

United States Department of the Interior
National Park Service

807



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 Waterville High School (former)

other names/site number Gilman Street School

2. Location

street & number 21 Gilman Street

n/a

not for publication

city or town Waterville

n/a

vicinity

state Maine code ME county Kennebec code 011 zip code 04901

3. State/Federal Agency Certification

As the designated authority under the National Historic Preservation Act, 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. I recommend that this property be considered significant at the following level(s) of significance:

national statewide X local

James S. Thetford
Signature of certifying official/Title

5/10/10
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:)

James S. Thetford
Signature of the Keeper

9.30.10
Date of Action

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5. Classification**Ownership of Property**

(Check as many boxes as apply.)

- ☒ private
☐ public - Local
☐ public - State
☐ public - Federal

Category of Property

(Check only one box.)

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

Number of Resources within Property

(Do not include previously listed resources in the count.)

Contributing	Noncontributing	
1		buildings
		district
		site
		structure
		object
1	0	Total

Name of related multiple property listing

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

N/A

Number of contributing resources previously listed in the National Register

None

6. Function or Use**Historic Functions**

(Enter categories from instructions.)

EDUCATION/School

Current Functions

(Enter categories from instructions.)

DOMESTIC/Multiple dwelling

WORK IN PROGRESS

7. Description**Architectural Classification**

(Enter categories from instructions.)

LATE 19TH AND 20TH CENTURY REVIVALS/

Collegiate Gothic

MODERN MOVEMENT / Art Deco

Materials

(Enter categories from instructions.)

foundation: STONE/Granite

walls: BRICK

roof: SYNTHETICS/Rubber

other: STONE/Cast stone

Narrative Description

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

Summary Paragraph

The former Waterville High School is a multi-story flat roofed rectangular brick building with a granite foundation, cast stone water table and trim located in the city of Waterville and county of Kennebec in central Maine. Designed in a simplified collegiate gothic style, the property has three connected buildings. The original Waterville High School building, designed by the firm of Freeman Funk & Wilcox, was constructed between 1909-1912, and is a symmetrical central three-story five-bay building with matching two-story flanking rectangular wings on each side. Each wing projects a few feet forward from the front façade and rear elevation. A manual arts training wing was added to the west of the main building in 1936 and was designed by Bunker & Savage Architects of Augusta, Maine. The gymnasium and auditorium on the east side of the main building was constructed between 1938-1939 and was also designed by Bunker & Savage. Oriented south along Gilman Street, the campus remains in a residential neighborhood adjacent to the historic commercial core of Waterville. At the time the site was selected for the school, it was located northwest from the center of town, towards a more rural area, which continued to develop as a more densely populated residential neighborhood in the 1920s and 30s. The area surrounding the school was then developed with early twentieth century residential neighborhoods. The buildings are set on an elevated plateau with a lawn with walkways leading down to Gilman Street. The east and west boundaries of the property are defined by residential side streets. The north boundary of the property is delineated by a driveway and parking spaces facing a fence. The north side of the property is paved for parking, and there is also paved parking on the west and south sides of the west addition.

Narrative Description***Main Building (1909-1912)***

The original building is set on an elevated basement with stairs leading up to the recessed entrance doors on the south façade. The building is constructed with red brick set in common bond, with a cast stone water table, door and window surrounds, cornice, and decoratively carved accent elements.

The façade is oriented south and the three-story center mass has five bays. On the first floor, the first and fifth bays contain two matching south entrances which have Tudor gothic door surrounds with a four-centered pointed arch, white painted paneled intrados, and flush modern replacement doors with multi-light transoms. Cast stone relief sculptures exist above each door. A spread eagle perched on the top of a scroll surrounding the round seal of the City of Waterville is above the west door. Above the east door, a spread eagle is perched on top of a scroll surrounding a cast stone seal of Maine. Tracery and floral decorative blocks elaborate the arch fascia. Two sets of concrete stairs, the width of the doorways and flanked with brick cheek walls with granite coping stones, provide access to the first floor. The first and fifth bays on the second and third floors are marked with a group of four twelve-over-twelve double-hung windows with a spandrel panel between the upper and lower two units. The windows have cast stone quoins and sills. On the first floor, the middle three bays have a group of three six-over-six double-hung windows with transoms and cast stone quoins and sills. The transoms and center window have been covered with T1-11 siding. In the middle three bays on the upper floors are a trio of paired two-story twelve-over-twelve double-hung windows separated by a spandrel panel. These windows are capped with a cast-stone Tudor gothic arch, decorated with tracery. The bottom sashes of the upper window and upper and lower sashes of the bottom center window have been covered with T1-11 siding. Between the second and third bay and third and fourth bay on the first floor is a single smaller double-hung window with cast stone hood and sill. A brick parapet rises above the cornice set upon a projecting cast stone soffit. The parapet has stepped cast stone coping and quoins at each end. Centrally incorporated within the parapet is a pedimented stone panel bordered by two vertical pinnacles with the name "Waterville High School" cast into the stone. The bilaterally symmetrical façade has a projecting classroom wing on each side of the center three-story mass. Each wing has a group of four nine-over-nine double-hung windows with transoms and cast stone quoins on the first and second floors. All transoms have been covered with T1-11 siding. At basement level of each wing is a group of four six-over-six double-hung windows.

Both side elevations have three bays with the middle bay projecting from the plane of the building. The first and third bays have a group of five nine-over-nine double-hung wood windows with transoms and cast stone quoins on the first and second floors. Only three windows in each bank are currently exposed. At the basement level is a bank of five six-over-six double-hung windows that are covered with T1-11 siding. Originally an entrance, the center bay of each side elevation is intersected with a connector on the first floor from the main building to either the east or west addition. Above the connector on the second floor is a pair of nine-over-nine double-hung wood windows with transoms and cast stone quoins.

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The north (rear) elevation is greatly simplified with cast stone used only for the water table, window sills and soffit. Two chimneys divide the elevation into three bays. The middle bay has groups of five nine-over-nine wood double-hung windows with cast stone quoins on each floor. The groups on the first two floors have transoms. At each floor, only the end two windows are exposed. Within the end bays, the placement of the two trios of narrow eight-over-eight windows clearly identifies the mid-level landings of the stairways. Between these windows and the chimney are a single twelve-over-twelve wood window with brick jack arch header on the first and second floors and a double nine-over-nine double-hung window on the third floor. There are recent half-story additions that house mechanical systems and an additional room which project from the original north elevation of the building. There is one entrance on each end with a single door and sidelights covered with a flat canopy with pressed metal cornice. The rear elevation of each wing is similar to the façade and has groups of four windows.

The interior layout of the original school building has a wide central corridor running east to west. At the first floor on the east end, stairs lead down to the basement level and connect to the gymnasium addition. A door at the west end of the corridor leads into the connector to the Manual Arts Building addition. At each corner of the building within the two-story wings are large classrooms. The southwest classroom on the first floor has been subdivided with modern stud wall partitions into three smaller rooms. At each end of the center three-story mass of the building on the north side of the corridor are the stairs. The original stairways feature paired square newel posts and turned balusters. The toilets are adjacent to and accessed from both stairwells and are located on both the first and second floors. Between the toilets is a classroom on both the first and second floors although the space on the first level has been subdivided into two rooms. South of the corridor, on each end of the first floor within the center mass are the vestibule and stairs leading to the main entrances from the façade. Between the stairs are three large rooms, the middle of which has been subdivided into two. On the second floor the space south of the corridor is currently two rooms. The southwest larger room is the library and the smaller room adjacent to it a classroom. On the third floor, the space north of the corridor is a large laboratory classroom with storage rooms that were built out into the wide central corridor. South of the corridor are three classrooms. On both the second and third floors, the classrooms within the center section of the building have built-in closets with vanishing doors grouped together along one wall. Within the basement, the two corner classrooms on the west end of the building have been subdivided into smaller spaces. The two rooms on the east corners of the building remain intact. Within the center of the basement, a large room on the south end used as a gymnasium has one small room with modern stud wall partitions in the northeast corner.

The school interior is remarkably intact with original corridors, large classrooms, high ceilings and wood trim and floors. The predominately white walls are a combination of plaster and drywall; the ceilings a combination of plaster, and acoustic tiles. The 1930s stairway on the east end of the first floor has single square newel posts with square balusters. The stained wood stairways, balustrades, doors, shelves, and trim surrounding the baseboards, blackboards, doors and windows all appear to be original and in good condition. The boiler system includes three steam boilers, two of which were installed in 2003 and the other is a thirty year-old Cleaver Brooks fire tube boiler. Some of the historic decorative cast iron radiators remain in place.

Manual Arts Training Wing (1936)

In 1936, a Manual Arts Training Wing, designed by Bunker & Savage Architects and constructed by Milliken and Shea of Ellsworth, was added to the west of the building. This rectangular, utilitarian, brick, one-and-one-half story addition is attached to the original building with a recessed brick connector through the west projecting classroom wing. Designed with more of the Art Deco influence of the 1920s-30s, the Manual Arts Building was simpler in massing and more streamlined in decoration than the original building. The cast stone water table above the elevated basement is carried over from the original building. The continuous coping at the parapet is a narrow band of cast stone. In addition to the water table, the detailing of this wing is limited to cast stone window surrounds and a cast stone Tudor gothic arch and door surround for the south entrance which complements the original building and creates a seamless transition from old to new construction. On each side of the entrance is a bank of six nine-over-nine wood windows with transoms, of which only the two end windows are exposed. The windows have cast stone quoins similar to the original building. The bank of six windows at the basement level has six-over-six wood windows.

The front classroom bays project from the plane of the building on both side elevations. This brick wall is blank on both sides without any windows except for a bank of four six-over-six wood windows that have been covered with T1-11 below the water table on the west elevation. The recessed portion of the west elevation has a group of six nine-over-nine wood windows with transoms with cast stone quoins and a single nine-over-nine wood window with cast stone quoins surround. Only the two end windows are exposed. Below the water table is a group of five windows and door of which only the door is exposed and a single six-over-six wood window directly above the single double-hung window above. The east elevation mirrors the west with the exception of the door in the group of windows and it is connected to the main building in the same location as the single double-hung window. The rear elevation has a single six-over-six wood window with cast

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stone quoins centered in the brick field above the water table. Below the water table is a group of two six-over-six windows flanked by a group of three six-over-six windows on each side.

The interior finishes and plan of the west wing are relatively intact. On both the first and basement floors, the original classrooms have been subdivided but the finishes and new doors and door frames are clearly distinguishable from the original. Portions of the original wood floor have been covered with vinyl composition tile and carpet, mostly in rooms where wall configurations have been altered. The stairway retains the wooden handrail, square balusters, and paneled square newel post that is similar to the newel post in the stairways of the main building. The entry and vestibule doors, sidelights, and balustrade are intact, as well as many of the original panel doors of varying styles, including the vanishing closet doors.

The main floor of the addition is organized with a large classroom at each corner. The main entrance and stairs from grade level to the main floor are located between the front two classrooms. At the top of the stair landing is the corridor running east that connects to the main building. All the classrooms except for the southeast corner room, have been subdivided with more recent stud partitions finished with wood paneling. All four classrooms also contain closets with vanishing doors along an interior wall in each room. The basement level contains two classrooms on the south end on either side of the main entrance and one larger room on the north side that has been more recently subdivided into multiple smaller rooms around the perimeter. Within the corridor is a ramp that connects to the basement of the main building.

Gymnasium and Auditorium Addition (1938-39)

The gymnasium and auditorium addition designed by Bunker & Savage was constructed in 1938-39 of the same red brick and cast stone materials as both the original school and Manual Arts Training addition. Rectangular in plan, this addition is two-stories high with the entry, storage, and service areas located at the basement level at the north and south ends of the building. The south façade features a substantial projecting stylized Tudor gothic tri-partite entrance. The three doors are recessed within gothic arched door surrounds over which three original trios of four-over-six double hung lancet windows exist. Substantial cast stone quoins frame the entrance. A cast-stone Tudor arch at the cornice level is elaborated by two round relief sculpture plaques of athletic themes (football and basketball) on either side; the arch fascia is infilled with fancy relief scrolls. On each side of the entrance is a group of double four-over-six Tudor arch windows located above an inset cast stone Tudor arch panel flanked by pinnacles. The upper windows and lower panel are separated by a brick spandrel. The windows and panel have cast stone quoins similar to that of the original building and west addition. A continuous projecting cast stone bandcourse above the windows separates the main mass of the building from the brick parapet and cast stone coping.

The east and west elevations are mirror images except for the brick connector the main building on the west side. The center bay of the gymnasium projects from the plane of the rest of the building and has three large Tudor arch window openings with cast stone quoins with T1-11 siding covering all the windows. The rear elevation is mostly brick field with two small window openings on the main floor that have been covered with T1-11 siding and eight small windows on the basement level that have also been covered.

The entry vestibule on the south elevation is located at the basement level and has small storage rooms and bathrooms on each side. Two sets of double doors open into the aisles that lead in to the gymnasium/auditorium space. The dual-purpose gymnasium is largely unchanged from the 1930s. An elevated stage, measuring 36 by 24 feet with two 9 by 12 feet dressing rooms on each side, is centered along the north wall. The proscenium is trimmed with a painted wood Tudor gothic arch, carrying the exterior architectural theme to center stage. Opposite the stage, fifteen graduated rows of elevated seating are comprised of fixed-in-place wooden curved back, flip up individual seats. The aisle-end of each seating row is elaborately carved and painted art deco design. The inclined fixed seating is located directly above the entry vestibule in the south side of the building. Between the stage and seating is a single basketball court measuring 84 by 68 feet with wood floor and two ceiling-mounted retractable backboards with hoops. The walls are buff brick on the lower half and glazed light yellow brick on the upper half of the wall with buff brick used for contrasting decorative elements. The east and west sides of the gym have three large Tudor arch window openings that have been filled in. The Tudor arch motif is repeated on the interior wall surface of all four sides of the gymnasium as a decorative element. The outline of the motif is accented with a contrasting color from the field brick. Showers and locker rooms are located in the basement below the stage.

Alterations and Changes

Modifications have been made over time with the addition of newer sheetrock walls, acoustic ceiling tiles and modern infrastructure to create storage space on the interior of all three buildings. The largest alteration to the exterior is the covering of most of the original windows and transoms with T1-11 siding.

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The original 1909 design of the main school included six entrances, two on the north and south elevations, and one each on the east and west elevations of the building. The first floor included four recitation rooms, one at each corner of the building. An assembly hall complete with stage and balcony was the most treasured space in the school and was located on the second floor. On the third floor a lecture room with seating capacity of seventy-five was located on the south end and a chemical lab on the north end. In the basement, the gym was located in the south part of the building and domestic-science classrooms and woodworking shops were located in the east and west ends.¹

In 1931, the first major alteration to the building occurred to create additional classroom space. Completed by Blais Brothers of Waterville and designed by Bunker & Savage Architects of Augusta, the assembly hall was divided into six classrooms with a center corridor running east to west similar to the other floors. The lecture hall on the third floor was divided with folding doors to create spaces for class parties and smaller gatherings utilizing movable desks and chairs. (All other classrooms had stationary desks with swivel chairs.) Wardrobes with swinging doors (still remaining today) were installed in the new classrooms on the second and third floors. The HVAC system was upgraded to include one large closed-in radiator in each room.² The lecture room was transformed into a combined chemistry and physics laboratory and modernized.³

When the Manual Arts Training Wing was constructed in 1936, the addition contained four large rooms for commercial subjects, each measuring 24 by 30 feet, fitted with coat closets, book closets, and single pedestal combination desk and chair located on the main floor as well as a publications room, girls' restrooms and teachers' room. The drawing room was oriented to receive northern light conducive for the tasks therein and included sinks to develop blueprints and wash colors. The lower floor housed the machine department, domestic-science room, band room, athletic director's quarters, and boys' restrooms. In order to connect the buildings, a corridor was extended from the west end of the main corridor in the original building to connect to the new wing. Modern building systems included a new seventeen section boiler to heat the new and old building and unit ventilation throughout the new addition.⁴ The new addition is separated from the main building with a corridor and fire doors.

Changes to the interior of the Manual Arts Training Wing include the division of classrooms into smaller rooms in the late twentieth century. Most of the new interior partitions are finished with wood paneling.

When the Gymnasium/Auditorium was finally built in 1938-39, a new stair was added at the east end of the corridor of the main building on the first floor to connect the new addition. Alterations to the Gymnasium and Auditorium appear to be limited to the covering of the exterior windows on the sides and rear of the building. On the interior, a control and lighting booth was enclosed at the top of the elevated seating of the auditorium.

¹ "High School Building Badly Damaged by Fire," *Waterville Morning Sentinel*, 13 November 1914.

² "Senior High Classes to Start Next Wednesday Morning," *Waterville Morning Sentinel*, 19 September 1931.

³ *Annual Report of the City of Waterville 1932*, 34.

⁴ "High School Addition Will Care for 140 Extra Pupils," *Waterville Morning Sentinel*, 27 August 1936.

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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

Education

Period of Significance

1909-1940

Significant Dates

1909-1913

1914 (fire)

1931 (alterations)

1936

1938-40

Significant Person

(Complete only if Criterion B is marked above.)

Cultural Affiliation**Architect/Builder**

Freeman Funk & Wilcox, Architects, Brookline, MA

Bunker & Savage Architects, Augusta (1918 - pres)

H. Purinton & Company (Builder, 1877 - unknown)

Blais Brothers, Waterville, ME (Builder)

Milliken & Shea, Ellsworth, ME (Builder, 1933-1938)

H.P. Cummings Company, Winthrop, ME (Builder, 1935-preser

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Period of Significance (justification)

The period of significance includes the date of construction of the original school building and two subsequent additions comprising the current configuration of the school.

Criteria Considerations (explanation, if necessary)

N/A

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

The former Waterville High School in Waterville, Maine is eligible for individual listing in the National Register of Historic Places at the local level of significance under Criterion C, Architecture, as a distinctive example of early 20th century Collegiate Gothic style school design and construction with later, sympathetic Art Deco-influenced additions. It is also significant under Criterion A, Education, for its association with local education practices as the first school built specifically for high school education in Waterville after its incorporation as a city. The expansion of the school reflects the changes to educational curriculum that were occurring at the time. Striving to maintain a high quality of public education for the community, Waterville High School enrolled students for half a century and evolved to accommodate growing attendance and changes in curriculum, especially during the Depression Era. Constructed between 1909 and 1913, with Works Progress Administration (WPA) funded additions in 1936 and 1938, the property retains integrity of location, design, setting, material, workmanship, feeling and association and has a period of significance from 1909-1940.

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

The former Waterville High School is significant under Criterion C for Architecture because it is a good example of Collegiate Gothic school design in Maine. With multiple architects and builders informing the design of the school and two additions over a period of three decades (1909-1939), the variation and execution of architectural style creates an overall cohesive design that reflects the time and function for which the building was created and altered.

Waterville High School exhibits the distinctive characteristics of Collegiate Gothic Architecture. One of the most prominent features typical of the subject building and other Collegiate Gothic Structures is the recessed Tudor arch entries of the main building. As a significant character-defining detail, this motif was carried over into the Art Deco design of both additions to maintain a cohesive composition between the new and original structures. Another significant detail typical of Collegiate Gothic architecture, and well executed in the design of Waterville High School, are the tracery windows with elaborately carved wood panels on the third floor. Quoins are also frequently used on Collegiate Gothic building and are employed in smooth cast stone at the corners of the building, as well as in the surrounds of each group of windows. This feature was also considered such a strong statement by the architect of the additions, that the motif was employed in prominent openings in both additions. Waterville High School also has numerous cast stone plaques and relief sculpture of various themes on both the original building and additions. On the original school building, the cast stone plaques are placed as accents over doorways and centered in parapets. However, in the Gymnasium addition, more in keeping with the characteristics of Art Deco ornament, the cast stone relief sculpture creates a field of floral decoration with accents in sport motifs such as football and basketball.

Before the east and west additions were added, the original east and west classroom wing entrances had distinct Tudor style entrance door surrounds that were covered by the new connectors. Both wings designed in the 1930s employ more of the Art Deco aesthetic with simple rectangular forms and streamlined decoration, but the design is sensitive to the character of the Collegiate Gothic building by adopting similar significant gothic details to blend all three buildings into a cohesive composition. The gymnasium building has a particularly interesting interpretation and application of the Tudor style entrance motif for its projecting two story three bay entrance pavilion. The three buildings retain the majority of their primary character-defining features, and all together, they present a well unified early twentieth century Collegiate Gothic Style campus in a prominent location on Gilman Street.

The former Waterville High School is one of the few known public buildings designed by the Brookline, Massachusetts firm of Freeman, Funk and Wilcox. The firm's Washington Street Fire Station in Brookline from 1907-1908 may be their most

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known work today. Principals of the firm included Harry S. Freeman, an architect and builder, architect George C. Funk, and engineer Charles J. Wilcox. Educated at Massachusetts Institute of Technology, Freeman and Funk also worked as developers in Brookline. The successor firm of Funk and Wilcox became well known for their movie palace theaters, including the 1918 Strand Theater in Dorchester, Massachusetts.

It is possible that the Collegiate Gothic Style chosen by the Brookline, MA architects for the Waterville High School was influenced by their contemporary, Boston architect Ralph Adams Cram. Cram, Wentworth and Goodhue designed the 1898 Richmond Court Apartments in Brookline. This building, with the massing and detail of a Tudor manor, was the first courtyard apartment house in the northeastern United States, and became the prototype for this type of building in Boston. Cram, who frequently used English Gothic for his designs, was also well known for his promotion of what has come to be known as the Collegiate Gothic Style for educational institutions. While Freeman, Funk and Wilcox drew inspiration from sixteenth century Italy and France for their renaissance revival style Washington Street Fire Station, they seem to have followed Cram's Collegiate Gothic lead in looking to sixteenth century England and the vocabulary of Tudor gothic architecture for the Waterville High School. In particular, each of the five bays of the center block of the Waterville High School are demarcated by distinct four-centered arches, also known as Tudor arches; two with Tudor entrance door surrounds and three with perpendicular style chapel windows on the top floor.

The Collegiate Gothic Style is not as prevalent as Colonial Revival Style buildings in early twentieth century Maine. Examples of Collegiate Gothic buildings in Maine in addition to Waterville High School include Bates Chapel and Chase Hall at Bates College in Lewiston, Hubbard Hall at Bowdoin College in Brunswick, Oak Grove-Coburn School in Vassalboro, Deering High School in Portland, Chestnut Street Church Community House in Portland, and Chamberlain Primary School in Auburn. Perhaps the influence of architectural trends and theory on architects from Boston and Philadelphia practicing in Maine explains the limited use of this style in the state. Bates Chapel and Chase Hall were designed by Coolidge and Carlson and Hubbard Hall was designed by Henry Vaughan, Esq., both of which were architects in Boston in the first decades of the twentieth century. John P. Thomas, the architect of Deering High School and Chestnut Street Church Community House, was born in Portland, ME, but studied at Harvard and worked in architectural firms in Boston before returning to start his own practice in Portland in 1919. Early Collegiate Gothic buildings constructed at Oak Grove-Coburn School in 1928 were designed by Price & Walton of Philadelphia. It is likely that the architects were familiar with the Collegiate Gothic design of new buildings on the campuses of Boston College, Princeton, Harvard, and the University of Pennsylvania as well as the trends in residential building toward the Tudor style.

Located on college campuses, it is not unexpected for Bates Chapel, Chase Hall, a social meeting hall, and Hubbard Hall, a library, to be designed in the Collegiate Gothic Style. More interesting, however, is the similarity in design of Waterville High School to Deering High School and Chamberlain Primary School. Thomas's Deering High School, built in 1922, incorporates groups of windows with transoms surrounded with cast stone quoins, elevated cast stone water table, and cast stone quoins, similar to the details of Waterville High School. Uniquely, Thomas also incorporated Neo-Classical elements such as columns, entablatures, and porticoes at entrances over the Tudor style forms of the Deering High School.⁵ Harry S. Coombs designed the Chamberlain Primary School in Auburn, which was completed in 1914, just one year after Waterville High School. Stylistically, the Collegiate Gothic utilized at the Chamberlain School appears to be an anomaly in the work of Harry S. Coombs, a Maine architect, who typically preferred the Colonial Revival Style for this type of building. A red brick building with contrasting light colored stone trim, the Chamberlain School had classroom windows set in groups much like the groups of three, four, and five at the Waterville High School. However, all of the classroom windows at Chamberlain were set in groups of five, a design feature shared by Coombs' later Colonial Revival Webster Grammar School (1915-1916), Sanford High School (1916), and Stearns High School in Millinocket (1922-1924). Coombs also incorporated the Tudor arch and tracery at the projecting entrance pavilion of Chamberlain School. The design includes square corner towers, a typical Collegiate Gothic feature that is not seen at Waterville High School. Octagonal, crenellated towers are distinctive features of Bates Chapel and Oak Grove-Coburn School, and a crenellated square tower marks the entry of Hubbard Hall at Bowdoin College.

Both the Manual Arts Training Wing and Gymnasium were designed by Bunker and Savage, an architectural firm in Central Maine. Both partners, William G. Bunker and Arthur R. Savage, practiced individually in the area prior to the establishment of the partnership in Augusta in 1918. Arthur R. Savage was born in Augusta in 1889 and received his Bachelor's Degree in Architecture from the University of Pennsylvania in 1914. Before returning to Augusta, Savage

⁵ Roger G. Reed, "John P. Thomas 1886-1944," *A Biographical Dictionary of Architects in Maine* (Portland, Me: Maine Citizens for Historic Preservation, 1995).

WATERVILLE HIGH SCHOOL (FORMER)

Name of Property

KENNEBEC COUNTY, MAINE

County and State

worked in architectural firms in Boston, Bar Harbor, and Bath, Maine.⁶ As Bunker and Savage, the firm specialized in public buildings and schools. Between the years of 1918 and 1958, the firm was involved in approximately 116 school projects including new construction and additions and alterations in nearly every county in the state.⁷ Still in existence today specializing in design of educational buildings, the work contemporary of the two additions for Waterville High School was primarily concentrated in central Maine and the most northern and eastern parts of the state including Aroostook, Washington, and Hancock counties. William G. Bunker passed away in 1957 and Arthur R. Savage in 1958.

Some of the other schools designed by Bunker & Savage Architects such as the new Cony High School in Augusta in 1930 and Third Brooklin High School in Hancock County in 1932 were Colonial Revival in Style. Influenced by the strong statement of the architectural style of the Collegiate Gothic original school building, the architects employed the basics of Art Deco for the overall massing and organization of the new additions so they would not compete with the architecture of the main building. Elaborate decoration was relegated to the entrances of both additions to maintain the overall character and feel of the original building without complete imitation or distinction of style.

Criterion A: Education

The former Waterville High School is significant under Criterion A for Education because the evolution of the building over three decades reflects the changes in curriculum which were directly influenced by the economic situation of the time. As the curriculum shifted from classical studies to more practical subjects preparing students who would not continue to higher education, new facilities were required to accommodate new subjects. The Manual Arts Training Wing and Gymnasium additions of Waterville High School were constructed to meet the needs of the changing curriculum and growth of student enrollment which were directly influenced by the agrarian and industrial bases of the economy in Maine. The Great Depression had a significant impact on the increased enrollment of schools and types of subjects that were taught.

Dr. Payson Smith, State Superintendent from 1907-1917 promoted vocational education because ninety percent of students in public schools in Maine went to work in agriculture and trades rather than continue onto higher education.⁸ The Federal Smith-Hughes Vocational Education Act was passed in 1917 that provided funding to schools who taught vocational subjects in preparation of agricultural work. Teaching of vocational subjects in trades had also begun in the early 1900s in Maine but gained even more importance with the onset of the Great Depression. The Manual Arts Training Wing at Waterville High School was constructed in 1936 to accommodate classrooms for commercial subjects, drawings, the machine department, and domestic science room. These subject offerings were provided to prepare students for jobs in trades during the Depression.

Fine arts and physical education were components of the curriculum that also gained importance in the early 1900s. However, the effects of the Great Depression led to limited funding and shortage of teachers which decreased the offering of fine arts in schools. Particularly significant to Waterville High School, was the lack of facilities for physical education and fine arts with the absence of an adequate gymnasium and auditorium. The deficiencies of these programs was reported annually through the 1920s and 30s but it was not until 1938 that funds were secured to build the east wing addition. The architectural detail of the gymnasium and auditorium throughout the exterior and interior of the building attests to the importance this aspect of the educational curriculum had to the school at the time of its construction.

Developmental history/additional historic context information (if appropriate)

The year 1802 marked the first town meeting held by Waterville, a community on the Kennebec River in western Maine. Waterville had experienced steady growth and expansion from small manufacturing companies, lumber mills, ship building and trading. The first railroad reached Waterville in 1849, and less than twenty years later the Ticonic Water Power and Manufacturing Company was chartered for general manufacturing with the intention of creating a water powered cotton mill. The Lockwood Company wove its first cloth in 1876, the year the town opened a senior high school in a former common school building on the corner of Pleasant and School Streets. In 1883 the state legislature passed an act

⁶ Joseph T. Beck, *Historical Notes on Augusta, Maine* (Farmington, Maine: The Knowlton & McLeary Co., Printers, 1962), 136-137.

⁷ C. Ellwyn Tabbutt, *Bunker & Savage Architects, Augusta, Maine*. Unpublished manuscript available from Bunker & Savage Architects, Augusta, Maine.

⁸ *150 Years of Education in Maine, 1820-1970: Sesqui-centennial History of Maine's Educational System and the Growth and Development of the Maine State Board of Education*; available online at <http://www.maine.gov/education/150yrs/150part2.htm>.

WATERVILLE HIGH SCHOOL (FORMER)

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incorporating the City of Waterville, however, this was not accepted by the citizenry until 1888. Census figures from 1880, 1890 and 1900 reveal marked growth in the population in large part from immigrants filling jobs in the ever expanding manufacturing industries along the river. A reflection of the city's continued diverse manufacturing strength, the first twenty years of the twentieth century were marked by construction of many of Waterville's major public buildings including: the 1902 city hall and opera house, 1902-1905 Carnegie library building, 1909-1913 senior high school, 1912 Central fire station, 1913 post office, and the 1920-1923 junior high school.

Public schooling in the Province of Maine⁹ was established as early as 1647, but the first State Board of Education to regulate public education did not come into being until 1846. Reports at the time reflected the inadequacies of teacher qualifications, facilities, and length of schooling as developed by independent districts which lead to the establishment of town-operated schools in 1893.¹⁰

The community of Waterville placed emphasis on the importance of education beginning with the opening of Waterville Academy, a private school (now Coburn Classical Institute), in 1828. Conceived as a preparatory school for admission to the Maine Literary and Theological Institute established in 1818 (later named Waterville College and subsequently Colby College), the institute successfully educated both young men and women from all over the state of Maine.¹¹ The community promoted the option of free public education in addition to the private Coburn Classical institute with the establishment of the first Waterville High School in 1876. With only twenty-four students in the class of 1898, the curriculum was limited to classical studies and enrollment did not begin to rapidly increase until the early 1900s.¹² Once Waterville was incorporated as a city, a plan was developed to modernize schools and the new North Grammar School and first parochial school of the city were constructed in 1888.¹³

Plans by the firm of Freeman Funk & Wilcox for a new high school building were accepted by the Waterville City Council in 1907. Land was acquired on Gilman Street for the school in June 1909, bids for the first phase of construction were received in August and the work was awarded to H. Purinton & Company. On October 5th, 1909, the cornerstone for the new school was laid. The Waterville Morning Sentinel reported on the event the following day; "With the beautiful and inspiring ceremony of the ancient and honorable fraternity of Free and Accepted Masons, the cornerstone of the new high school was set in place yesterday afternoon in the presence of a large concourse of citizens, men and women, and hundreds of children from the high and common schools. . . The exercises were carried out without a hitch and were enjoyed by all, especially by those who participated." Construction of the school was delayed by a number of factors, including structural issues caused by soil conditions. On February 2, 1912 the Morning Sentinel reported on the construction progress; "The work of repairing and reconstructing goes merrily on at the new high school building on Gilman Street and the contractors feel sure that it will be ready for occupancy by the opening of the fall term next September." The school was finally opened to the public on January 1, 1913.

In November of 1914, one year after the school opened, the building was damaged by fire. "Fire in the central portion of the handsome new high school building, one of the finest school structures in Maine, swept upward from the basement to the roof in the early morning hours today and at the time the Sentinel goes to press is still in progress." The following day it was reported that the portion of the school damaged by the fire "was not used to any extent for recitation purposes but for assemblage of the students. Here was located the chapel and the large laboratory. For this reason the effect upon the active conduct of the school is not so great as if the flames had attacked one or both of the wing sections. In these it will be possible to conduct the work of the school for a while." The original construction of the building included firewalls between wings and concrete floors in the corridors of the lower two levels that prevented the rapid spread of the fire, limiting damage in many areas to that created by smoke and water. Fire damage was concentrated primarily on the center north end of the building from the basement to the third floor. With damages from the fire totaling nearly \$50,000, the entire roof and assembly room was replaced.¹⁴ Other areas mostly marked with water and smoke damage required new finishes, but no significant structural changes.¹⁵

⁹ The Province of Maine was established by a land patent in 1622 that encompassed the territories between the Kennebec and Merrimack rivers. From the mid-17th century through 1820, when it achieved statehood, the land was known as either the Province of Maine or District of Maine.

¹⁰ *150 Years of Education in Maine, 1820-1970: Sesqui-centennial History of Maine's Educational System and the Growth and Development of the Maine State Board of Education*; available online at <http://www.maine.gov/education/150yrs/150part2.htm>.

¹¹ Clair Wood, "The Story of Waterville," *Waterville Sesquicentennial 1802-1952 Official Program*.

¹² "Growing Pains," *The Nautilus: Yearbook of Waterville Senior High School*, 1946.

¹³ Wood, "The Story of Waterville."

¹⁴ "Fire Loss is Nearly \$50,000," *Waterville Morning Sentinel*, 14 November 1914.

¹⁵ "High School Building Badly Damaged by Fire," *Waterville Morning Sentinel*, 13 November 1914.

WATERVILLE HIGH SCHOOL (FORMER)

Name of Property

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By the 1920s, enrollment had increased, and the new Waterville High School was already overcrowded. The original high school building was demolished and a new junior high built in its place at the corner of Pleasant and School Streets. The Freshman class was moved from the high school to the new junior high. Within a few years, the school had outgrown itself again, and out of necessity, the assembly hall was converted into six classrooms in 1931. Without a large assembly area, the high school was forced to hold large gatherings either outside on the lawn or in the auditorium at the Junior High School.¹⁶ City Annual reports reference the dissatisfaction and low morale of the students and faculty due to the absence of an auditorium and gymnasium to accommodate large social functions and extra-curricular activities and sports, both of which were considered important to the experience and health of the students. An article from the *Waterville Morning Sentinel* stated, "the assembly hall...disappeared, and the social functions, extra-curricula, and class spirit have disappeared with it."¹⁷ With the onset of the Great Depression, funding was decreased and movements for expansion would not be realized for several years. Faculty salaries were cut as well as expenditures on school supplies, textbooks, and maintenance.¹⁸ By 1936, windows were in poor condition requiring re-glazing and repainting, corrosion of pipes affected the water quality, and most textbooks were obsolete or beyond repair. Few repairs had been made since the school opened, and many of the classrooms still had the original finishes.¹⁹

The unemployment rates of the Great Depression fueled increased enrollment at Waterville High School. The former curriculum with emphasis on Classical Studies was beginning to shift toward vocational subjects that would prepare students not going to college for careers in trades. In 1932, out of a total of 452 students enrolled in Waterville High School, 110 were in Classical Studies (only half continued on to college after graduation), 89 in Scientific, 161 in Commercial, and 92 in General Studies. The curriculum was specialized for preparing students for College or commercial work, but lacked in providing courses for those not gifted in art, music, athletics, or classical studies. The General Course was directed at those not attending college, but neglected to provide vocational training to assist these students in preparation for a job after graduation.²⁰ By 1935, enrollment had increased 75 percent since the opening of the school in 1913. The Annual Report noted that some vocational training was available at the junior high school, but could not be continued at the high school due to lack of facilities.²¹ The following year, enrollment in College Prep and General Courses was nearly equal due to the exploratory programs in vocational subjects that were offered at the junior high. With the demand for subjects in practical courses of study, the superintendent requested that new course offerings for industry be geared to specific jobs and skills in local demand to adequately prepare students for work after graduation.²² In 1938, enrollment in College Prep was 172, 173 in Commercial, and 213 in Practical Arts. The recent changes to the curriculum were credited for increased enrollment and a stronger desire by students for a high school education.²³

As classrooms became overly crowded and no money was available for expanding, the school enforced a Platoon System in the fall of 1933. The Platoon School Plan originated in Gary, Indiana in the 1910s and 1920s as a progressive educational system that provided efficiency and diversity of curriculum. Dividing the students into two groups, one utilized the classrooms for academic subjects in the morning, while the other half explored arts, sports, music, drama, and other subjects outside the classrooms on the athletic fields, in libraries and auditoriums. After lunch, the two groups switched programs. The Platoon System was adopted by schools across the country, but lost favor during the Depression years in part due to budget cuts.²⁴ Waterville High School temporarily adopted the Platoon School system as a way of coping with the overcrowded conditions of the classrooms, not necessarily for its controversial progressive education innovations. Dissatisfied with the system, it was abandoned once the school opened the long awaited first addition, the Manual Arts Training Building.²⁵

In order to promote the new vocational curriculum, adequate facilities became a necessity. In 1936, the students began a "Buy-a-Brick Campaign" to raise funds for the addition of classrooms and auditorium and gymnasium. Selling for twenty cents a brick, the school was only able to appropriate finances with the assistance of WPA funding for the construction of a west wing to house classrooms for manual arts training. At the cost of nearly \$75,000, the new addition provided seating

¹⁶ "Growing Pains."

¹⁷ "Room Missing, High School Holds an Outdoor Assembly," *Waterville Morning Sentinel*, 26 September, 1931.

¹⁸ *Annual Report of the City of Waterville 1940*, 28-29.

¹⁹ *Annual Report of the City of Waterville 1936*, 65-66.

²⁰ *Annual Report of the City of Waterville 1934*, 125-128.

²¹ *Annual Report of the City of Waterville 1935*, 58.

²² *Annual Report of the City of Waterville 1936*, 64-68.

²³ *Annual Report of the City of Waterville 1938*, 57-59.

²⁴ Ronald D. Cohen, "Gary Schools," <http://education.stateuniversity.com/pages/2002/Gary-Schools.html> (accessed 24 February 2010).

²⁵ *Annual Report of the City of Waterville 1934*, 128.

WATERVILLE HIGH SCHOOL (FORMER)

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for an additional 140 students and two new teachers.²⁶ Funding for a new auditorium and gymnasium would not become available for another two years.

Without having adequate auditorium and gymnasium facilities for nearly a decade, the lack of extra-curricular and physical education activities was perceived as a severe handicap for the school. Activities, especially for girls, were lacking. A proper physical education program could only be achieved with a new gymnasium. At the end of 1938, the city was able to secure WPA funds to begin the Auditorium and Gymnasium addition. At a total cost of \$86,000 and WPA funds covering \$36,000, the new auditorium seated 1400.²⁷ Construction was not completed until late fall of 1939, and the dedication of the building took place on January 12, 1940. With an enrollment of 654 students in 1940, the school and city were very pleased and proud of the new addition. School spirit was much improved and physical education classes commenced the following year for both boys and girls. The school curriculum was revised to include an activity period so that extra-curricular activities were not solely restricted to after school hours. Activities included music, debate, drama, crafts, economics, and public speaking. Continually looking to advance the school and educational system, the 1940 Annual Report noted recommendations for the following year including improvement of library facilities, more provisions for physical education classes, repair of the bell system, and landscaping of the school grounds with evergreens and shrubs.²⁸ In 1941, further improvements to the educational system were suggested with the reinstatement of the testing programs that had been stopped because of budget cuts in the 1930s and the establishment of a guidance program to help direct students toward programs for which they are best suited.²⁹ The Waterville Chamber of Commerce published a booklet in 1948 that showcased the high school with a full page photograph and large caption. "The Senior High School shown above is one of the outstanding High School buildings in the State. It provides the young men and women of Waterville with the best in housing for their high school years." The building continued in use as the City's high school until 1964 when the current high school was built, at which time it continued use as the junior high school, becoming Gillman Street School.

The junior high school remained in this building until the mid-1970s. When the junior high school moved into a new building, the Gilman Street School was used for a combination of school administration offices and various educational related programs until it was sold to a private owner in 2005. Since then the building has had a boxing club in the basement and a variety of short-term uses in the former office and classroom spaces.

9. Major Bibliographical References

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

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Warneck, Stephen. "Ralph Adams Cram, The Man, His Work, and His Legacy at Princeton University." ART 409, January 10, 1995.

²⁶ *Waterville Morning Sentinel*, 27 August 1936.

²⁷ "Dubord Gets notification of \$36,000 Federal PWA Grant for Senior High's Addition," *Waterville Morning Sentinel*, 17 December 1938.

²⁸ *Annual Report of the City of Waterville 1940*, 33-34.

²⁹ *Annual Report of the City of Waterville 1941*, 90-93.

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Name of Property

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County and State

Wood, Clair. "The Story of Waterville." *Waterville Sesquicentennial 1802-1952 Official Program*.

150 Years of Education in Maine, 1820-1970: Sesqui-centennial History of Maine's Educational System and the Growth and Development of the Maine State Board of Education; available online at <http://www.maine.gov/education/150yrs/150part2.htm>.

"Contract for School to be Given Friday." *Waterville Morning Sentinel*, (Waterville, Maine). 20 December 1938.

"Dedication of High School Addition to be Held Friday." *Waterville Morning Sentinel*, (Waterville, Maine). 6 January 1940.

"Dubord Gets notification of \$36,000 Federal PWA Grant for Senior High's Addition." *Waterville Morning Sentinel*, (Waterville, Maine). 17 December 1938.

Fire Loss is Nearly \$50,000." *Waterville Morning Sentinel*, (Waterville, Maine). 14 November 1914.

"Ground Breaking for New School Wing." *Waterville Morning Sentinel*, (Waterville, Maine). 29 December 1938.

"Ground Breaking Exercises Today on School Addition." *Waterville Morning Sentinel*, (Waterville, Maine). 28 December 1938).

"High School Opens Today." *Waterville Morning Sentinel*, (Waterville, Maine). 23 September 1931.

"High School Addition Will Care for 140 Extra Pupils." *Waterville Morning Sentinel*, (Waterville, Maine). 27 August 1936.

"High School Addition to be Dedicated." *Waterville Morning Sentinel*, (Waterville, Maine). 9 January 1940.

"Local Public Schools Will Open Today." *Waterville Morning Sentinel*, (Waterville, Maine). 8 September 1931.

"Need of Addition to Senior High Becoming Very Evident." *Waterville Morning Sentinel*, (Waterville, Maine). 16 September 1931.

"Senior High Classes to Start Next Wednesday Morning." *Waterville Morning Sentinel*, (Waterville, Maine). 19 September 1931.

"Room Missing, High School Holds an Outdoor Assembly." *Waterville Morning Sentinel*, (Waterville, Maine). 26 September 1931.

"Winthrop Construction Concern is Awarded Contract for New Senior High School Wing." *Waterville Morning Sentinel*, (Waterville, Maine). 24 December 1938.

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: Maine State Library

Historic Resources Survey Number (if assigned): _____

WATERVILLE HIGH SCHOOL (FORMER)

Name of Property

KENNEBEC COUNTY, MAINE

County and State

10. Geographical Data**Acreage of Property** 2.46

(Do not include previously listed resource acreage.)

UTM References

(Place additional UTM references on a continuation sheet.)

1	<u>19</u>	<u>449323</u>	<u>4933388</u>	3	<u>Zone</u>	<u>Easting</u>	<u>Northing</u>
	Zone	Easting	Northing		Zone	Easting	Northing
2	<u>Zone</u>	<u>Easting</u>	<u>Northing</u>	4	<u>Zone</u>	<u>Easting</u>	<u>Northing</u>
	Zone	Easting	Northing		Zone	Easting	Northing

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

The subject property is described by the City of Waterville's Tax Map # 48, lot #28.

Boundary Justification (Explain why the boundaries were selected.)

The 2.46 acre property defined by the Tax Map # 48, lot #28 is the same boundary that was historically associated with the property. Bound by Gilman Street to the south, Burleigh Street to the west, West Street to the east and a row residences to the north, the property includes the three buildings, parking lot and lawn in front of the school.

11. Form Prepared Byname/title Amy Cole Ives and Melanie Smithorganization Sutherland Conservation & Consultingdate 6/11/2010street & number 295 Water Street, Suite 209telephone 207-242-2480city or town Augustastate MEzip code 04330e-mail melaniesmith@sutherlandcc.net**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.)

WATERVILLE HIGH SCHOOL (FORMER)

Name of Property

KENNEBEC COUNTY, MAINE

County and State

Photographs:

Submit clear and descriptive photographs. The size of each image must be 1600x1200 pixels at 300 ppi (pixels per inch) or larger. Key all photographs to the sketch map.

Name of Property: Waterville High School (former)

City or Vicinity: Waterville

County: Kennebec

State: Maine

Photographer: Andrea Cochrane and Melanie Smith, Sutherland Conservation & Consulting

Date Photographed: Exterior photographed 11/17/2009 by Cochrane, Interior photographed 2/4/2010 by Smith.

Description of Photograph(s) and number:

- 1 of 10. South façade of original school building.
- 2 of 10. View of gymnasium and school building looking northwest.
- 3 of 10. South façade of 1936 Addition.
- 4 of 10. Looking southeast at north wall of main building.
- 5 of 10. Southwest entrance of main school building.
- 6 of 10. Detail of tracery windows in center of main building.
- 7 of 10. Detail of south entrance to 1936 Addition.
- 8 of 10. First floor corridor looking west in main school building.
- 9 of 10. Gymnasium entry vestibule.
- 10 of 10. View of stage and gym from upper bleachers.

Note: all photographs submitted were shot with 35mm film and processed using a true black and white photographic process.

Property Owner:

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

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

Paperwork Reduction Act Statement: This information is being collected for applications to the National Register of Historic Places to nominate properties for listing or determine eligibility for listing, to list properties, and to amend existing listings. Response to this request is required to obtain a benefit in accordance with the National Historic Preservation Act, as amended (16 U.S.C. 460 et seq.).

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

UNITED STATES DEPARTMENT OF THE INTERIOR
NATIONAL PARK SERVICE

NATIONAL REGISTER OF HISTORIC PLACES
EVALUATION/RETURN SHEET

REQUESTED ACTION: NOMINATION

PROPERTY Waterville High School
NAME:

MULTIPLE
NAME:

STATE & COUNTY: MAINE, Kennebec

DATE RECEIVED: 8/16/10 DATE OF PENDING LIST: 9/16/10
DATE OF 16TH DAY: 10/01/10 DATE OF 45TH DAY: 9/30/10
DATE OF WEEKLY LIST:

REFERENCE NUMBER: 10000807

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 9.30.10 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.



WATERVILLE HIGH SCHOOL (FORMER); KENNEBEC CO., ME



WATERVILLE HIGH SCHOOL (FORMER); KENNEBEC CO., ME



WATERVILLE HIGH SCHOOL (FORMER); KENNEBEC CO., ME

30F10



WATERVILLE HIGH SCHOOL (FORMER); KENNEBEC CO., ME

40F10



WATERVILLE HIGH SCHOOL (FORMER); KENNEBEC CO., ME



WATERVILLE HIGH SCHOOL (FORMER); KENNEBEC CO., ME 60F10



WATERVILLE HIGH SCHOOL (FORMER); KENNEBEC CO., ME 7 of 10



WATERVILLE HIGH SCHOOL (FORMER); KENNEBEC CO., ME



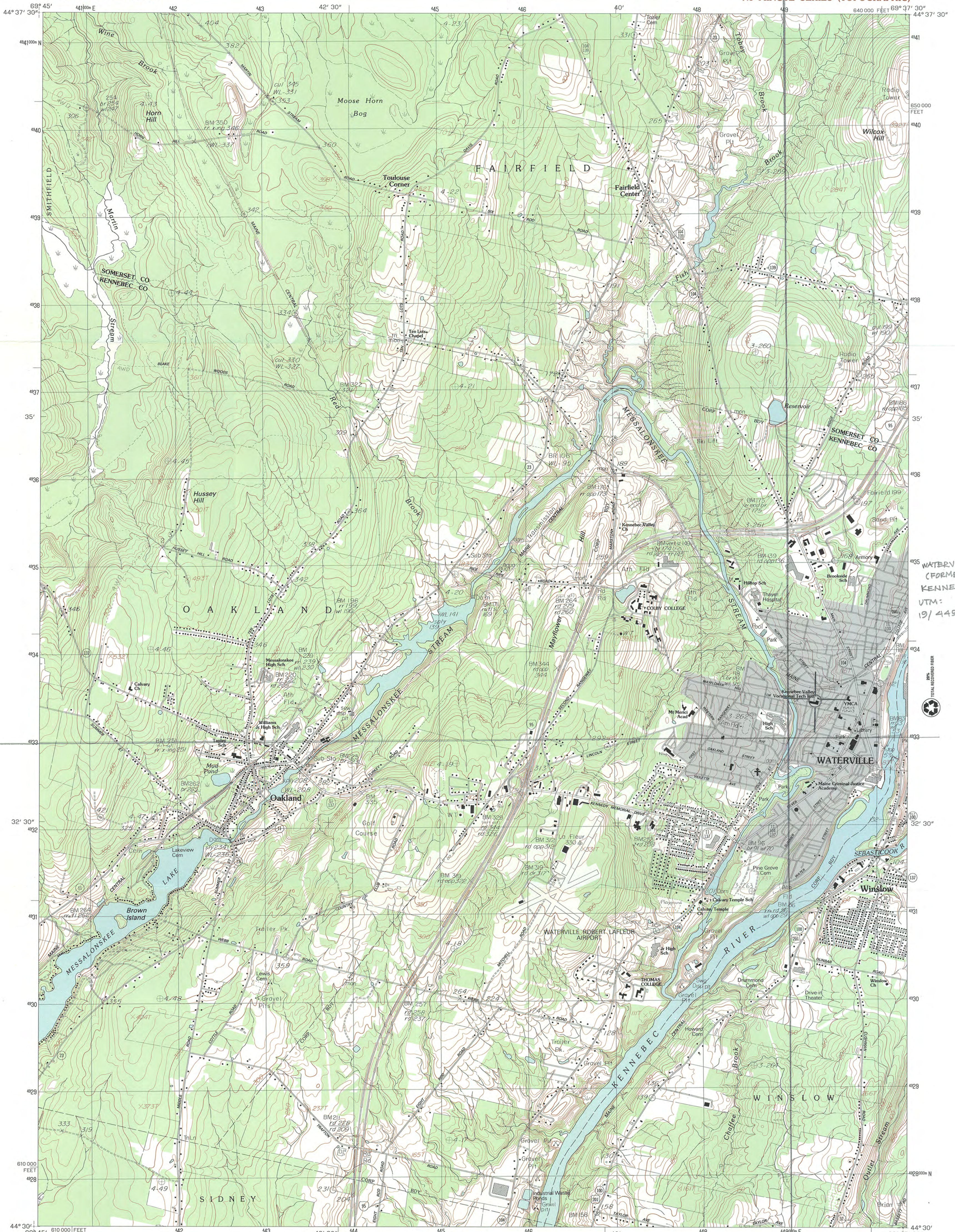
WATERVILLE HIGH SCHOOL (FORMER); KENNEBEC CO., ME



WATERVILLE HIGH SCHOOL (FORMER); KENNEBEC CO., ME

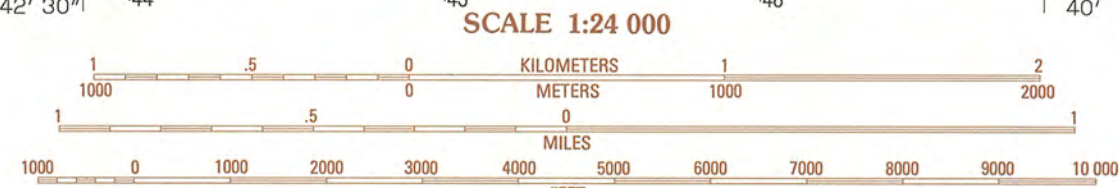
UNITED STATES
DEPARTMENT OF THE INTERIOR
GEOLOGICAL SURVEY

WATERVILLE QUADRANGLE
MAINE
7.5 MINUTE SERIES (TOPOGRAPHIC)



PRODUCED BY THE UNITED STATES GEOLOGICAL SURVEY
CONTROL BY USGS, NOS/NOAA AND MAINE DEPT. OF TRANSP.
COMPILED FROM AERIAL PHOTOGRAPHS TAKEN 1976
FIELD CHECKED 1979 MAP EDITED 1982
PROJECTION TRANSVERSE MERCATOR
GRID: 1000-METER UNIVERSAL TRANSVERSE MERCATOR, ZONE 19
10,000-FOOT STATE GRID TICKS MAINE, WEST ZONE
UTM GRID DECLINATION 029° WEST
1983 MAGNETIC NORTH DECLINATION 18° WEST
VERTICAL DATUM NATIONAL GEODETIC VERTICAL DATUM OF 1929
HORIZONTAL DATUM 1927 NORTH AMERICAN DATUM
To place on the predicted North American Datum of 1983, move
the projection lines as shown by dashed corner ticks
(3 meters south and 42 meters west)
There may be private inholdings within the boundaries of any
Federal and State Reservations shown on this map
Gray tint indicates area in which selected buildings are shown
Map photoinspected 1988
No major culture or drainage changes observed

PROVISIONAL MAP
Produced from original
manuscript drawings. Infor-
mation shown as of date of
field check



CONTOUR INTERVAL 10 FEET

To convert meters to feet multiply by 3.2808
To convert feet to meters multiply by .3048

THIS MAP COMPLIES WITH NATIONAL MAP ACCURACY STANDARDS
FOR SALE BY U.S. GEOLOGICAL SURVEY
DENVER, COLORADO 80225, OR RESTON, VIRGINIA 22092

1	2	3	1 Norridgewock
4	5	6	2 Hiram
7	8	9	3 Clinton
			4 Rome
			5 Fairfield
			6 Belgrade
			7 Vassalboro
			8 China Lake

ADJOINING 7.5' QUADRANGLE NAMES

ROAD LEGEND
Improved Road
Unimproved Road
Trail
Interstate Route U.S. Route State Route

WATERVILLE, MAINE
PROVISIONAL EDITION 1982

44069-E6-TF-024
PHOTOINSPECTED 1988

ISBN 0-607-23915-8
9 780607 239157



JOHN ELIAS BALDACCI
ADMINISTRATOR

MAINE HISTORIC PRESERVATION COMMISSION
55 CAPITOL STREET
65 STATE HOUSE STATION
AUGUSTA, MAINE
04333



13 August 2010

Keeper of the National Register
National Park Service 2280
National Register of Historic Places
1201 "I" (Eye) Street, NW,
Washington D.C. 20005

To Whom It May Concern:

Enclosed please find two (2) new National Register nominations for a property located in the State of Maine:

Webster Grammar School, Androscoggin County
Waterville High School, Kennebec County

Please note, the accompanying photographs were developed from film, thus there is no CD for these properties.

If you have any questions relating to these nomination, please do not hesitate to contact me at (207) 787-2132 x 2.

Sincerely,

Christi A. Mitchell
Architectural Historian

Enc.





United States Department of the Interior

NATIONAL PARK SERVICE

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

September 30, 2010

Notice to file:

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

Edson Beall
Historian
National Register of Historic Places
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