

United States Department of the Interior  
National Park Service

Nat. Register of Historic Places  
National Park Service

# National Register of Historic Places Registration Form

This form is for use in nominating or requesting determinations for individual properties and districts. See instructions in National Register Bulletin *How to Complete the National Register of Historic Places Registration Form*. If any item does not apply to the property being documented, enter "N/A" for "not applicable." For functions, architectural classification, materials, and areas of significance, enter only categories and subcategories from the instructions.

### 1. Name of Property

Historic name: George E. Burgess School/Notre Dame High School

Other names/site number: Senior Living at Notre Dame

Name of related multiple property listing: N/A

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

### 2. Location

Street & number: 411 School Street

City or town: Berlin State: NH County: Coos

Not For Publication:  Vicinity:

### 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

Applicable National Register Criteria:

  ✓   A         B        ✓   C         D

<u>E. J. Murray</u> Signature of certifying official/Title:	<u>2/12/15</u> Date
<u>SHPO / NH Div of Historical Resources</u> State or Federal agency/bureau or Tribal Government	

In my opinion, the property <u>  meets  </u> does not meet the National Register criteria.	
_____ Signature of commenting official:	_____ Date
_____ Title :	_____ State or Federal agency/bureau or Tribal Government

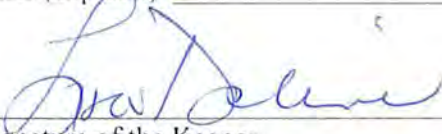
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#### 4. National Park Service Certification

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:)

  
Signature of the Keeper

6/25/15  
Date of Action

#### 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

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**Number of Resources within Property**

(Do not include previously listed resources in the count)

Contributing	Noncontributing	
<u>1</u>	<u>          </u>	buildings
<u>          </u>	<u>          </u>	sites
<u>          </u>	<u>          </u>	structures
<u>          </u>	<u>          </u>	objects
<u>1</u>	<u>          </u>	Total

Number of contributing resources previously listed in the National Register           

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**6. Function or Use**

**Historic Functions**

(Enter categories from instructions.)

EDUCATON - school

**Current Functions**

(Enter categories from instructions.)

DOMESTIC – multiple dwelling

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## 7. Description

### Architectural Classification

(Enter categories from instructions.)

LATE 19<sup>TH</sup> AND 20<sup>TH</sup> CENTURY REVIVALS – Classical Revival

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**Materials:** (enter categories from instructions.)

Principal exterior materials of the property:

STONE/Granite, BRICK, CONCRETE

### Narrative Description

(Describe the historic and current physical appearance and condition of the property. Describe contributing and noncontributing resources if applicable. Begin with a **summary paragraph** that briefly describes the general characteristics of the property, such as its location, type, style, method of construction, setting, size, and significant features. Indicate whether the property has historic integrity.)

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### Summary Paragraph

The prominently sited Burgess School/Notre Dame High School is located within an early twentieth-century residential neighborhood, sited above the street. The building consists of three sections, indicative of several phases of construction, indicative of its transformation from an early twentieth-century grade school to a mid-twentieth century Catholic High School. The earliest of the three sections, the central Burgess School block, was built in 1905 and rebuilt and enlarged in 1917 after a fire. This two-story brick section in the Neo-classical style sits on a high foundation. In the 1940s and 1950s Notre Dame High School expanded this center section in two phases. In 1949 they added a two-story brick classroom wing and two-story gymnasium (burned ca. 2000) on the easterly side. In 1953-1954 a second addition was erected, to the westerly side, comprised of a two-story brick classroom wing and three-plus-story brick convent. In 2013-2014 the building was rehabilitated for a new use as senior housing, employing the Secretary of the Interior's Standards for Rehabilitation, maintaining the major character-defining characteristics of the building and its site and environment.

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## Narrative Description

### Location and Setting

The 1.2-acre lot rises steeply from the street level making the building a highly visible local landmark from many parts of the city. The Burgess School section and Notre Dame High School classroom wings are set back from the front lot line, close to the embankment along the rear property line; the historic convent wing is sited at a right angle to the classroom section and extends nearly the full depth of the lot. Two tiers of steep concrete steps ascend the terraced front lawn to the historic center entry of the main block. Replacement retaining walls run along the front property line. On the easterly side the site has been partially regraded to accommodate a new retaining wall and stairs and a level parking area. The former foundation wall of the gymnasium was rehabilitated for reuse along the southerly edge of a second parking area on the west side of the building. A paved area in front of the former convent entrance allows for passenger drop-off and pick-up.

### Exterior

The Burgess School/Notre Dame High School consists of a two-story, eleven-bay-wide center section, set on a raised foundation. The neo-classically detailed brick walls rise to an unornamented metal cornice and a new tapered, insulated membrane roof. A low-stepped parapet tops the center bay and front entry. The bilaterally symmetrical façade is elaborated with a variety of detailing to create a visually dynamic elevation.

Many of the exterior details date to the periods of construction and are character-defining, including the window and door openings, finishes, and decorative detailing. On the 1905/1917 section, characterized by bilateral symmetry, these include a contrasting granite foundation and water table, and granite sills under the basement windows; brick detailing on the first story to suggest rustication, brick quoins at the second story, and brick splayed lintels above the windows. Those on the first story are flat whereas on the second story the raised lintels feature a keystone. Quoins and a semi-circular arch with a keystone frame the historic but now non-functioning center entry. New doors, installed as part of the rehabilitation (and based on historic photographic evidence) resemble the historic 1917 doors that had later been replaced in the 1950s or 1960s. Above the entry, at the second story, a large elliptical arched window opening is also flanked by quoins. The window openings date to the 1917 rebuilding at which time the city installed 2/2 double-hung sash windows under two-light transoms on the first story and 2/2 sash windows on the second story. New windows maintaining the historic openings and window configuration have been added as a part of the rehabilitation. The glass bricks, added in 1949 at the basement level have been replaced with two-light awning windows to allow for air circulation.

On the rear elevation of the Burgess School block, characterized by nearly bilateral symmetry, the 1917 detailing is more restrained but duplicates some of that present on the façade, including a contrasting granite water table, raised bricks on the corners on the first story, and brick quoins at the second story. The window openings on both stories feature flush brick splayed lintels and concrete sills. The fenestration pattern differs from that on the façade with a greater number of openings set more closely together creating a thirteen-bay

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elevation. A now non-functional unornamented centered entry contains a historic door with a row of three lights and a large light above the meeting rail and two narrow molded horizontal panels below and its original hardware. The historic concrete steps and brick balustrades leading to the entry have been rehabilitated but are non-functional. An exterior brick flue chimney is located to the west of this entry.

A two-story classroom wing extends from the easterly side of the Burgess School, added in 1949. The three-bay wing, set back from the façade and constructed of brick facing over cinder block walls, sits on an above-grade basement. Concrete sills are the only detailing employed on the addition, on both the front and rear elevations and second story of the side elevation. Each window opening on the front and rear elevations at the first and second stories housed pairs of 6/6 double-hung sash windows which have been replaced in kind, matching the pattern and profile of the historic sash as part of the 2013-2014 rehabilitation. As part of the rehabilitation work, the window openings have been maintained but the historic glass bricks have been replaced with six-light awning windows to provide air circulation. The east elevation has a centered entry at the first floor that originally provided access between the classroom and gymnasium sections; above is a window illuminating the stairwell. A canopy has been added as part of the rehabilitation above the entry that accesses the easterly parking area.

A two-story classroom wing on the westerly side of the Burgess School connects to a three-plus-story front ell, the former convent. This brick-faced addition with cinder block walls was added in 1953-1954. Like the 1949 addition, the wing and ell feature minimal decorative detailing. The fenestration and detailing on the three-bay classroom wing duplicates that on the easterly classroom wing. The three-bay-wide former convent connects to the classroom wing and extends nearly the full depth of the lot. Because of the slope of the lot, this rectangular addition has four stories in the front (southerly) section and three stories in the rear (northerly) half. On the façade is a recessed front center entry with an entry door flanked by glass block sidelights and topped by a four-light transom. The regular fenestration of the façade consists of new clad-wood casement windows with a check rail dimensioned to match the historic double-hung window sash meant to resemble the historic paired 1/1 double-hung sash windows on the first two stories (thus preserving the historic window openings but also meeting Life Safety code and New Hampshire Housing Finance Authority Standards). Frosted glass bricks surrounding clear bricks forming a cross fill the upper two-thirds of the openings at the top story, providing light to and denoting the former two-story chapel (repurposed for use as a common room). In the lower one-third of the window openings are pairs of new awning windows. In contrast with other sections of the school building, brick sills are used on the convent addition. A reconstructed wood porch spans much of the easterly elevation. Tuscan posts set on top of a closed balustrade support the hip roof of the porch. A non-functional exterior brick chimney flue is nearly centered on the easterly elevation. In the re-entrant angle between the classroom addition and convent wing is an added cinder block elevator tower clad in brick veneer resembling but not matching the brick veneers on the historic sections. Regular fenestration punctuates much of the westerly elevation at each story. As on the façade, the historic window openings now contain clad-wood casement windows with a check rail dimensioned to match the historic 1/1

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double-hung window sash in appearance. The historic door opening on the westerly elevation of the convent addition has been replaced with window openings harmonious with the existing fenestration pattern.

### **Interior**

The interior plan of the Burgess School and two classroom wings was characteristic of early and mid-twentieth century schools: a central corridor flanked by classrooms and a shorter cross corridor. Also character-defining was the stairwell at the easterly end of the corridor with dog-legged stairs rising through all three stories. In the rehabilitation of the interior, the existing partition layout in the 1917 section of the central corridor, the front cross corridor with front stairs (non-functional), and large classrooms has largely remained intact at all three stories. Many of the classroom doorways remain in use as entry doors to apartments; others have been blocked though the historic door frames remain in place. The corridors retain many of their historic finishes such as wainscoting, varnished door and window trim; in addition some of the educational finishes, such as blackboards, have been relocated to the corridors. Character-defining window trim has been retained in most historic openings. In the 1917 Burgess School section the historic door and window trim has a simple backband molding. The apartments in the Burgess School section also retain wainscoting on the outer walls in places.

The convent wing, prior to the recent rehabilitation, had the most compromised integrity owing to the earlier removal of wall and ceiling materials especially in the lower level. Each floor had a central corridor with rooms lining each side and at the southerly end, an internal stair running between all the floors of the convent. The simple varnished window and trim was flat boards with an inside bead. In the chapel, decorative finishes, some restored, include flat board wainscoting, and most significantly the stenciled altar decoration and canopy and frost glass brick windows with clear glass brick crosses.

### **Changes Since Construction**

Between the completion of the second classroom wing and convent in the early 1950s and the late 1990s, when the building was no longer in use, relatively few changes were made to the building. Any changes that were made tended to include such things as lowering the ceiling heights, inserting or removing a partition wall, or replacing the classroom doors. The historic footprint, massing, and finishes remained largely intact to their period of construction. The most significant changes occurred after ca. 2000, beginning with the destruction of the gymnasium by fire in 2000, leaving only the concrete foundation. This represented the only significant alteration to the historic footprint and massing. Further changes occurred in 2011 when, as part of remediation, some historic finishes, such as the window sash, any walls, ceilings, and flooring damaged by water, mold, and mildew or because of asbestos abatement were removed. Nevertheless many of the historic finishes remained in place, including the wainscoting, door and window openings and trim, corridor and classroom partition walls, and some flooring. Further interior changes occurred in connection with the 2013-2014 rehabilitation. At that time the building was rehabilitated as senior housing using the Secretary of the Interior's standards, preserving the character-defining features.

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### **Integrity**

During the recent rehabilitation, done according to the Secretary of the Interior's Standards, the massing of the Burgess School/Notre Dame High School was retained with no demolition or new construction, thus maintaining the historic character, style, and proportions, allowing for a high degree of overall integrity of the building and preserving the exterior historic fabric of the different building phases. The regular window and door openings were maintained, with three exceptions in secondary locations. The main body of the structure remains clearly legible on both the exterior and interior as an early twentieth-century grade school in the Neo-classical style with later alterations and additions in 1917, 1949, and 1953-54. The conversion to a high school in 1942 retained much of the 1917 design, including interior plan and wall finishes such as beaded board wainscoting and wood flooring. The integrity of the 1949 and 1954 additions were partially compromised prior to the recent rehabilitation due to alterations, primarily the loss by fire of the 1949 gymnasium on the easterly end, and vandalism throughout the building which resulted in damage to the walls and historic window sash, and water infiltration through the roof. Considerable evidence remained of the historic finishes, including door and window trim, glass brick windows with crosses and simple painted wall decorations in the chapel of the convent, and fire-proof construction including cinder blocks and concrete flooring. The 2011 remediation and abatement work included removal of the historic sash (because they were in poor condition and because of the need to comply with lead abatement requirements for residential units) and water and mold damaged walls, ceilings, and flooring. The recent rehabilitation involved conversion of the building to senior housing while retaining key character-defining elements. On the interior these included the central corridors at each story in the classroom sections with stairs at one end rising through all levels, front cross corridor on the main level and front stairs (non-functional), doorways, window and door trim, and wainscoting, and stenciled decoration in the nun's chapel. Many of the historic classroom partition walls have been retained or only partially removed within the apartments. The replacement windows match the pattern and profile of the removed original sash, based on historic photographs and 2009 photographs. All exterior finishes including brick, contrasting granite and cast concrete details, metal cornice, and parapet above the center bay, have been retained. The most significant alteration to the historic plan has been in the convent to accommodate the new apartments. Many of the historic walls and ceiling coverings had been damaged as a result of vandalism and others were removed as part of the 2011 remediation.



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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.)

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

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**Areas of Significance**

(Enter categories from instructions.)

Education  
Architecture  
\_\_\_\_\_  
\_\_\_\_\_

**Period of Significance**

1905-1965  
\_\_\_\_\_  
\_\_\_\_\_

**Significant Dates**

1905  
1917  
1949  
1953-1954

**Significant Person**

(Complete only if Criterion B is marked above.)

\_\_\_\_\_

**Cultural Affiliation**

\_\_\_\_\_

**Architect/Builder**

A[rchibald] I[rving] Lawrence  
Roland J. Brideau  
\_\_\_\_\_

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### Statement of Significance Summary Paragraph

(Provide a summary paragraph that includes level of significance, applicable criteria, justification for the period of significance, and any applicable criteria considerations.)

The Burgess School/Notre Dame High School is nominated for listing in the National Register of Historic Places under Criterion A for significance in the Area of Education because of its important association with the history of the education of Catholics of French Canadian descent by three of the four local Catholic parishes in the City of Berlin, New Hampshire. This pattern of education is significant to the cultural traditions of Berlin. The property is associated with the specific event of the establishment of the first Catholic High School in Berlin and the only one associated with the French Canadian population. Secondly, the property also has association with the pattern of public school education at a time in the early twentieth century when many cities, nationally, regionally, and locally built or rebuilt grade schools in response to population changes and developing ideas about the important relationship between school design and successful educational practices. This resulted in evolving ideas about plans and incorporation of modern technologies. The classroom wings added by Notre Dame High School reflect these accepted school design practices but also incorporated more modern ones such as flat roofs and restrained or minimal decorative treatment. The curriculum of the public school reflected current ideas about what students in elementary schools should be studying, following the program of studies for elementary schools identified by the state in the early twentieth century.

The Burgess School/Notre Dame High School is also nominated for listing in the National Register of Historic Places under Criterion C for significance in the Area of Architecture. The building is as an example of a school building that has been altered and expanded in response to evolving educational needs and practices between the early and mid-twentieth century. The alterations and additions reflect the building's conversion from a public grade school to a Catholic High School with an attached convent to house the nuns who taught at the school. The different periods of development remain legible on the exterior and interior in the different forms and finishes.

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

#### Criterion A: Education

The Burgess School/Notre Dame High School (built 1905; rebuilt 1917; additions 1949 and 1953-54) is eligible under Criterion A for Education as an example of an early twentieth-century urban public elementary school that was subsequently adapted and expanded for use as a Catholic high school and convent. The building's adaptation (and later expansion) to a Catholic High School in the early 1940s represented the culmination of the prominent and long-time role of three of Berlin's parishes in education at the parochial school level for many of Berlin's first-, second-, and third-generation French-Canadian population. It achieved its full significance as Notre Dame High School, the first Catholic High School in

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Berlin, between 1942 and 1972. The opening of Notre Dame provided Berlin's many French Canadian students of high school age to continue their education at a Catholic school. The new high school allowed that population to maintain cultural traditions including religious instruction and having some classes taught in French.

### *Catholic High School Context*

Berlin was first settled in the 1820s but it remained a small community into the 1870s at which time the population numbered just over 500 (Bureau of the Census 1870). The economy was centered on the lumber industry and saw mills. In the next twenty years Berlin would change dramatically. By 1888 the town had three pulp and paper mills, in addition to one large saw mill. Over the next forty years the town experienced its most dramatic transformation economically, industrially, demographically, and physically. By the 1920s the town had multiple mills owned by two corporate entities, the Brown Company and the International Paper Company. Land on both sides of the river was platted and developed with a mix of frame single- and multifamily dwellings to house the increasing number of new residents, including many families with children.

This rapid development attracted many immigrants and migrants with varying skill levels to the city, to work in the mills, and to provide the commercial and professional services typical of a thriving metropolis. The size of the population swelled from just 1,144 in 1880 to more than 20,000 by 1930. The greatest period of growth occurred between 1900 and 1930 when the population increased from 8,886 to 20,018 (Bureau of the Census 1880-1930). Over the course of this period the immigrant population was diverse but French Canadians comprised the largest percentage.<sup>1</sup> In 1880 the French-Canadian population totaled 423 but by 1900 it had increased to 3,000 (Roby 2004, 24). Continuing a pattern present by 1870, both English- and French-speaking Canadians made up the largest percentage of the immigrant population in 1880. French-Canadians moved to Berlin (and other New Hampshire cities) to work in the mills and logging camps. The mid-nineteenth-century agricultural depression had prompted the first generation to migrate from Quebec, Canada. While some returned to Quebec, many remained, with others following in a steady stream over the next fifty or so years. By 1910, Berlin's population had increased to 11,780 and the ethnic diversity had significantly increased though French Canadians remained the largest group of foreign born (3,026). While the numbers have not been tabulated, many of the residents, especially of school age were of French Canadian descent. As in previous decades other Canadians also comprised a large group (1,128). By 1930 the city still had a large foreign-born population (6,184 out of the total population of 20,018). The largest foreign-born group remained the French-Canadians (4,435), comprising 72 percent of the city's foreign-born population and 22 percent of its total population. If those with one foreign-born parent are included the total increases to 6,802 (Bureau of the Census 1930).

For many of the French-Canadian immigrants in Berlin and throughout New England, the Catholic Church and its schools played major roles in their lives. The local French-Canadian Catholic parishes began thinking about establishing their own high school by the early 1940s

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<sup>1</sup> The numbers would be even higher if the ancestry of one or both parents is taken into account, especially after the turn of the twentieth century.

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and identified the former Burgess School as a possible location. At the time of the founding of Notre Dame High School in 1942 the city had three parochial schools largely attended by Catholic students of French-Canadian descent: St. Regis Academy in St. Anne's Parish; Guardian Angel School in Guardian Angel Parish, and St. Joseph's in St. Joseph's Parish. These three schools would be associated with Notre Dame High School. The same order of nuns, Sisters of the Presentation of Mary, taught at those parochial schools and at Notre Dame. At least two of the parishes had housing for the nuns within the school building, just like Notre Dame. A fourth parochial school, St. Patrick's in St. Kiernan's Parish, was associated with Berlin students of Irish descent or predominantly English speakers, but few of its students would later attend Notre Dame.

Over the nearly thirty years between the construction of Burgess School in 1906 and its closure after the 1934 school year enrollment numbers were significantly higher for the parochial schools than for the public schools. In the year before Burgess School opened, the two parochial schools then present had just over 1,200 students, in contrast with the fewer than 900 in the public schools in grades one through eight (*Annual City Report 1906*, 90). By 1920, 2,280 students were registered in the three parochial schools (grades one through eight) in comparison with 1,421 students enrolled in all of the city's public schools (grades one through twelve) (*Annual City Report 1921*, 88). Two years later total enrollment in the public schools for grades one through twelve numbers 1,726 while that in the three parochial schools for grades one through eight numbers 2,392 (*Annual City Report 1923*, This difference in enrollment between the public and parochial schools remained at least through the 1920s. For parochial school students to continue their education after Grade Eight they had to switch to the public schools.

St. Anne's was the oldest of Berlin's Catholic parishes. For much of its history St. Anne's had a school associated with the parish. It had first established one in 1889 in a converted hotel next to the original 1881 church on Pleasant Street, with the students taught by the Sisters of the Presentation of Mary. This was later replaced by St. Regis Academy, located just east of the recently completed 1909 church. Classes began in 1911, and for many years some were taught in French. The substantial Romanesque Revival-style brick building had twenty classrooms and a music room. It also housed a convent for the sisters (BCCHS Vertical files; Historical Committee 1929, 28).

St. Kiernan Parish was established in 1894 by the English-speaking Catholics of Berlin, predominantly Irish immigrants or those of Irish descent. Up to that time they had attended St. Anne's. The new church was dedicated in 1895. In 1903 the parish opened St. Patrick's Grammar School, a non-sectarian school with eight rooms. St. Patrick's followed the same curriculum as the City's public schools. That first year the school had 110 students in grades one through four. In 1908 the first class graduated with fourteen students. The school eventually expanded to include grades five through eight and by 1929 student enrollment totaled 525 (Historical Committee 1929, 29). The original teachers were Irish Sisters of the Presentation of Mary but in 1911 the Sisters of Mercy assumed the teaching responsibilities (Nadeau 2008, 94, 98).

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The East Side of Berlin, which became home to large numbers of French Canadians in the first two decades of the twentieth century, finally got its own parish in 1917. The Guardian Angel Parish subdivided from St. Anne's in that year. It would be the only parish on the east side of the Androscoggin River and by the mid-1960s the parish represented approximately 850 families (BCCHS Vertical files). The parish included a church, rectory, and grade school, all constructed 1917-1918. The school opened in September 1918 with thirteen rooms and an enrollment of 650 students. Instruction included two hours of French studies with the remainder in English. The first graduating class, in 1922, had sixteen students. By 1929 the school had an additional five rooms in use, with over 900 students. The nuns teaching in the school, also members of the Sisters of the Presentation of Mary, occupied a portion of the first floor of the school building for their living quarters (Historical Committee 1929, 28-29).

The number of French Catholic families residing in "The Avenues" on the west side had increased so significantly that in 1929 St. Anne's parish decided to build a second parochial school, St. Joseph's, and convent on Third Avenue. The school also housed a small chapel. As with the other French Catholic parochial schools, the Sisters of the Presentation of Mary taught the students. Initially, school was taught in French, with English classes to teach the children the language they did not speak at home. Later instruction at St. Joseph's School was in French for half the day and English the other (BCCHS Vertical files).

One figure in particular was instrumental in the establishment of Notre Dame High School, Reverend O.F. Bousquet, pastor of Guardian Angel Church. Reverend Bousquet was one of the many French-Canadian priests brought to New England to serve the large numbers of French-speaking Canadians who had settled in numerous Catholic parishes in northern New England (*Lewiston Daily Sun* 24 June 1967; BCCHS Vertical files). He proposed that Guardian Angel parish would oversee the costs for preparing the old Burgess School for use as a Catholic High School. The two other predominantly French-Canadian parishes, St. Anne's and St. Joseph's, were expected to contribute to the cost of the high school. Students from St. Patrick's School would be accepted on a tuition basis.

Notre Dame High School opened on 9 September 1941 just over four months after Reverend Bousquet had initially approached the city. At that time the building contained eight rooms. Five were used as classrooms. The other three were used as a library, a science laboratory, and for typing classes. School began at 8 AM and let out at 2 PM; lunch was at 11 AM (Tardiff). 140 students in grades nine through eleven attended that first year with eighty-three pupils in three ninth-grade classes, twenty-eight students in one tenth-grade class, and twenty-nine pupils in one eleventh-grade class. Four nuns from St. Regis Academy, two from Canada, and one from Manchester taught this first group of students. The following year twelfth graders entered; the first senior class graduated in 1943 (Tardiff).

Over the years the classes taught increased in number from that first year, especially after the school was expanded with the additions in 1949 and 1953. They included those essential to any high school curriculum such as history, civics, religion, constitutional history, sociology, economics, algebra, Latin, French, bookkeeping, stenography, and sewing. Science classes included chemistry, biology, and physics. The school had a science laboratory with benches

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and built-in shelving where chemistry class was taught. One year the students took a tour of the world-renowned Brown Research Laboratory at the Brown Paper Mill. Mechanical drawing was taught for a time. Food and nutrition were taught in the new food and nutrition laboratory, located in the basement of the 1949 classroom addition, which had two kitchens. The Art Room was in the upper level at the front of the Gymnasium for drawing and studio classes (Notre Dame High School Yearbook, various years). A daily religion class was a required part of the curriculum, though the school had no chapel for the students (Leclerc 2014). French remained an important part of the curriculum, with some classes in French. At least into the 1960s sections of the school yearbook were in French. The teaching of some of the classes in French in the parochial schools and Notre Dame High School maintained a connection with the students' cultural identities and traditions.

The strong ties between the parochial schools and Notre Dame and the continued use of French for some of the classes represent the strong and lengthy educational association between the Catholic Church and Berlin's sizable population of French-Canadian descent. During its years of operation Notre Dame High School occupied an important place for many of the French Canadians in the community.

Although the building has not been used as a Catholic high school since 1972 and the gymnasium addition burned ca. 2000, the property does retain integrity for this strong association as a Catholic High School and convent and as an earlier grade school.

### *Public School Context*

Like all New Hampshire towns and cities, public schools were established early in Berlin's European settlement history as education was considered an important responsibility of a town. Until 1885 the public schools in Berlin were located in the different districts, which shifted over time as the town developed. By the mid-1870s there were six school districts (Historical Committee 1929, 27). By 1885 the first public high school was constructed and opened to students on School Street, on the same site later occupied by the Burgess/Notre Dame High School (Historical Committee 1929, 27). The State abolished the School District system in 1885, consolidating the responsibility for the construction, repair, and maintenance of the town schools under a single town-wide school district, specifically a newly established School Board (Garvin 2005, 2). In keeping with those new regulations the then town of Berlin replaced the district school system with the town system, with a school board overseeing the city's educational system. In 1904, a superintendent of public schools was hired to oversee the school system.

Beginning in the late nineteenth century, educational reformers and commissions increasingly linked school design with successful educational practices. In the first quarter of the twentieth century, the discussions of and designs for elementary schools in educational and architectural publications highlighted the importance of plans and modern building technologies. Of particular importance was the presence of sufficient ventilation and lots of sunlight. The original 1905 Burgess School design (and 1917 rebuild) employed a number of these features including wide corridors, large windows, spacious classrooms, and modern ventilation and heating systems.

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In the first two decades of the twentieth century, Berlin pursued a major building campaign constructing schools on new sites or replacing existing ones, or building on a site previously occupied by another school. Increasing numbers of students was the main reason for the extensive building program. The Burgess School was the first of the new grade schools to be built. Since construction of the original high school on School Street the city's total student population had increased significantly and by 1905 the city's growth was to the south, east, and west. Consequently, the geographic center of the city had moved further west. In addition, the neighborhood around School Street (Ward 3) needed a public elementary school, even though many of the children of that age attended the nearby St. Anne's Parish school, St. Regis. In light of these changing conditions, the city took the opportunity to relocate the recently destroyed high school to a more central location to the southwest, on Hillside Avenue and used the School Street property for a new grade school (*Annual City Report 1906*, 42-43). At the time of the Burgess School construction the city had four other elementary schools: Marston (grades one through eight); Cole, on the East Side (grades one, three, and four); Brown (grades one through four); Sessions (grades one and two); and two others with mixed classes (*Annual City Report 1906*, 107).

The 1906 Report of the Board of Education described it as "a thoroughly up-to-date school house" and touted a number of features including the double run of sash for increased solar warmth in the winter but also improved circulation in warmer weather without direct drafts (*Annual City Report 1906*, 95-96). It also employed modern steam heating and electric lights (1909 Sanborn). On the interior, the plan consisted of a central entry corridor flanked by a school room on each side (*Annual City Report 1906*). The center corridor intersected with a rear transverse corridor that extended the width of the building; stairs in this rear corridor provided access to the second-floor classrooms.

In the initial years after completion the Burgess School housed grades five, six, seven, and eight, taking students from the northern or Berlin Mills section of the city, where they had attended Brown School for grades one through four (*Annual City Report 1906*, 95). Students from the Avenues and Heights neighborhoods in grades five through eight would have attended the Marston School which also housed students in grades one through four (*Annual City Report 1906*, 107). In those early years, Burgess School was just one of two public schools with grade eight. With completion of the new high school however, that grade was moved there and Burgess School was used for grades five through seven.

In 1914, of the total 827 elementary school children in Berlin, 179 students in grades five through seven attended Burgess (*Annual City Report 1915*, 128, 151). The student body included forty-six students in Grade Five, fifty-one in Grade Six, and seventy-one in two sections of Grade Seven (*Annual City Report 1914*, 131). In that year the total number aged 5 through 16 attending Berlin's public schools had increased from the previous year due to, according to the Report of the Superintendent "the unusual number entering from the parochial schools" (*Annual City Report 1915*, 127). The Superintendent does not provide a reason for this increase. Over the years which grades were housed in which public schools tended to shift depending on the student population size within the different neighborhoods, as did the size of the classes. Typically the administration tried to maintain class sizes of thirty to forty students (*Annual City Reports 1905-1935*). At the time of the March 1917 fire



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Burgess School housed two fifth-grade classes and two sixth-grade classes. After the rebuilding, the school still just housed grades five and six occupying seven of the eight new classrooms (*Annual City Report* 1919, 34). With the completion of the new Bartlett School in the Avenues in 1917, children in that neighborhood began to go there for grades one through six (Preservation Company 2014). Until then they had attended Marston School.

In 1905, shortly before the construction of the Burgess School, the State of New Hampshire had implemented a program of studies for elementary schools. The *Program of Studies for the Elementary Schools of New Hampshire* was first published in 1905, with later additions in 1910, 1916, and 1921. The second edition largely corrected some mistakes and only generally made some modifications to the earlier plan based on five years of use (Department of Public Instruction 1910, [n.p.]). The program included an outline of work by grade, separated into two types of subjects, A and B, with the latter falling into the artistic and practical categories. The Berlin school system followed these work outlines with only general modifications taking into account the particular circumstances of the students in their city. As the 1919 Annual Report by the School Superintendent noted, the program of studies for Berlin Elementary schools “[c]onforms in general to the State Program of Studies, but differs in a few essential respects, notably in the plan of offering Latin and typewriting in the eighth year” (*Annual City Report* 1919, 93). At Burgess School the curriculum for students in Grade Four included reading and literature, biography and history, writing and composition, arithmetic, and spelling. In Grades Five and Six, the curriculum was expanded to include grammar and domestic arts for the girls and manual training for the boys. The curriculum was expanded further in Grade Six with the addition of geometry and algebra and French. The student’s days also included music, folk dancing, plays, and games (*Annual City Report* 1919, 115).

The laws and rules for public education continued to be modified over the next several decades. In 1919 the New Hampshire legislature enacted a sweeping education reform law. Among other things a State Board of Education was established with expansive supervisory and management powers but also significant education financing. It contributed to increased standardization of the state curriculum and teacher’s qualifications.

By September 1920 Berlin had over 4,000 children aged five to sixteen. Of those, 1,421 were registered in one of the public schools and 2,280 were registered in a parochial school, which now totaled three (St. Regis, St. Patrick’s, and Guardian Angel). By 1923, the state standards for elementary schools were a well-established part of the Berlin school system. An increasingly “scientific” approach was used to determine the placement of students in grades by age. A research department was established, with testing initiated for students in grades four through eight to assess their spelling, reading, arithmetic, and writing skills for placement in the appropriate grade and to monitor their progress (*Annual City Report* 1924, 90-112). The school system also embarked on a course of character development, as outlined by the state system in the 1920s (*Annual City Report* 1924, 81). In these years Burgess School was used for grades four through six but also for students with learning disabilities.

in the 1920s the public school system absorbed increasing numbers of students who had graduated from the parochial schools, as they needed to continue their education in grades

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nine through twelve. The influx greatly increased the enrollment for those grades. It was also accompanied by some language issues because some of the parochial school classes were taught in French. In one annual report the Superintendent lamented over how many of the high school students were hampered by not being fluent in English (*Annual City Report 1922*, 99). As a result, the school system started to work that addressed the needs of each child.

The junior high school program contemplates a selection of work fitted to the special need of each child. The program to be developed will eventually involve the sixth, seventh and eighth grades. A start toward this program has been made by the securing of an expert in language training who is now working at the Burgess school” (*Annual City Report 1922*. 99).

By 1929 the city had five public grade schools in addition to the Burgess School: Marston School (built 1906) on Willard Street in the Heights, Brown School (built 1913-1914) on Norway Street in Berlin Mills Village or Norwegian Village, Bartlett School (built 1916) on Mt. Forist Street in the Avenues, Cates Hill School (built 1921), and on the East Side King School (built 1928), which also housed a fire station and voting place on Hillsboro Street on the East Side (*Annual City Report 1929*, 170). In addition, a new Senior High School was constructed in 1922 and a Junior High School in 1926, both in the Heights across the street from each other (Historical Committee 1929, 28; Sanborn 1928). All but the Cates Hill School, which was only in use for about ten years, were large brick school buildings. Between 1829, when the first public school was established and 1929 the public school system had expanded from twenty-five students, one teacher, and one room to 1,749 students, seventy-seven teachers, and nine buildings (Historical Committee 1929, 28).

By the end of the 1920s, some of the grade schools had become especially crowded for students in the lower grades. As a result, students from the Brown School began to attend Burgess for the fourth grade. As of January 1929, enrollment at Burgess School totaled 169, with twenty-six students in Grade Four, fifty-one in Grade 5, and sixty-four in Grade 6 plus an additional twenty-eight in unassigned grades. The school was not at full capacity however. Total enrollment for the school system as a whole numbered 1,779, an increase of over 240 from the beginning of the decade (*Annual City Report 1929*, 74). Over the next several years, the total enrollment for Burgess School fluctuated slightly, but gradually decreased with only ninety-five students enrolled in the three grades plus an additional thirty-nine in special classes (*Annual City Report 1932*, 103). With the continuing Depression the school system was forced to make some changes due to decreased enrollment, as families moved away from Berlin to find employment elsewhere. “Due to limited funds, the school year 1933-1934 may be characterized as one of reorganization and retrenchment in order to keep within a curtailed budget.” As a result the Burgess School was closed before the beginning of that school year. The classes were redistributed to the Brown, Marston, & Junior High School buildings (*Annual City Report 1935*, 44).

During the Depression, which had a serious impact on Berlin, public school enrollment declined as families left Berlin in search of employment elsewhere and the city’s budget for maintenance and repairs was greatly reduced. These conditions continued into the 1940s.

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Only in the 1950s did enrollment begin to increase but by then some of the schools had closed or were in need of repairs (*Annual City Reports 1930-1960*). Like Burgess School, the Cates Hill School had ceased to be used for public school purposes in the early 1930s (Preservation Company 2014). The King School closed in 1971. The Bartlett and Marston school stopped being used for classes in the past decade.

### **Criterion C: Architecture**

The Burgess School/Notre Dame High School is also eligible under Criterion C as an example of an educational facility that was built in several phases in response to the changing needs of the population of Berlin, New Hampshire. The 1905 Burgess School was “planned with the idea of making additions of two or four rooms at any time when the needs of this part of the city demand it” (*Annual City Report 1906*, 109). Set on a high basement, the Neo-classical-styled brick building rose two stories to a modillion block cornice and hip roof. A Colonial Revival porch screened the center entry. The design incorporated a number of features considered essential for school designs of the period, notably a raised basement, expansive banks of windows to provide sufficient sunlight in the classrooms, and good ventilation for healthful purposes (Zellie 2005, Chapter 2; Engelhardt 1942, 173-174).

After the March 1917 fire the original school footprint was enlarged to the rear to accommodate a second tier of classrooms and a flat roof was applied in place of the destroyed hip roof. The exterior detailing retained most of the character of the 1905 design (*Annual City Report 1918*, 84-88).

The original rectangular public school was expanded with wings on the short elevations to accommodate the new use as a Catholic High School which required the addition of a convent and chapel for the nuns. Intact features of the classroom sections include the exterior decorative treatment, such as the brick rustication pattern and quoins, contrasting granite water table, and splayed lintels and keystones on the 1905/1917 section and brick cladding and concrete sills on the 1949 and 1953-1954 sections and the fenestration pattern. Integrity on the interior from the grade school and later high school period include facets of the plan and finishes such as a central corridor, front cross corridor, beaded board wainscoting, door and window trim, and staircase at the easterly end of the corridor rising from the basement to the top floor. Some of the blackboards from the classrooms have been relocated to line the walls of the central corridor and a large cabinet from the science lab classroom has been relocated to a space in the basement. The chapel in the convent retains the stenciled decoration on the canopy above the former altar and to either side of it, the glass brick windows with inlaid crosses and plain board wainscoting, some reconstructed. The integrity of the 1905/1917 Burgess grade school and the 1942/1949/1954 Notre Dame High School and Convent have been recently modified to accommodate the new use as senior housing with thirty-three apartments and several common spaces but the building retains many of its original character-defining features, finishes, and massing.

The Burgess School section of the building does retain integrity for elements of these design issues such as the large windows, central corridor, and stairwells at one end.

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### **Developmental History/Additional Historic Context Information**

The property occupied by the Burgess School/Notre Dame High School has been used for educational purposes since the last quarter of the nineteenth century and the forms of the current building reflects much of that history. The first public Berlin High School (built 1885) stood on this site for nearly twenty years until fire destroyed the building on 16 December 1904. The two-story building had a T-shaped footprint (1906 *Annual City Report*, 1901 Sanborn). The city moved quickly to redevelop the site.

Construction of the new elementary school began on 14 August 1905. Berlin architect A. I. (Archibald Irving) Lawrence (1869-1950) designed the new four-room school building that opened in January 1906. The building contractor was Russell and Craigie (who also built the new high school, also designed by Lawrence, the following year). Berlin Mills Co. handled the heating, plumbing, and ventilating work. The expected cost was just over \$15,000. Lawrence was paid \$750 for his design work (*Annual City Report* 1906, 43).

The new school was named for George E. Burgess “in consideration of the interest taken by Mr. Burgess and his immediate family in the school affairs of Berlin” (*Annual City Report* 1906, 96). Burgess was Superintendent of the Burgess Sulfite Fibre Company and a banker.

Just eleven years after completion of the new school fire struck on 4 March 1917, extensively damaging the building. The city moved quickly to rebuild the fire-damaged school and the school reopened on 15 January 1918 (*Annual City Report* 1918, 84-88).

After the school’s closure after 1932-1934 school year it remain unoccupied for a time. By 1936 the school was back in use, though not for educational purposes. The Overseer of the Poor Report noted:

The WPA sewing project located in the Burgess school has employed 20 women from the city office and in addition to this has furnished the department with a great amount of needed clothing. Another department that has greatly aided the relief recipients and a number of border line cases, is the Surplus Commodities Depot also located in the Burgess School. This office supplied an enormous amount of surplus food and clothing, to needy families (*Annual City Report* 1937, 37-38).

The building continued to house these Federal Works Projects for roughly five years (Tardiff).

By 1941, a new use for the building was under consideration. In early May 1941, Reverend Bosquet, sent a letter to the city on behalf of Bishop John B. Peterson of Manchester, requesting to use the old Burgess School building as a Catholic High School (Tardiff). City officials, notably Mayor Aime Tondreau and Councilman Richard Ramsey, enthusiastically supported the proposal though some council members expressed concern about the ten-year lease proposed by Reverend Bousquet. This concern was subsequently allayed and a ten-year lease was signed (Tardiff). The City of Berlin subsequently sold the property to the

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Roman Catholic Bishop of Manchester, the Diocese for the Berlin parishes, in 1946 (Deed 1946, Book 348, Page 383).

In converting the elementary school to a high school, the old Burgess School building was “completely renovated, painted and varnished throughout” (Tardiff). In addition to general repairs and the purchase of supplies and equipment, a cafeteria was installed in the basement.

By February 1947 plans were underway for a fireproof classroom and gymnasium addition. Berlin contractor and engineer Roland J. Brideau submitted designs in April 1947 and by May 1949 the large addition had been completed to the easterly side of the school. It consisted of a two-story addition with two classrooms on each floor connecting to a large gymnasium (1947 Plans). The basement level of the wing was finished to house a new cafeteria kitchen and an expanded homemaking classroom. Additional access to each level was by steel stairs at the east end of the new classroom addition. The rectangular gymnasium was framed with steel trusses and was set on a concrete floor. The space included a stage at the northerly end; locker rooms were in the lower level (1928 updated to 1950 Sanborn; 1947 Plans). The school used the gymnasium for sports events but also as an auditorium for theater and social events such as proms.

Construction on a second large addition on the westerly side began in August 1953. The addition consisted of a two-story wing with four classrooms that connected to a three-plus-story convent (1949 Plans). Steel stairs at the west end of the classroom section corridors provided circulation between the floors. Work on this second addition was completed in time for the opening of the 1954-1955 school year. The convent for the Sisters of the Presentation of Mary included a kitchen, dining room, community room, bedrooms for the sisters, and a private two-story chapel for their use (1949 Plans).

In 1963 responsibility for the construction and maintenance of the school was transferred from Guardian Angel to the Diocese of Manchester and it became the Diocesan high school for the entire city of Berlin. Less than ten years later, however, at the end of the 1971-1972 school year, the school closed its doors. In 1973 the Diocese sold the property back to the City of Berlin (Deed 1973, Book 569, Page 226). For a time the school building was used again by the City for fifth- and sixth-grade classes (Nadeau 2008, 79). Those were halted in 1984 and the city sold the property to private individuals (Deed 1987, Page 712, Page 798). In the late 1980s and early 1990s a Head Start program used some of the first-floor spaces in the former convent. Since that time the building has been unoccupied. The property was reacquired by the city in 2000 (Deed 2000, Book 940, Page 1008). Fire destroyed the gymnasium, ca. 2000. About 2007 the city boarded up the windows in an effort to halt the ongoing vandalism to the building. Since its closure, efforts had been made to repurpose this locally significant building, which finally became successful with the recent rehabilitation of the building for senior housing, using the Secretary of the Interior’s standards for rehabilitation.

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## 9. Major Bibliographical References

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

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1870-1940 Population Census, Coos County. Ancestry.com

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2014 "Bartlett School." NHDHR Individual Inventory Form (BER0048).

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<http://web.archive.org/web/20060503144522/http://www.ci.minneapolis.mn.us/hpc/schools.asp> (accessed 30 September 2009).

#### Historic Photographs and Manuscript Collections

Notre Dame High School Yearbooks, various years.

Vertical Files, Collection of the Berlin & Coos County Historical Society (BCCHS).

1947, 1949 Plans, Collection of City of Berlin.

#### Historic maps and plans

Sanborn Map Company. *Digital Sanborn maps 1867-1970* [electronic resource]. Ann Arbor, MI: Bell & Howell, UMI, 2001. [Berlin 1892, 1895, 1901, 1905, 1909, 1914, 1920, 1928, and 1928 updated 1950].

#### Personal Correspondence

Odette Leclerc, email correspondence with Lynne E. Monroe, 28 November 2014.

#### Websites

Tardiff, Poof. "A History of Notre Dame." <http://www.ncia.net/notredamealumni/> (accessed September 2009).

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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

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University  
 Other  
Name of repository: \_\_\_\_\_

**Historic Resources Survey Number (if assigned):** \_\_\_\_\_

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### 10. Geographical Data

**Acreeage of Property** 1.2 acres

Use either the UTM system or latitude/longitude coordinates

#### Latitude/Longitude Coordinates (decimal degrees)

Datum if other than WGS84: \_\_\_\_\_

(enter coordinates to 6 decimal places)

- |                         |                        |
|-------------------------|------------------------|
| 1. Latitude: 44.474785° | Longitude: -71.174596° |
| 2. Latitude:            | Longitude:             |
| 3. Latitude:            | Longitude:             |
| 4. Latitude:            | Longitude:             |

**Or**

#### UTM References

Datum (indicated on USGS map):

NAD 1927 or  NAD 1983

- |          |           |           |
|----------|-----------|-----------|
| 1. Zone: | Easting:  | Northing: |
| 2. Zone: | Easting:  | Northing: |
| 3. Zone: | Easting:  | Northing: |
| 4. Zone: | Easting : | Northing: |



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

The boundary of the National Register nominated George E. Burgess School/Notre Dame High School is the legally recorded parcel occupied by the historic building and originally acquired by the Town of Berlin in 1884 for development for the public high school. The parcel is now owned by Senior Living at Notre Dame Limited Partnership. The boundary is shown on City of Berlin tax map 128, parcel 160, a nearly rectangular parcel with over 300 feet of frontage along School Street. On the south, the property is defined by School Street. On the west the parcel is defined by parcels 159 and 153 and on the northerly side by Guilmette Street. Houle Street defines the easterly side of the property.

**Boundary Justification** (Explain why the boundaries were selected.)

This parcel has been the site of schools, including the Burgess School and the Notre Dame High School, since the late nineteenth century. A smaller 0.29-acre parcel (map 128, lot 159) adjoining to the west was only acquired in 1958 by the overseer of Notre Dame High School, the Roman Catholic Bishop of Manchester, after the school building had acquired its complete footprint and is now also owned by Senior Living at Notre Dame Limited Partnership. It was used as a parking lot and therefore does not relate to the historic significance of the school.

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**11. Form Prepared By**

name/title: Laura B. Driemeyer, Lynne E. Monroe, Teresa Hill  
organization: Preservation Company  
street & number: 5 Hobbs Road  
city or town: Kensington state: NH zip code: 03833  
e-mail PreservationCompany@comcast.net  
telephone: 603.778.1799  
date: December 2014

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**Additional Documentation**

Submit the following items with the completed form:

- **Maps:** A **USGS map** or equivalent (7.5 or 15 minute series) indicating the property's location.

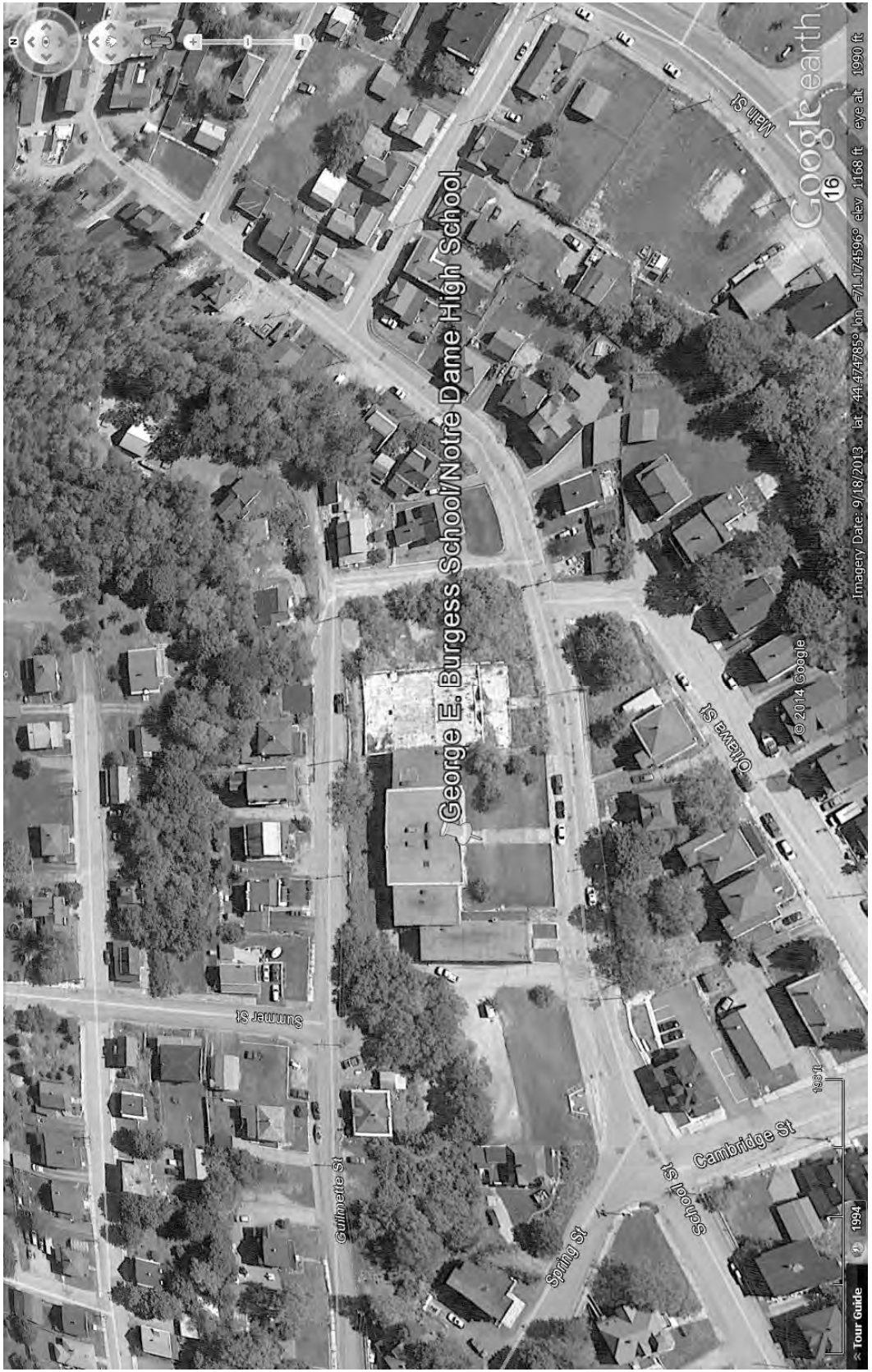
George E. Burgess School/Notre Dame High School  
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- **Sketch map** for historic districts and properties having large acreage or numerous resources. Key all photographs to this map.
- **Additional items:** (Check with the SHPO, TPO, or FPO for any additional items.)

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### **Photographs**

Submit clear and descriptive photographs. The size of each image must be 1600x1200 pixels (minimum), 3000x2000 preferred, at 300 ppi (pixels per inch) or larger. Key all photographs to the sketch map. Each photograph must be numbered and that number must correspond to the photograph number on the photo log. For simplicity, the name of the photographer, photo date, etc. may be listed once on the photograph log and doesn't need to be labeled on every photograph.

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### **Photo Log**

Name of Property: George E. Burgess School/Notre Dame High School  
City or Vicinity: Berlin  
County: Coos  
State: NH  
Photographer: Lynne Emerson Monroe  
Date Photographed: December 2014

Description of Photograph(s) and number, include description of view indicating direction of camera:

Photo 01

School Street elevation of all sections and east elevations of convent and 1949 classroom addition, camera facing northwest

Photo 02

Façade (south) elevation, 1905/1917 section, camera facing north

Photo 03

Façade (south) and east elevations of convent, camera facing northwest

Photo 04

West elevation of convent, camera facing east

Photo 05

Rear (north) elevation, camera facing southwest

Photo 06

East elevation, camera facing west

Photo 07

Detail of chapel windows, Façade (south) elevation, camera facing northeast

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Photo 08

Third-floor corridor, 1905/1917 and 1953-54 sections, camera facing west

Photo 09

Front cross corridor and front entry, camera facing south

Photo 10

Apartment, third floor, 1905/1917 section with wainscoting, camera facing south

Photo 11

Apartment, third floor, 1949 section, camera facing south

Photo 12

Nun's Chapel, camera facing southeast

**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 100 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.

































EXIT



















National Register of Historic Places  
Memo to File

# Correspondence

The Correspondence consists of communications from (and possibly to) the nominating authority, notes from the staff of the National Register of Historic Places, and/or other material the National Register of Historic Places received associated with the property.

Correspondence may also include information from other sources, drafts of the nomination, letters of support or objection, memorandums, and ephemera which document the efforts to recognize the property.

UNITED STATES DEPARTMENT OF THE INTERIOR  
NATIONAL PARK SERVICE

NATIONAL REGISTER OF HISTORIC PLACES  
EVALUATION/RETURN SHEET

REQUESTED ACTION: RESUBMISSION

PROPERTY NAME: Burgess, George E., School--Notre Dame High School

MULTIPLE NAME:

STATE & COUNTY: NEW HAMPSHIRE, Coos

DATE RECEIVED: 6/05/15 DATE OF PENDING LIST:  
DATE OF 16TH DAY: DATE OF 45TH DAY: 7/21/15  
DATE OF WEEKLY LIST:

REFERENCE NUMBER: 15000175

DETAILED EVALUATION:

ACCEPT  RETURN  REJECT 6/25/15 DATE

ABSTRACT/SUMMARY COMMENTS:

- period of significance 1905-1965
- AOS - architecture & education.
- local level.
- school serves a largely French-Canadian community →

RECOM./CRITERIA A+C

REVIEWER [Signature]

DISCIPLINE [Signature]

TELEPHONE \_\_\_\_\_

DATE 6/25/15

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

# PRESERVATION COMPANY

## TRANSMITTAL

**Date:** 23 January 2015

**To:** Peter Michaud  
National Register, Preservation Tax Incentives & Easements Coordinator  
New Hampshire Division of Historical Resources

**RE:** *Notre Dame, Berlin*

WE ARE SENDING THE FOLLOWING ITEMS via USPS

# copies      Description


# copies	Description
2 electronic copies	National Register Form – Revised, FINAL

### THESE ARE TRANSMITTED AS CHECKED:

- For approval       For review and comment  
 For your use       As requested  
 Other: \_\_\_\_\_

### REMARKS:

The enclosed disk contains the true and correct copy of the nomination for the George E. Burgess School/Notre Dame High School to the National Register of Historic Places.

  
Lynne Emerson Monroe  
LEM:tjh

cc.

**Preservation Company**  
Sunny Knoll  
5 Hobbs Road  
Kensington, NH 03833  
603-778-1799  
PreservationCompany@comcast.net



[www.PreservationCompany.com](http://www.PreservationCompany.com)



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## NEW HAMPSHIRE DIVISION OF HISTORICAL RESOURCES

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### MEMORANDUM

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**To:** Lisa DeLine  
**From:** Peter Michaud  
**Subject:** National Register Nomination for Berlin, NH  
**Date:** March 2, 2015

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Dear Lisa,

Enclosed is a digital nomination for the Burgess/Notre Dame School in Berlin, NH. The New Hampshire Division of Historical Resources requests that the 15 day comment period be waved for this nomination.

With Thanks,

Peter Michaud  
National Register, Preservation Tax Incentives,  
& Easements Coordinator  
19 Pillsbury Street  
Concord, NH 03301  
(603) 271 3583 *fax* (603) 271 3433  
Peter.michaud@dcr.nh.gov

**United States Department of the Interior**  
National Park Service

# National Register of Historic Places Registration Form

This form is for use in nominating or requesting determinations for individual properties and districts. See instructions in National Register Bulletin *How to Complete the National Register of Historic Places Registration Form*. If any item does not apply to the property being documented, enter "N/A" for "not applicable." For functions, architectural classification, materials, and areas of significance, enter only categories and subcategories from the instructions.

## 1. Name of Property

Historic name: George E. Burgess School/Notre Dame High School

Other names/site number: Senior Living at Notre Dame

Name of related multiple property listing: N/A

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

## 2. Location

Street & number: 411 School Street

City or town: Berlin State: NH County: Coos

Not For Publication:  Vicinity:

## 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~~  
Applicable National Register Criteria:

A B C D

Returned

<b>Signature of certifying official/Title:</b>	<b>Date</b>
<b>State or Federal agency/bureau or Tribal Government</b>	

In my opinion, the property <u>meets</u> does not meet the National Register criteria.	
<b>Signature of commenting official:</b>	<b>Date</b>
<b>Title :</b>	<b>State or Federal agency/bureau or Tribal Government</b>

George E. Burgess School/Notre Dame High School  
Name of Property

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County and State

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#### 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:) \_\_\_\_\_

---

Signature of the Keeper

Date of Action

---

#### 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

Returned





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## 7. Description

### Architectural Classification

(Enter categories from instructions.)

LATE 19<sup>TH</sup> AND 20<sup>TH</sup> CENTURY REVIVALS – Classical Revival

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**Materials:** (enter categories from instructions.)

Principal exterior materials of the property:

STONE/Granite, BRICK, CONCRETE

### Narrative Description

(Describe the historic and current physical appearance and condition of the property. Describe contributing and noncontributing resources if applicable. Begin with a **summary paragraph** that briefly describes the general characteristics of the property, such as its location, type, style, method of construction, setting, size, and significant features. Indicate whether the property has historic integrity.)

---

### Summary Paragraph

The prominently sited Burgess School/Notre Dame High School is located within an early twentieth-century residential neighborhood, sited above the street. The building consists of three sections, indicative of several phases of construction, indicative of its transformation from an early twentieth-century grade school to a mid-twentieth century Catholic High School. The earliest of the three sections, the central Burgess School block, was built in 1905 and rebuilt and enlarged in 1917 after a fire. This two-story brick section in the Neo-classical style sits on a high foundation. In the 1940s and 1950s Notre Dame High School expanded this center section in two phases. In 1949 they added a two-story brick classroom wing and two-story gymnasium (burned ca. 2000) on the easterly side. In 1953-1954 a second addition was erected, to the westerly side, comprised of a two-story brick classroom wing and three-plus-story brick convent. In 2013-2014 the building was rehabilitated for a new use as senior housing, employing the Secretary of the Interior's Standards for Rehabilitation, maintaining the major character-defining characteristics of the building and its site and environment.

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## Narrative Description

### Location and Setting

The 1.2-acre lot rises steeply from the street level making the building a highly visible local landmark from many parts of the city. The Burgess School section and Notre Dame High School classroom wings are set back from the front lot line, close to the embankment along the rear property line; the historic convent wing is sited at a right angle to the classroom section and extends nearly the full depth of the lot. Two tiers of steep concrete steps ascend the terraced front lawn to the historic center entry of the main block. Replacement retaining walls run along the front property line. On the easterly side the site has been partially regraded to accommodate a new retaining wall and stairs and a level parking area. The former foundation wall of the gymnasium was rehabilitated for reuse along the southerly edge of a second parking area on the west side of the building. A paved area in front of the former convent entrance allows for passenger drop-off and pick-up.

### Exterior

The Burgess School/Notre Dame High School consists of a two-story, eleven-bay-wide center section, set on a raised foundation. The neo-classically detailed brick walls rise to an unornamented metal cornice and a new tapered, insulated membrane roof. A low-stepped parapet tops the center bay and front entry. The bilaterally symmetrical façade is elaborated with a variety of detailing to create a visually dynamic elevation.

Many of the exterior details date to the period of construction and are character-defining, including the window and door openings, finches, and decorative detailing. On the 1905/1917 section, characterized by bilateral symmetry, these include a contrasting granite foundation and water table, and granite sills under the basement windows; brick detailing on the first story to suggest rustication, brick quoins at the second story, and brick splayed lintels above the windows. Those on the first story are flat whereas on the second story the raised lintels feature a keystone. Quoins and a semi-circular arch with a keystone frame the historic but now non-functioning center entry. New doors, installed as part of the rehabilitation (and based on historic photographic evidence) resemble the historic 1917 doors that had later been replaced in the 1950s or 1960s. Above the entry, at the second story, a large elliptical arched window opening is also flanked by quoins. The window openings date to the 1917 rebuilding at which time the city installed 2/2 double-hung sash windows under two-light transoms on the first story and 2/2 sash windows on the second story. New windows maintaining the historic openings and window configuration have been added as a part of the rehabilitation. The glass bricks, added in 1949 at the basement level have been replaced with two-light awning windows to allow for air circulation.

On the rear elevation of the Burgess School block, characterized by nearly bilateral symmetry, the 1917 detailing is more restrained but duplicates some of that present on the façade, including a contrasting granite water table, raised bricks on the corners on the first story, and brick quoins at the second story. The window openings on both stories feature flush brick splayed lintels and concrete sills. The fenestration pattern differs from that on the façade with a greater number of openings set more closely together creating a thirteen-bay

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elevation. A now non-functional unornamented centered entry contains a historic door with a row of three lights and a large light above the meeting rail and two narrow molded horizontal panels below and its original hardware. The historic concrete steps and brick balustrades leading to the entry have been rehabilitated but are non-functional. An exterior brick flue chimney is located to the west of this entry.

A two-story classroom wing extends from the easterly side of the Burgess School, added in 1949. The three-bay wing, set back from the façade and constructed of brick facing over cinder block walls, sits on an above-grade basement. Concrete sills are the only detailing employed on the addition, on both the front and rear elevations and second story of the side elevation. Each window opening on the front and rear elevations at the first and second stories housed pairs of 6/6 double-hung sash windows which have been replaced in kind, matching the pattern and profile of the historic sash as part of the 2013-2014 rehabilitation. As part of the rehabilitation work, the window openings have been maintained but the historic glass bricks have been replaced with six-light awning windows to provide air circulation. The east elevation has a centered entry at the first floor that originally provided access between the classroom and gymnasium sections; above is a window illuminating the stairwell. A canopy has been added as part of the rehabilitation above the entry that accesses the easterly parking area.

A two-story classroom wing on the westerly side of the Burgess School connects to a three-plus-story front ell, the former convent. This brick-faced addition with cinder block walls was added in 1953-1954. Like the 1949 addition, the wing and ell feature minimal decorative detailing. The fenestration and detailing on the three-bay classroom wing duplicates that on the easterly classroom wing. The three-bay-wide former convent connects to the classroom wing and extends nearly the full depth of the lot. Because of the slope of the lot, this rectangular addition has four stories in the front (southerly) section and three stories in the rear (northerly) half. On the façade is a recessed front center entry with an entry door flanked by glass block sidelights and topped by a four-light transom. The regular fenestration of the façade consists of new clad-wood casement windows with a check rail dimensioned to match the historic double-hung window sash meant to resemble the historic paired 1/1 double-hung sash windows on the first two stories (thus preserving the historic window openings but also meeting Life Safety code and New Hampshire Housing Finance Authority Standards). Frosted glass bricks surrounding clear bricks forming a cross fill the upper two-thirds of the openings at the top story, providing light to and denoting the former two-story chapel (repurposed for use as a common room). In the lower one-third of the window openings are pairs of new awning windows. In contrast with other sections of the school building, brick sills are used on the convent addition. A reconstructed wood porch spans much of the easterly elevation. Tuscan posts set on top of a closed balustrade support the hip roof of the porch. A non-functional exterior brick chimney flue is nearly centered on the easterly elevation. In the re-entrant angle between the classroom addition and convent wing is an added cinder block elevator tower clad in brick veneer resembling but not matching the brick veneers on the historic sections. Regular fenestration punctuates much of the westerly elevation at each story. As on the façade, the historic window openings now contain clad-wood casement windows with a check rail dimensioned to match the historic 1/1

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double-hung window sash in appearance. The historic door opening on the westerly elevation of the convent addition has been replaced with window openings harmonious with the existing fenestration pattern.

### **Interior**

The interior plan of the Burgess School and two classroom wings was characteristic of early and mid-twentieth century schools: a central corridor flanked by classrooms and a shorter cross corridor. Also character-defining was the stairwell at the easterly end of the corridor with dog-legged stairs rising through all three stories. In the rehabilitation of the interior, the existing partition layout in the 1917 section of the central corridor, the front cross corridor with front stairs (non-functional), and large classrooms has largely remained intact at all three stories. Many of the classroom doorways remain in use as entry doors to apartments; others have been blocked though the historic door frames remain in place. The corridors retain many of their historic finishes such as wainscoting, varnished door and window trim; in addition some of the educational finishes, such as blackboards, have been relocated to the corridors. Character-defining window trim has been retained in most historic openings. In the 1917 Burgess School section the historic door and window trim has a simple backband molding. The apartments in the Burgess School section also retain wainscoting on the outer walls in places.

The convent wing, prior to the recent rehabilitation, had the most compromised integrity owing to the earlier removal of wall and ceiling materials especially in the lower level. Each floor had a central corridor with rooms lining each side and at the southerly end, an internal stair running between all the floors of the convent. The simple varnished window and trim was flat boards with an inside bead. In the chapel, decorative finishes, some restored, include flat board wainscoting, and most significantly the stenciled altar decoration and canopy and frost glass brick windows with clear glass brick crosses.

### **Changes Since Construction**

Between the completion of the second classroom wing and convent in the early 1950s and the late 1990s, when the building was no longer in use, relatively few changes were made to the building. Any changes that were made tended to include such things as lowering the ceiling heights, inserting or removing a partition wall, or replacing the classroom doors. The historic footprint, massing, and finishes remained largely intact to their period of construction. The most significant changes occurred after ca. 2000, beginning with the destruction of the gymnasium by fire in 2000, leaving only the concrete foundation. This represented the only significant alteration to the historic footprint and massing. Further changes occurred in 2011 when, as part of remediation, some historic finishes, such as the window sash, any walls, ceilings, and flooring damaged by water, mold, and mildew or because of asbestos abatement were removed. Nevertheless many of the historic finishes remained in place, including the wainscoting, door and window openings and trim, corridor and classroom partition walls, and some flooring. Further interior changes occurred in connection with the 2013-2014 rehabilitation. At that time the building was rehabilitated as senior housing using the Secretary of the Interior's standards, preserving the character-defining features.

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### **Integrity**

During the recent rehabilitation, done according to the Secretary of the Interior's Standards, the massing of the Burgess School/Notre Dame High School was retained with no demolition or new construction, thus maintaining the historic character, style, and proportions, allowing for a high degree of overall integrity of the building and preserving the exterior historic fabric of the different building phases. The regular window and door openings were maintained, with three exceptions in secondary locations. The main body of the structure remains clearly legible on both the exterior and interior as an early twentieth-century grade school in the Neo-classical style with later alterations and additions in 1917, 1949, and 1953-54. The conversion to a high school in 1942 retained much of the 1917 design, including interior plan and wall finishes such as beaded board wainscoting and wood flooring. The integrity of the 1949 and 1954 additions were partially compromised prior to the recent rehabilitation due to alterations, primarily the loss by fire of the 1949 gymnasium on the easterly end, and vandalism throughout the building which resulted in damage to the walls and historic window sash, and water infiltration through the roof. Considerable evidence remained of the historic finishes, including door and window trim, glass brick windows with crosses and simple painted wall decorations in the chapel of the convent, and fire-proof construction including cinder blocks and concrete flooring. The 2011 remediation and abatement work included removal of the historic sash (because they were in poor condition and because of the need to comply with lead abatement requirements for residential units) and water and mold damaged walls, ceilings, and flooring. The recent rehabilitation involved conversion of the building to senior housing, while retaining key character-defining elements. On the interior these included the central corridors at each story in the classroom sections with stairs at one end rising through all levels, front cross corridor on the main level and front stairs (non-functional), doorways, window and door trim, and wainscoting, and stenciled decoration in the nun's chapel. Many of the historic classroom partition walls have been retained or only partially removed within the apartments. The replacement windows match the pattern and profile of the removed original sash, based on historic photographs and 2009 photographs. All exterior finishes including brick, contrasting granite and cast concrete details, metal cornice, and parapet above the center bay, have been retained. The most significant alteration to the historic plan has been in the convent to accommodate the new apartments. Many of the historic walls and ceiling coverings had been damaged as a result of vandalism and others were removed as part of the 2011 remediation.

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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.

Returned

#### Criteria Considerations

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

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

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**Areas of Significance**

(Enter categories from instructions.)

Education  
Architecture  
\_\_\_\_\_  
\_\_\_\_\_

**Period of Significance**

1905-1965  
\_\_\_\_\_  
\_\_\_\_\_

**Significant Dates**

1905  
1917  
1949  
1953-1954

Returned

**Significant Person**

(Complete only if Criterion B is marked above)

\_\_\_\_\_

**Cultural Affiliation**

\_\_\_\_\_

**Architect/Builder**

A[rchibald] I[rving] Lawrence  
Roland J. Brideau  
\_\_\_\_\_

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### **Statement of Significance Summary Paragraph**

(Provide a summary paragraph that includes level of significance, applicable criteria, justification for the period of significance, and any applicable criteria considerations.)

The Burgess School/Notre Dame High School is nominated for listing in the National Register of Historic Places under Criterion A for significance in the Area of Education because of its important association with the history of the education of Catholics of French Canadian descent by three of the four local Catholic parishes in the City of Berlin, New Hampshire. This pattern of education is significant to the cultural traditions of Berlin. The property is associated with the specific event of the establishment of the first and only Catholic High School in Berlin. Secondly, the property also has association with the pattern of public school education at a time in the early twentieth century when many cities, nationally, regionally, and locally built or rebuilt grade schools in response to population changes and developing ideas about the important relationship between school design and successful educational practices. This resulted in evolving ideas about plans and incorporation of modern technologies.

The Burgess School/Notre Dame High School is also nominated for listing in the National Register of Historic Places under Criterion C for significance in the Area of Architecture. The building is as an example of a school building that has been altered and expanded in response to evolving educational needs and practices between the early and mid-twentieth century. The alterations and additions reflect the building's conversion from a public grade school to a Catholic High School with an attached convent to house the nuns who taught at the school. The different periods of development remain legible on the exterior and interior in the different forms and finishes.

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

#### **Criterion A: Education**

The Burgess School/Notre Dame High School (built 1905; rebuilt 1917; additions 1949 and 1953-54) is eligible under Criterion A for Education as an example of an early twentieth-century urban public grade school that was subsequently adapted and expanded for use as a Catholic high school and convent. The building's adaptation and expansion to a Catholic High School represented the culmination of the prominent and long-time role in education at the grade school and middle school levels by three of Berlin's parishes' for most of Berlin's French-Canadian population. At the time of the high school's establishment in 1942 the city had three parochial schools largely attended by French-Canadian Catholic students, many of whom would subsequently go on to attend Notre Dame High School after its establishment. The same order of nuns, Sisters of the Presentation of Mary, taught at those grade schools and at the high school. At least two of the parishes had housing for the nuns within the school building, just like the high school. All these components represent the strong and lengthy educational association between Berlin's sizable population of French-Canadian



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descent and the Catholic Church. At Notre Dame a daily religion class was a required part of the curriculum, though the school had no chapel for the students (Leclerc 2014). During its years of operation Notre Dame High School occupied an import place for many of the French Canadians in the community.

Prior to its adaptation and expansion into a high school, the earliest portion of the building had been a grade school. Beginning in the late nineteenth century, educational reformers and commissions increasingly linked school design with successful educational practices. In the first quarter of the twentieth century, during the time of the construction of and rebuilding of the Burgess School (1905, 1917), discussions and designs in educational and architectural publications highlighted the importance of plans and modern building technologies. Of particular importance was the presence of sufficient ventilation and lots of sunlight. The original Burgess School design (and rebuilt school) employed a number of these features including wide corridors, large windows, spacious classrooms, and modern ventilation and heating systems. The Burgess School section of the building does retain integrity for elements of these design issues such as the large windows, central corridor, and stairwells at one end. The classroom wings added by Notre Dame High School reflect these accepted school design practices but also incorporated more modern ones such as flat roofs and restrained or minimal decorative treatment.

Although the building has not been used as a Catholic high school since 1972 and the gymnasium addition burned ca. 2000, the property does retain integrity for this strong association as a Catholic High School and convent and as an earlier grade school.

### **Criterion C: Architecture**

The Burgess School/Notre Dame High School is also eligible under Criterion C as an example of an educational facility that was built in several phases in response to the changing needs of the population of Berlin, New Hampshire. The original rectangular public school was expanded with wings on the short elevations to accommodate the new use as a Catholic High School which required the addition of a convent and chapel for the nuns. Intact features of the classroom sections include the exterior decorative treatment, such as the brick rustication pattern and quoins, contrasting granite water table, and splayed lintels and keystones on the 1905/1917 section and brick cladding and concrete sills on the 1949 and 1953-1954 sections and the fenestration pattern. Integrity on the interior from the grade school and later high school period include facets of the plan and finishes such as a central corridor, front cross corridor, beaded board wainscoting, door and window trim, and staircase at the easterly end of the corridor rising from the basement to the top floor. Some of the blackboards from the classrooms have been relocated to line the walls of the central corridor and a large cabinet from the science lab classroom has been relocated to a space in the basement. The chapel in the convent retains the stenciled decoration on the canopy above the former altar and to either side of it, the glass brick windows with inlaid crosses and plain board wainscoting, some reconstructed. The integrity of the 1905/1917 Burgess grade school and the 1942/1949/1954 Notre Dame High School and Convent have been recently modified to accommodate the new use as senior housing with thirty-three apartments and several

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common spaces but the building retains many of its original character-defining features, finishes, and massing.

### **Developmental History/Additional Historic Context Information**

The property occupied by the Burgess School/Notre Dame High School has been used for educational purposes since the last quarter of the nineteenth century and the forms of the current building reflects much of that history. It achieved its full significance as Notre Dame High School, the first and only Catholic High School in Berlin, between 1941 and 1972.

The land occupied by the Burgess School/Notre Dame High School has been continuously occupied by schools beginning in 1885. The first public Berlin High School (built 1885) stood on this site for nearly twenty years until fire destroyed the building on 16 December 1904. The two-story building had a T-shaped footprint (1906 *Annual City Report*, 1901 Sanborn). The city moved quickly to redevelop the site. Since construction of the original high school on School Street the city's total student population had increased significantly and by 1905 the city's growth was to the south, east, and west. Consequently, the geographic center of the city had moved further west. In addition, the neighborhood around School Street (Ward 3) needed an elementary school. In light of these changing conditions, the city decided to use the property for a new grade school and to build a new high school in a more central location to the southwest, on Hillside Avenue (*Annual City Report* 1906, 42-43).

Construction of the new grade school began on 14 August 1905. Berlin architect A. I. (Archibald Irving) Lawrence (1869-1950) designed the new four-room elementary school building that opened in January 1906. The building contractor was Russell and Craigue (who also built the new high school also designed by Lawrence the following year). Berlin Mills Co. handled the heating, plumbing, and ventilating work. The expected cost was just over \$15,000. Lawrence was paid \$750 for his design work (*Annual City Report* 1906, 43).

The 1905 Burgess School was "planned with the idea of making additions of two or four rooms at any time when the needs of this part of the city demand it" (*Annual City Report* 1906, 109). The new school housed grades five through eight for pupils from the northern or Berlin Mills section of the city (*Annual City Report* 1906, 95). The new school was named for George E. Burgess "in consideration of the interest taken by Mr. Burgess and his immediate family in the school affairs of Berlin" (*Annual City Report* 1906, 96). Burgess was Superintendent of the Burgess Sulfite Fibre Company and a banker. Set on a high basement, the Neo-classical-styled brick building rose two stories to a modillion block cornice and hip roof. A Colonial Revival porch screened the center entry. The design incorporated a number of features considered essential for school designs of the period, notably a raised basement, expansive banks of windows to provide sufficient sunlight in the classrooms, and good ventilation for healthful purposes (Zellie 2005, Chapter 2; Engelhardt 1942, 173-174). The 1906 Report of the Board of Education described it as "a thoroughly up-to-date school house" and touted a number of features including the double run of sash for increased solar warmth in the winter but also improved circulation in warmer weather without direct drafts (*Annual City Report* 1906, 95-96). It also employed modern steam heating and electric lights (1909 Sanborn). On the interior, the plan consisted of a central entry corridor flanked by a school room on each side (*Annual City Report* 1906). The center

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corridor intersected with a rear transverse corridor that extended the width of the building; stairs in this rear corridor provided access to the second-floor classrooms.

Just eleven years after completion fire struck on 4 March 1917, extensively damaging the building. At that time, the school housed two fifth-grade classes and two sixth-grade classes. The city moved quickly to rebuild the fire-damaged school and the school reopened on 15 January 1918. The original school footprint was enlarged to the rear to accommodate a second tier of classrooms and a flat roof was applied in place of the destroyed hip roof. The exterior detailing retained most of the character of the 1905 design (*Annual City Report* 1918, 84-88). Upon completion, the school initially housed grades five and six occupying seven of the eight new classrooms (*Annual City Report* 1919, 34). The elementary school remained in use until just before the 1933-34 school year when the city closed it owing to a curtailed school budget. By that time the school was being used for grades four, five, and six (*Annual City Report* 1935, 44).

By 1936 the school was back in use, though not for educational purposes. The Overseer of the Poor Report noted:

The WPA sewing project located in the Burgess school has employed 20 women from the city office and in addition to this has furnished the department with a great amount of needed clothing. Another department that has greatly aided the relief recipients and a number of border line cases, is the Surplus Commodities Depot also located in the Burgess School. This office supplied an enormous amount of surplus food and clothing, to needy families (*Annual City Report* 1937, 37-38).

The building continued to house these Federal Works Projects into the early 1940s (Tardiff).

Parochial education played an important role in the lives of French-Canadian children from an early point in Berlin's history. Beginning in the 1880s large numbers of French-Canadians moved to Berlin and other New Hampshire cities to work in the mills and logging camps. The mid-nineteenth-century agricultural depression had prompted the first generation to migrate from Quebec, Canada. While some returned to Quebec, many remained, with others following in a steady stream over the next fifty or so years. As early as 1880, French-Canadian-born immigrants outnumbered natives in Berlin. For many of the French-Canadian immigrants in Berlin and throughout New England, the Catholic Church and its schools played major roles in their lives. For many years school was taught in French at the parochial schools.

At the time of the high school's establishment the city had four parochial schools (St. Regis, St. Patrick's, Angel Guardian, and St. Joseph's) and four Catholic parishes (St. Anne's, Guardian Angel, St. Kiernan's, and St. Joseph's). All but St. Kiernan's had predominantly French-Canadian congregations and would be associated with Notre Dame High School. St. Kiernan's congregation was predominantly Irish Catholic. Angel Guardian also had a sizable Italian-American population.

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The oldest and only still-operating parish is St. Anne's on Church Street. For much of its history the church had a school associated with the parish. Construction of the first St. Anne's Church, on the corner of Pleasant and Church streets, began in 1881; this was replaced with a new church beginning in 1899, with the first mass held in the partially-finished building in 1901. The building was completed in 1909. St. Anne's had first established a school in a converted hotel next door in 1889 with the students taught by the Sisters of the Presentation of Mary. Construction for a new school, St. Regis Academy, immediately east of the new church, began in 1910, with classes beginning the following year. This substantial Romanesque Revival-style brick building had twenty classrooms and a music room. It also housed the convent for the sisters (BCCHS Vertical files).

The Angel Guardian parish subdivided from St. Anne's in 1917. It was the only parish on the east side of the Androscoggin River and by the mid-1960s the parish represented approximately 850 families (BCCHS Vertical files). The parish included a church, rectory, and grade school, all constructed 1917-1918. The nuns teaching in the school, also members of the Sisters of the Presentation of Mary, occupied a portion of the first floor of the school building for their living quarters. The grade school was the last of the parochial schools to close, shuttering its doors in 1981.

The number of French Catholic families residing in "The Avenues" on the west side had increased so significantly that in 1929 St. Anne's parish decided to build a second parochial school, St. Joseph's, and convent on Third Avenue. The school also housed a small chapel. As with St. Regis Academy and Angel Guardian School, the Sisters of the Presentation of Mary taught the students. Initially, school was taught in French, with English classes to teach the children the language they did not speak at home. Later instruction at St. Joseph's School was in French for half the day and English the other. In 1941 the St. Joseph mission became a separate parish with the basement of the school or the large auditorium used for services. Not until 1957 was St. Joseph's Church built on Third Avenue across from the school. The same construction company responsible for the 1949 and 1954 additions to Notre Dame High School, Brideau Construction Company, also built the church. The school closed in 1971 and has been vacant for many years. The Catholic parishes were recently consolidated back to St. Anne's Church and St. Joseph's was closed (BCCHS Vertical Files).

Meanwhile, in the early 1940s the local French-Canadian Catholic parishes were thinking about establishing their own high school and had identified the former Burgess School as a possible location. In early May 1941, Reverend O.F. Bousquet, pastor of Angel Guardian Church, sent a letter to the city on behalf of Bishop John B. Peterson of Manchester, requesting the use of the building for this purpose (Tardiff). Reverend Bousquet was one of the many French-Canadian priests brought to New England to serve the large numbers of French-speaking Canadians who had settled in numerous Catholic parishes in northern New England (*Lewiston Daily Sun* 24 June 1967; BCCHS Vertical files). City officials, notably Mayor Aime Tondreau and Councilman Richard Ramsey, enthusiastically supported the proposal though some council members expressed concern about the ten-year lease proposed by Reverend Bousquet. This concern was subsequently allayed and a ten-year lease was signed (Tardiff).

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Reverend Bousquet proposed that Angel Guardian parish would oversee the costs for preparing the building for operation as a Catholic High School. As part of that preparation, the building was “completely renovated, painted and varnished throughout” (Tardiff). In addition to general repairs and the purchase of supplies and equipment, a cafeteria was installed in the basement. The two other predominantly French-Canadian parishes, St. Anne’s and St. Joseph’s, were expected to contribute to the cost of the high school. Students from St. Patrick School would be accepted on a tuition basis.

Notre Dame High School opened on 9 September 1941 just over four months after Reverend Bousquet had initially approached the city of Berlin. At the time of the opening the building contained eight rooms. Five were used as classrooms. The other three were used as a library, a science laboratory, and for typing classes. School began at 8 AM and let out at 2 PM; lunch was at 11 AM (Tardiff). 140 students in grades nine through eleven attended that first year with eighty-three pupils in three ninth-grade classes, twenty-eight students in one tenth-grade class, and twenty-nine pupils in one eleventh-grade class. Four nuns from St. Regis Academy, two from Canada, and one from Manchester taught this first group of students. The following year twelfth graders entered; the first senior class graduated in 1943 (Tardiff).

By February 1947 plans were under way for a classroom and gymnasium addition. Berlin contractor and engineer Roland J. Brideau submitted designs in April 1947 and by May 1949 the large addition had been completed to the easterly side of the school. It consisted of a two-story addition with two classrooms on each floor connecting to a large gymnasium (1947 Plans). The basement level of the wing was finished to house a new cafeteria kitchen and an expanded homemaking classroom. Additional access to each level was by steel stairs at the east end of the new classroom addition. The rectangular gymnasium was framed with steel trusses and was set on a concrete floor. The space included a stage at the northerly end; locker rooms were in the lower level (1928 updated to 1950 Sanborn; 1947 Plans). The school used the gymnasium for sports events but also as an auditorium for theater and social events such as proms.

Construction on a second large addition on the westerly side began in August 1953. The addition consisted of a two-story wing with four classrooms that connected to a three-plus-story basement convent (1949 Plans). Steel stairs at the west end of the classroom section corridors provided circulation between the floors. Work on this second addition was completed in time for the opening of the 1954-1955 school year. The convent for the Sisters of the Presentation of Mary included a kitchen, dining room, community room, two-story chapel, and bedrooms for the sisters (1949 Plans).

In 1963 responsibility for the construction and maintenance of the school was transferred from Angel Guardian to the Diocese of Manchester and it became the Diocesan high school for the entire city of Berlin. Less than ten years later, however, at the end of the 1971-1972 school year, the school closed its doors. The following year, however, the city used the school for fifth- and sixth-grade classes. Those were halted in 1984. In the late 1980s and early 1990s a Head Start program used some of the first-floor spaces in the former convent. Since that time the building has been unoccupied. Fire destroyed the gymnasium, ca. 2000.

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About 2007 the city boarded up the windows in an effort to halt the ongoing vandalism to the building. Since its closure, efforts have been made to repurpose this locally significant building, which finally became successful with the recent rehabilitation of the building for senior housing, using the Secretary of the Interior's standards for rehabilitation.

Returned

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## 9. Major Bibliographical References

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

Berlin Heritage Trail Partnership

1996 "Heritage Tour of Berlin, New Hampshire." Berlin, NH: Gulfside Press Design.  
<http://www.androscogginvalleychamber.com/heritage.html>

City of Berlin, N.H.

1906 Ninth Annual Report of the Receipts and Expenditures of the City of Berlin, N.H. for the Year Ending February 15, 1906. Berlin, N.H.: Barney-Reporter Press.

City of Berlin, N.H.

1918 Twenty-First Annual Report of the Receipts and Expenditures of the City of Berlin, N.H. for the Year Ending January 31, 1918. Berlin, N.H.: The Franklin Printery.

City of Berlin, N.H.

1919 Twenty-Second Annual Report of the Receipts and Expenditures of the City of Berlin, N.H. for the Year Ending January 31, 1919. Berlin, N.H.: Barney Reporter Press.

City of Berlin, N.H.

1923 Twenty-Eighth Annual Report of the Receipts and Expenditures of the City of Berlin, N.H. for the Year Ending January 31, 1923. Berlin, N.H.: Berlin Publishing Co.

City of Berlin, N.H.

1935 Thirty-Eighth Annual Report of the Receipts and Expenditures of the City of Berlin, N.H. For the Year Ending January 31, 1935. Berlin, NH: Smith & Town.

City of Berlin, N.H.

1937 Fortieth Annual Report of the Receipts and Expenditures of the City of Berlin, N.H. For the Year Ending January 31, 1937. Berlin, NH: Poley & Weber.

Engelhardt, Jr., N. L.

1942 "Trends in School Architecture and Design." *Review of Educational Research* 12, no. 2 (April): 171-177.

Preservation Company (Elaine Stiles and Amy Seavey).

2002 "Berlin Heights Addition Project Area." NHDHR Project Area Form.

Preservation Company (Laura B. Driemeyer and Lynne Emerson Monroe)

2009 "George E. Burgess School/Notre Dame High School." NHDHR Individual Inventory Form (BER0042).

George E. Burgess School/Notre Dame High School  
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Zellie, Carol

2005 "Minneapolis Public Schools Historic Context Study." Prepared for the Minneapolis Heritage Preservation Commission, Minneapolis, Minnesota, April, 2005. <http://web.archive.org/web/20060503144522/http://www.ci.minneapolis.mn.us/hpc/schools.asp> (accessed 30 September 2009).

#### Historic Photographs and Manuscript Collections

Vertical Files, Collection of the Berlin & Coos County Historical Society (BCCHS).

1947, 1949 Plans, Collection of City of Berlin.

#### Historic maps and plans

Sanborn Map Company. *Digital Sanborn maps 1867-1970* [electronic resource]. Ann Arbor, MI: Bell & Howell, UMI, 2001. [Berlin 1892, 1895, 1901, 1905, 1909, 1914, 1920, 1928, and 1928 updated 1950].

#### Personal Correspondence

Odette Leclerc, email correspondence with Lynne E. Monroe, 28 November 2014.

#### Websites

Tardiff, Poof. "A History of Notre Dame." <http://www.ncia.net/notredamealumni/> (accessed September 2009).

Returned

#### 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: \_\_\_\_\_



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**Historic Resources Survey Number (if assigned):** \_\_\_\_\_

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**10. Geographical Data**

**Acreeage of Property** 1.2 acres

Use either the UTM system or latitude/longitude coordinates

**Latitude/Longitude Coordinates (decimal degrees)**

Datum if other than WGS84: \_\_\_\_\_

(enter coordinates to 6 decimal places)

1. Latitude: 44.474785° Longitude: -71.174596°

2. Latitude: Longitude:

3. Latitude: Longitude:

4. Latitude: Longitude:

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**Or**

**UTM References**

Datum (indicated on USGS map):

NAD 1927 or  NAD 1983

1. Zone: Easting: Northing:

2. Zone: Easting: Northing:

3. Zone: Easting: Northing:

4. Zone: Easting: Northing:

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

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The boundary of the National Register nominated George E. Burgess School/Notre Dame High School is the legally recorded parcel occupied by the historic building and originally acquired by the Town of Berlin in 1884 for development for the public high school. The parcel is now owned by Senior Living at Notre Dame Limited Partnership. The boundary is shown on City of Berlin tax map 128, parcel 160, a nearly rectangular parcel with over 300 feet of frontage along School Street. On the south, the property is defined by School Street. On the west the parcel is defined by parcels 159 and 153 and on the northerly side by Guilmette Street. Houle Street defines the easterly side of the property.

**Boundary Justification** (Explain why the boundaries were selected.)

This parcel has been the site of schools, including the Burgess School and the Notre Dame High School, since the late nineteenth century. A smaller 0.29-acre parcel (map 128, lot 159) adjoining to the west was only acquired in 1958 by the overseer of Notre Dame High School, the Roman Catholic Bishop of Manchester, after the school building had acquired its complete footprint and is now also owned by Senior Living at Notre Dame Limited Partnership. It was used as a parking lot and therefore does not relate to the historic significance of the school.

Returned

**11. Form Prepared By**

name/title: Laura B. Driemeyer, Lynne E. Monroe, Teresa Hill  
organization: Preservation Company  
street & number: 5 Hobbs Road  
city or town: Kensington state: NH zip code: 03833  
e-mail PreservationCompany@comcast.net  
telephone: 603.778.1799  
date: December 2014

**Additional Documentation**

Submit the following items with the completed form:

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

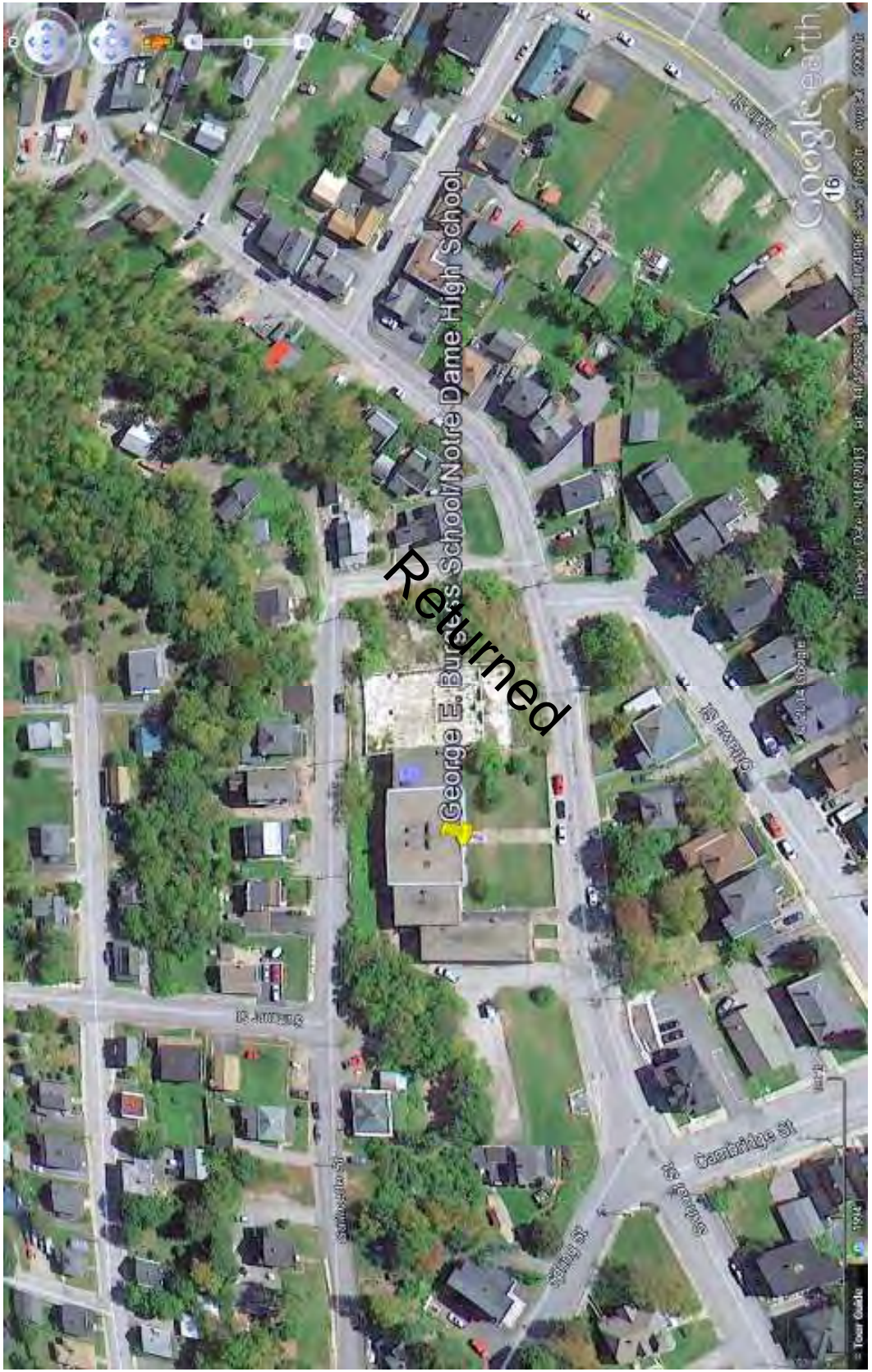
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### Photographs

Submit clear and descriptive photographs. The size of each image must be 1600x1200 pixels (minimum), 3000x2000 preferred, at 300 ppi (pixels per inch) or larger. Key all photographs to the sketch map. Each photograph must be numbered and that number must correspond to the photograph number on the photo log. For simplicity, the name of the photographer, photo date, etc. may be listed once on the photograph log and doesn't need to be labeled on every photograph.

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### Photo Log

Name of Property: George E. Burgess School/Notre Dame High School  
City or Vicinity: Berlin  
County: Coos  
State: NH  
Photographer: Lynne Emerson Monroe  
Date Photographed: December 2014

Description of Photograph(s) and number(s) include description of view indicating direction of camera:

Photo 01

School Street elevation of all sections and east elevations of convent and 1949 classroom addition, camera facing northwest

Photo 02

Façade (south) elevation, 1905/1917 section, camera facing north

Photo 03

Façade (south) and east elevations of convent, camera facing northwest

Photo 04

West elevation of convent, camera facing east

Photo 05

Rear (north) elevation, camera facing southwest

Photo 06

East elevation, camera facing west

Photo 07

Detail of chapel windows, Façade (south) elevation, camera facing northeast

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Photo 08

Third-floor corridor, 1905/1917 and 1953-54 sections, camera facing west

Photo 09

Front cross corridor and front entry, camera facing south

Photo 10

Apartment, third floor, 1905/1917 section with wainscoting, camera facing south

Photo 11

Apartment, third floor, 1949 section, camera facing south

Photo 12

Nun's Chapel, camera facing southeast

**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 100 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 NAME: Burgess, George E., School--Notre Dame High School

MULTIPLE NAME:

STATE & COUNTY: NEW HAMPSHIRE, Coos

DATE RECEIVED: 03/16/15      DATE OF PENDING LIST: 04/08/15  
DATE OF 16<sup>th</sup> DAY: 04/23/15      DATE OF 45<sup>th</sup> DAY: 04/28/15

REFERENCE NUMBER: 15000175

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: Y SAMPLE: N SLR DRAFT: N NATIONAL: N

COMMENT WAIVER:  N  
 ACCEPT     RETURN     REJECT    4/28/15 DATE

ABSTRACT/SUMMARY COMMENTS:

RECOM./CRITERIA: Return  
REVIEWER: W. Delvin      DISCIPLINE: H. J. F.  
TELEPHONE: \_\_\_\_\_      DATE: 4/28/15

DOCUMENTATION see attsched comments Y/N

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

**United States Department of the Interior  
National Park Service  
National Register of Historic Places**

**Comments  
Evaluation/Return Sheet**

Property Name: George E. Burgess School/Notre Dame High School

Property Location: Coos Co., NH

Reference Number: 15000175

Date of Return: 5/11/15

Reason for Return:

The nomination is being returned for additional information to adequately document the property's significance in education.

The property is being nominated at the local level under the Areas of Significance of Education (Criterion A) and Architecture (Criterion C). The Period of Significance is 1905-1965. Additional information is needed to understand the role this school played in education throughout the period of significance in the city of Berlin.

**Section 8.**

The statement of significance for education mainly concentrates on the period when the school was used as the Notre Dame High School. While the summary paragraph mentions the important relationship between school design and educational practices, further information is needed to substantiate the significance of the school and its use as a public grade school. Provide additional context regarding public schools in Berlin during the early 20<sup>th</sup> century. The narrative indicates the school housed fourth, fifth and six grade classes. Was this the only school in the city for these grades? What type of instruction or study would have been taught at this school and what were the class sizes? Was any accommodation made by the public school system for the French-Canadian population or was



this left solely to the parochial schools? What was the proportion of public grade schools to parochial schools? Did other public grade schools absorb the classes after this school was closed?

Where possible, provide some general population figures for context. Because of the “large numbers of French-Canadians” and the Irish population, can the assumption be made that in Berlin, the parochial schools accommodated more of the student population than the public schools?

The narrative mentions in the 1940s, the school building was leased for ten years to the Catholic parishes. Was the property eventually purchased or always leased from the city?

Under the area of significance for education, information regarding exactly what subjects were taught is useful in documenting how this “systematic instruction, training, or study” is conveyed. (See NR Bulletin *How to Complete the National Register Registration Form*, pg. 40). Please provide a few sentences on the subject matter taught during the school's use as a high school.

Please contact me if you have any questions.

Lisa Deline, Historian  
National Register of Historic Places  
Lisa\_Deline@nps.gov

RECEIVED 2280

JUN - 5 2015



Nat. Register of Historic Places  
National Park Service

## NEW HAMPSHIRE DIVISION OF HISTORICAL RESOURCES

### MEMORANDUM

---

**To:** Lisa Deline  
**From:** Peter Michaud  
**Subject:** Berlin Notre Dame School  
**Date:** June 2, 2015

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Dear Lisa,

Enclosed is the revised nomination with the additional information asked for to support its significance under Criterion A.

As we discussed, the developers who used the 20% credit are hoping you are able to expedite the review of the nomination. The project is complete and they need NR listing of the building to close their financing obligations.

If you have any questions, please do not hesitate to call.

With Thanks,

Peter

Peter Michaud  
National Register, Preservation Tax Incentives,  
& Easements Coordinator  
19 Pillsbury Street  
Concord, NH 03301  
(603) 271 3583 *fax* (603) 271 3433  
[Peter.michaud@dcr.nh.gov](mailto:Peter.michaud@dcr.nh.gov)