NPS Form 10-900
(Rev. 10-90)

OMB No. 1024-0018

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United States Department of the Interior
National Park Service

JAN 11 2013
NAT'L REGISTER OF HISTORIC PLACES

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 How to Complete the National Register of Historic Places Registration Form (National Register Bulletin 16A). Complete each item by marking "x" in the appropriate box or by entering the information requested. If any item does not apply to the property being documented, enter "N/A" for "not applicable." For functions, architectural classification, materials, and areas of significance, enter only categories and subcategories from the instructions. Place additional entries and narrative items on continuation sheets (NPS Form 10-900a). Use a typewriter, word processor, or computer, to complete all items.

1. Name of Property

historic name Bourne High School

other names/site number Kempton J. Coady Junior High School/Waldorf School of Cape Cod

2. Location

street & number 85 Cotuit Road ___ not for publication

city or town Bourne N/A vicinity

state Massachusetts code MA county Barnstable code 001 zip code 02532

3. State/Federal Agency Certification

As the designated authority under the National Historic Preservation Act of 1986, 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 ☐ nationally ☐ statewide ☑ locally. (☐ See continuation sheet for additional comments.)

Brona Simon December 27, 2012

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

Massachusetts Historical Commission

State or Federal agency and bureau

In my opinion, the property ☐ meets ☐ does not meet the National Register criteria. (☐ See continuation sheet for additional Comments.)

Signature of certifying official/Title Date

State or Federal agency and bureau

4. National Park Service Certification

I, hereby certify that this property is:
- ☑ entered in the National Register
  - ☐ See continuation sheet.
- ☐ determined eligible for the National Register
  - ☐ See continuation sheet.
- ☐ determined not eligible for the National Register
- ☐ removed from the National Register
- ☐ other (explain): _____

for Signature of the Keeper: Carson W. Beall Date of Action: 2.27.13

Bourne High School
Name of Property

Barnstable, MA
County and State

5. Classification

Ownership of Property
(Check as many boxes as apply)

_ private
X public-local
_ public-State
_ public-Federal

(Check only one box)

x building(s)
_ district
_ site
_ structure
_ object

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

Contributing	Noncontributing	
1	2	building
	1	sites
1	1	structures
1	2	objects
3	6	Total

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

N/A

Number of contributing resources previously listed in the National Register

0

6. Function or Use

Historic Functions
(Enter categories from instructions)

EDUCATION: school

Current Functions
(Enter categories from instructions)

EDUCATION: school
RECREATION: sports facility

7. Description

Architectural Classification
(Enter categories from instructions)

LATE 19th- and 20th-CENTURY REVIVALS: Colonial Revival

Materials
(Enter categories from instructions)

foundation CONCRETE
walls BRICK
roof ASPHALT
other WOOD (trim)

Narrative Description
(Describe the historic and current condition of the property on one or more continuation sheets.)

Bourne High School
Name of Property

Barnstable, MA
County and State

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.)

x **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.

x **C** Property embodies the distinctive characteristics of a type, period, or method of construction or represents the work of a master, or possesses high artistic values, or represents a significant and distinguishable entity whose components lack individual distinction.

_ **D** Property has yielded, or is likely to yield, information important in prehistory or history.

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

Property is:

_ **A** owned by 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 of age or achieved significance within the past 50 years.

Narrative Statement of Significance
(Explain the significance of the property on one or more continuation sheets.)

Areas of Significance
(Enter categories from instructions)

ARCHITECTURE
EDUCATION

Period of Significance

1905-1962

Significant Dates

1905 – construction of the school
1934 – addition of gymnasium

Significant Person
(Complete if Criterion B is marked above)

Cultural Affiliation

Architect/Builder

Parker and Thomas
S.W. Haynes

9. Major Bibliographical References

(Cite the books, articles, and other sources used in preparing this form on one or more continuation sheets.)

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 #_____

Primary location of additional data:

x State Historic Preservation Office
_ Other State agency
_ Federal agency
_ Local government
_ University
x Other

Name of repository:
Bourne Archives

Bourne High School
Name of Property

Barnstable,MA
County, State

10. Geographical Data

Acreage of Property 7.77 acres

UTM References See continuation sheet. Lat/Long 41.741886 -70.594675
(Place additional UTM references on a continuation sheet)

1. 19	367398	4622348	3.		
Zone	Easting	Northing	Zone	Easting	Northing
2.			4.		
Zone	Easting	Northing	Zone	Easting	Northing

__ See continuation sheet

Verbal Boundary Description
(Describe the boundaries of the property on a continuation sheet.)

Boundary Justification
(Explain why the boundaries were selected on a continuation sheet.)

11. Form Prepared By

name/title Carey L. Jones, Laura J. Kline, PAL, with Betsy Friedberg, NR Director, MHC

organization Massachusetts Historical Commission date December 2012

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

city or town Boston state MA zip code 02125

Additional Documentation

Submit the following items with the completed form:

Continuation Sheets

Maps
A **USGS map** (7.5 or 15 minute series) indicating the property's location.
A **sketch map** for historic districts and properties having large acreage or numerous resources.

Photographs
Representative **black and white photographs** of the property.

Additional items (Check with the SHPO or FPO for any additional items)

Property Owner

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

name Town of Bourne, MA

street & number 24 Perry Avenue telephone 508-759-0600

city or town Bourne state MA zip code 02532

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. 470 et seq.).

Estimated Burden Statement: Public reporting burden for this form is estimated to average 18.1 hours per response including the 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 Chief, Administrative Services Division, National Park Service, P.0. Box 37127, Washington, DC 20013-7127; and the Office of Management and Budget, Paperwork Reductions Project (1024-0018), Washington, DC 20503.

DESCRIPTION

Setting

The former Bourne High School, now the Waldorf School of Cape Cod, is located at 85 Cotuit Road, on the southwest corner of Cotuit Road and Sandwich Road in Bourne Village, the historic, civic, and institutional center of the town of Bourne, Massachusetts. Cotuit Road forms a continuous loop to the southwest with Sandwich Road (County Road). The Bourne High School is surrounded by other institutional and residential buildings that primarily date from the 19th and early 20th centuries. The residences in the area are mostly 1½ and two-story buildings on large landscaped lots. Institutional buildings in the area include the Bourne Methodist Church, the Jonathan Bourne Historical Center (formerly the Jonathan Bourne Public Library [NR pending]), the Bourne Post Office, and the modern Bourne High School complex.

The former **Bourne High School (contributing building)** is set back approximately 200 feet from Sandwich Road on an elevated 7.77-acre lot, and is oriented with its facade facing northwest (Photograph 1). A grassy lawn surrounds the north and east elevations of the building, while the land west and south of the building is paved. A low, wooden, picket fence runs along Sandwich Road and part of Cotuit Street. Along Cotuit Street there is a **concrete retaining wall** (**contributing structure**) installed as part of a WPA project, and a metal chain link fence. A wood sign with the words "WALDORF SCHOOL OF CAPE COD" in raised letters stands facing Sandwich Road near the sidewalk. Another sign, also engraved with the words "WALDORF SCHOOL OF CAPE COD," is located near the Cotuit Street entrance. Both are noncontributing objects due to their age. A **flagpole (contributing object)** stands to the east of the building.

A narrow concrete walkway slopes upward from Sandwich Road to the building's formal entrance, and extends around to either side of the building. A few mature oak trees line either side of the walkway. Between the building and Sandwich Road is a large, open, landscaped area scattered with moveable play equipment. East of the building is a sloped area with raised garden beds, landscaping, and small benches (Photograph 5). A wide concrete stair with metal railings leads from Cotuit Road to a split stair in front of a vestibule entrance. South of the building is a large paved parking lot, accessed by a paved drive from Cotuit Road at the rear of the lot. Southwest of the school are a fenced-in **baseball field (noncontributing site)** originally laid out in the 1970s and improved ca. 1990 (Photograph 6); two ca. 1990 **dugouts (noncontributing structures)**; a ca. 1990 **concession/viewing stand (noncontributing building)**; a ca. 1990 **storage building (noncontributing building)**; and several moveable metal bleacher stands. To the west of the building is a narrow paved area with a metal boiler case surrounded by a high, metal chain-link fence.

Exterior

The Bourne High School is as an excellent local example of the Colonial Revival style. It was built in 1905 and designed by the architectural firm of Parker and Thomas. It is two stories in height and is composed of two rectangular masses connected by a gabled hyphen. The north mass and the hyphen comprised the original building; the secondary mass is a 1934 addition that houses the gymnasium.

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The main massing is topped by a large, steeply pitched, hipped roof with a front cross gable. The secondary massing has a side-gable roof form. The roof surfaces are covered with asphalt shingles. Metal gutters are attached to the wood cornice that runs around all sides of the building. A large interior brick chimney is located on the ridgeline of the main mass, and two interior chimneys are placed on the ridgeline of the secondary mass. The walls of the building are constructed of red brick set in a running bond, with a row of bricks set in Flemish bond every sixth course. The walls rest on a high concrete foundation.

Main Block

The main mass (1905) is seven bays wide and five bays deep (Photograph 2). The facade (north elevation) is symmetrical, with a central projecting bay topped by a cross-gable. The projecting bay serves as the main entrance to the building and is composed of a set of metal double doors flanked by plain wood columns, which support a projecting entablature and denticulated cornice. The words "WALDORF SCHOOL OF CAPE COD" are painted onto the entablature. A wood railing is placed above the cornice. On the second story, directly above the entranceway, is a large, multi-paned, double-hung window, flanked by narrow two-panel sidelights. The window is topped by a splayed lintel, with a keystone set flush with the cornice line. The peak of the central cross gable above is marked by a large, closed pediment that contains an inset circular clock with Roman numerals.

Fenestration on the main mass includes recessed, 6/6, double-hung, wood sash. On the first floor, the windows have splayed arches and stone sills. The windows on the second story are squared. Other decorative elements on the main mass include a brick belt course separating the first and second floors, and a simple brick corbel course running below the cornice line.

Connector

A two-story connector, also built in 1905, extends south from the south elevation of the main block, connecting it to the 1934 gymnasium. The west elevation of the connector is three bays long with a central projecting bay. A large greenhouse that spans the entire width of the central bay projects from the wall surface on the second floor. The greenhouse has a wood base, supported by delicate scrolled brackets under large, fixed, single-pane lights set in metal frames. Fenestration on the west elevation consists of single, 12/12, double-hung wood sash. On the second story of the north bay, these windows are grouped with a central 9/9 double-hung window. Wood double doors are located on the first floor in the south bay. Access to the basement is provided by a single wood door with nine lights in the north bay of the foundation. Also placed in the foundation wall are 9/9, double-hung, wood sash.

The east elevation of the connector serves as a secondary entrance (Photograph 5). It is five bays wide with a symmetrical central entryway, composed of a set of wood double doors recessed in a wood surround and topped by a five-light transom. The door surround supports a denticulated arched pediment. Fenestration on the east elevation includes paired 12/12, double-hung, wood sash in the outer bays. Other decorative elements include a row of bricks set in a soldier bond at the juncture of the foundation and the wall.

(continued)

Gymnasium

The secondary mass of the building, housing the school's gymnasium, was added in 1934 (Photograph 3). It has a large, hipped-roof vestibule that projects from the east elevation facing Cotuit Street (Photograph 4). The vestibule is three bays wide and one bay deep. The central entryway contains paired wood doors flanked by fluted Doric columns which support a decorated entablature and are topped by a denticulated pediment. The outer bays contain 8/12 double-hung wood sash, set above an engraved wood panel, and topped by a decorated entablature with a projecting denticulated cornice. The windows are set in an elliptical brick arch with brick keystones and imposts. The keystones support a wood cornice that runs below the roofline of the vestibule section. The vestibule roof has copper coping and a decorative wood railing.

The south elevation of the gymnasium block is six bays in length. The bays are articulated by large 15/15 light, double-hung wood sash topped with fixed, multilight arched windows. The windows are set in brick arches with keystones that support the wood cornice. The westernmost bay functions as an entryway, and the lower portion of the window has a pair of wood panel doors topped by a simple shed roof. The doors are accessed by a set of low stairs with metal railings.

A secondary one-story mass, which houses a stage, projects from the west elevation of the gymnasium. It has a prominent gable roof with a projecting wood cornice. Openings in the first floor of this section include one 8/12 and one 6/6 double-hung wood-sash window, two fixed, six-light windows, and a pair of wood loading doors. A small oculus window is placed in the gable end; the light has been covered with wood. A pair of wood panel doors is located on the north elevation at the juncture of the connector and the secondary mass, where concrete stairs with metal railings lead to a small concrete landing set at an angle to the building and covered by a simple wood roof. (The double doors in the south bay of the connector also open onto this landing.) Numerous windows and three wood doors are cut into the foundation of the stage section.

Interior

Main Block

The rectangular plan of the high school's original main block is essentially intact. On both the first and second floors, a central north-south hall with an off-center staircase (Photograph 7) is flanked by two large classrooms on either side. Single, five-panel, wood doors set in wood frames are located on the dividing walls between the two rooms. A recessed vestibule centered on the north end of the first floor functions as the formal entry to the school. A small library is located on the second floor above the vestibule. A wide, open, split staircase is located near the south end of the central hallway. The staircase has a small landing between the first and second floor. On the second floor the staircase splits and continues up to the attic level, which is unfinished. The staircase maintains its original wood features including the balustrades, treads, newel posts, and railings. The first-floor steps have been covered with linoleum.

(continued)

The walls of the interior spaces are painted plaster. Wood trim, placed approximately six feet up from the floor, runs along most of the interior spaces, as does a wood baseboard. The hallway floors are covered in terrazzo tiles, while the majority of the classroom floors have been covered with linoleum tiles. Five-panel wood doors set in wood frames lead into and between the classrooms. Other decorative wood details include the window and blackboard frames, and built-in cabinets and shelves (Photograph 11). The ceilings are either dropped ceilings or covered in asbestos tiles. Modern fluorescent light fixtures are found throughout the building, as are radiators and steam pipes. On the dividing wall between the east classrooms on the first floor is a row of fixed, nine-light windows approximately six feet up from the floor. The same window pattern is repeated on the second-floor library wall. The southeast rooms on the first and second floors have built-in closet spaces and retain their hardwood floors. Art Moderne radiator covers are found in the eastern classrooms on the first floor; most of the radiators either have slatted wood covers or are uncovered.

Connector

A two-story connector extends south from the main block to the double-height gymnasium. The connector has a double-loaded, central north-south corridor on each floor (Photograph 8), and a secondary staircase in the southwest corner. It is divided from the main block on each floor by a pair of metal fire doors surrounded by fixed, multilight openings. The doors and the side openings each have nine lights; the openings above the doors have eighteen lights. The connector corridors are lined with metal lockers set into the wall. An approximately six-foot-high band of faux brick runs down either side of the corridor. Two restrooms and a drinking fountain are located at the southern end of the corridor on both floors. The restrooms have modern bathroom fixtures. The water fountains are set in recessed sections decorated with mosaic tile. Above each ceramic drinking fountain is an ornamental panel. The panel on the first floor depicts an owl and the one on the second floor an oil lamp, both symbols of knowledge. The staircase in the southwest corner of the corridor is accessed by a pair of metal fire doors topped with a fifteen-light transom and flanked by three-light transoms. It has a halfspace landing and a metal balustrade and railings. The faux brickwork from the corridor continues in the stairwell. On the north wall of the landing is a large plaque with the words of the Gettysburg Address in raised Roman lettering, and a replica of Abraham Lincoln's signature. Above the lettering is a decorated frieze topped by a projecting cornice line. Below the plaque is a small, engraved sign in formal cursive lettering. The sign reads: "IN MEMORY OF MY FATHER/ ELISHA PERRY JR./ OF MONUMENT, NOW BOURNE, MASS/ AND OF MY SON CHARLES RODNEY PROCTOR,/ OF BOSTON, MASS./ PRESENTED ON FEBRUARY 12, 1908,/ TO BOURNE HIGH SCHOOL,/ BY/ SARAH FREEMAN (PERRY) PROCTOR."

On the first floor of the connector a secondary entrance to the building is located on the east side of the corridor, opposite an administration space on the west side. The vestibule space has a pair of multilight wood doors topped by a sixteen-light transom. Metal radiators are set into the wall on either side of the vestibule. The administration space is separated from the corridor by an ornate entryway wall that is five bays wide with a central doorway. The wood doors are composed of fifteen lights and are flanked by wood Doric pilasters supporting a plain entablature. A broken pediment with an urn placed on a pedestal completes the entryway. On either side of the doorway are two bays composed of a fifteen-light opening, a wood panel, and a nine-light window. The administrative space is divided into six offices by modern partition walls. Remaining original fabric includes wood flooring, door frames, and trim.

The second floor of the connector has two large classroom spaces on either side of the corridor. The room above the administration space is the largest classroom in the building, and the only space that is carpeted. It has an extensive system of built-in storage spaces, two closets, and a greenhouse. The built-ins are located along the east wall of the room and feature cabinets, drawers, closets, recessed display cases, shelves, and blackboards. The greenhouse projects out from the west wall, and has curved walls of fixed glass lights set in metal frames. The floor of the greenhouse is covered in linoleum tiles.

Gymnasium

The southern end of the connector terminates in a two-story gymnasium, oriented on an east-west axis (Photograph 9). The gymnasium has a vaulted ceiling covered in asbestos tiles and fluorescent drop lighting. The walls are brick, with a wood wainscot running around the perimeter of the room. Retractable wood bleachers are attached to the walls. The floors are treated wood. The south wall of the gymnasium is lit by six large, arched windows set in wood frames behind brick arches. The westernmost window opening contains a pair of double wood doors.

The western section of the gymnasium has a raised, wood-floored stage surrounded by decorative Art Moderne brickwork. Doorways on either side of the stage lead to the stage stairs and stairs to the basement level. Two sets of wood doors on the east wall of the gymnasium lead to a large entrance vestibule facing Cotuit Road. The vestibule has a painted-plaster vaulted ceiling, painted-plaster walls, and a linoleum-tile floor (Photograph 10). Decorative wood details include a simple cornice, wainscot, and wallboards. A projecting bay on the west wall of the vestibule contains a wood display case with an opening in the center, accessed by a half-door. Halfsplit wood staircases in the northeast and southeast corners of the vestibule lead to the basement. The staircases have a straight run with wood railings and banisters. To the east of the display case is a large, bronze, rectangular plaque with a rusticated face and the words "DR. GEORGE W. DAINTY/ MEMORIAL AUDITORIUM/ CHAIRMAN BOURNE SCHOOL COMMITTEE , 1921-1951/ SCHOOL PHYSICIAN 1914-1927" written out in raised Roman lettering.

Basement and Attic

The basement level of the school is divided into multiple large interconnected rooms that include a workshop, sewing room, kitchen, and storage. The attic level is unfinished.

Archaeological Description

While no ancient Native American sites are known on the Bourne High School property, it is possible that sites are present. Eight ancient sites are recorded in the general area (within one mile). Environmental characteristics of the area represent locational criteria (slope, soil drainage, proximity to wetlands) that are favorable for the presence of Native sites. The high school occupies an excessively drained, level to moderately sloping location on outwash plain and ice contact deposits within 1,000 feet of the Cape Cod Canal, which lies to the north. Prior to the canal's construction in 1914, the

(continued)

high school property was located above a sloping land surface leading to the Monument River, just north of Sandwich Road and west of Bridge Street. Soils are sandy in the high school locale. While a large, open, and landscaped area is present between the school building and Sandwich Road, construction of a large paved parking lot south of the school building, as well as baseball facilities southwest of the school, has adversely affected the integrity of the area. In 1937-38, leveling, grading, and landscaping were performed in the area surrounding the school, especially in the area south of the gymnasium addition. These activities may have destroyed any ancient Native American or historic resources in the area. Given the above information, the size of the nominated property (7.77 acres), and impacts resulting from the original construction of the school in 1905, partial reconstruction following a fire, and addition of a gymnasium (1934), parking areas, and sports facilities, a low to moderate potential exists for locating ancient Native American resources on the school property.

A low to moderate potential also exists for locating historic archaeological resources on the Bourne High School property. Ursula Wing, Hannah Parker, and the heirs of S.S. Maxim, and Persia B. Harmon were each paid for their land to build the Bourne High School. Among those three properties, only the Ursula Wing House (formerly the Maxim House, probably 19th century) was located on the high school property. Structural evidence may survive from the Wing/Maxim house, barns, stables, and associated outbuildings. Archaeological evidence of occupational-related features (trash pits, privies, wells) may also exist. In general however, a low to moderate potential exists for locating significant historic archaeological resources on the Bourne High School property. Grading, landscaping, and construction of the school and sports facilities described above and later rebuilding, addition, and landscaping in 1934 would have destroyed any ancient Native American or historic archaeological resources located on the property prior to construction of the school in 1905. No archaeological resources associated with the Bourne High School are known.

(end)

District Data Sheet

Bourne High School	1905 (constructed) 1934 (gymnasium added)	B	C
Flagpole	1920s	O	C
Concrete retaining wall	1930s	St	C
Baseball field	1970s	Si	NC
Dugouts (2)	ca.1990	St`	NC
Concession/viewing stand	ca. 1990	B	NC
Storage building	ca. 1990	B	NC
Signs, Waldorf School	1990s	O (2)	NC

STATEMENT OF SIGNIFICANCE

Summary

The Bourne High School, also known as the Kempton J. Coady Junior High School, possesses significance at the local level under National Register Criteria A and C in the areas of Education and Architecture. The period of significance begins in 1905, when the building was constructed, and ends in 1962, to reflect the current 50-year cutoff date for National Register eligibility. Under Criterion A, the building is significant for its association with the early development of Bourne's public education system. It was built in 1905 as the town's first separate public high school; middle-school students also used the building until 1925. The large two-story brick building with a rear cross-gable (now called the connector) was one of the first schools on Cape Cod to reflect the modern trend toward school consolidation. A gymnasium wing was added to the rear of the building in 1934, at the same time that fire damage to the main block was repaired. Following the construction of a new high school in 1961, the building served as a public junior high school until 1991. Since 1992, it has been leased to the Waldorf School of Cape Cod, a private educational institution. Under Criterion C, the building is a well-preserved example of both the Colonial Revival style and early 20th-century American high school architecture. The original two-story, rectangular brick building under a hipped roof has a central projecting cross gable and a symmetrical seven-bay facade. It is connected by a gabled hyphen to a two-story, side-gabled, rectangular brick addition with a projecting hipped-roof vestibule. Typical Colonial Revival detailing includes a denticulated cornice, arched windows, and brick belt and corbel courses.

The Bourne High School retains a high degree of integrity in terms of location, setting, design, materials, workmanship, feeling, and association. The building remains in its original location and setting. The 1934 addition continues the Colonial Revival form and detailing of the original main block. Much of the exterior fabric remains intact, as does the original fenestration. The building retains its original function as an educational building.

The site surrounding the Bourne High School has remained relatively intact since the building was constructed. The school building is still set on a large elevated area, and the long, straight walkway remains. The walkway was once lined with large elm trees; only five of the trees remain, the others presumably destroyed by Dutch Elm disease. The southwest corner of the site contains a large baseball field and related structures, including two dugouts, bleachers, and a concession/viewing stand. According to a long-time town resident, these were added to the site within the past three decades. Since this area has been used as a recreational area for the school since 1937, this is in keeping with the general use of the area, and does not detract from the integrity of the site.

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Criterion A

Massachusetts Public Schools and Early Educational Reforms

The development of the public school system in Massachusetts began in 1789, when a law was passed that allowed for the formation of local school districts. Prior to this, tax-supported schooling was required for towns with 50 families or more; some larger towns also required a grammar school (MHC 1987). With the passage of the 1789 law and the establishment of the district school system, towns were permitted to subdivide into smaller units. This allowed the residents to make decisions about teacher selection, curriculum, and schoolhouse construction and maintenance (MHC 1987). The 1789 legislation also began a period, lasting approximately 50 years, during which there was an increase in local control of schools and a decrease in central authority (Martin 1901). Construction of school buildings progressed slowly, and in 1800, power was given to the school districts to levy a tax for this purpose. Local control of school districts culminated in 1828, when districts were given complete control of schools with the exception of teacher certification (Martin 1901).

Efficient school management decreased after 1828, and efforts to reassert a centralized power emerged. In 1837, Massachusetts became the first state to establish a Board of Education in an attempt to consolidate school authority, enact reform measures, and create consistent standards. The 1837 law led to the development of the country's first universal, tax-supported, public school system (Martin 1901). The newly established Board of Education introduced such reforms as graded schools, school libraries, a standardized curriculum, and better schoolhouse construction.

Horace Mann was elected the first secretary of the Board of Education at its first meeting on June 29, 1837. One of the primary contributions Mann made to the development of the education system in Massachusetts was the creation of "normal schools" as a way to establish teaching standards, or norms. In further efforts to create standards throughout the state, Mann prepared a series of annual reports that were widely read and distributed.

In addition to the creation of normal schools, school building construction was an early and important concern of Mann's. In 1837, he published a supplement to his first annual report in which he discussed the design and construction of schoolhouses. During this time, the one-room schoolhouse was the most common type of school building constructed, especially in more rural areas. In his supplement, Mann focused on specific topics, including ventilation and heating, size, furniture, location, and the need for yards and playgrounds.

By the mid 19th century, small, rural areas were rapidly industrializing. The development of urban centers brought on by industrialization resulted in crowded school buildings. To address this, schools in large urban areas were graded, and intermediate schools were introduced. In rural villages, the grades were separated into a primary school and a high school (Martin 1901). Between 1860 and 1875, 90 high schools were established as a means of separating the upper grades from the smaller, district schools. The increased amount of students, the grading of the classes, and the establishment of high schools necessitated the need for larger, and safer, school buildings. In 1882, the district school system was abolished, and the construction of consolidated high schools, often as a symbol of local pride, increased.

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Development of the Bourne School System in the 19th Century

Bourne was originally the western part of the larger town of Sandwich, Massachusetts, founded in 1637. The first reference to a school in Sandwich dates to 1677, when a schoolmaster was secured to serve in several places, allotting four months for each place. James Chadwick is recorded as the first schoolmaster (Lovell 1984:109). In 1713, the town voted to allow certain families "liberty to build a school at their own cost" (Lovell 1984:139). As a result, schools were locally built and maintained in each district. From 1790 to 1830, the population of Sandwich grew by 68%, mostly during the periods 1800-1810 and 1820-1830 (MHC 1984b). The population growth was mostly related to the construction of a glassworks factory (MHC 1984b). The number of school districts in the town rose from eight to ten in 1804, and to twelve in 1813 (Lovell 1984:285). In the early 19th century, at least four schoolhouses were located in the part of the town that later became Bourne. These early school buildings were typical one-room schoolhouses, with stone fireplaces and bench seating. An example was the school at Upper Monument Neck, a hipped-roof building constructed in 1822 to replace an earlier building. In the 1840s, a school, known as "Over-the-River," was built in the western part of the town, north of the Monument River; and the Monument Academy, originally located on Academy Hill in Bourne Village, was also built (Keene 1937).

Twenty-three school districts are identified in Sandwich as of 1857 (Walling 1857). In 1866, the Monument Academy was moved to its current location on Sandwich Road to replace the school at Upper Monument Neck, which was sold and moved from the property. The upper rooms of the Monument Academy were used for high school students for a short period, as part of the rotating high school system in place in Sandwich at the time.[1] Older students from the schools at "Over-the-River" and Lower Monument Neck attended the academy as well, marking an early example of the consolidation that would later become the norm in school organization.

Under the district system, decisions on building maintenance, new construction, and school policies were performed by the District Committees, and the quality of the facilities varied widely (Lovell 1984:321). In 1863, the town of Sandwich accepted recent state legislation regarding central town financing and control of the public school system. Steps were taken to rationalize the sprawling district school system that had evolved over the previous 70 years, with 23 locally operated districts and no permanent public high school. All hiring and new construction decisions were controlled by a centralized Town School Board. Under the Board's direction, the districts were consolidated and larger schools were built, including the new Sandwich Academy that served as a central high school (Lovell 1984:350).

By the last quarter of the 19th century, the developing economy and increasing population of western Sandwich motivated the residents there to separate themselves from the town of Sandwich. The new town of Bourne was established in 1884, with a population of 1,390 scattered throughout eight villages (Keene 1937:124). Each village, including Cataumet, North Pocasset, Monument Beach (formerly South Monument), Bourne, Buzzards Bay, Head-of-the-Bay, Bournedale, and Sagamore, comprised a school district. During the first year after incorporation, 223 pupils between the ages of 5 and 15

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[1] In 1855 it was voted to provide high school teaching in each area of Sandwich every five years (Lovell 1984:322).

were enrolled (Town Report 1884). The schools were all small one-room schoolhouses (except at Sagamore, which had two rooms), and taught grades one through eight. High school students took the train to Sandwich or Middleborough, or roomed with relatives in towns with high schools.

Soon after incorporation, the Bourne townspeople began to discuss the establishment of their own high school. A town vote decided to add space for high school students to the recently constructed (1880) one-room schoolhouse in the central location of Buzzards Bay. The building was expanded by the addition of another room, and the first Bourne High School was opened on September 14, 1885, with one teacher and 30 students. The original part of the building continued to accommodate the lower grades. The first graduating high school class of 1887 consisted of five students. That year the Buzzards Bay building was further enlarged, and an assistant high school teacher was employed (Keene 1937:153-153).

The town's population continued to increase after incorporation, and the small district schools, as well as the Bourne High School in Buzzards Bay, were no longer sufficient in terms of size and amenities. The 1901 town report stated that the "present high school building is not suitable for a school of today" (Town Report 1901). The following year's report described efforts to acquire state funding to help with construction costs for a new high school, including the following eligibility requirements for such funding: the school must be kept open for at least 36 weeks, the students must be fit for college and normal schools, and there must be at least two full-time teachers.

At the same time that Bourne was attempting to address the practical needs of its expanding school system, progressive ideas about school reform began to enter the local educational discussions. During the early 20th century, national education reform policy concerning school construction shifted strongly away from small, wood-frame, one-room schools toward large, brick, consolidated buildings (MHC 1987:214). An "admittedly radical" proposal was put forth at the 1903 Bourne town meeting to consolidate the Monument Beach, Buzzards Bay, and Bourne grade schools. An article was passed at the meeting that established a seven-person committee to "consider the matter of partially consolidating the schools of the town, to make selections of two or more building sites for a school building, and to secure options on the same if advisable, to procure plans and approximate estimates for a building to accommodate the high school and such other schools or grades as may be well accommodated in the same building." The committee included one representative from Monument Beach, one from Buzzards Bay, and one from Cataumet. The following committee members were appointed at this time: Aaron C. Swift, Mary E. Nye, Chester S. Wright, Walter E. R. Nye, Reuben L. Burgess, S. Henry Perry, and Moses C. Waterhouse (Town Report 1903).

Construction of the Bourne High School

Bourne was one of the first towns on Cape Cod to put the modern idea of school consolidation into practice, with the construction of its new high school in Bourne Village. The decision was made at a 1904 town meeting to appropriate $20,000 for a new high school building. A special town meeting was called to determine the location for the school, and after a heated debate between the residents of Buzzards Bay and Bourne Village, the town voted to erect the school in the

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latter. The elevated site chosen was located on Sandwich Road directly opposite Bridge Street, which continued northward to a wooden bridge crossing the Monument River and linking the two sides of town. Ursula Wing was paid $1790.00 for her house and land (formerly the Maxim House), Hannah E. Parker and the heirs of S.S. Maxim were paid $600 for their land, and Persia B. Harmon was paid $500 for her land.

Bourne Village was one of the earliest settled areas in the town of Bourne, with homesteads established as early as 1663. Monument Village, as it was originally known, developed throughout the 18th century as an economic and population center. By 1750, there were more than 200 families living there (Herbster 1994:55). The village infrastructure developed along with the population, and many present-day roads were first laid out during the 17th and 18th centuries. Sandwich Road, known as Main or Centre Street within the village, was one of the earliest roads in the area and served to connect Falmouth and the outlying villages with the center of Sandwich. By the second quarter of the 19th century, Monument Village was established as the main civic focus for the Second Precinct of Sandwich, with an early school, a Methodist Church (1831), a Congregational Church (1794, rebuilt in 1834), and at least two cemeteries located there. A small linear village developed along Sandwich Road and at the intersection of Sandwich and Shore Roads, which was referred to as "Trading Post Corners," due to the stores and post office located there. Following the completion of the Cape Cod Branch Railway in 1848, the entire area surrounding Monument Village began a period of rapid development that resulted from the improved methods of transportation and communication provided by the railroad (Harrington and Olausen 2000: *Area Form BOU.A Keene Street-Sandwich Road Area*).

When Bourne separated from Sandwich in 1884, Bourne Village was the largest of the town's eight villages, with a population of 375 and 75 dwellings. Many of the new town's first selectmen owned residences and/or businesses in the village, which was chosen as Bourne's civic center. The town government offices were originally located in a dwelling in the village; after the construction of the Jonathan Bourne Public Library (NR pending) on Keene Street in 1897, they were moved to the east rooms of that building (Keene 1937:128). The village railroad station and post office were situated on the north side of the Monument River; two churches, a lumber yard, and several blacksmith shops, in addition to many small residences, surrounded the Bourne High School site south of the river. Beginning in 1901, the Union Street Railway Company operated a streetcar that connected Bourne Village to Buzzards Bay across the river via Bridge Street; the streetcar ran directly past the school site and continued west along Sandwich Road (Walker 1910).

On September 11, 1905, the new **Bourne High School (contributing building)** opened with 63 high school students and 41 middle school students from all parts of the town (Town Reports 1905, 1934). The Colonial Revival building was designed by the Boston architectural firm of J. Harleston Parker and Douglas H. Thomas, and originally consisted of only the two-story rectangular hipped-roof block that faces Sandwich Road and its cross-gable that extended past the rear of the main block (called the connector). Each floor had four rooms. On the first floor, the fourth- and fifth-grade classes were taught in one room, the sixth- and seventh-grade classes in another, and the eighth and newly established ninth grade in a third room with a small supply closet. The rooms on the second floor were used for the high school classes. Shortly

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after the school opened, the clock on the front gable was donated by Moses C. Waterhouse, a prominent resident of Bourne Village and the chair of the school's building committee, whose home was located across the street from the school (Town Report 1905; Building Inspector's Card 1905)

20th -Century Educational Reforms

The opening of the Bourne High School marked "a new epoch in [the town's] educational progress" (Town Report 1905), with all of the town's high school students and most of its middle school students consolidated under one roof. After 1905, Sagamore was the only village school that continued to serve students through the eighth grade (in 1909 a new four-room building was opened there). The other village schoolhouses were used only for the lower grades, and the one-room Head-of-the-Bay schoolhouse was closed. School consolidation continued to gain momentum across the United States throughout the first few decades of the 20th century. In response to recommendations from the Federal government, such as those given by Roosevelt's 1908 National Commission on Country Life, as well as numerous books published between 1908 and 1925 that advocated rural school consolidation (Gulliford 1984:40-43), state school superintendents began to link state financial support for one-room schools to compulsory attendance laws and advise state legislatures to provide additional funding for consolidated schools.

As Bourne continued to expand its school system to keep up with population growth, especially following the opening of the Cape Cod Canal in 1914, the focus remained on consolidation. The advent of the automobile in the second and third decades of the 20th century allowed large numbers of residents of Boston and other regional urban centers relatively easy access to Cape Cod and contributed to additional surges in Bourne's population. Paved roads and the availability of automobiles and school buses also eliminated the need to have multiple schools within walking distance of pupils. In 1920, a larger and more modern building replaced the school at Monument Beach. The one-room schools at Pocasset and Bournedale were closed in 1924 and 1925, respectively. By this time the high school building was overcrowded, and in the fall of 1925 the new Bourne Grammar School was opened across Sandwich Road from the high school to accommodate students in grades one through eight. That year only three one-room primary schools remained in Bourne, at Buzzards Bay, Monument Beach, and Cataumet; all were closed during the 1930s.

Several improvements were made to the Bourne High School building and site following its construction, including the installation of interior water fountains set off by mosaic tile, a wide front walk from Sandwich Road to the main entrance in 1912, and the clearing of adjacent land for use as a playground in 1913 (Town Reports 1912-13). By 1913, the road along the east side of the school grounds had been laid out, originally called School Lane, it was now known as Cotuit Road (Sanborn 1913). In 1923, Kempton J. Coady replaced Herbert E. Congdon as high school principal. In his first report to the superintendent of schools, Coady indicated an urgent need for electrical lights for the school, and in 1925 electric lights were installed in the building (Burgess n.d.). An outside entrance to the lunch room was added in 1927, and a new heating system was installed in 1930 (Town Reports 1923-1930). Local flagpole maker Merton Long constructed the **flagpole (contributing object)** standing east of the school, which was erected in the late 1920s (Ellis 2012).

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Even with the relocation of the younger students to the Bourne Grammar School in 1925, the building could not provide sufficient space for the growing high school population in the town (140 students in 1930, 198 in 1933). The 1933 school report states that "The need for an addition to the high school has been presented to the townspeople on a number of occasions in the past five years." Before the high school could be enlarged, however, a fire started in the second-story lab on the morning of June 8, 1934. The south end of the second story sustained most of the damage, and only a few days of classes were canceled (Ellis 2012). Despite the Depression, the town voted to repair the damage as well as add a gymnasium (Building Inspector's Cards 1934). S. W. Haynes Associates, an architectural firm from Fitchburg, MA, submitted plans for both the reconstruction of the destroyed portion of the building and the gymnasium addition. T. L. Cottrell of West Dennis, MA, was hired to do the reconstruction work, which was completed in time for the 1934 fall school term to open only about three weeks behind schedule. The building committee modified and simplified the plans for the gymnasium addition to reduce costs. L. M. Witherell & Son, of Taunton, MA, served as the general contractor for the 1934 addition, which was ready the following year (Town Report 1934). In 1952 the gymnasium was named for Dr. George Dainty, chairman of the school committee from 1921-1951, and school physician from 1914 to 1927 (Burgess n.d.).

Beginning in 1935, the Bourne High School site benefited from several WPA projects, including the leveling and grading of the area to the south of the gymnasium addition, the creation of parking and play areas there (where the current baseball field is located), and the installation of a retaining wall and sidewalk along Cotuit Road. The **retaining wall** survives and is considered a contributing resource. In 1938 the school grounds were landscaped (this is probably when the large trees along the front walk, seen in historic photos, were planted), and the following year the play area was enlarged. A WPA project to construct two tennis courts was proposed in 1939, although it does not appear to have been completed (Town Reports 1937-39).

After the additions to the high school, the school superintendent reported that a "provision has been made to take care of a 100% increase [in enrollment] … It may be that the new high school will be the means of attracting to our town substantial people who will build and thus do something toward restoring the valuation that has been lost because of the development of the Cape Cod Canal" (Town Report 1935). The canal's completion in 1914 had divided the town of Bourne (at that time, the fourth-largest town on the Cape) into two distinct sections, and in the 1930s the canal was widened, resulting in the loss of more homes and land within the town and village (MHC 1984:11-12). However, the canal and its related highway bridges, as well as the 1937 opening of military Camp Edwards in the town, continued to contribute to Bourne's substantial population growth throughout the mid 20th century. Bourne's school system also continued to grow during this time. On January 23, 1961, a new and larger high school opened on Waterhouse Road in Bourne Village (south of the original Bourne High School) with 523 students (Burgess n.d.). The original Bourne High School became a junior high school, and in 1973 it was rededicated as the Kempton J. Coady Junior High School.

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School enrollment for the town of Bourne peaked in 1968 at a total of 4,625 students; that year nine schools were operation. In the 1970s, the town laid out a new baseball field at the high school on the site of the 1937 WPA play area. With the reduction of military personnel at Camp Edwards, the number of students was simultaneously reduced. The Bourne Grammar School was closed in 1981 due to declining enrollment, and in 1990 the Coady Junior High School was also closed. However, improvements were made that year to the baseball field area, which was heavily used by the school department because of a shortage of recreational fields in the town. The existing benches, dugouts, concession stand, and storage building were all added at that time. The property is still owned by the Bourne School Department, which has leased the school building to the Waldorf School of Cape Cod, a private educational institution, since 1992. Presently the Bourne public school system comprises four elementary schools (one under construction), one middle school, and one high school.

Criterion C

Parker and Thomas Architects

The Bourne High School was designed by the architectural firm of Parker and Thomas, which had offices in Boston and Baltimore. Douglas H. Thomas (1872-1915) was the son of a prominent Baltimore banker. When he was sixteen he studied for a year in Switzerland at the University of Lausanne. The next year he attended Johns Hopkins University, graduating in 1893, and then studied at the Massachusetts Institute of Technology (MIT) and the Ecole des Beaux Arts in Paris. In 1899 he returned from Europe, and worked briefly for Winslow and Wetherell in Boston, before going into business with Parker (BAF 2009). J. Harleston Parker (1873-1930) graduated from Harvard University in 1893. He also studied at the Massachusetts Institute of Technology and the Ecole des Beaux Arts in Paris, finishing in 1899. Parker was chairman of the Boston Art Commission and established the Harleston Parker Medal, awarded annually by the Boston Society of Architects, in honor of his father (ArchInform 2009).

The two men formed a partnership in 1900, and maintained offices in Boston and Baltimore. Drawing on their European educational experience, they produced traditional Classical and Renaissance Revival designs for numerous building types, including banks, hotels, educational facilities, offices, and large residences. In 1907, Arthur Wallace Rice became a partner in the business, and the firm name was changed to Parker, Thomas and Rice (BAF 2009). In the Boston area, the firm was responsible for the designs of the Mayflower Building, the Tennis and Racquet Club (including Lodging House), and the Fenway Studios Building, (NHL, as well as the Samuel Dexter House in Dedham, Massachusetts. They also contributed to the design of buildings at Johns Hopkins University in 1906 (BAF 2009). Later works include the National Register-listed Sidney L. Christie Federal Building in Huntington, West Virginia. In addition to the Bourne High School, the firm's school designs included those for the John Greenleaf Whittier School in Dorchester and the Nathan Hale School in Roxbury (Hamlin et al. 1910).

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S. W. Haynes & Associates

The Fitchburg, Massachusetts, architectural firm of S. W. Haynes & Associates designed the 1934 reconstruction and expansion of the Bourne High School. Stephen Wesley Haynes (b. 1892) founded the company in 1932. Born in Leominster, Massachusetts, Haynes studied design at the Boston Architectural Center. He worked as an architectural draftsman for Peabody & Stearns from 1912 to 1916, Allen & Collins from 1916 to 1918, and others from 1918 to 1920. He also served as a pilot in the United States Army during World War I. Haynes first opened his own architectural firm in Leominster, and was then a principal in the Fitchburg firm of Haynes & Mason, before opening S. W. Haynes & Associates. Haynes & Mason is credited with the design for the 1929 Community Memorial Hospital in Ayer, MA (NR 2004). S. W. Haynes & Associates appears to have established a reputation for school design in particular. The firm designed the 1934 Otter River School in Templeton, Massachusetts, about the same time that it was working on the Bourne High School addition. Massachusetts schools built to the firm's plans in the early 1950s include the Burbank Hospital School of Nursing in Fitchburg (1950), Birchland Park Junior High School in East Longmeadow (1951), Lawrence High School in Falmouth (1952), Ashland Elementary School (1954), Major Edwards School in West Boylston (1954), Saugus High School (1955), and Ashland High School (1955). Haynes published articles on the subject of institutional architecture in the *American School Building Journal* (1948 and 1953) and the *School Executive* (1952). He was also an occasional lecturer at Boston University and served as chairman of the Fitchburg Planning Board from 1944 to 1955 (Koyl 1955:236; MACRIS Maker Index).

American High School Architecture and the Colonial Revival Style

The basic design principles for American public schools were developed primarily in urban areas, where large numbers of primary, grammar, and high school buildings were first constructed following the establishment of the public school system in 1837. American architects were guided by European precedents for graded school plans, specifically German and Austrian models in which each graded class was assigned to an individual classroom (versus the French and English method of assembling the entire school in one large hall for general recitations). Schools in the United States also adopted the Swiss practices of providing "wardrobes" adjoining each classroom to accommodate students' coats and outdoor clothing, and individual desks for each student (Wheelwright 1901).

Early public high school interiors were not often differentiated from graded grammar schools. The plan of Boston's 1877 Latin and English High School building, based on that of the Akademishe Gymnasium at Vienna, was copied for many subsequent Massachusetts high schools, including the Cambridge High School built in 1887; the Brookline and Springfield High Schools, both constructed in 1894, and the Cambridge Latin School, built in 1897. Each of these buildings could just as easily be grammar schools, differing only in the greater length of their classrooms. The Mechanical Arts High School of Boston, begun in 1893, included large "locker rooms" in place of "wardrobes" and schoolrooms seating 70 or more pupils of two or more grades, reflecting a shift toward the more academic type of institution typified by English colleges. Other schools also experimented with the form, such as the Brighton High School

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(1894), which combined locker rooms with single-graded classrooms, and the South Boston High School (1898), which had both locker rooms and four "double class rooms" (Wheelwright 1901).

By the early 20th century, most school construction in the United States was dictated by certain safety and health regulations, including fireproofing of stairs, specifics regarding placement and number of exits, the amount of floor space and cubic space allotted to each student, ceiling height, proper lighting, amount of outside window area, and heating, ventilation, and sanitation. Although original plans for the Bourne High School were not located, the main block appears to retain much of its original interior layout of four large, "double" classrooms on each floor with built-in closet spaces associated with each room, another variation on the prevailing school designs at the time of its construction. Since the school was originally used for both grammar and high school students, it is likely that the town desired a standard layout that could accommodate both needs. The John Greenleaf Whittier School in Dorchester, MA, also designed by Parker and Thomas, had a similar plan, including a small room above the first-floor vestibule entry (Hamlin et. al. 1910).

The exterior of the Bourne High School exhibits many characteristics of the Colonial Revival style, which gained popularity in the late 19th and early 20th centuries. This period of "creative eclecticism" in American architecture was encouraged by the Centennial Exposition of 1876 in Philadelphia, which sparked an interest in Colonial architecture, and the Columbian Exposition of 1893 in Chicago, which displayed the full potential of the Classical Revival style. European-trained architects popularized historical interpretations of European architectural styles. American architects like Parker and Thomas, who had studied at the Ecole des Beaux Arts, were influenced by the institution's focus on order, symmetry, formal design, and elaborate ornamentation (Bhaskaran 2005:58). It was common for architects "to return to classic principals of design and, often, to the literal reuse of classical forms" (Roth 1980:174). The Bourne High School's hipped roof, overhanging eaves, solid brick construction, rectangular form, classically symmetrical façade with a prominent gabled center entry, and restrained detailing are all hallmarks of the Colonial Revival style.

Architectural styles like the Colonial Revival also served to create a sense of security and permanence amidst the social and cultural changes brought on by technological advancements and increased urbanization (Roth 1980:174) in the post-Civil War era. Large and small towns wanted their public buildings to make a statement about the permanence of American democratic ideals and to celebrate this as a unique form of government. Traditional buildings also helped to create a sense of permanence on the built landscape (Upton 1998). The Colonial Revival style was often promoted by European-trained architects as a means of establishing a community's identity. References to the architecture of the ancient world would have been particularly desirable for a new town like Bourne attempting to establish itself as having a rich colonial history. The 1905 Bourne High School followed the 1897 public library and preceded the 1914 town hall, both of which were built in the Classical Revival style (both NR pending). The design and placement of these three large public buildings contributed to a tangible neoclassical community identity for the new town.

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Archaeological Significance

Since patterns of ancient Native American settlement and subsistence in Bourne and the Upper Cape in general are poorly understood, any surviving sites could be significant. While archaeological research has been active throughout much of the Cape during most of the 20th century, the Upper Cape, including Bourne, has been neglected during this effort. Limited amateur artifact collections are available for the town, and when present, often lack locational and contextual information, reducing their value for understanding the nature of settlement and change within the town. Limited numbers of professional archaeological surveys in the town have also rarely included substantial excavations, and have focused on their immediate area, with little interpretation of the role of local sites and issues of regional prehistory. The above information indicates the systematic study and interpretation of any surviving sites in the town can be important in better understanding the ancient Native American settlement and subsistence in Bourne and in the Upper Cape locale. Ancient sites in the Bourne locale can contribute information relating to a number of potential research topics, many of which are directly related to the town's location in a coastal area and its glacial history. Cape Cod's human settlement history of approximately 11,000 years, combined with sea levels considerably lower than today following deglaciation, created an environment in which human populations adapted to changing resources at first characterized by an inland area that increasingly became coastal as sea level rose, until it basically stabilized approximately 5,000 years ago. Ancient sites in the Bourne area can contribute information relating to the ways Native settlement and subsistence systems adapted to this change and were modified through time. Ancient sites in the area can also contribute information relating to Native tool technologies and the effects of raw material availability. The lack of bedrock lithic source areas on the Cape and in Bourne resulted in Native peoples trading for raw materials or adapting to cobble technologies and exploitation of lithic sources available in local glacial outwash. Ancient sites on the Bourne High School property may contain information indicating the extent to which locally available outwash deposits were used as source areas for local tool manufacture.

Historic archaeological resources described above may contribute important information on the social, cultural, and economic characteristics of the town of Bourne (part of Sandwich until 1884) and its population during the 19th and possibly 18th centuries. Additional historical research, combined with archaeological survey and testing, may contribute important information related to theWing/Maxim House, the only known structure located on the Bourne High School property prior to construction of the school in 1905. Historical and archaeological research may identify the precise location of the house, barn, outbuildings, and occupational-related features (trash pits, privies, wells). Similar research may also identify architectural features of the house. Detailed analysis of the contents of occupational-related features may reveal details of the lives of the inhabitants including their diet, social status, and occupations.

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GEOGRAPHICAL DATA

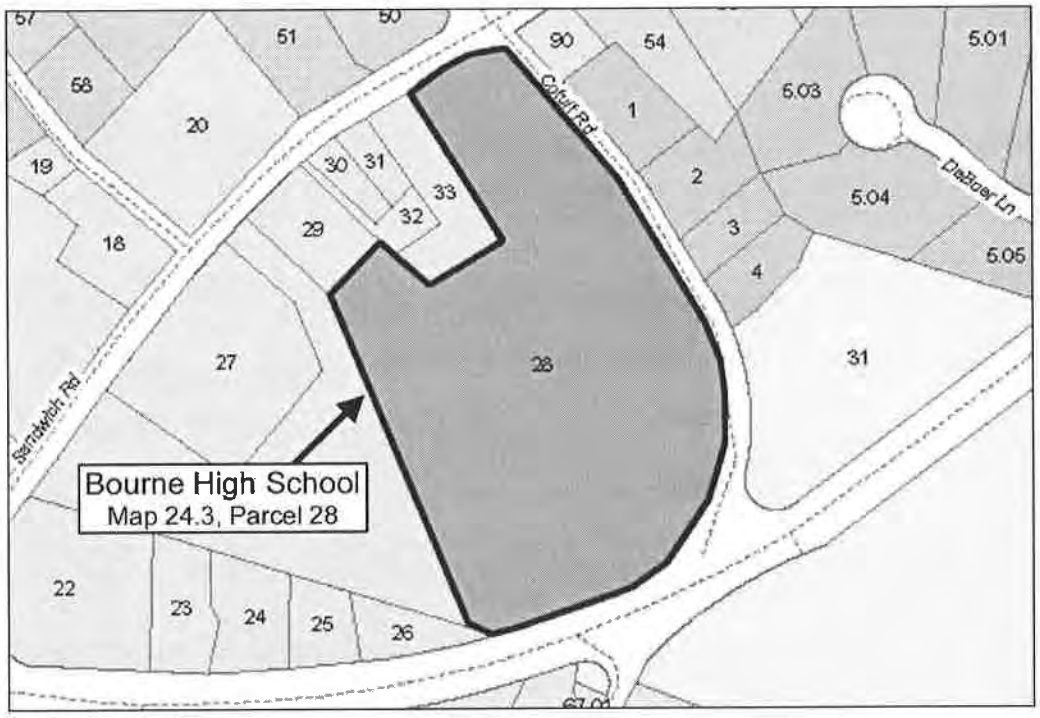
Verbal Boundary Description

The boundaries of the Bourne High School encompass Parcel 28 on Plat Map 24.3, which contains a total land area of 7.77 acres within Bourne, Massachusetts, at the corner of Sandwich and Cotuit roads.

Boundary Justification

The boundaries are the historic lot lines associated with the Bourne High School at 85 Cotuit Road. The boundaries follow legally recorded property lines.

ASSESSORS MAP



NPS Form 10-900-a
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OMB Approval No. 1024-0018

United States Department of the Interior
National Park Service

NATIONAL REGISTER OF HISTORIC PLACES CONTINUATION SHEET

Bourne High School	Bourne	Barnstable, MA
Name of Property	City/Town	County and State

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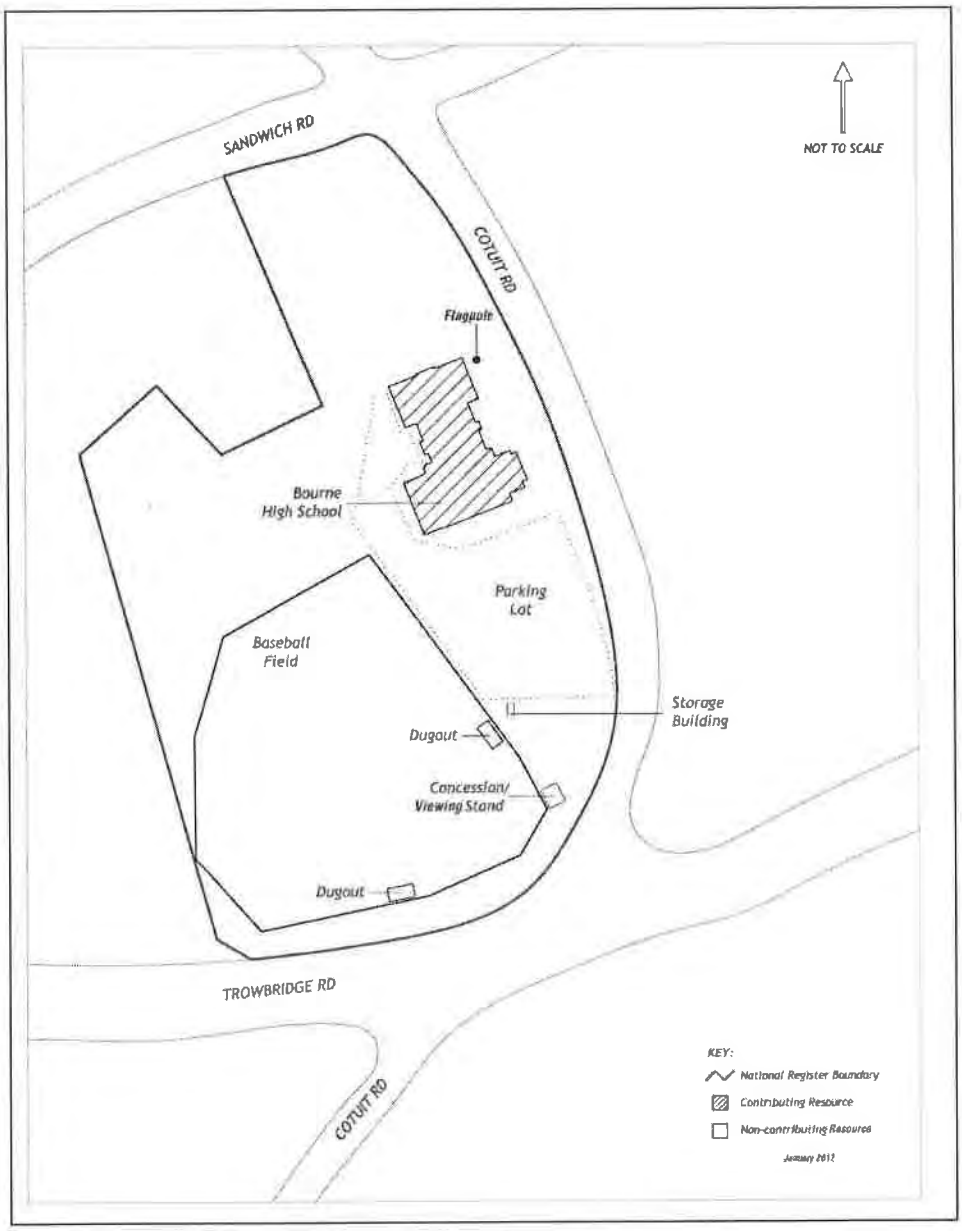


NATIONAL REGISTER OF HISTORIC PLACES CONTINUATION SHEET

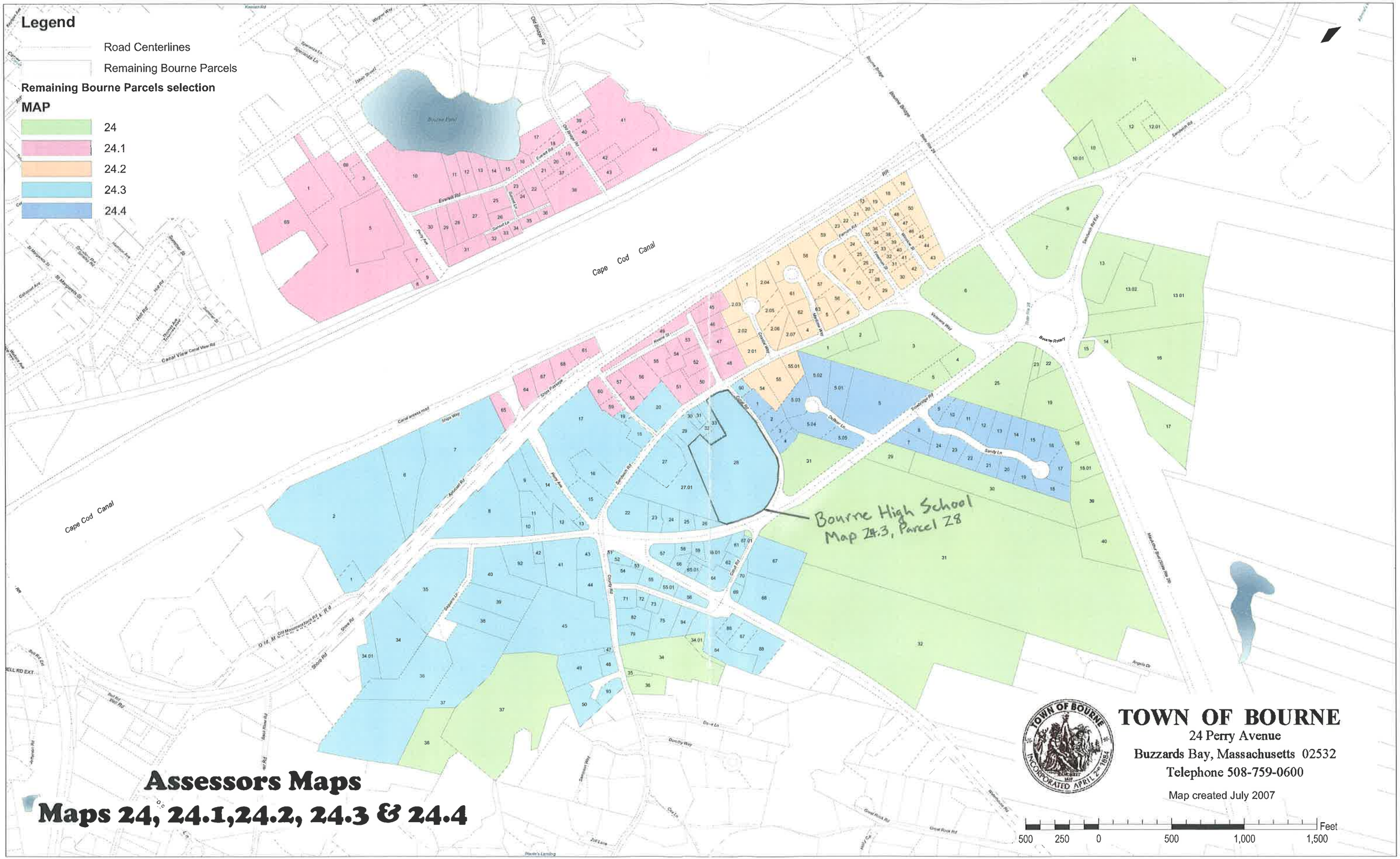
Bourne High School	Bourne	Barnstable, MA
Name of Property	City/Town	County and State

Section Number ____ Page ____

PHOTOGRAPHS

Photographer: Carey L. Jones, PAL
Date: April 2009

1. North elevation, view looking south
2. North and west elevations, view looking southeast
3. South elevation, view looking northeast from parking area
4. South and east elevations, view looking northwest
5. East elevation, view looking southwest
6. Baseball field, view looking south from parking area
7. First floor entryway and front staircase, view looking south
8. Second floor connector hallway, view looking north
9. Gymnasium and stage, view looking northwest
10. Gymnasium vestibule, view looking east
11. Second floor interior, built-in detail


Legend
Road Centerlines
Remaining Bourne Parcels
Remaining Bourne Parcels selection
MAP
24
24.1
24.2
24.3
24.4
Cape Cod Canal
Bourne High School
Map 24.3, Parcel 28
Assessors Maps
Maps 24, 24.1,24.2, 24.3 & 24.4
TOWN OF BOURNE
24 Perry Avenue
Buzzards Bay, Massachusetts 02532
Telephone 508-759-0600
Map created July 2007
500 250 0 500 1,000 1,500 Feet

COADY MIDDLE SCHOOL

Waldorf
School

EXIT

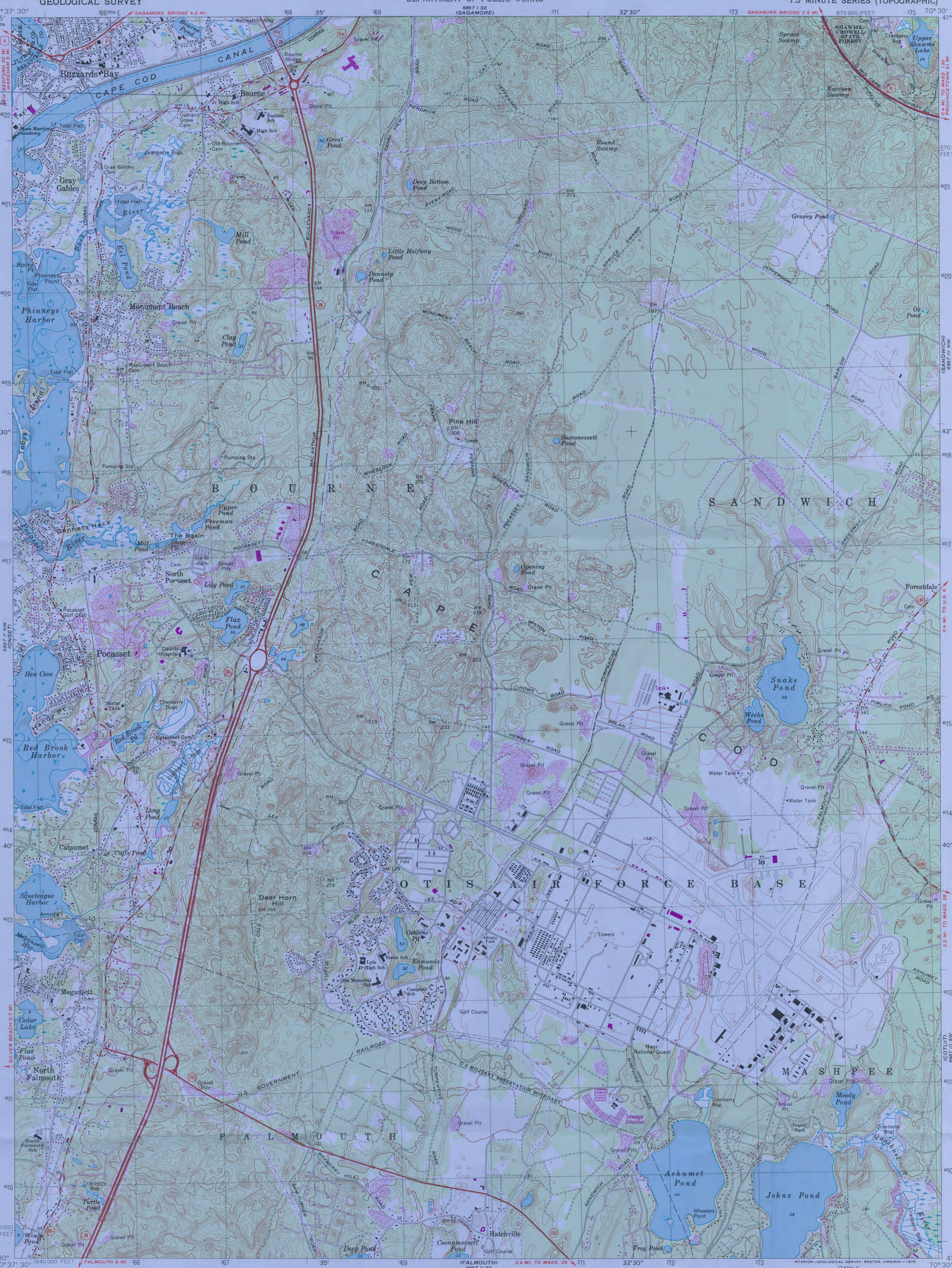
EXIT

UNITED STATES
DEPARTMENT OF THE INTERIOR
GEOLOGICAL SURVEY

COMMONWEALTH OF MASSACHUSETTS
DEPARTMENT OF PUBLIC WORKS

POCASSET QUADRANGLE
MASSACHUSETTS
7.5 MINUTE SERIES (TOPOGRAPHIC)

BOURNE HIGH SCHOOL
BOURNE, BARNSTABLE Co., MA
UTM REFERENCE
19.0367321E. 4622150N



Mapped, edited, and published by the Geological Survey

Control by USGS, USC&GS, and Massachusetts Geodetic Survey

Topography by planetable surveys 1934, 1935, and 1938. Revised from aerial photographs taken 1966. Field checked 1967

Selected hydrographic data compiled from USC&GS Chart 251 (1966)
This information is not intended for navigational purposes

Polyconic projection. 1927 North American datum
10,000-foot grid based on Massachusetts coordinate system, mainland zone
1000-meter Universal Transverse Mercator grid, zone 19

There may be private inholdings within the boundaries of the National or State reservations shown on this map

Revisions shown in purple compiled in cooperation with State of Massachusetts agencies from aerial photographs taken 1977 and other source data. This information not field checked. Map edited 1979

UTM GRID AND 1979 MAGNETIC NORTH DECLINATION AT CENTER OF SHEET

SCALE 1:25 000

1 ½ 0 1 MILE

1000 0 1000 2000 3000 4000 5000 6000 7000 FEET

1 .5 0 1 KILOMETER

CONTOUR INTERVAL 10 FEET
NATIONAL GEODETIC VERTICAL DATUM OF 1929
DEPTH CURVES AND SOUNDINGS IN FEET—DATUM IS MEAN LOW WATER
THE RELATIONSHIP BETWEEN THE TWO DATUMS IS VARIABLE
SHORELINE SHOWN REPRESENTS THE APPROXIMATE LINE OF MEAN HIGH WATER
THE MEAN RANGE OF TIDE IS APPROXIMATELY 4 FEET

THIS MAP COMPLIES WITH NATIONAL MAP ACCURACY STANDARDS
FOR SALE BY U. S. GEOLOGICAL SURVEY, RESTON, VIRGINIA 22092
A FOLDER DESCRIBING TOPOGRAPHIC MAPS AND SYMBOLS IS AVAILABLE ON REQUEST

QUADRANGLE LOCATION

ROAD CLASSIFICATION

Primary highway, all weather, hard surface
Light-duty road, all weather, improved surface
Secondary highway, all weather, hard surface
Unimproved road, fair or dry weather
U. S. Route
State Route

CONVERSION SCALES

Feet	Meters
15000	4500
14000	4000
13000	3500
12000	3000
11000	2500
10000	2000
9000	1500
8000	1000
7000	900
6000	800
5000	700
4000	600
3000	500
2000	400
1000	300
0	200
	100
	0

Feet	Meters
1	.3048
2	.6096
3	.9144
4	1.2192
5	1.5240
6	1.8288
7	2.1336
8	2.4384
9	2.7432
10	3.0480

To convert feet to meters multiply by .3048

To convert meters to feet multiply by 3.2808

POCASSET, MASS.
N4137.5—W7030/7.5

1967
PHOTOREVISED 1979
AMS 6867 II NE—SERIES V814

ISBN 0-607-23378-8