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Nat. Register of Historic Places
National Park Service

NPS Form 10-900
United States Department of the Interior
National Park Service

OMB No. 1024-0018

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: Falmouth High School
Other names/site number: Samson D. Plummer School
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: 192 Middle Road
City or town: Falmouth State: Maine County: Cumberland
Not For Publication: N/A Vicinity: N/A

3. State/Federal Agency Certification

As the designated authority under the National Historic Preservation Act, as amended, I hereby certify that this X nomination _____request for determination of eligibility meets the documentation standards for registering properties in the National Register of Historic Places and meets the procedural and professional requirements set forth in 36 CFR Part 60.

In my opinion, the property X meets _____does not meet the National Register Criteria. I recommend that this property be considered significant at the following level(s) of significance:

_____ **national** _____ **statewide** X **local**

Applicable National Register Criteria:

X **A** _____ **B** _____ **C** _____ **D**

Kirk F. Mohney SHPO 11/24/2015
Signature of certifying official/Title: **Date**

MAINE HISTORIC PRESERVATION COMMISSION
State or Federal agency/bureau or Tribal Government

In my opinion, the property ___ meets ___ does not meet the National Register criteria.

Signature of commenting official: **Date**

Title **State or Federal agency/bureau or Tribal Government**

4. National Park Service Certification

I hereby certify that this property is:

✓ entered in the National Register

___ determined eligible for the National Register

___ determined not eligible for the National Register

___ removed from the National Register

___ other (explain:) _____

for Edson Beall — 1·12·16

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 ☐

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

Contributing	Noncontributing	
1		buildings
		sites
		structures
		objects
1	0	Total

Number of contributing resources previously listed in the National Register None

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6. Function or Use

Historic Functions
(Enter categories from instructions.)
EDUCATION/School

Current Functions
(Enter categories from instructions.)
VACANT/NOT IN USE

7. Description

Architectural Classification
(Enter categories from instructions.)

LATE 19TH AND 20TH CENTURY REVIVALS/Colonial Revival

_____
_____
_____
_____
_____
_____

Materials: (enter categories from instructions.)
Principal exterior materials of the property: Concrete (foundation), Brick (exteiror walls), Slate and Rubber (roof), Wood (cupola)

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 1931 Falmouth School is a two-and-a-half story, Colonial Revival-style building comprised of a rectangular central block with gambrel slate roof, flanked by two-story flat-roofed wings to the north and south. The walls are finished with brick masonry on the first two floors, and wood clapboards on the ends of the gambrel roof. Two gabled dormers are present on the front façade, while the rear has a long single shed dormer extending nearly the entire width of the roof. A wood cupola with a clock and an octagonal copper dome is centered on the roof. The interior of the school retains many of the original designed classrooms, central corridors and stairs as well as some original doors and windows. The school is located at the corner of Middle and Lunt Roads in the suburban neighborhood of Falmouth. The south wing was constructed in 1936 to complete original plans that were not executed in 1930-31 due to budget constraints. A small addition at the intersection of the main block and the 1936 wing in the rear of the building was constructed in 1997 for a stair and elevator.

Narrative Description

Setting:

The Falmouth High School (former) faces southeast, toward Middle Road at the intersection with Lunt Road in Falmouth, Maine. The building is set well back from both roads with landscaping and a driveway on the Middle Road side and a paved parking lot between the building and Lunt Road to the northeast. The landscaping in front of the school includes an historic stone wall and flag pole dating to the school's construction. Northwest of the building is a large open grassy park, the former athletic fields of the school. A short distance to the southwest on a separate parcel of property, are a 1950's junior high school and a 1975 gymnasium.

Exterior:

The former high school is a nine-bay wide building flanked by projecting wings, each two-bays wide. The north wing is eight bays deep; the south wing is twelve bays deep. The building sits on a concrete foundation with brick masonry walls on the first and second floors and wood clapboard siding on the third floor gambrel end walls and roof dormers. Nearly all of the original windows are present in the school building and wings.

The central block of the primary façade is seven bays wide between two slightly-projecting entrance vestibules. In the central portion, the first story fenestration is composed of eight-over-eight double hung windows in the first, third, fourth, fifth, and seventh bays. The second and sixth bays do not have windows. On the second story, the pattern is repeated with taller eight-over-eight windows and the addition of a small four-over-four window in bays two and six. The six-over-six dormer windows in the roof are centered over bays two and six. The two projecting entry vestibules each have a pair of wood doors with nine-light glazing above two panels on each door and a six-light transom below a wood pediment. A six-over-three double hung window is centered on the second floor above each pair of doors. The flanking flat-roofed wings each have two eight-over-eight windows on the first floor and a recessed cast concrete panel centered on the second floor. A wood cornice spans the front façade and wraps around the building, terminating after the fourth bay on the northeast and southwest elevations. The cornice has wood dentils on the center block, continues as flat stock around the projecting entry vestibule, then continues around the wing as a simplified version of the central cornice. Two large concrete-parged chimneys rise on either end of the center block. A wood cupola is centered on the building and contains an electric clock that was installed in 1931.

The eight bay northeast elevation has two groupings of four eight-over-eight windows on the first floor and paired six-over-six windows on the second floor, all separated by narrow brick piers. A wide pier at the center of the elevation separates the two groupings of windows on each floor. The southerly window opening on the first floor has been partially in-filled with brick and a flat metal door has been installed there. Louvered rectangular openings for ventilation are located under the second story windows in bays three and seven. As mentioned above, the cornice that continues from the primary façade terminates just past the center of this elevation.

The northwest (rear) elevation is the most irregular and is divided into four sections that step out successively from east to west. The easternmost section has only a single door on the first floor and one window on the second, both located near when the next section steps out

approximately eight feet. Several rectangular openings contain metal ventilation louvers. The next section of the elevation contains the gymnasium on the first floor and auditorium on the second. Both stories contain five original bays with one additional bay on the first floor. The first floor openings contain modern aluminum framed fixed panel windows with a hopper panel at the bottom and paired historic wood six-over-six windows fill the second floor openings. The next section that steps out is the 1997 elevator and stair tower addition, which projects approximately twenty feet from the gymnasium section. The northwest elevation is unrelieved but the northeast facing elevation contains an aluminum framed glass door and window panel unit on the first floor and an eight-light fixed and hopper sash window on the second. The final section of the northwest elevation projects only 6 inches beyond the 1997 addition and is also unrelieved.

The southwest elevation encompasses both the original wing and the 1936 addition and is ten bays wide on the first story and twelve bays wide on the second story. On the first story, eight-over-eight windows are located in the first eight bays from north to south, with a single flat metal door in the ninth bay and a now-in-filled with wood double-door in the tenth. These two door openings displaced two additional eight-over-eight windows when the now-demolished hyphen connector to the 1975 gymnasium was built. The second story windows are paired six-over six sash grouped into three sets of four divided by narrow brick piers, with wider piers dividing the groupings. This elevation contains six louvered ventilation panels. As on the opposite elevation, the cornice that wraps from the primary elevation only extends over the first group of four window openings.

The primary entrances to the school retain historic double doors with nine-lights over two-panels. Each door has a six-light transom above and a gable pediment with historic hexagonal light fixtures. The entries are accessed via concrete steps with metal pipe railings.

The exterior of the building is largely intact as built and in fair condition. The small 1997 stair and elevator addition at the rear is faced in brick and is both compatible and differentiated by use of different window materials and proportions and a different color brick. A hyphen connection to the nearby Motz School and gymnasium, built in 1975, was removed in 2014 when the Town of Falmouth divided the property, selling the former High School while retaining the other buildings.

Interior:

The primary entrances on the east elevation enter to landings between the ground and first floors. From the entry vestibules, five steps descend to double doors opening onto a transverse corridor on the first floor which provide access to the former sunken gym in the central block with rest rooms and office spaces along the front of the building. Two classrooms, separated by a folding partition, are located in the wings at each end of the building with the boiler room located at the southeast corner. A “cat walk” corridor along the east side of the gym connects these areas and the rooms along the east side of the central block. The modern stair tower and elevator are accessed through a door in the west wall of the former gym with a catwalk connecting to the east side catwalk. A modern gypsum board partition, parallel to the north wall of the boiler room, was installed in 1975 to create a corridor from the catwalk to a now removed hyphen connection to nearby school buildings.

Up ten steps from the entry vestibules, on the second floor, the staircases access a central transverse corridor spanning the length of the central block. Offices and bathrooms are located on the east side of the corridor, while the former auditorium is on the west. In the auditorium, original stairs lead to the stage at the north end, which retains original ante rooms at either side. A shallow curved projection of the stage was removed in the 1975 alterations. A corridor to the south of the auditorium, once part of the original auditorium, leads to the modern stair tower and elevator. At each end of the second floor there are two classrooms divided by a folding partition wall. In the southeast corner, over the boiler room, is an additional classroom.

On the third floor, the stairs provide access to two classrooms over the front half of the center block. Each classroom has a closet and storage space with a sink located within each dormer on the east side.

Original finishes and trim are largely intact throughout the building. Original finishes include plaster walls and ceilings, hardwood floors, and painted wood trim. In the wings, fiberboard ceilings are present and a painted wood ceiling is extant in the north end of the 1936 wing. Additionally, many historic slab and five-panel doors are present on each floor and nearly all windows in the building are original. Replacement windows are limited to the rear elevation on the first floor. Modern white boards have been installed in the classrooms (possibly with original chalkboards still extant behind). The movable partitions between several classrooms were replaced with more modern movable partitions at some point, likely in 1975. The wood gym flooring has been removed from the concrete slab, likely as a result of damage caused by the periodic flooding that is evident by water stains on the walls. The gymnasium bleachers were removed when the gym floor was raised approximately seven feet to be level with the first floor in 1975. The raised floor has been removed and the space restored to its original volume.

Original finishes on floors and ceilings in several parts of the building were covered with modern materials in recent decades. In August 2015, these modern finishes were removed, exposing original hardwood floors and plaster ceilings.

Integrity:

Original landscape elements on the site, including stone walls and a flag pole, remain as documented in photos from the 1930s. The exterior of the school is mostly unchanged since the addition of the 1936 wing, with only a new elevator and stairway added in 1997 at the rear corner where the wing meets the original building. Although the setting of the school is somewhat compromised by the placement of the gymnasium (built in 1975), which partially blocks the view of the school when approaching west from Portland on Middle Road, the gym has little impact on the more important views of the building from Lunt Road and Middle Road when approaching from the north, south, or east. A hyphen that connected the school to the gymnasium has been removed, leaving the two buildings separated by an open area. The buildings are now owned separately and are on different tax lots. The building retains its original windows and front doors. Several changes were made to the interior in response to changing needs of the school over time. The original assembly room, or auditorium, was designed to be divided into two classrooms and documentation shows that it was used exclusively as classrooms by 1950. At some point, the projection of the stage in the eastern room was removed to allow more floor space in the classroom. Several other

classrooms were originally designed to be divided into two rooms if desired. The original moving partitions in all of these spaces appear to have been replaced in the 1970s, but the essential character of a pair of rooms that can be opened into one larger room remains. The most substantial change to the interior occurred in 1975 in the original gymnasium, where the original vertical space was divided by the insertion of a floor at the first floor level. This created an half-height space for storage and mechanical systems at the ground level and provided space for a library and offices on the first floor. This alteration has been reversed with the removal of the inserted floor, office partitions, and drop ceiling. Drop ceilings and modern carpeting have also been removed recently from other spaces in the building to expose original plaster, wood, and acoustical tile ceiling surfaces and wood flooring.

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

Areas of Significance (Enter categories from instructions.)
EDUCATION

Period of Significance
1931-1965

Significant Dates
1931
1936

Significant Person (Complete only if Criterion B is marked above.)

N/A

Cultural Affiliation

N/A

Architect/Builder
John P. Thomas, architect

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.) (Refer to photographs)

Constructed in 1931-1936 in the suburban community of Falmouth, Maine, the Falmouth High School (former) is eligible for individual listing on the National Register of Historic Places at the local level under Criterion A for Education as the first high school in the town of Falmouth. The Colonial Revival style school was designed by Maine architect John P. Thomas to meet the curriculum requirements established by the State of Maine. The design of the building represents the transition in the educational system of Maine from a curriculum based on Classical studies to one emphasizing Manual Arts and practical subjects in the early twentieth century. Influenced by a national movement in educational philosophy in the 1910-20s, the form and use of the school reflects the effects of a town grappling with rapid growth in student enrollment and adjustments to the quality and structure of public education. Built in 1931with an addition in 1936, the period of significance continues from 1931 through 1965, which is fifty years before the present

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

Criterion A: Education

Falmouth High School (former) is significant under Criterion A for Education at the local level as the first high school in the town of Falmouth which was designed to meet curriculum requirements established by the State of Maine. From 1931 to 1941, the building was used for grades 7-12; in 1941, grade 7 moved to nearby Lunt School; and in 1948 a new junior high school was built west of the high school to accommodate grades 7 and 8. . During this period, the building changed uses from a high school to a junior high school, but this change did not result in any changes to the way the building was used.

The development of public facilities and institutions to accommodate the rapidly expanding suburban population in Falmouth is most apparent in the almost continuous building and expansion of schools from 1930 into the 1970s (with additional new construction continuing into the 21st century). Prior to 1930, the town provided education for grades one through eight in small neighborhood schools, largely classic one-room schoolhouses. Students who wished to pursue education beyond the eighth grade attended a high school in a neighboring community, with the Town of Falmouth paying tuition to that town. Transportation was the responsibility of the student's family. The same trolleys and cars that were used by adult commuters to get to work in Portland were often used by their children to get to high school.

The case for a high school in Falmouth was made in the 1928 *Town Report*, the school superintendent argued that a junior and senior high school would build civic "spirit" among the young people of the town. It was pointed out that a six-year junior-senior high school would not only relieve crowded condition in the Graves, Lunt, and Underwood schools (by moving grades seven and eight

to the new school), but would also, "give Falmouth a progressive education system equal to any in the state." It was recommended that the building be similar in size and design to the Scarborough High School, which had been built in 1920. He addressed concerns about transporting students to a central school, noting that there were then 60 town-owned school buses in Maine and that Falmouth's roads had been improved and were kept clear year-round because, "business men demand open roads." The new school would provide an activity center with a library, assembly hall, gymnasium, and athletic field, which were currently not available in the town. "There is not a single agency in town that tends to bind the town together as a unit," he stated. The superintendent claimed that in the United States a high school education had come to be seen as a necessity and that Falmouth students were being forced to compete with those who had more education in the workforce. It would also fully prepare those entering, "any college they might choose to attend." It was pointed out that Falmouth only received $700 a year in tuition aid from the state for students attending high school elsewhere but that figure would be $2,100 per student if the town had its own high school, and would increase to $3,132 within a few years. [1]

Construction of the high school in 1931 began a period of nearly continual construction or planning for construction of new and expanded schools in Falmouth in response to rapid suburban residential growth in the town. A photograph appearing in the *Portland Press Herald* on December 28, 1930 showed the exterior "practically completed," as stated in the caption. However, the interior was not ready in time for the start of the school year in September and the high school met in temporary quarters in the town hall until moving into the new building in February, 1931. The three junior high grades joined them in March.[2] The 1930 town report included a landscape plan for the school property by Carleton W. Eaton, landscape designer. A complete report on the construction of the school was included in the following year's town report, including a detailed list of every contractor and supplier and the amounts paid them. Contained within the Superintendent's Report was the "first annual" Principal's Report.

The school building activities in Falmouth were part of a nation-wide trend that effected many Maine towns starting in the early twentieth century. At the end of the nineteenth century, the quality of public education in America came into question as Charles Eliot, President of Harvard University from 1869 to 1909, argued in a speech to the National Education Association (NEA) that freshman in college were inadequately prepared in their public schooling years, beginning a push for the teaching of academic subjects in later elementary grades.[3] It was common for students not planning on going to college to drop out of school after eighth grade and begin work. In the early 20th century, the Maine State Legislature passed multiple bills and resolutions related to educational requirements of schools including regulation of the number of days of schooling per year, curricula to be taught, qualifications for teachers and superintendents, and requirements to receive funding.[4]

The Berwick (Maine) High School National Register nomination by Christine Beard noted that, "During the tenure of Payson Smith as Maine Superintendent of Education (from 1907-1916) commercial-vocational training became a part of most high school curricula. Smith advocated

[1] "Superintendent's Report." *Annual Report of the Town Officers of the Town of Falmouth, Maine*. 1929, Pgs. 55-60.
[2] "Superintendent's Report." *Annual Report of the Town Officers of the Town of Falmouth, Maine*. 1930, Pg. 67.
[3] P. Gayle Andrews. "Junior High School," *Encyclopedia of Children and Childhood in History and Society*; available online at http://www.faqs.org/childhood/In-Ke/Junior-High-School.html.
[4] "Increase in Children of School Age," *Lewiston Evening Journal*, 7 April 1915

teaching academic subjects as well as practical subjects, such as typing, shorthand, sewing, cooking, agriculture, and industrial arts. Vocational education was further advanced by the federal Smith-Hughes Act of 1917, which provided federal matching funds to establish vocational education programs in secondary schools throughout the country."[5] That nomination also states that:

> "A report on Minneapolis public schools notes that 'designers responded with spacious, well-lighted building furnished with a variety of new equipment and specially programmed rooms. Plans were based on I, U, and H shapes, and features large windows, well-ventilated and heated spaces, and closely studied and carefully planned interior arrangements that provided for hygiene, fireproofing, and student safety.' These building requirements were utilized almost universally in this country for new school construction from about 1910 into the 1930s. Among the laws implemented by the State of Maine during this period was a requirement that all plans and specifications for public school buildings be approved by the state Superintendent of Schools and the state Board of Health."

The beginnings of this movement in Maine can be seen in a 1904 publication by the Maine Educational Department, titled "Improvement of School Buildings and Grounds." It laid out a number of recommendations for new schools. These included:

- Schools should be located away from main streets and industries that might be disturbing.
- School buildings should be placed at the center of their lots and about 100 feet from the street or road.
- Access should be provided from a side street for admission of the students to the rear and side entrances as well as for the delivery of fuel.
- School grounds should be landscaped and made beautiful because, "Attractive and convenient grounds will stimulate pupils to take greater pride and interest in their school."
- Foundation walls should be of solid masonry and the top of the foundation wall should be at least 3'6" above the ground.
- Buildings should not exceed two stories in height.
- The exterior of the building should be "simple in construction, yet dignified in its adornment."
- Corridors should be wide enough for two rows of students going opposite directions to pass "with perfect freedom."
- Windows should be grouped together to provide adequate lighting to the rooms. "The windows should be massed on the left side of the room, as the pupils are seated, beginning about one foot from the rear wall and extending so that the front window shall be opposite the front seat. The bottom of the windows should be on a level with the eye of the average pupil when seated in the room and the top should reach within a few inches of the ceiling."
- The area of glass in a school room should be equal to one-fifth of the floor space.
- Schoolrooms should be from two-thirds to three-quarters as wide as they are long, no more than 30' long, 11' to 14' high. Each pupil should have no less than 20 square feet of space.
- Rooms should be plastered, with wainscoting or chair rails, slate black boards with chalk trays, picture rails, and hardwood floors.

[5] National Register of Historic Places, Berwick High School, Berwick, York County, Maine, National Register #11001059.

- There should be no thresholds in any part of the building except beneath the outside doors. All other doors should swing level with the floor, and should be provided with transoms at least one foot in height

Nearly identical standards were published in 1924 as *Standards for High School Buildings* by G. D. Strayer and N. L. Engelhardt, both Professors of Education in the Teachers College at Columbia University. The Strayer-Engelhardt standards represent a benchmark in the national adoption of general school building recommendations and the beginning of increasingly specific guidelines and specifications for school building plants nationwide. [6]

All of these recommendations were followed in the building of the Falmouth High School. The building sits back from the street on its very large lot. A side street provides access to the rear and side entries. There is documentation of early efforts at landscaping the grounds attractively with trees, a flag pole, and stone walls. Interior spaces are much as described. Classrooms were large and proportioned, well lighted by banks of tall windows, and had end walls and interior walls lined with chalk boards. Corridors and stair cases were wide. The recommendation to not build over two stories was met in this and numerous other schools of the period by use of a raised basement with usable spaces on that level as well.

The school was designed by Portland architect John P. Thomas (1886-1944) in the Colonial Revival Style. An article on the new building appeared in the *Portland Sunday Telegram and Sunday Press Herald* on April 27, 1930 illustrated with the architect's rendering. The article reported that a 20-acre site had been purchased for the school, "which will be adequate for the future development of a complete and ideal educational center, including the high school, graded schools, an athletic field, tennis courts and a skating rink." The building would accommodate 250 students, which would be sufficient for four years or more, but was, "so planned that the classroom wings may be extended and the accommodations increased to any extent than may be necessary." Until this time, all Falmouth students from grades 9 through 12 attended schools in Portland, Gray, Cumberland, or Yarmouth as tuition students. Seventh and eighth grade students attended the small elementary schools in Falmouth. The new school would accommodate all of these students.

Reflecting the increased expectations for expanded learning opportunities and extra curricula activities in a public high school, the high school contained a large gymnasium, sunken below the floor level of the first floor to allow the necessary height, and an equally large assembly room with stage for plays in the story above the gymnasium. Fine arts and physical education were two areas of the curriculum that gained importance in the early 1900s.[7] The assembly room had a stage at the front with two ante-rooms. It could be used as an assembly room or divided and used as two classrooms. A classroom on the second floor could also be divided into two smaller rooms. One room at the first floor level would have an exterior door so that the Boy Scouts and PTA could use the room after school hours without entering the rest of the building. Manual training and domestic science rooms were included in the plan, but would not be built until 1936.

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[6]Raymond E. Callahan, *Education and the Cult of Efficiency.* Chicago, Illinois: The University of Chicago Press, 1962, 242.

[7] National Register of Historic Places, Webster Grammar School, Auburn, Androscoggin County, Maine, National Register #10000806.

The building was built using WPA funding that was not sufficient to construct the entire building as designed initially, leaving off the manual training rooms. The "Manual Training" (industrial arts and mechanical drawing) classes were held under the gymnasium risers and walkway temporarily. The manual training wing, at the northwest corner, was built in 1936. These additional spaces were specifically for the "Manual Training" and "Commercial Department" classes. The "Commercial Department" provided training that prepared students to work in professional environments and included a typing room. The opposite end of the building held the spaces for "Home Economics," which was treated as equivalent to the other vocational educational tracks and was added to the curriculum the year the school was built. With the construction of the wing in 1936, the school was essentially complete as it stands today.

With the continued rapid growth of Falmouth's population, the school was outgrown quickly and the 7th grade was moved to nearby Lunt Elementary School in 1941. Falmouth faced added pressures from population growth within a few years of the end of World War II. In 1948, Falmouth built its first junior high school (the Rolf B. Motz School) next to the 1931 high school. In January of 1949, the *Press Herald* editorialized about "Falmouth's Predicament," saying, "The town of Falmouth is faced with constructing more classroom space if Falmouth families are to continue to send their children to school," and noting that Falmouth's predicament was not unique. The specific situation behind "Falmouth's Dilemma" was that the year old junior high school needed an addition already. The editorial warned, "Build-as-you-go programs can be costly and embarrassing headaches. Anent [regarding] Falmouth's predicament, Superintendent Rolf B. Motz says that a new room at his junior high school would be sufficient only unto this year. Some long range planning appears to be the only answer."[8] The Motz School got an addition in 1949 and another in 1951. Four years later, in 1955, overcrowding in both buildings was relieved by the construction of a new high school, which allowed the junior high to expand into both of the existing buildings. The new high school was located several miles away, near the geographical center of the town, closer to many of the new suburban developments. By 1962, a new junior high school was being discussed,[9] and in 1965 a new junior high was built next to the 1955 high school. The old Plummer and Motz buildings changed to elementary school use, taking pressure off the outgrown neighboring Lunt School. In 1975, the Plummer-Motz School had a new gymnasium/cafeteria added, connecting the two older buildings.

The combined Plummer-Motz School remained in use as an elementary school until 2011, when it and the nearby Lunt School were replaced by a new building on another site. In 2013, the Plummer (former High School) building and adjacent land were sold to the Ocean View at Falmouth retirement community. The town of Falmouth has retained ownership of the former Motz School and 1975 gymnasium. The glass hyphen that connected the gymnasium and Motz to Plummer was demolished in 2014.

Developmental history/additional historic context information (If appropriate.)

[8] "Falmouth's Predicament." *Portland Press Herald*, January 8, 1949.
[9] "New Junior High Advised." *Portland Press Herald*, Augusta 7, 1962. Pg. 8.

Falmouth High School was the first of a series of school projects undertaken in Falmouth to accommodate population growth. Following the lull in suburban development that accompanied the Depression and near cessation of all development not related to the war effort during World War II, the spread of suburban development in the outlying areas of Portland and in the surrounding communities from the later 1940s forward required expansion of municipal facilities and services in response to the increased population that was spreading outside the urbanized core.
The Principal's Report for 1935 mentioned that the school had an enrollment of 224, nearly ten percent above the previous year. He stated that, "This year every available room is in use throughout the daily program and it would seem that the capacity of our building has been nearly reached." He then describes the particularly cramped conditions in the "Commercial work" typing room under the gym balcony and noted, "Should our enrollment increase considerably it would seem that additional rooms will have to be provided in order to adequately carry on the same curriculum we have begun."[10] The town report for the following year notes that the Town of Falmouth voted to construct a two story wing on the southwest side of the building, "for the purpose of housing the Manual Training and Commercial Departments especially." Bids were opened in December, 1935, and construction was underway.[11] An article in the *Lewiston Daily Sun*, published September 27, 1935, reported that $957,927 had been granted for Maine projects by the federal Works Progress Administration, one of the relief agencies established to employ people during the Depression. Falmouth got a grant for $8,181 for the high school.[12] The 1937 town report shows that this was combined with a loan of $9,999.55 from Canal National Bank to build the addition. The Superintendent's Report states that the addition contained four standard classrooms and a typewriting room and mentions that the school now had a capacity "almost identical" to what was originally planned, before "it was necessary to curtail those original plans in 1930 to keep within the appropriation made for the construction of the building."[13]

9. Major Bibliographical References

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

Annual Report of the Town Officers of the Town of Falmouth, Maine. 1929.

Annual Report of the Town Officers of the Town of Falmouth, Maine. 1930.

Annual Report of the Town Officers of the Town of Falmouth, Maine. 1935.

Annual Report of the Town Officers of the Town of Falmouth, Maine. 1936.

Annual Report of the Town Officers of the Town of Falmouth, Maine. 1937.

Annual Report of the Town Officers of the Town of Falmouth, Maine. 1941.

Annual Report of the Town Officers of the Town of Falmouth, Maine. 1942.

Annual Report of the Town Officers of the Town of Falmouth, Maine. 1944

[10] "Superintendent's Report." *Annual Report of the Town Officers of the Town of Falmouth, Maine*. 1935, Pgs. 78.
[11] "Superintendent's Report." *Annual Report of the Town Officers of the Town of Falmouth, Maine*. 1936, Pgs. 70.
[12] "$957,927 PWA Fund Allotted To Maine." *Lewiston Daily Sun*, September 27, 1935, pgs. 1,2.
[13] "Superintendent's Report." *Annual Report of the Town Officers of the Town of Falmouth, Maine*. 1937, Pgs. 63.

Annual Report of the Town Officers of the Town of Falmouth, Maine. 1945.

Annual Report of the Town Officers of the Town of Falmouth, Maine. 1946.

Annual Report of the Town Officers of the Town of Falmouth, Maine. 1947.

Annual Report of the Town Officers of the Town of Falmouth, Maine. 1949.

Callahan, Raymond E. *Education and the Cult of Efficiency*. Chicago, Illinois: The University of Chicago Press, 1962

Fischetti, David C., PE. *Structural Investigation of Historic Buildings: A Case Study Guide to Preservation Technology for Buildings, Bridges, Towers and Mills*, 2009

Lewiston Daily Sun, September 27, 1935, pgs. 1,2, "$957,927 PWA Fund Allotted To Maine."

National Register of Historic Places, Berwick High School, Berwick, York County, Maine, National Register #11001059.

National Register of Historic Places, Webster Grammar School, Auburn, Androscoggin County, Maine, National Register #10000806

P. Gayle Andrews. "Junior High School," *Encyclopedia of Children and Childhood in History and Society*, accessed July 29, 2015.

Portland Press Herald, January 8, 1949, "Falmouth's Predicament."

Portland Press Herald, Augusta 7, 1962. Pg. 8, "New Junior High Advised."

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: _____

Historic Resources Survey Number (if assigned): 152-0555

10. Geographical Data

Acreage of Property 1.82

Use either the UTM system or latitude/longitude coordinates

Latitude/Longitude Coordinates
Datum if other than WGS84:
(enter coordinates to 6 decimal places)

1. Latitude: Longitude:
2. Latitude: Longitude:
3. Latitude: Longitude:
4. Latitude: Longitude:

Or

UTM References
Datum (indicated on USGS map):

☐ NAD 1927 or ☒ NAD 1983

1. Zone: 19 Easting: 399685 Northing: 4841873
2. Zone: Easting: Northing:
3. Zone: Easting: Northing:
4. Zone: Easting: Northing:

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

The boundary of the nomination coincides with the property depicted on the Town of Falmouth Tax Sheet 310, Lot U27-003-G

Boundary Justification (Explain why the boundaries were selected.)

The boundary includes the current lot on which the Falmouth High School (former) is located, this includes historic landscape elements such as the stone wall along Middle Road and the flag pole to the southeast of the building.

11. Form Prepared By

name/title: Scott Hanson, Architectural Historian
organization: Sutherland Conservation & Consulting
street & number: 295 Water Street, Suite 209
city or town: Augusta state: Maine zip code: 04330
e-mail: scotthanson@sutherlandcc.net
telephone: 207-620-6291
date: July 31, 2015

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.)

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.

Photo Log

Name of Property: Falmouth High School

City or Vicinity: Falmouth

County: Cumberland State: Maine

Photographer: Scott Hanson

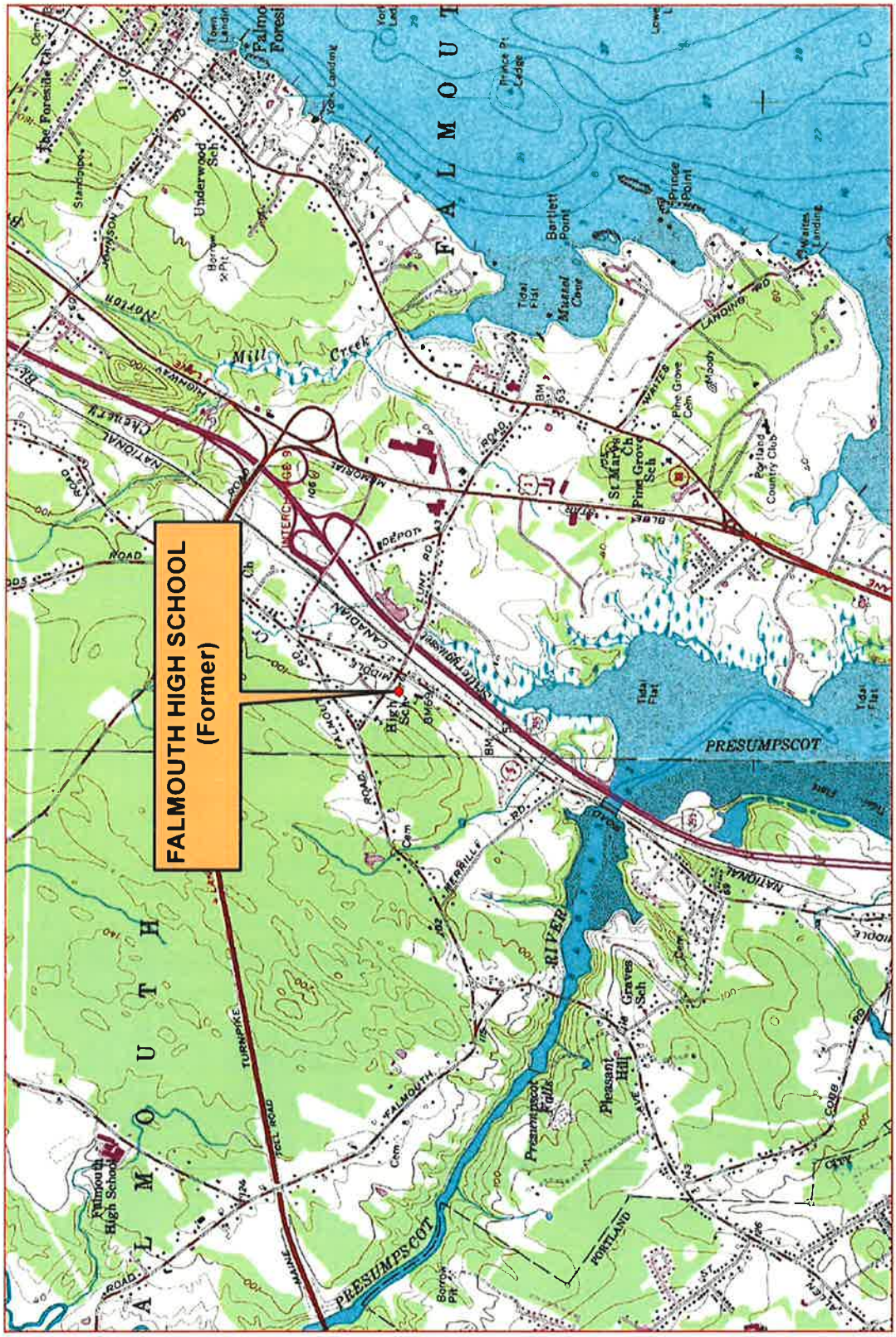
Date Photographed: September 3, 2015

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

All digital image labeled as follows: ME_CumberlandCounty_FalmouthHighSchool _#.tif

0001. View west from Lunt Road showing the front façade of the Falmouth High School and landscaped front.
0002. View northwest from Middle Road of the front façade of Falmouth High School as seen through the historic rock wall.
0003. View north from the driveway of the Falmouth High School.
0004. View northeast of the southwest elevation of the south wing (completed in 1935).
0005. View east from the rear green space (former playing fields) at the rear and south elevations of Falmouth High School.
0006. Detail view northwest of the primary entrance to the school building.
0007. View southeast in one of the two original stair halls at the front entries.
0008. View northeast in the second floor corridor with original plaster walls and ceilings, wood molding and hardwood flooring.
0009. View east in the sunken gymnasium.
0010. View southeast from the lower level of the sunken gymnasium.
0011. View southwest in a typical classroom space with hardwood floors, plaster walls and original wood windows.
0012. View northwest in a typical classroom space with dividing partition.
0013. View northeast in the auditorium on the second floor.
0014. Detail view northwest on the third floor showing the original wood windows in the shed dormer.

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.



FALMOUTH HIGH SCHOOL
UTM'S 19/ 399685 / 4841873 (NAD 83)
Lincoln County, Maine
14 October 2015

SAMPSON D. PLUMMER
SCHOOL

SAMPSON

13

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14
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JIM BEALS
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