bridgewater, the total school enrollment exceeded 1,000 students. The committee also reported that there was at last sufficient room in the public schools for all the school-age children in town.

Mr. J.E. DeMeyer, the Superintendent of Schools, touted the new school in his 1913 report to the town:

The William H. McElwain School is one of the best and most modern small school buildings to be found in the state and great credit is due the committee which planned and assisted in securing this building for the town. . . Those pupils who have hitherto been housed in poorly lighted, poorly ventilated and unattractive rooms were placed in rooms well lighted, uniformly heated and ventilated, rooms that are attractive and convenient. The pupils were, in many instances, taken from rooms of four grades and placed in single graded rooms.... The results are already apparent (Bridgewater Annual Report 1913).

The School in Use for 84 Years

The McElwain School was continuously used for 84 years, from 1913 until 1997. While the ninth grade was included at McElwain in only its first two years, the seventh and eighth grades were included at the school until 1919. From 1919 to 1960, the school served the first through sixth grades, with kindergarten classes beginning in 1947. In 1955, the site was expanded to include the narrow lot to the west of the building (parcel 41), providing additional parking and play space for the school.

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Corresponding to the regionalization of the Bridgewater-Raynham School system, the McElwain School's classes did not go beyond the fifth grade after 1960, varying from year to year to include up to the third, fourth, and fifth grades as needed. In 1993, the regional school system was expanded to pre-k through 12th grade. The final three enrollment reports at the McElwain School were for 1994, 1995, and 1996. In 1997, the school was officially closed due to the completion of the George H. Mitchell Elementary School at 500 South Street (Bridgewater Annual Reports 1913-1997). According to the Bridgewater Annual Reports, the McElwain School's enrollment ranged from a low of 229 in 1980 to a high of 440 in 1988, with an average annual enrollment of 324 students between 1913 and 1997.

The McElwain School, vacant since 1997, is still owned and maintained by the town, which replaced the roof in 2002. In 2009, the town issued a request for proposals to convert the building into market-rate senior housing units. Although one proposal was received and discussed, no further action was taken and the project has not proceeded. While the town continues to support the preservation of the historic building, the future use of the building is undetermined (Enterpriseneews.com, August 4, 2009).

Archaeological Significance

While numerous sites have been recorded in the town of Bridgewater and several sites have achieved regional importance, only small portions of the town have been systematically surveyed, limiting the local and regional value of these archaeological recoveries. Most sites in the town have been identified on the basis of limited collections and the recollections of collectors. Little reliable information relating to site type and function is known on a site-specific basis, and any town wide patterns or models are at best fragmentary. Given this information, any sites located on the nominated property or in the town of Bridgewater could be significant. Any artifact or feature recoveries from sites within the school property may contribute important information relating to that site's function and type. That information might, in turn, enable that site to be integrated into a systematic community wide study of ancient Native American subsistence and settlement patterns for the town. Ancient sites in the district may contain information that could help and strengthen understanding of the growth of Contact Period core areas in this region, as well as their relationship to other important core areas within the Taunton River drainage. Lithic materials and other archaeological resources at sites in the district might also contain information that helps understand patterns of development in the area, including the growth of the Small Stemmed Point Tradition as an *in situ* development for the southeastern Massachusetts region.

Historic archaeological resources described above may contribute important information related to the 19th-century (possibly earlier) settlement of Bridgewater, and the growth and development of the town around the turn of the 20th century. This development occurred during a period of rapid industrialization that resulted in the growth of immigrant populations and families with school-age children. Additional historic research, combined with archaeological survey and testing, may contribute important evidence related to the construction date and function of the dwelling located on the property in 1879. Similar research might also contribute evidence on the location of barns, outbuildings, and occupational-related features associated with the reported dwelling. Identification of the location and function of barns and outbuildings may contribute evidence related to the function of the property as a residence or farmstead, and the potential presence of cottage-type industries related to Bridgewater's rapidly growing industry. Detailed analysis of the contents of occupational-related features may contribute important evidence related to the social, cultural, and economic characteristics of Bridgewater's 19th-century population during a period of social change. Structural evidence associated with the small barn or outbuilding shown on the postcard to the west of the school may contribute evidence related to when the structure was built, demolished, and its overall function.

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Due to its relatively recent construction date (1912-13), the potential for locating occupational-related features associated with the school is low. The potential for locating archaeological evidence of outbuildings, however, is high. One potential outbuilding associated with the school is discussed above. Additional evidence of outbuildings associated with the school's activities, construction, and maintenance may also exist.

(end)

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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: Bridgewater Public Library
Boston Public Library

Historic Resources Survey Number (if assigned): BRD.119

10. Geographical Data

Acreage of Property ca. two acres
(Do not include previously listed resource acreage.)

Lat/long: 41.996099 -70.981626

UTM References

(Place additional UTM references on a continuation sheet.)

1	<u>19</u>	<u>335873</u>	<u>4651242</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 McElwain School parcel is shown on Bridgewater assessor's Map 20, parcel number 40 and 41.

The McElwain School is located on:

A CERTAIN LOT OR PARCEL OF LAND CONTAINING TWO (2) ACRES, THIRTY-EIGHT (38) RODE AND THIRTY NINE AND 4/10 (39.4) SQUARE FEET OF LAND MORE OR LESS SITUATED ON THE SOUTH WESTERLY SIDE OF MAIN STREET IN SAID BRIDGEWATER, AND BOUNDED AND DESCRIBED AS FOLLOWS, TO WIT:

BEGIN ON SAID MAIN STREET AT A STAKE MARKING THE NORTH EASTERLY CORNER OF THE GRANTED PREMISES AND THE NORTH WESTERLY CORNER OF LAND OF RALPH PERKINS;

THENCE IN LINE OF LAND OF SAID PERKINS AND IN LINE OF LAND OF SARAH P. KEITH, SOUTH 44° 16' WEST FIVE HUNDRED EIGHTY AND 9/10 (580.9) FEET TO A CORNER OF A STONE WALL AT LAND OF SAID SARAH P. KEITH;

THENCE AS THE WALL NOW STANDS AND IN LINE OF LAND OF SAID SARAH P. KEITH, NORTH 38° 47' WEST, ONE HUNDRED SIXTY FOUR AND 9/10 (164.9) FEET TO A STONE MARKED IN THE WALL AND LAND OF MARY W. WHITMARSH;

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THENCE IN LINE OF LAND OF SAID MARY W. WHITMARSH, NORTH 44° 5' EAST, SIX HUNDRED TWO AND 6/10 (602.6) FEET TO A STAKE AT SAID MAIN STREET;

THENCE BY SAID MAIN STREET SOUTH 31° 45' EAST, ONE HUNDRED AND SEVENTY-ONE (171) FEET TO THE POINT OF BEGINNING.

In addition to the above parcel, the Town's property was extended in 1955, and includes the abutting parcel, as described below:

A certain parcel of land situated on the Southwesterly side of Main Street, in said Bridgewater, bounded and described as follows:

BEGINNING IN THE SOUTHWESTERLY LINE OF SAID MAIN STREET, AT THE NORTHEASTERLY CORNER OF LAND OF SAID TOWN OF BRIDGEWATER;

THENCE, RUNNING SOUTH 30° 25' WEST BY LAND OF SAID TOWN OF BRIDGEWATER, FIVE HUNDRED NINETY AND 96/100 (590.96) FEET TO A DRILL HOLE IN A STONE WALL IN LINE OF LAND NOW OR FORMERLY OF EDWIN KEITH;

THENCE, RUNNING NORTHWESTERLY BY SAID WALL AND SAID KEITH LAND ABOUT TWENTY AND 56/100 (20.56) FEET TO A CORNER OF STONE WALLS;

THENCE, RUNNING NORTHEASTERLY, BY REMAINING LAND OF THE GRANTOR TO THE SOUTHWEST CORNER OF LAND OF LLOYD F. RAND ET UX;

THENCE, NORTH 29° 47' EAST, BY SAID LAND OF LLOYD F. RAND ET UX, THREE HUNDRED NINETY-FIVE AND 05/100 (395.05) FEET TO SAID MAIN STREET;

THENCE, SOUTHEASTERLY BY SAID MAIN STREET, FORTY-FOUR AND 80/100 (44.80) FEET, MORE OR LESS, TO THE POINT OF BEGINNING.

Boundary Justification (Explain why the boundaries were selected.)

The nominated property includes the land upon which the building has stood since it was constructed. The larger parcel (40) was originally gifted from J. Franklin McElwain to the Town of Bridgewater in 1912 (Plymouth County Registry of Deeds, Book 1116, Page 85, April 11, 1912). In addition, the boundaries include the abutting lot (parcel 41), which was conveyed to the Town of Bridgewater in 1955 by Michael Biss, as described above (source: Plymouth County Registry of Deeds, Book 2396, Page 199, January 18, 1955).

11. Form Prepared By

name/title Jennifer M. Goldson, AICP, with Karen Davis and Betsy Friedberg, National Register Director
organization Massachusetts Historical Commission date November 2012
street & number 220 Morrissey Blvd. telephone 617-727-8470
city or town Boston state MA zip code 02125

McElwain, William H., School
Name of Property

Plymouth County, MA
County and State

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.)

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: McElwain, William H. School
City or Vicinity: Bridgewater
County: Plymouth State: Massachusetts
Photographer: Jennifer M. Goldson
Date Photographed: June 2010

Description of Photograph(s) and number:

- 1 of 16: Exterior - North and west elevations
- 2 of 16: Exterior - North and east elevations
- 3 of 16: Exterior - South elevation
- 4 of 16: Exterior - West elevation
- 5 of 16: Exterior - North elevation detail showing western entry canopy
- 6 of 16: Exterior - North elevation detail showing basket weave brick panel
- 7 of 16: Exterior - East elevation detail showing circular window
- 8 of 16: Interior - Eastern main entry
- 9 of 16: Interior - Eastern main stairs from entry to first floor
- 10 of 16: Interior - First floor entry from eastern stair hall
- 11 of 16: Interior - Eastern stair hall
- 12 of 16: Interior - First floor hall
- 13 of 16: Interior - First floor central classroom
- 14 of 16: Interior - Detail of typical cabinet in classroom
- 15 of 16: Interior - Detail of typical classroom door
- 16 of 16: Interior - Detail of basement hall bubbler

Image 17 Architectural Rendering by Loring & Phipps, ca. 1912
Image 18 Postcard View, ca. 1913

McElwain, William H., School
Name of Property

Plymouth County, MA
County and State

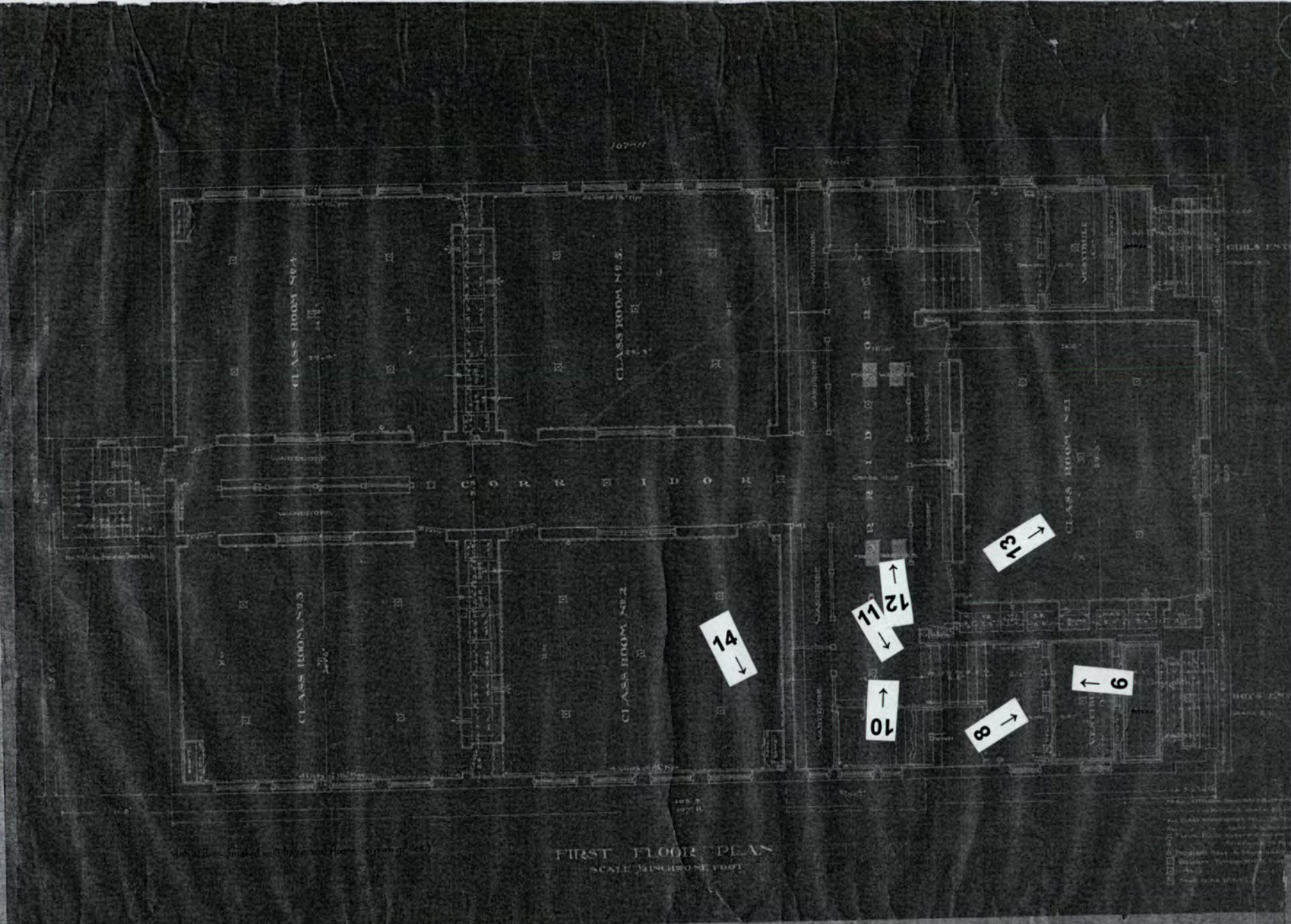
Property Owner:

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

name Town of Bridgewater
street & number 25 South Street telephone 508-697-0951
city or town Bridgewater state MA zip code 02324

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.).

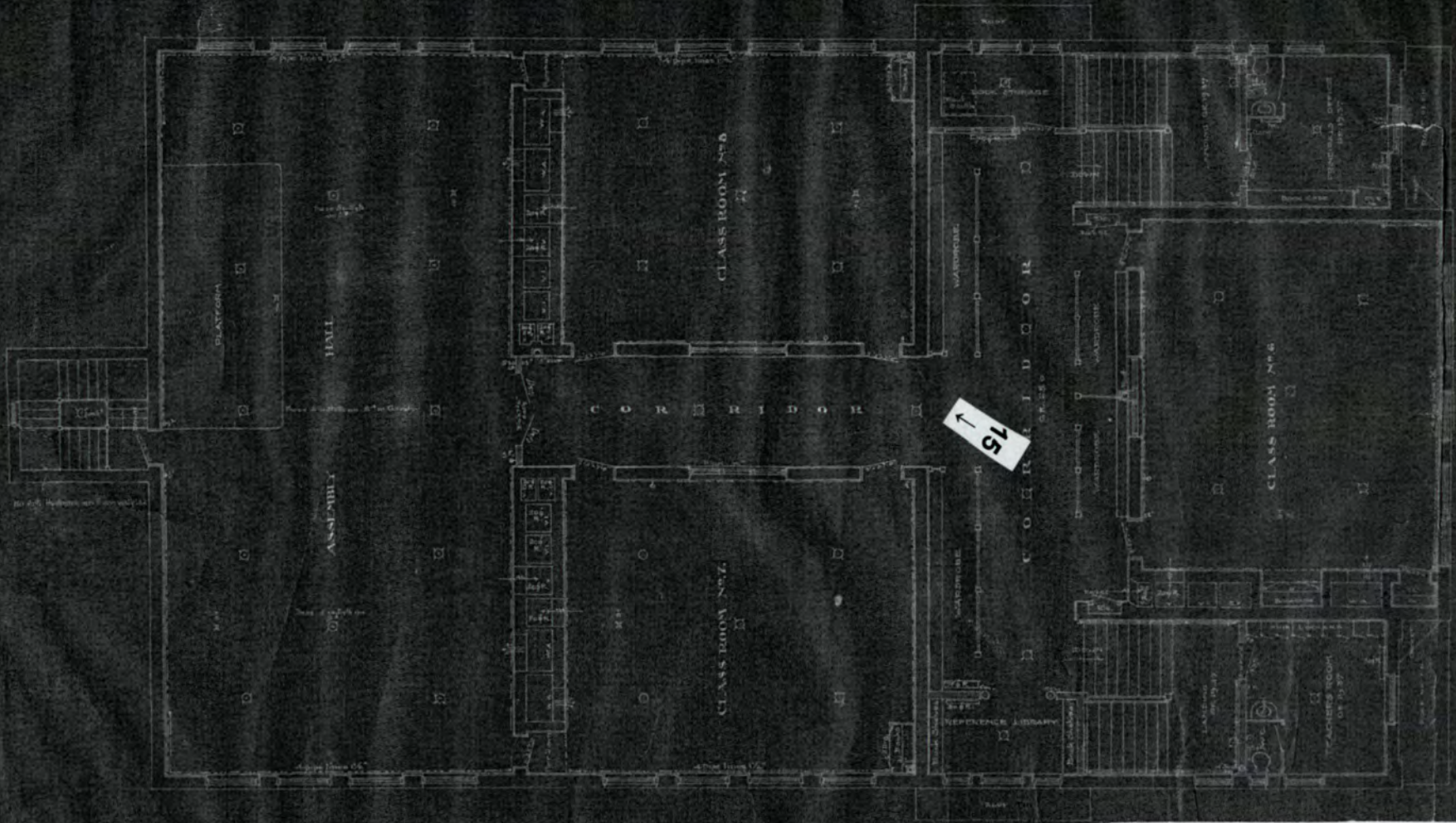
Estimated Burden Statement: Public reporting burden for this form is estimated to average 18 hours per response including time for reviewing instructions, gathering and maintaining data, and completing and reviewing the form. Direct comments regarding this burden estimate or any aspect of this form to the Office of Planning and Performance Management, U.S. Dept. of the Interior, 1849 C. Street, NW, Washington, DC.



FIRST FLOOR PLAN
SCALE 1/4 INCH = 1 FOOT

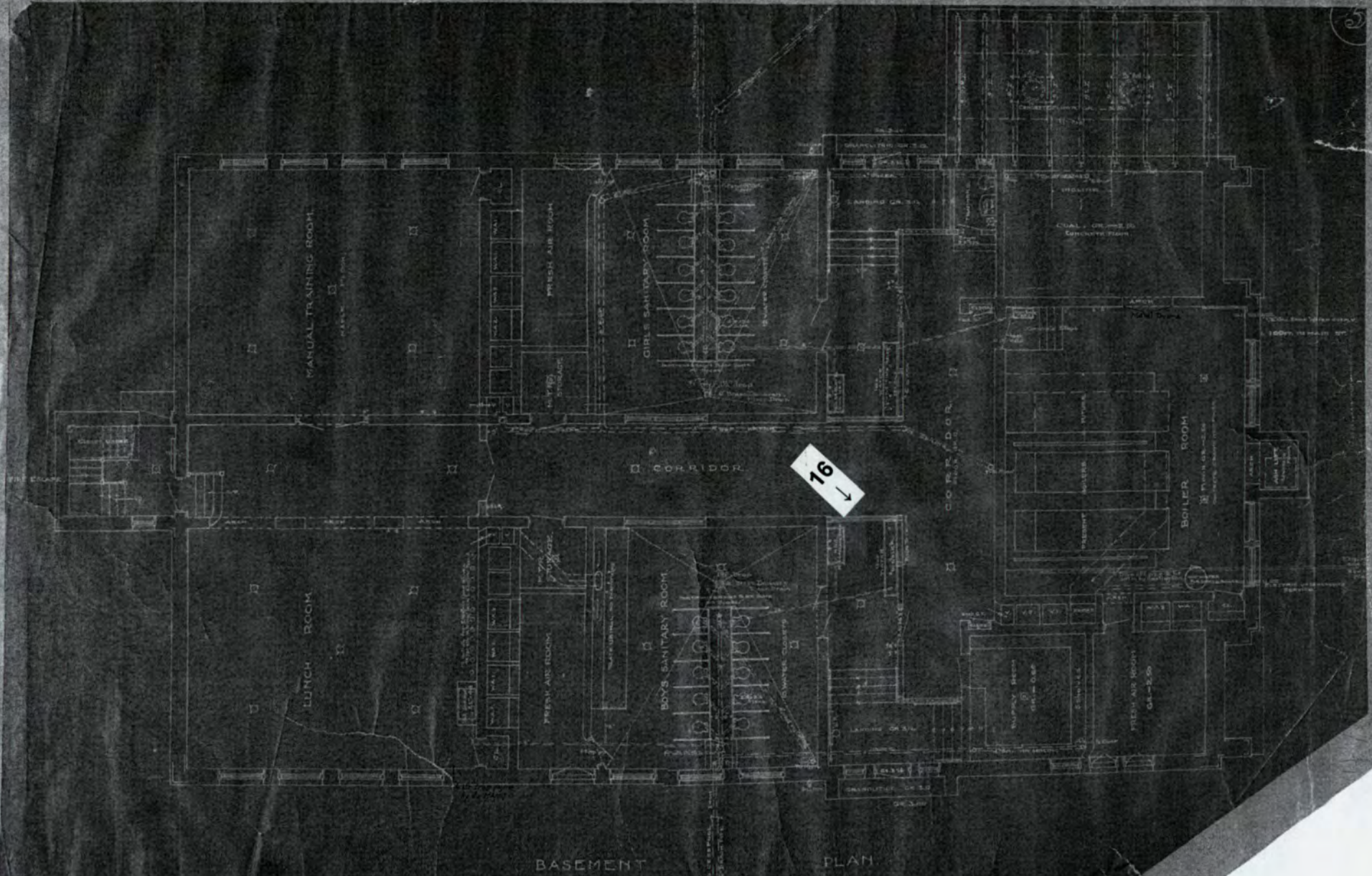
47

47C



1. All doors to be opened outwards
 2. All doors to be 36" wide
 3. All doors to be 8' high
 4. All doors to be 1 1/2" thick
 5. All doors to be 1/2" lead lined
 6. All doors to be 1/2" fire rated
 7. All doors to be 1/2" sound rated
 8. All doors to be 1/2" smoke rated
 9. All doors to be 1/2" burglar rated
 10. All doors to be 1/2" impact rated

SECOND FLOOR PLAN
 SCALE: 1/4" = 1'-0"



UNITED STATES DEPARTMENT OF THE INTERIOR
NATIONAL PARK SERVICE

NATIONAL REGISTER OF HISTORIC PLACES
EVALUATION/RETURN SHEET

REQUESTED ACTION: NOMINATION

PROPERTY NAME: McElwain, William H., School

MULTIPLE
NAME:

STATE & COUNTY: MASSACHUSETTS, Plymouth

DATE RECEIVED: 11/28/12 DATE OF PENDING LIST:
DATE OF 16TH DAY: DATE OF 45TH DAY: 1/14/13
DATE OF WEEKLY LIST:

REFERENCE NUMBER: 12001170

REASONS FOR REVIEW:

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

COMMENT WAIVER: N

ACCEPT RETURN REJECT 1-14-13 DATE

ABSTRACT/SUMMARY COMMENTS:

Entered in
The National Register
of
Historic Places

RECOM./CRITERIA _____

REVIEWER _____ DISCIPLINE _____

TELEPHONE _____ DATE _____

DOCUMENTATION see attached comments Y/N see attached SLR Y/N

If a nomination is returned to the nominating authority, the nomination is no longer under consideration by the NPS.



1. North and west elevations (Photographer: Jennifer M. Goldson, 2010)

McELWAIN SCHOOL

BRIDGEWATER (PLYMOUTH), MA

MA - BRIDGEWATER (PLYMOUTH COUNTY) - McELWAIN 001. tif



2. North and east elevations (Photographer: Jennifer M. Goldson, 2010)

McELWAIN SCHOOL

BRIDGEWATER (PLYMOUTH) MA

MA - BRIDGEWATER (PLYMOUTH COUNTY) - MCELWAIN002.tif



3. South elevation (Photographer: Jennifer M. Goldson, 2010)

McELWAIN SCHOOL

BRIDGEWATER (PLYMOUTH) MA

MA - BRIDGEWATER (PLYMOUTH COUNTY) - McELWAIN 003. kf



4. West elevation (Photographer: Jennifer M. Goldson, 2010)

McELWAIN SCHOOL

BRIDGEWATER (PLYMOUTH) MA

MA - BRIDGEWATER (PLYMOUTH COUNTY) - MCELWAIN SCHO. ff



5. North elevation detail showing western entry canopy (Photographer: Jennifer M. Goldson, 2010)

Mc ELWAIN SCHOOL

BRIDGEWATER (PLYMOUTH) MA

MA_BRIDGEWATER (PLYMOUTH COUNTY) - MCELWAIN 005.tif



6. North elevation detail showing basket weave brick panel (Photographer: Jennifer M. Goldson, 2010)

Mc ELWAIN SCHOOL

BRIDGEWATER (PLYMOUTH) MA

MA - BRIDGEWATER (PLYMOUTH COUNTY) - MCELWAIN006.tif



7. East elevation detail showing circular window (Photographer: Jennifer M. Goldson, 2010)

McELWAIN School

BRIDGEWATER (PLYMOUTH) MA

MA - BRIDGEWATER (PLYMOUTH COUNTY) - McELWAIN 007. kf



8. Interior - eastern main entry (Photographer: Jennifer M. Goldson, 2010)

McELWAIN SCHOOL

BRIDGEWATER (PLYMOUTH) MA

MA - BRIDGEWATER (PLYMOUTH COUNTY) - McELWAIN 008.tif



9. Interior - eastern main stairs from entry to first floor (Photographer: Jennifer M. Goldson, 2010)

McELWAIN SCHOOL

BRIDGEWATER (PLYMOUTH) MA

MA - BRIDGEWATER (PLYMOUTH COUNTY) - McELWAIN009.tif



10. Interior - first floor entry from eastern stair hall (Photographer: Jennifer M. Goldson, 2010)

McELWAIN SCHOOL

BRIDGEWATER (PLYMOUTH) MA

MA - BRIDGEWATER (PLYMOUTH COUNTY) - McELWAIN 010. kf



11. Interior - eastern stair hall (Photographer: Jennifer M. Goldson, 2010)

McELWAIN SCHOOL

BRIDGEWATER (PLYMOUTH) MA

MA_BRIDGEWATER (PLYMOUTH COUNTY) - McELWAIN 011.tif



12. Interior - first floor hall (Photographer: Jennifer M. Goldson, 2010)

McELWAIN SCHOOL

BRIDGEWATER (PLYMOUTH) MA

MA_BRIDGEWATER (PLYMOUTH COUNTY) - MCELWAIN 012.kf



13. Interior - first floor central classroom (Photographer: Jennifer M. Goldson, 2010)

McELWAIN SCHOOL
BRIDGEWATER (PLYMOUTH) MA

MA - BRIDGEWATER (PLYMOUTH COUNTY) - MCELWAIN 013. tif



14. Interior - detail of typical cabinet in classroom (Photographer: Jennifer M. Goldson, 2010)

MC ELWAIN SCHOOL

BRIDGEWATER (PLYMOUTH) MA

MA - BRIDGEWATER (PLYMOUTH COUNTY) - MCELWAIN 014. kf



15. Interior - detail of typical classroom door (Photographer: Jennifer M. Goldson, 2010)

McELWAIN SCHOOL

BRIDGEWATER (PLYMOUTH) MA

MA - BRIDGEWATER (PLYMOUTH COUNTY) - MCELWAIN OIS. tif

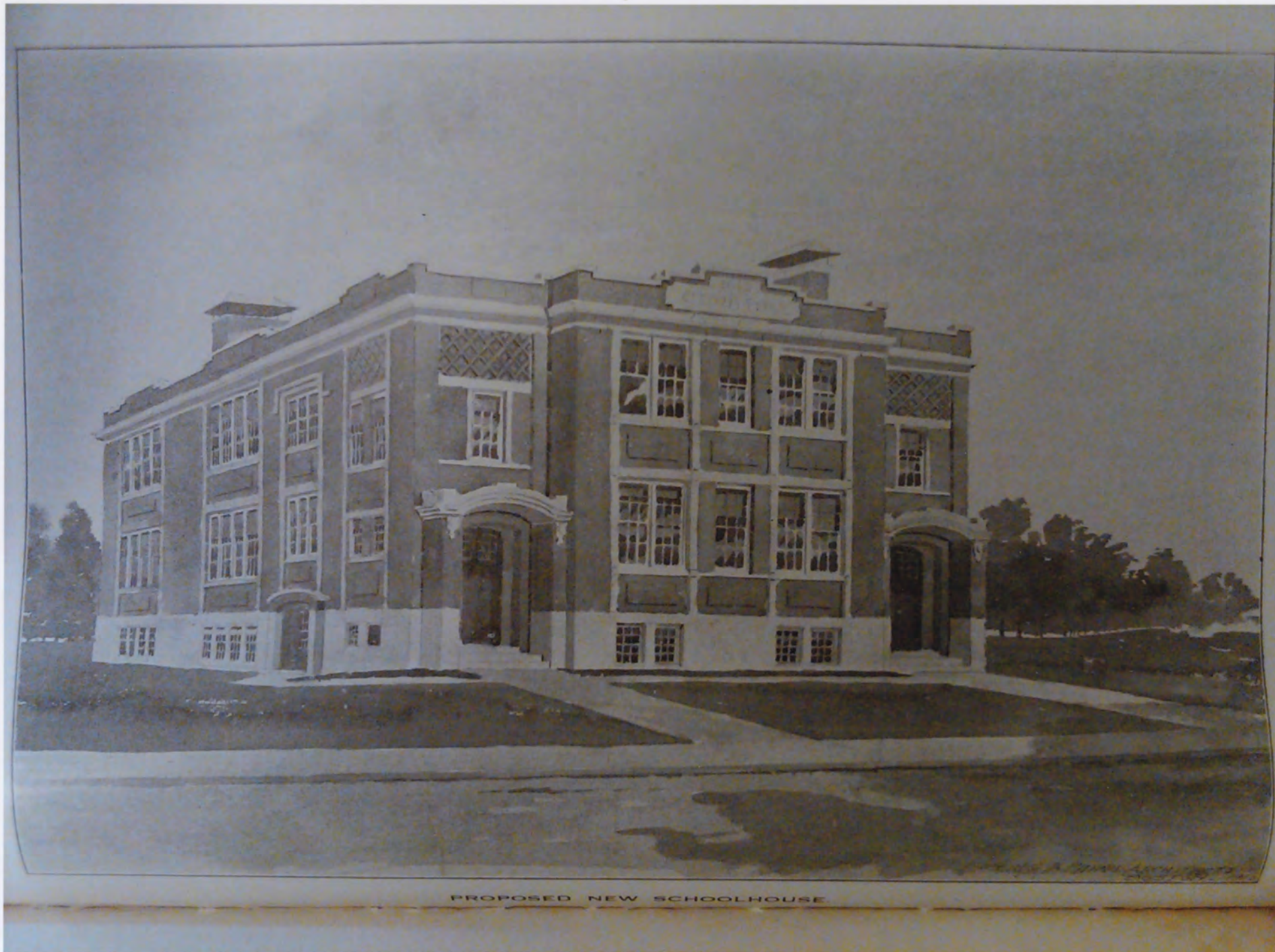


16. Interior - detail of basement hall (Photographer: Jennifer M. Goldson, 2010)

McELWAIN SCHOOL

BRIDGEWATER (PLYMOUTH) MA

MA - BRIDGEWATER (PLYMOUTH COUNTY) - McELWAIN 016. tif



17. Loring & Phipps' Rendering as published in 1912 Bridgewater Annual Report (Photographer: Jennifer M. Goldson, 2010)

Mc ELWAIN SCHOOL

BRIDGEWATER (PLYMOUTH) MA

MA - BRIDGEWATER (PLYMOUTH COUNTY) - MCELWAIN 017. 1/7



0103. MC ELWAIN SCHOOL, BRIDGEWATER, MASS.

18. Postcard, date unknown, James Buckley Collection at Bridgewater Public Library (Photographer: Jennifer M. Goldson, 2010)

McELWAIN SCHOOL

BRIDGEWATER (PLYMOUTH) MA

MA-BRIDGewater (PLYMOUTH COUNTY) - McELWAIN OIS. kf

McElwain School, Bridgewater



Legend

Scale: 1:902



This map is a user generated static output from an Internet mapping site and is for general reference only. Data layers that appear on this map may or may not be accurate, current, or otherwise reliable. THIS MAP IS NOT TO BE USED FOR NAVIGATION.

Notes: 250 Main Street, Bridgewater, MA
Created by JM Goldson, 12/17/10

Map center: 242954, 860676

M'ELWAIN SCHOOL
BRIDGEWATER (PLYMOUTH) MA

UNITED STATES
DEPARTMENT OF THE INTERIOR
GEOLOGICAL SURVEY

COMMONWEALTH OF MASSACHUSETTS
DEPARTMENT OF PUBLIC WORKS

BRIDGEWATER QUADRANGLE
MASSACHUSETTS
7.5 MINUTE SERIES (TOPOGRAPHIC)

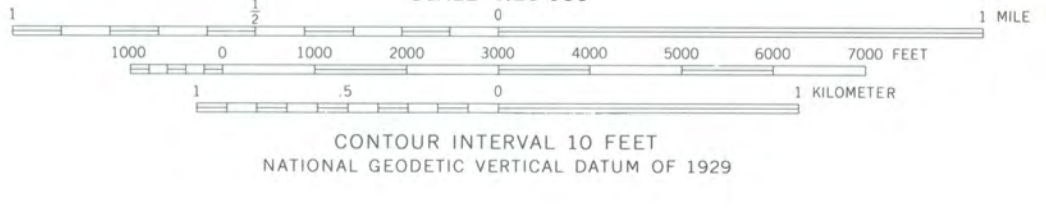
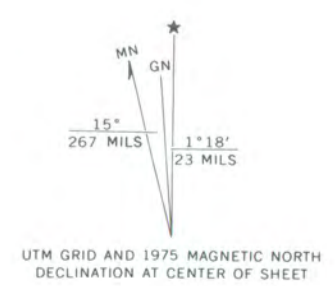


Feet | Meters

1	3048
2	6096
3	9144
4	12192
5	15240
6	18288
7	21288
8	24288
9	27288
10	30288

To convert feet to meters
multiply by 3048
To convert meters to feet
multiply by 1.2508

Mapped, edited, and published by the Geological Survey
Control by USGS, NOS/NOAA, and Massachusetts Geodetic Survey
Planimetry by photogrammetric methods from aerial photographs.
Topography by planimeter survey 1936-1937. Revised from aerial
photographs taken 1974. Field checked 1975.
Polyconic projection. 1927 North American datum
10,000-foot grid ticks based on Massachusetts coordinate
system, mainland zone
1000-meter Universal Transverse Mercator grid,
zone 19
Red tint indicates area in which only landmark buildings are shown



ROAD CLASSIFICATION

Primary highway, hard surface	Light duty road, hard or improved surface
Secondary highway, hard surface	Unimproved road
Interstate Route	U. S. Route
	State Route

FOR SALE BY U. S. GEOLOGICAL SURVEY
DENVER, COLORADO 80225, OR RESTON, VIRGINIA 22092
A FOLDER DESCRIBING TOPOGRAPHIC MAPS AND SYMBOLS IS AVAILABLE ON REQUEST

BRIDGEWATER, MASS.
N4152.5-W7052.5/7.5

1977
AMS 6867 IV NW-SERIES V814





McELWAIN SCHOOL
 BRIDGEWATER (PLYMOUTH), MA
 MAP 1 of 2

See Sheet No. 19

MCELWAIN SCHOOL
BRIDGEWATER (PLYMOUTH) MA

MAP 1 of 2



See Sheet 20

McEWAN SCHOOL
BRIDGEWATER (PLYMOUTH) MA

MAP 2 of 2

21

MCELWAIN SCHOOL

BRIDGEWATER (PLYMOUTH) MA

MAP 2 OF 2

2014
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The Commonwealth of Massachusetts

William Francis Galvin, Secretary of the Commonwealth

November 20, 2012 Massachusetts Historical Commission

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 form:

William McElwain School, 250 Main Street, Bridgewater (Plymouth), 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.

Sincerely,

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

Betsy Friedberg
National Register Director
Massachusetts Historical Commission

enclosure

cc: Jennifer Goldson, consultant
 David Moore, Bridgewater Historical Commission
 Kristy Colon, Bridgewater Town Council
 Bridgewater Planning Board