

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

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

1. Name of PropertyHistoric name: Sacred Heart SchoolOther names/site number: N/A

Name of related multiple property listing:

N/A

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

2. LocationStreet & number: 47 Clermont TerraceCity or town: Newport State: VT County: OrleansNot For Publication: ☐Vicinity: ☐**3. State/Federal Agency Certification**

As the designated authority under the National Historic Preservation Act, as amended,

I hereby certify that this nomination request for determination of eligibility meets the documentation standards for registering properties in the National Register of Historic Places and meets the procedural and professional requirements set forth in 36 CFR Part 60.

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

national statewide local

Applicable National Register Criteria:

A B C D

Sacred Heart School
Name of Property

Orleans, VT
County and State

_____ Signature of certifying official/Title:	_____ Date
_____ State or Federal agency/bureau or Tribal Government	

In my opinion, the property __meets __does not meet the National Register criteria.

_____ Signature of commenting official:	_____ Date
_____ Title :	
_____ State or Federal agency/bureau or Tribal Government	

4. National Park Service Certification

I hereby certify that this property is:

- ☐ entered in the National Register
☐ determined eligible for the National Register
☐ determined not eligible for the National Register
☐ removed from the National Register
☐ other (explain:) _____

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

☐

Sacred Heart School
Name of Property

Orleans, VT
County and State

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	
<u>1</u>	<u>0</u>	buildings
<u> </u>	<u> </u>	sites
<u> </u>	<u> </u>	structures
<u> </u>	<u> </u>	objects
<u>1</u>	<u>0</u>	Total

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.)

VACANT/NOT IN USE

Sacred Heart School
Name of Property

Orleans, VT
County and State

7. Description

Architectural Classification

(Enter categories from instructions.)

MODERN MOVEMENT: International Style

Materials: (enter categories from instructions.)

Principal exterior materials of the property: Foundation: CONCRETE; Walls: BRICK; Roof: ASPHALT (built-up); Other: GLASS (glass block windows and decorative details); STEEL (framing).

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 Sacred Heart School is a steel-framed brick International Style educational building located on a level promontory overlooking the City of Newport and Lake Memphremagog in Northern Vermont. The spare rectangular brick building was constructed in 1952 for use as a Catholic High School and has been vacant since 2007. The building rests on a concrete foundation, with a two-level form underlain by a finished basement. The plan of the building is simple and reflective of the Modern form, with an orderly rectilinear arrangement defined by the multicomponent educational functions of the building. Ornamentation is minimal, with unadorned brick walls incised by horizontal bands of inset windows with smooth concrete lug sills, overlain by generous rows of frosted glass block, serving to both punctuate the brick walls and provide ample natural light for the interior classrooms and educational spaces. Glass block cross designs rise above the primary entrances of the building, with additional crosses formed of blond brick featured on the primary northerly elevation facing the City of Newport. The interior of the building is of an orderly spatial arrangement and simple material composition, defined by wide full-length corridors accessing classrooms and functional spaces at the basement and two upper levels. The first level is dominated by a central gymnasium and auditorium that extends the full height of the first and second floors. The educational function of the interior is still readily evident both in plan and physical arrangement and form, with classrooms featuring original spatial arrangements. Materials are generally uniform, standardized, and simple throughout. As a whole, the Sacred Heart School building is exceedingly lean in form, reflecting an economical and efficient educational composition devoid of ornamentation or pretense. The school building reflects high physical and associational integrity for its period of development and operation as a school.

Sacred Heart School
Name of Property

Orleans, VT
County and State

Narrative Description

Contextual Site Overview

The Sacred Heart School building stands on an 8.51-acre parcel situated on a promontory above the City of Newport in Northern Vermont. The building is oriented to the north, looking over the primarily nineteenth century residential neighborhoods, and the expansive waterbody of Lake Memphremagog extending beyond to Canada. The brick building is surrounded by an asphalt parking lot, with a broad expanse of open space extending to the south, once developed as recreational fields for the school and presently vacant. To the east, several institutional buildings stand adjacent to the site, including a modified late-twentieth century Convent building and the early twentieth century St. Mary's Star of the Sea Church. While the building's lofty vantage above the City of Newport was once evident from the residential streets below, untended saplings have grown in the years since the school's closure, hemming the building's expansive prospect and somewhat obscuring the school building from the City neighborhood below.

Exterior Description

The Sacred Heart School building is a flat roof steel-framed brick building resting on a concrete foundation. The rectangular building is 51,612 square-feet (sf), with two above-grade levels and a finished basement. The plan of the building is simple, with an orderly rectilinear form that has shallow projecting entrance bays and is reflective of the multicomponent educational functions of the school building. Ornamentation is minimal, with largely unadorned brick walls accented with simple crosses and incised by horizontal bands of inset hopper and glass block windows with smooth concrete sills.

The main entry is centered on the north side of the building, facing Lake Memphremagog, sheltered under a flat concrete awning. The entry is accessed by replacement concrete steps and wood accessible ramp. The entry features double half-light wood panel doors. Above the entry is a granite plaque set flush with the brick and inscribed with "SACRED HEART, 19 HIGH SCHOOL 52." Set on top of the roof coping above the central entry bay is a metal cross. Two-story yellow brick crosses are articulated on the projecting red brick blind bays at the northeast and northwest corners of the building on the north elevation. The crosses are the width of a single stretcher brick set proud of the face of the wall.

The primary functional entrances to the building are on the east and west sides, with centered entries overlain by flat concrete awnings accessed by concrete stoops with simple iron handrails. Historic period photo documentation indicates that the concrete stoops are replacements to original brick entry stoops (**Figure 12 and 20**). The entries feature double half-light wood panel doors. Both of these elevations feature a prominent centered vertically-oriented glass block window above the entry, with identical stark crosses formed of clear glass block set in frosted glass block surrounds. The frosted glass blocks are patterned with a dense grid of reeding and the clear blocks are patterned with concentric circles radiating from the corners. These windows serve to provide light to interior stairwells on either end of the building.

Sacred Heart School

Name of Property

Orleans, VT

County and State

The majority of windows are horizontal steel frame hopper casement units stacked two high and overlain by generous rows of frosted glass block, serving to both punctuate the unadorned brick walls and provide ample natural light for the interior classrooms and educational spaces. They are arranged in horizontal bands for classroom spaces and vertical configurations for corridors and the gymnasium/auditorium. Fenestration on the south side of the building fronting the school parking lot is irregular, reflecting the large-scale interior arrangement of the school's gymnasium and auditorium. This wall of the building features five large windows with casement units overlain by generous glass block, as well as several smaller irregularly placed windows of the same configuration. A single offset service door accessed by a metal stairway provides emergency/secondary egress from the gymnasium. The basement level is punctuated by steel frame six-light fixed windows, which run regularly around the base of the building, providing light to the basement educational spaces including the cafeteria and music room as well as a number of classrooms and support spaces.

As a whole, the exterior of the building is exceedingly efficient and lean in form and materials, with the smooth brick walls, orderly windows and rhythmic glass block arrangements, and simply-defined entries reflecting an economical and efficient educational form devoid of ornamentation or pretense.

Interior Description

The interior of the Sacred Heart School building is of an orderly and simple spatial arrangement and material form, defined by wide U-shaped corridors accessing classroom and functional space at the basement and two upper levels. The two stairwells have simple metal handrails and are lit by the prominent glass block cross-shaped windows. The educational function of the interior is still readily evident both in plan and physical arrangement and form, with classrooms featuring original spatial arrangements as well as fixtures including chalk boards, storage closets, and display cupboards associated with educational use.

The first level is dominated by a large, combined gymnasium and auditorium that extends the full height of the first and second stories. The gymnasium consists of a basketball court flanked by wood roll-out bleachers and a large stage on the east wall. The exterior south wall of the gymnasium is exposed brick. Of note, a theatre mural curtain lines the area behind the stage, depicting the school building framed in religious imagery. A corridor runs along the perimeter of the gymnasium, accessing six classrooms, several administrative offices, and restrooms that run along the outer wall of the building. A small statuary alcove is situated along the corridor wall, housing religious statuary, with a porcelain wall-mounted water fountain also on the wall.

The second story configuration includes a corridor accessing five classrooms along the outer wall, with the classrooms supplied by generous natural light from the expansive glass block window units. Restrooms and several administrative offices also line this level. Like the first level, a porcelain wall-mounted water fountain is along the corridor wall. A room at the southwest corner of the second level was first used as the chapel and the aisle is still evident in the pattern of the floor tile. It was later converted to the library and retains the wood panel wainscoting. The southeast corner classroom functioned as the laboratory, though all associated fixtures have been removed.

Sacred Heart School

Name of Property

Orleans, VT

County and State

The basement level holds three additional classroom spaces accessed by the U-shaped corridor, as well as a large music and band room, cafeteria, kitchen, locker rooms, and utility rooms. The locker rooms and music and band room are located beneath the gymnasium. The music and band room features a raised tiered platform for the band/orchestra on the south wall and nine practice closets along the length of the east wall.

Interior materials are generally uniform, standard, and simple throughout. Flooring primarily consists of asbestos tile in a variety of warm tones and subtle color patterning. Ceilings are composed of suspended tile with fluorescent lighting, an alteration to the original sheetrock ceilings with suspended light fixtures depicted in historic photographs (see **Figures 13-15**). Walls are composed of glazed concrete block in corridors and stairwells, sheet rock in the rooms with select areas of non-historic period plywood paneling, brick gymnasium walls, and concrete block walls in the basement areas. Areas of original wood trim detailing are found throughout the building, composed generally of oak, including baseboards, door surrounds, and built-in storage cabinets and classroom jacket closets/wardrobes. Doors are also original, most are plywood slab doors with wood veneer and upper half-lights with frosted glass or wire-mesh reinforced glass. While areas of the building appear materially sound, there are numerous areas of major moisture incursion from the leaking asphalt roof as well as plumbing leaks.

Integrity

The Sacred Heart School building retains very strong physical and associational integrity. The Clermont Terrace location of the building, lofted above the City of Newport, remains intact. The International Style design of the building, with a stark brick and glass rectilinear form, remains strong and cohesive, with no notable alteration. Materials, both exterior and interior, reflect strong integrity, with no intrusive material alteration. Through strong retention of design and materials, the Modern workmanship of the building remains expressive. Lastly, the former school building, framed by its lofted site, reflects a setting, feeling, and association as a mid-twentieth century educational building for the City of Newport and its environs. In large, the building's material framework has been left entirely unaltered from its period of educational significance, with sole notable changes limited to material decay stemming from the building's vacant status.

Character Defining Features

Character defining exterior features of the Sacred Heart School property include:

- The siting and orientation of the building on an expansive promontory overlooking Newport and Lake Memphremagog.
- The monolithic rectangular brick massing and flat roof of the building.
- The International Style fenestration pattern and materials of the building defined by horizontally oriented hopper and glass block window arrangements with concrete sills and clearly defined centralized entries.
- The entries with double half-light doors overlain by flat concrete awnings and accessed by simple masonry stoops. As noted, original stoops were composed of brick with concrete caps, replaced at an unknown date by concrete stoops with pipe rail.

Sacred Heart School

Name of Property

Orleans, VT

County and State

- The spare and minimalistic ornamentation, consisting of glass block and yellow brick crosses.

Character defining interior features of the Sacred Heart School property include:

- The functional plan of the building that is defined by an orderly arrangement of distinct educational spaces accessed by single U-shaped corridors at each level.
- The expansive volume of the gymnasium and auditorium that occupies the first and second level of the building's interior.
- The music room that is defined by an open floor-plan assembly room with distinct practice room spaces.
- The generous interior light from the expansive window and glass block arrangements.
- Uniform use of practical materials including glazed concrete block, multi-colored floor tile, and economically arranged areas of solid wood trim including classroom doors and door casing, paneling, and interior windowsills.
- Functional built-in elements including chalkboards and classroom storage closets and cubbies.
- Easterly and westerly stairwells that are bathed in muted glass block light under articulated crosses.
- Limited ornamentation including the first level statuary alcove in corridor.

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.

Sacred Heart School
Name of Property

Orleans, VT
County and State

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.)

ARCHITECTURE

EDUCATION

Period of Significance

1952-1966

Significant Dates

Significant Person

(Complete only if Criterion B is marked above.)

Cultural Affiliation

Architect/Builder

Brideau Construction Company

Sacred Heart School

Name of Property

Orleans, VT

County and State

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

The Sacred Heart School building is significant locally under Criterion A for the educational building's foundational association with the development and expansion of Catholic parochial schools in Vermont, the development of Newport, and the Northeast Kingdom's mid-twentieth century educational system and under Criterion C, for the complex's cogent educational design expression of the Modern Movement's International Style and as a local example of the Catholic Church's use of modernist architecture in parochial schools and churches at the period. While the historical associations of the building are religious in nature as a Catholic parochial school, the property has been evaluated in accordance with Criteria Consideration A, which requires evaluative justification on architectural, artistic, or historic grounds, and the property has been found to meet this Criteria Consideration for both its community development and education associations (Criterion A) and its Modern International Style architectural design (Criterion C). The period of significance for the building extends from its 1952 construction to 1966, when a new public unified high school was completed in the City of Newport and Sacred Heart School began a slow process of late-twentieth century decline in student enrollment in the face of shifting educational and community conditions in Northern Vermont, the state, and the nation as a whole.

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

Analysis under NRHP Criterion A

Under Criterion A, the Sacred Heart School building is expressive of the educational development of Newport and its Orleans County hinterland as well as the distinct cultural and community influence of Newport's primarily French-Canadian Catholic community in the region's educational and community development in the twentieth century. This local significance is a representative expression of a state and national pattern of development in the latter decades of the nineteenth and first half of the twentieth century that saw Catholic parochial education in the United States rise to become the primary educational alternative, and competitor to, the United States public school system, with millions of American students educated in thousands of Catholic schools through the period. As a mid-century representative of this profoundly influential educational trend, the Sacred Heart School building illustrates both the progression and zenith of this period in educational development, as well as its ultimate decline as a driving force in American educational life.

Analysis under NRHP Criterion C

Under Criterion C, the Sacred Heart School building is locally significant as an illustrative example of Modernist design in educational construction, specifically within the Catholic built environment landscape. Sacred Heart High School was designed in the International Style in 1951 by Brideau Construction Company, a firm with established institutional connections to the

Sacred Heart School

Name of Property

Orleans, VT

County and State

Catholic Church of Vermont and New Hampshire; and was reflective of Catholicism's increasingly influential adoption of Modern forms in the expression of an activist Catholic architecture for the twentieth century. With its spare brick massing, understated ribbons of window and glass block, and lean application of religious ornamentation, the building is a reflection of both the church and design community's embrace of pure functionality and honesty of purpose in design. While this design predilection found root in a range of both parochial and public-school construction through the 1950s and 1960s in Vermont and elsewhere, as an early 1950s example of this influential shift in Northern Vermont, Sacred Heart High School remains an evocative testament to a pivotal period in both architectural progression in education and Catholic design theory.

The property is not being nominated under Criterion B or D. Under Criterion B, the building does not have any direct or important links to significant individuals, rather it is expressive of broad-based educational development in the mid-twentieth century in Northern Vermont. Following archaeological reconnaissance at the site of the Sacred Heart School Building in 2023, it was determined that that property is not eligible under Criterion D.

Overview Contextual Development Narrative

Institutional Origins of Sacred Heart School

The 1950s development of Sacred Heart School arose from long-standing institutional development of the St. Mary's Catholic Parish in Newport, Vermont. St. Mary's Parish was established in 1873 and was a reflection of a surge of Roman Catholic growth in Vermont and the nation during the period, with the decades between 1840 and 1900 characterized by rapid development of Catholic parishes and institutions across the country, in large fueled by expansive immigration, including Irish, French, German, and Polish settlement. In 1830, the United States' Catholic population was estimated at 45,000; by 1870, this number had risen to over 7 million, primarily in the country's northeastern states. Accompanying the rise in Catholic adherents was a steady growth in the church's organizational infrastructure, with the United States Census of 1870 identifying 4,127 distinct parishes, comprised of 3,806 "edifices" associated with the Catholic Church.¹

While embedded within this larger national demographic context, Catholicism's expansion in nineteenth century Vermont largely stemmed from the region's distinct cultural and geographic linkages to Canada, with many of Vermont's Catholic parishes founded by French-Canadian immigrants. Steady immigration from Quebec was a continuous characteristic of Vermont's demographic growth through the nineteenth century, with Vermont's agricultural lands, timber, and extractive industries drawing southward migration through the period. With its location fronting Lake Memphremagog and Canada's southern border, the City of Newport and its Orleans County hinterland were steadily shaped by this inflow, with communities of French-

¹ *United States Census of 1870: Statistics of Churches in the United States*. Accessed online at [1870 Census: Vol. I. The Statistics of the Population of the United States: Table XVII](#), November 19, 2025; Leslie Woodcock Tentler. *American Catholics: A History* (New Haven: Yale University Press, 2020) 141-194.

Sacred Heart School

Name of Property

Orleans, VT

County and State

Canadian immigrants growing through the nineteenth century throughout Orleans County's small agricultural communities.²

Within this context, Newport's St. Mary's Parish was formed in 1873, with Burlington-born Reverend J.S. Michaud named the parish's first pastor. St. Mary's first mass was reputedly held in a schoolhouse, with a wood box adapted as an altar. By 1877, the parish had constructed a brick church on Pleasant Street.³

By the mid-1890s, St. Mary's Parish had grown to 350 families, quickly straining the capacity of the existing church. Under the direction of then-pastor Reverend Antoine P. Clermont, the parish purchased lands on an expansive pine-studded promontory overlooking Newport (the current Clermont Terrace). The purchase initiated a decade-long development campaign that resulted in the creation of the present St. Mary Star of the Sea Church and Rectory. From its initial conception as a lofty granite edifice towering over Newport and Lake Memphremagog, the rusticated Romanesque church was an ambitious and bold statement of the parish's growth and institutional maturity.⁴

Even as the prominent granite mass of St. Mary's Church served as an architectural indication of a maturing Catholic community in Newport, the first years of the twentieth century also saw important institutional expansion within the parish, most notably with the establishment of Newport's first Catholic primary school. Established in 1905, the school was run by four newly arrived French immigrants, Sisters of the "Filles de la Charité du Sacré-Coeur de Jésus" (Daughters of the Charity of the Sacred Heart of Jesus [aka Daughters]), who had been drawn to the parish by petition of Reverend Clermont regarding the need for Catholic education of the parish's children. The small congregation's arrival in Newport was predicated by a transformative period of secularization in France, with French legal restrictions on religious instruction in schools fueling scattered waves of religiously-based Catholic immigration to North America. In further testament to the cross-border framework of Newport's Catholic community, by 1907 the newly arrived French "Daughters" had also established a small congregation in Magog, on Lake Memphremagog's northern Canadian shoreline, initiating a lasting period of international partnership and cultural fluidity between the two branches of the congregation.⁵

While the Daughters were organizationally distinct from St. Mary's Parish, from inception the school and parish were institutionally interwoven. Upon establishment in 1905, the school was located at the Pleasant Street site of the parish's first church. By 1910, the Daughters had outgrown this space and purchased the former St. Mary's Parish Hall (also known as Green Mountain Hall), a simple, single-story wood-frame building located on the hilltop adjacent to the

² Michael F. Dwyer. "Nineteenth Century French Canadian Immigration to Vermont: From Hyppolite Prunier to Fred Plumtree," *Walloomsack Review*, Volume 18, 20-29.

³ "Mr. Editor," *Express and Standard*, July 27, 1875; Vermont Division for Historic Preservation Online Resource Center, St. Mary Star of the Sea Church, Survey No. 1015-5.

⁴ "St. Mary's Catholic Church," *Orleans County Monitor*, August 4, 1909; Vermont Historic Sites and Structures Survey (HSSS), City of Newport, Vermont, Survey No. 1015-5.

⁵ The "Filles de la Charité du Sacré-Coeur de Jésus", accessed online November 6, 2025 at ; Sacred Heart School Pasiphor Yearbook: 1955.

Sacred Heart School

Name of Property

Orleans, VT

County and State

newly completed St. Mary's Church. As a complex, the newly built stone church and adjacent Sacred Heart School would become an imposing frontage over the City of Newport (**Figure 1**).

An Evolving Parochial School in Early Twentieth Century City of Newport

After purchasing the Saint Mary's Parish Hall, Green Mountain Hall, in 1909, the Daughters immediately expanded the existing single-story structure, adding an additional level framed by a prominent mansard roof (**Figure 2**). Upon opening in 1910, the building housed both the convent and school, with a reported 80 students in eight primary grades. By this time, the school was also serving boarders in addition to local pupils, with students from both Vermont and Quebec. By 1919, with continuing increases in enrollment and a student population of 449, the building was expanded again, with a large southerly (rear) addition housing additional classrooms, a dormitory, and chapel (**Figures 3 and 4**). Speaking approvingly of the addition in 1920, the *Newport Express and Standard* mused, "The number of pupils proves that our convent school is highly thought of by the people of Newport who send their children here instead of out of town to educate their children, and by those out of town who choose this school to send their children." During this period, approximately 150 of the school's students were boarders, with many from Quebec border towns north of Newport. This cross-border framework would continue through the twentieth century, with Canadian boarders remaining a vital component of Sacred Heart through the high school's 1988 closure.⁶

By 1940, the Sacred Heart primary school had expanded to include a high school, culminating in the construction of a second addition to the school in 1947 that included the placement of two additional classrooms. As reported by period press, even as the school sought to accommodate more students in the existing space, "It became increasingly obvious that a permanent building would be needed for the ever-increasing number of students." Accordingly, even as they constructed the needed additions to augment the school building, in 1947 the Daughters announced far grander plans for the future of Sacred Heart School, commissioning Plattsburgh Architect Alvin Walter Inman to develop plans for a Sacred Heart High School that reflected a massive mid-century expansion in both the school's physical footprint as well as the programmatic dimensions and content of Catholic education in the twentieth century (**Figure 5**).⁷

As planned in 1947, the proposed high school stood in stark contrast to the wood-framed nineteenth century school, billed as, "thoroughly modern and fireproof," with amenities including a gymnasium, auditorium, applied science laboratory, sewing room, library, domestic science room, bookstore, and music hall. While proposed as a functionally and operationally "modern" counterpoint to the earlier school building; however, the proposed construction carefully maintained familiar classical stylistic allusions, with the brick massing defined by vertical bays and pilasters, quoining, and decorative frieze panels, all of which spoke an established architectural design language in a generally classical and historicist Beaux-Arts form.

⁶ "Green Mountain Hall Repair," *Orleans County Monitor*, October 6, 1909; "Convent School Opens with Large Attendance," *Express and Standard*, September 24, 1920.

⁷ "Larger Quarters at the Sacred Heart High School," *The Newport Daily Express*, May 16, 1942; "\$500,000 Building for New High School," *The Newport Daily Express*, April 25, 1947.

Sacred Heart School

Name of Property

Orleans, VT

County and State

As ultimately completed in 1953; however, the new Sacred Heart High School building had been entirely reconceptualized and stripped of these established design norms, reflecting both financial and practical exigencies of the Daughters and framing Northern Vermont parish, and, more importantly, a transformative modernistic wave in architectural design that was shaping both the design ethos of the Catholic Church and the nation as a whole during the development period, as further discussed in this context.⁸

Expansion of Catholic Educational Systems in the Twentieth Century

The Catholic population of the United States continued to surge in the first decades of the twentieth century, tripling from just over 10 million in 1900 to nearly 30 million in 1950. The institutional growth of Catholicism translated to a parallel surge in Catholic educational development. While only 5 percent (850,000) of the country's students attended Catholic Schools in 1900, by 1950 this percentage had grown to 12 percent (3.1 million students), with more than one of every 10 students in the country educated in a Catholic institution. This marked national trend was amplified in Vermont, with an estimated 1/3 of the state's population of the Catholic faith by 1950, with 12,000 of the state's approximately 72,000 total students educated in Catholic schools. Indeed, by the late 1940s, Catholic education was widely recognized as the dominant counterpoint to the nation's public school system, with an editorial in *The Orleans County Monitor* in 1949 locally exemplifying the sentiment in its assessment that, "With the growing enrollment in Sacred Heart School... [local towns] may well consider the maintenance of small high schools with serious debate."⁹

As the infrastructural reach of Catholic education expanded across Vermont and the nation in the first decades of the twentieth century, the educational philosophies of this parallel educational system underwent a complex period of interchange with wider strands of public educational policy in the United States. While early Catholic schools were largely established to, "shelter Catholic immigrants from the larger American culture," by the 1920s, America's Catholic schools had become intertwined in policy debates that were shaping American educational policy as a whole, including the progressive ideals of John Dewey's Child Centered Learning and an increasing societal emphasis on quantitative testing, standardization, and professionalism in education. Within this context of educational upheaval and policy debate, Catholic schools and educators underwent a period of incremental, and often unevenly realized, change that ultimately shaped the role and aims of the Catholic educational institution, as summarized by educational policy historian Ann Marie Ryan:

Catholic deliberations about progressive education in the United States took place within a transnational debate among Catholic leaders over the incompatibility of medieval Catholic teachings with modernism and its promotion

⁸ "History of Sacred Heart School," *The Newport Daily Express*, May 31, 1955; "\$500,000 For New High School," *The Newport Daily Express*, April 25, 1947; "Larger Quarters at the Sacred Heart High School", *The Newport Daily Express*, May 16, 1942.

⁹ Ann Marie Ryan, *American Catholic Schools in the Twentieth Century*, (London: Rowman and Littlefield, 2022), 39-55; Lyssa Papazian, NRHP Nomination for the Immaculate Heart of Mary School, Rutland, VT (listed 10/22/2020); "The Problem of Small High Schools," *Orleans County Monitor*, February 9, 1949.

Sacred Heart School

Name of Property

Orleans, VT
County and State

of rational scientific understandings and secular institutions. The Vatican responded to these ideological tensions in the early twentieth century by reaffirming its belief in Scholasticism, which firmly held to the existence of universal and absolute truths invulnerable to time and context...This shift in orientation reinvigorated a belief in science and reason and helped usher Catholics into the modern era...Science became a new critical part of reasoning, working alongside faith in the quest for truth.¹⁰

Thus, the first decades of the twentieth century saw tremendous growth and change in both the size of the American Catholic student body and the understanding of what American Catholic education entailed, with the scientific and social advancements of the twentieth century increasingly interwoven into an evolving educational program for the church's students. By the late 1940s, as America emerged into a period of expansive postwar growth, addressing both the spatial demands of the student body and the programmatic demands of an increasingly scientific and standardized modern education initiated a period of significant physical growth in Catholic education, with the patchwork of nineteenth and early twentieth century Catholic schools supplanted by a new, and markedly different, era of construction and institutional development. While in many senses this growth paralleled that of America's public school system, it was also shaped by a distinct design context in which America's Catholic leaders and intellectuals adopted the lens of the built form to envision the future of the American Catholic church and its parishioners.

Modernism and the Catholic Church: Designing the Church of Tomorrow

While Catholic architecture had long embraced a classical and historically derived language of design, by the 1910s and 1920s an increasingly complex strand of Modernism was beginning to shape the church's design ethos. While this evolutionary process was not linear or universally applied, by the mid-century period influential design practitioners in the Catholic Church had increasingly embraced a decidedly activist Modern design sensibility, with Modernism in design in many senses espoused as a physical representation of the church's ability to grow and shape society in an increasingly modern and industrial age. As summarized by theological historian Catherine R. Osborne, in *American Catholics and the Church of Tomorrow*:

The church's hierarchy monitored aesthetic conversations less closely than the output of theologians, creating a professional and intellectual space where forbidden ideas about change, growth, and development could reemerge earlier and with greater freedom. Meanwhile modernists' interest in development frequently saw them not only diagnosing the present, but slipping into futurist forecasting. American Catholic architectural modernists turned away from the maintenance or recovery of past glories and toward speculation about a future that would be different from the present, in ways that might be morally neutral or even positive. While their predecessors and many of their peers built to assert their presence and power, to memorialize and claim their past...Catholic

¹⁰ Ann Marie Ryan, *American Catholic Schools in the Twentieth Century*, 39-55.

Sacred Heart School

Name of Property

Orleans, VT
County and State

modernists saw the design of worship space as an opportunity to forecast and to mold a new tomorrow.¹¹

This theologically derived architectural discourse shaped Catholic design both nationally and internationally, with emerging strands readily evident in Vermont's Catholic architectural landscape by the early 1940s, most notably in the form of Burlington's St. Mark's Church (1941) (**Figure 6**), which radically transmuted traditionally derived religious form to a design that was, "thoroughly modern, simple, and dignified in character, its rigid economy and practicability sacrificing none of the ecclesiastical feeling." This design, developed by Architectural Firm Freeman French Freeman in close discourse with the parish's progressive Rev. William A. Tennien, was an early harbinger of a growing movement in Catholic design in Vermont, as espoused a decade later by liturgical architect Rev. Dr. Edwin J. Sutphin of Norwich University in his assessment that:

To be liturgical architecture must be sacramental, enthusiastic, and a prayer to the church. In order to be liturgical, all types of art and architecture must signify what they essentially represent...[the] Church must be meaningful to the people—up to date—a living praise of Christ by being primarily functional.¹²

In a broad sense, this liturgical emphasis on honesty, rationality, functionality, and "up-to-date" architecture aligned with both the philosophically progressive theological debates of the period of the church's role in a modernizing society and the wider strand of architectural Modernism that was coming to dominate America's designed landscape. While outside the realm of traditional "worship space," as a direct link to the church's youth, America's Catholic schools played an important role in this philosophical and design evolution. Additionally, as an architectural space that was defined by evolving educational ideals and theories related to science, recreation, core academic disciplines, and socialization; the Catholic school building in many senses became a canvas upon which educators, architects, and the Church hierarchy could collaborate and shape an evolving Catholic role in a rapidly changing society. Within this overarching context, the early 1950s construction of Sacred Heart School is a locally significant expression of the ways in which these evolving perspectives shaped the built form.

Design and Construction of Sacred Heart School

Through the late 1940s, the Daughters continued to lay the groundwork for a new high school building, with a widely promoted "Sacred Heart High School Building Fund" garnering both community funds from numerous parish dinners, craft fairs, and benefit events, and Burlington Diocesan support (**Figure 7**). By 1950, the school population had topped 600, further adding pressure to the already over capacity school and spurring project planning. Excavation for the new building began in spring 1951, with construction completed in spring 1953. Designed by a different architect than that previously proposed, the completed Sacred Heart High School

¹¹ Catherine R. Osborne, *American Catholics and the Church of Tomorrow* (Chicago: University of Chicago Press, 2018), 1-14.

¹² "Design of New St. Mark's Church Here Uncommon in the United States," *Burlington Free Press*, September 13, 1941; "Liturgical Architect Must Be Functional, Workshop Told," *The Burlington Free Press*, June 25, 1962.

Sacred Heart School

Name of Property

Orleans, VT

County and State

differed markedly from that originally proposed in 1947 (see **Figure 5**), with a stark International Style modernistic design that was entirely devoid of the vague classical allusions characterizing the earlier 1940s plan. This gulf was indicative of the rapid ascendancy of Modern design language during the period, as discussed earlier in this context, and was representative of a leading edge of architectural development that would result in a number of Modern-influenced Vermont Catholic schools in the period including: Immaculate Heart of Mary School (Rutland, 1951), Catholic Central High School (Bennington, 1956), Notre Dame School (St. Johnsbury, 1961), and Catholic Central High School (St. Albans, 1966). In Vermont these modern educational buildings stood in stark contrast to the more traditional architectural backdrop of their surrounding communities.

Berlin, New Hampshire-based Brideau Construction Company served as both the General Contractor and Architect for the project. Trades work including electrical, plumbing, and interior finish work was procured by local Newport vendors. The Brideau firm had recently designed and constructed a small school in Colebrook New Hampshire for the Daughters in 1949, with this smaller commission likely serving as a springboard for the much larger Sacred Heart High School project. The firm was owned by Roland Brideau (1904-1984), a prominent member of Berlin's French-Canadian community, with connections to the Catholic church. The firm was active in small and medium-scaled commissions for the region's primarily French Canadian Catholic communities through the 1950s and 1960s, primarily in New Hampshire, serving as architect and general contractor for the 1950 St. Tomas More Church (Durham, NH) and St. Theresa's Parish Hall (Henniker, NH); architect and general contractor for the 1958 St. Joseph Church (Berlin, NH); and architect and general contractor for major additions in 1939 and 1955 to St. Louis Hospital (Berlin, NH) (listed in the NRHP as part of the St. Anne Historic District) as well as additions to Notre Dame High School in 1949 and 1954 (Berlin, NH). In addition to their work with the Catholic community, the firm specialized in general educational construction, acting as general contractor for major building additions to Gorham High School in 1958 and Lebanon High School in 1964. In large, the designs of the firm were unified by a generally restrained modern sensibility, with angularity, simplicity of material and form, and extensive use of spare arrangements of brick, concrete, and rhythmic glass and glass block. While it is likely that the company was involved in more Catholic and public commissions than those identified through this research, coordination with the New Hampshire Division of Historical Resources did not reveal additional documentation or materials regarding the firm's mid-century design portfolio. See **Figures 8-11** for representations of Brideau Construction Company projects during the period.¹³

Within this identified portfolio, Brideau's early 1950s design and development of Sacred Heart High School exists as one of the firm's most cohesive and well-articulated designs, with both the educational program and International Style design of the building a significant component of

¹³ "New Catholic Church Ready for Easter," *The New Hampshire*, November 3, 1949; "St. Joseph's Church Near Completion at Berlin," *The Lewiston Daily Sun*, October 15, 1957; *New Hampshire Architect: Annual School Issue*, 1958, Official Publication of the New Hampshire Chapter of the American Institute of Architects, November 1958; "Open House Will Show Off New Additions to School," *Valley News*, October 2, 1964; "Henniker," *Concord Monitor*, September 26, 1950; telephone correspondence with Tanya Krajcik, New Hampshire Division of Historical Resources, September 22, 2022.

Sacred Heart School

Name of Property

Orleans, VT

County and State

the firm's generally smaller-scale portfolio from the early 1950s. Sited on a prominent knoll overlooking lake Memphremagog, the brick massing of Sacred Heart High School served as a stark and simplified counterpoint to both the Romanesque St. Mary Star of the Sea Church and Rectory and the modified and much augmented French Second Empire Sacred Heart School. The new brick building was monolithic in form and minimal in design embellishment, broken only by inset horizontal bands of windows and glass block and understated centered entries articulated in concrete. Within this restrained physical canvas, heightened religious ornamentation was limited to a small number of simple visual cues, with glass block crosses inset above the entries and minimalistic yellow brick crosses on the Lake Memphremagog-facing northern façade of the building, creating an understated but clearly defined religious order on the otherwise functional and materially uniform massing of the building (**Figure 12**).

The spatial and functional arrangement of the interior of the high school building conveyed a similar purity of material and educational function. The first level of the building was anchored by a spacious two-story gymnasium, stage, and auditorium, which occupied much of the floor area and was surrounded by a long U-shaped corridor accessing classrooms, a chemistry and electrical laboratory, and administrative areas. The second level contained additional classrooms running along a single wide corridor, with a chapel, additional laboratory, art room, library, and academic classrooms. The basement held a functional program that included cafeteria and kitchen, a large music hall with individual sound rooms, classrooms, game/lounge rooms, and locker rooms with secondary stair access to the gymnasium. Materials were uniform, pragmatic, and understated throughout, with the generally monochromatic spaces accentuated by ample light from the generous glass block windows, multi-colored arrangements of asphalt tile, and select areas of heightened oak trim and panel detailing throughout (see **Figures 13-18**). As detailed in **Section 7**, much of this material and programmatic arrangement remains intact, though not in use, with limited removal and reconfiguration of class-room features.

Local coverage of the school's construction and completion was extensive, with detailed documentation of the school's new "comprehensive and up to date program." As summarized by *The Newport Daily Express* in a special commemorative issue detailing the Dedication of the school in June 1953, "Sacred Heart High School, one of Vermont's most modern and beautiful school buildings, has been completed...Overlooking beautiful Lake Memphremagog, on a hilltop on Pleasant Street, the new school stands proud and beautiful. Of brick structure, the design of the building is simple but impressive...the new building provides most modern facilities for all types of schoolwork." Accompanying the detailed descriptive coverage, *The Newport Daily Express* included a slew of community well-wishes for the school and the Daughters, with Seguin Music Company, Searles Jewelers, Benware Furniture Company, and scores of local businesses commending the Daughters of Charity on their "beautiful edifice of learning," for the greater Newport community (**Figure 19**).¹⁴

By the mid-1950s, as Sacred Heart High School's growing classes filled the halls of the new building, the new high school came to assume a central narrative role in the parish community's sentiments of progression and advancement, with the spacious classrooms, technical facilities, and recreational and sporting amenities representing both the growth and success of the local

¹⁴ "Dedication-Graduation of the New Sacred Heart High School," *The Newport Daily Express*, June 9, 1953.

Sacred Heart School

Name of Property

Orleans, VT

County and State

Catholic community and a greater sense of optimism and expansion on the part of the American nation as a whole. This lofty sentiment was captured in Sacred Heart's Yearbook of 1956 (*The Pasiphor*), in its front cover dedication framing a stylized model of the building (**Figure 20**): "Life at Sacred Heart High School is that of a living, breathing mass of young Americans learning to live and work together; a student body with one aim; to reach a better understanding of the true SPIRIT OF AMERICA. Here, we are constantly impressed with the fact that the world, the nation, and the local community need the very best that each of us can give." In many senses, this expansive Sacred Heart sentiment paralleled the foundational strands of modernistic Catholic theology that had staked a claim in an unfurling and modernizing future. The sentiment was also physically underscored by the solid, stark lines of the new Sacred Heart High School, which was depicted as a functional and spatial manifestation of this positive evolving tomorrow (**Figure 21**).¹⁵

Decline of Vermont's Catholic Educational System and the Closure of Sacred Heart School

By 1958, the total enrolled student population of Sacred Heart School had risen to 910 students, with 275 in the high school and the remainder in the elementary school, still housed in the nineteenth century building adjacent to St. Mary's Church. By the mid-1960s, the elementary school had begun capping classes, with more applicants than could be accommodated by the facilities. This continued surge in student population mirrored trends across Vermont and the nation with 1965 the highwater mark for Catholic student population in the United States. In Vermont, the population crested earlier, with 1958 the highest point for Catholic parochial schools, with just over 14,000 students enrolled in 10 high schools and 27 primary schools. This increasingly powerful educational growth during the period was a general reflection of the postwar baby boom in the United States and Vermont, with rising numbers of pupils; continued growth in the country's Catholic population; and concerted development of Catholic educational infrastructure, fueled by Catholic theological philosophy culminating with the convening of the Second Vatican Council from 1962-1965 (Vatican II), which articulated educational growth as a core mission of the church in the twentieth century. As postulated under Vatican II, "Humans have an inalienable right to education, and the church must promote expansion of all types of schools to meet that challenge." The spate of construction and expansion during the period was a direct reflection of this promotion.¹⁶

Even as Sacred Heart, and other Vermont and national Catholic Schools, seemed secure in an increasingly well-established parochial educational system, by the late-1960s a complex amalgamation of factors initiated a steady decline in the foundational well-being of the Catholic School framework. Some of the factors stemmed from endemic fissures in the church, while others served to shape the fate of the schools from the wider social landscape. These primary overarching factors, discussed below, all served to dictate the local trajectory of Sacred Heart

¹⁵ Sacred Heart School Pasiphor Yearbook: 1956.

¹⁶ "Sacred Heart Graded and High School Enrollment," *The Newport Daily Express*, September 7, 1961; "Sacred Heart High, Enrollment is 910," *The Newport Daily Express*, September 4, 1958; "Students Register," *The Burlington Free Press*, June 18, 1965; Lyssa Papazian, NRHP Nomination for the Immaculate Heart of Mary School, Rutland, VT; Ann Marie Ryan, *American Catholic Schools in the Twentieth Century*, 39-55.

Sacred Heart School

Name of Property

Orleans, VT
County and State

School, along with thousands of other parochial schools across the United States' late twentieth century established rural and urban landscapes.

Importantly, even as the Catholic School system was surging in the 1950s and 1960s, the schools were increasingly run by "lay" (non-religious) educators and staff. While early Catholic schools were almost entirely, if not entirely, run by priests or nuns who had assumed vows embracing poverty and parochial service, by the mid-twentieth century the number of hired lay teachers was beginning to eclipse an increasingly small number of religious staff. This shift in the workforce had dire consequences for the financial solvency of many schools, representing the loss of a financially integrated workforce, as well as effects on the overarching sense of school mission and identity as the traditional religious basis of the schools was increasingly stewarded by lay educators. This erosion of religious educators at Sacred Heart did much to alter the mechanics of school operations. Although the Daughters had erected a large new convent adjacent to the school in 1969, through the 1970s and 1980s the number of Sisters teaching at the school continued to decline, with a corresponding majority share growth of lay teachers at Sacred Heart. Across America's Catholic landscape, this trend has accelerated to the present, with the number of "women religious" in the United States declining from a peak of 181,421 in 1965 to 47,160 in 2016. Importantly, approximately 77 percent of women religious at present are older than 70.¹⁷

In addition to this internal demographic shift, public policy and legislative factors also acted to negatively impact the financial tenability of many Catholic schools, with a shifting public and educational policy landscape that increasingly precluded public funding of private schools, most notably during the period, of Catholic Schools. While this issue was contested over the twentieth century, ultimately the premise of public support for Catholic schools waned in Vermont and the country, in particular with a 1961 state decision that prohibited the public tuitioning of students to Catholic schools from towns lacking a high school, a common predicament in rural Northern Vermont and Orleans County. For Sacred Heart, with its primarily rural hinterland, this ruling served to undercut the easy accessibility of the school for much of the surrounding, often economically disadvantaged, communities.¹⁸

Paralleling this increasing financial strain from the loss of publicly supported monies, by the late 1960s, the modern and "up-to-date" facilities of Sacred Heart High School faced increasingly stiff competition from the newly completed North Country Union High School, opened in 1966. Comprising the City of Newport, Town of Newport, Brighton, Derby, Holland, Jay, Lowell, Morgan, Westfield, and Troy, the newly created unified school district erected an expansive high school and junior high school in the City of Newport, drawing the formally isolated small-scale town high schools into an increasingly modern and well-appointed educational orbit. By 1968, North Country Union High School and Junior High School educated 1,369 students in grades 7-12, a number of whom had, or formally would have, gone to Sacred Heart. This pattern occurred across the state, as the 1960s brought a wave of modernizing unionizations that fundamentally

¹⁷ California Catholic Daily, online journal accessed September 22, 2022 at: [Number of nuns in US is collapsing - California Catholic Daily \(cal-catholic.com\)](https://cal-catholic.com/); "French Catholic High School Finds Time Has Come to Close," *The Burlington Free Press*, January 18, 1988.

¹⁸ Lyssa Papazian, NRHP Nomination for the Immaculate Heart of Mary School, Rutland, VT; Ann Marie Ryan, *American Catholic Schools in the Twentieth Century*, 123-125.

Sacred Heart School

Name of Property

Orleans, VT

County and State

altered the existing educational landscape for both private parochial schools and small-scale public town schools alike.¹⁹

Lastly, in a somewhat colloquial observation by Sacred Heart's Principal Carol Mackenzie on a shrinking school population, the nature of Catholic families evolved in the second half of the twentieth century, as America's family-size as a whole started to decline. As opined by Sister Carol on the eve of Sacred Heart High School's closure, "When Sacred Heart was first started, there were 18 in a family, and probably 18 would come [to Sacred Heart]." ²⁰

Stemming from this transformative host of factors, by the early 1980s Sacred Heart's student population was less than 1/3 of its 1950s and 1960s highs, with a graduating senior class of only 25 by 1988. Closure of the high school was announced in January of that year, with the financial impossibilities of a steadily declining pupil base cited as the deciding factor. "We had marathons, barbecues, car raffles, bingos," mused former school director and parent of alumnae Ray Decelles, "You get tired of raising money. You know, you just do." Henry Smith, a lay teacher at the high school called the closure, "A shock for Newport that was just registering. People have realized its not just the end of a school year, it's the end of a school's history." Parent of student and Vermont author Howard Frank Mosher summed up his own, non-Catholic, assessment in his observation, "We chose Sacred Heart because so many of its students went on to quality colleges...For us, this is just kind of a tragedy." In a fitting testament to the continued international context of the school, *The Newport Daily Express* depicted a photograph of graduating senior James Murray of Georgeville, Quebec, last of three family members to attend the school (**Figure 22**), with a simple caption "Newport Says Goodbye." The closure of Sacred Heart High School left two remaining Catholic High Schools in the state: Rice Memorial High School in Burlington and Mount Saint Joseph Academy in Rutland. Both remain open to the present, with one additional Catholic High School in Brattleboro, St. Michael School.²¹

Following the closure of Sacred Heart High School, Sacred Heart's Elementary School occupied the former high school building. Upon the elementary's move, the original Sacred Heart School (**Figures 2-4**) was demolished, with the site currently remaining as an undeveloped section of grass and parking lot. Loss of the nineteenth century school building allowed space for a large Convent addition in 1989, which remains on site and in 2025 is being expanded once again and converted to housing after sitting vacant for much of the past decade. The Sacred Heart Elementary School, located in the former high school building, remained open until 2007 when

¹⁹ Lyssa Papazian, NRHP Nomination for the Immaculate Heart of Mary School, Rutland, VT; Ann Marie Ryan, *American Catholic Schools in the Twentieth Century*, 123-125; "Notice of Sale, North Country Union High School District," *The Burlington Free Press*, May 27, 1966; "North Country Union High Cornerstone to be Laid Tuesday in Newport," *The Burlington Free Press*, June 5, 1967; "1,369 Day Students Attend North Country Union High," *The Burlington Free Press*, September 14, 1968

²⁰ "French Catholic High School Finds Time Has Come to Close," *The Burlington Free Press*, January 18, 1988; Lyssa Papazian, NRHP Nomination for the Immaculate Heart of Mary School, Rutland, VT; Ann Marie Ryan, *American Catholic Schools in the Twentieth Century*, 123-125.

²¹ "French Catholic High School Finds Time Has Come to Close," *The Burlington Free Press*, January 18, 1988; Catholic School Directory viewed online 9/22/2022 at [Vermont Catholic Schools Directory 2022-2023 - Roman Catholic Diocese of Burlington](#).

Sacred Heart School

Name of Property

Orleans, VT

County and State

this too was shuttered from continuing declines in enrollment and associated financial and institutional strains. At present, the Sacred Heart School remains in place and vacant.

As a mid-twentieth century educational building, the International Style design expression, and institutional solidity of the Sacred Heart School building is an architectural testament to both an era of rapid community expansion within Newport's French Canadian Catholic community and an era of complex educational modernization, in which Newport's parochial and public educational systems navigated comprehensive paradigm shifts in the delivery of education to the City of Newport and the region's students. As observed by theological historian Catherine R. Osborne, "Places and buildings are not constituted simply by their material form, but come into being when the financial and cultural power to make a space intersects with the desire to embody a particular kind of future." As a mid-century Catholic school building, Sacred Heart School is a cogent representation of this structural community evolution in Newport and its surrounding communities.²²

²² Catherine R. Osborne, *American Catholics and the Church of Tomorrow*, 1-14.

Sacred Heart School
Name of Property

Orleans, VT
County and State

9. Major Bibliographical References

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

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California Catholic Daily

Concord Monitor

The Express and Standard

The Independent Standard

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The New Hampshire

New Hampshire Architect

The Newport Daily Express

The Northstar Monthly

Orleans County Monitor

Saint Albans Daily Messenger

Saint Albans Weekly Messenger

The Standard

Valley News

Sacred Heart School
Name of Property

Orleans, VT
County and State

Unpublished Materials / Collections

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Collections of the Daughters of the Charity of the Sacred Heart of Jesus

Collections of the Roman Catholic Diocese of Burlington

Les Filles de la Charité du Sacré-Coeur de Jésus. "Our History : Filles de la Charité du Sacré-Coeur de Jésus." Accessed online at [In America - Les Filles de la Charité du Sacré-Coeur de Jésus](#), November 19, 2025.

New Hampshire Division of Historical Resources Resource Archives

Records of St. Mary's Parish, Mater Dei Parish. Accessed online at [Mater Dei Roman Catholic Parish - St. Mary Star of the Sea - Newport, VT](#), November 19, 2025.

Vermont Division for Historic Preservation Online Resource Center

United States Census of 1870: Statistics of Churches in the United States. Accessed online at [1870 Census: Vol. I. The Statistics of the Population of the United States: Table XVII](#), November 19, 2025.

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: Daughters of the Charity of the Sacred Heart of Jesus

Historic Resources Survey Number (if assigned): _____

Sacred Heart School
Name of Property

Orleans, VT
County and State

10. Geographical Data

Acreage of Property 8.51 acres

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: 44.931011

Longitude: -72.216205

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

The historic property boundary includes the Sacred Heart School Building as well as the surrounding open field that was once associated as a recreational field. The historic property boundary is a portion of the legal parcel identified as SPAN 435-136-15934.

Boundary Justification (Explain why the boundaries were selected.)

The selected boundary includes the school building as well as the framing area of open space that serves as a contextual setting and once housed associated sports fields and recreational amenities.

11. Form Prepared By

name/title: Polly Seddon Allen

organization: Independent Consulting Senior Architectural Historian

street & number: P.O. Box 215 / 69 Common Loop

city or town: Craftsbury Common state: Vermont zip code: 05827

e-mail: polly.s.allen@gmail.com

telephone: 916.201.1855

date: February 9, 2026

Sacred Heart School
Name of Property

Orleans, VT
County and State

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: Sacred Heart School

City or Vicinity: Newport

County: Orleans State: Vermont

Photographer: Polly Seddon Allen

Date Photographed: 11/05/2025

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

1 of 25: View east from Highland Avenue toward Sacred Heart School. Note growth of successional vegetation on slope, once cleared and open.

2 of 25: View east along Sacred Heart School's north (primary elevation). While this elevation was the designed façade of building fronting the lake-facing bluff and Newport below, the entrance was rarely used, with students entering from east and west wings where buses and autos dropped students.

Sacred Heart School

Name of Property

Orleans, VT

County and State

- 3 of 25: Detail of plaque on north elevation of Sacred Heart School.
- 4 of 25: View northwest toward east entrance of Sacred Heart School. Note glass block cross design detail above entrance.
- 5 of 25: Detail of east entrance of Sacred Heart School, note rhythmic window banks.
- 6 of 25: View north toward south elevation of Sacred Heart School. Five large vertical window units indicates gymnasium inside.
- 7 of 25: View northeast from parking lot toward Sacred Heart School west entrance.
- 8 of 25: Detail of west entrance of Sacred Heart School. The concrete and pipe rail stoop is a replacement for original brick stoops, as depicted in historic photo documentation.
- 9 of 25: View north from Sacred Heart School toward Lake Memphremagog. Vegetation has obscured the original open prospect of the school.
- 10 of 25: Entry vestibule into Sacred Heart from north entrance.
- 11 of 25: Entry vestibule into Sacred Heart School from east entrance. Typical of hall finishes throughout.
- 12 of 25: First level hall with typical finishes, opening to classrooms. Portions of suspended ceiling have been removed.
- 13 of 25: Gymnasium and auditorium that dominates the first level of the Sacred Heart School. Note painted canvas curtain on back drop of stage depicting the two school buildings: the nineteenth century Sacred Heart School (demolished) and 1953 school building.
- 14 of 25: Expansive windows and glass block in gymnasium of Sacred Heart School.
- 15 of 25: Westerly stairway with glass block cross providing expansive light. Identical to stairway on east side of building.
- 16 of 25: Second level hall, with doorways to classrooms along wall.
- 17 of 25: Typical classroom at second level of Sacred Heart School. Note tile floors, comprised of asbestos tile in designed in an array of patterns throughout building.
- 18 of 25: Typical classroom at first level of Sacred Heart School. Note chalkboards and expansive windows for lighting classrooms.
- 19 of 25: Typical classroom at second level of Sacred Heart School.
- 20 of 25: Typical chalkboard, lectern, and American flag in classroom.
- 21 of 25: Sacred Heart School Library Room at second level. This was originally developed as a chapel, and the tiled aisle indicates the central aisle that was flanked by pews.
- 22 of 25: Woodwork detail in Sacred Heart School Library Room at second level, former chapel.

Sacred Heart School
Name of Property

Orleans, VT
County and State

23 of 25: Sacred Heart School Music Room in basement. Rooms on far wall were sound-proof music spaces for student lessons.

24 of 25: Typical classroom at basement level of Sacred Heart School. Note concrete and brick walls and window banks at ground level for light.

25 of 25: Sacred Heart School Cafeteria in basement level, with pass-through window and kitchen at far end.

Sacred Heart School
Name of Property

Orleans, VT
County and State

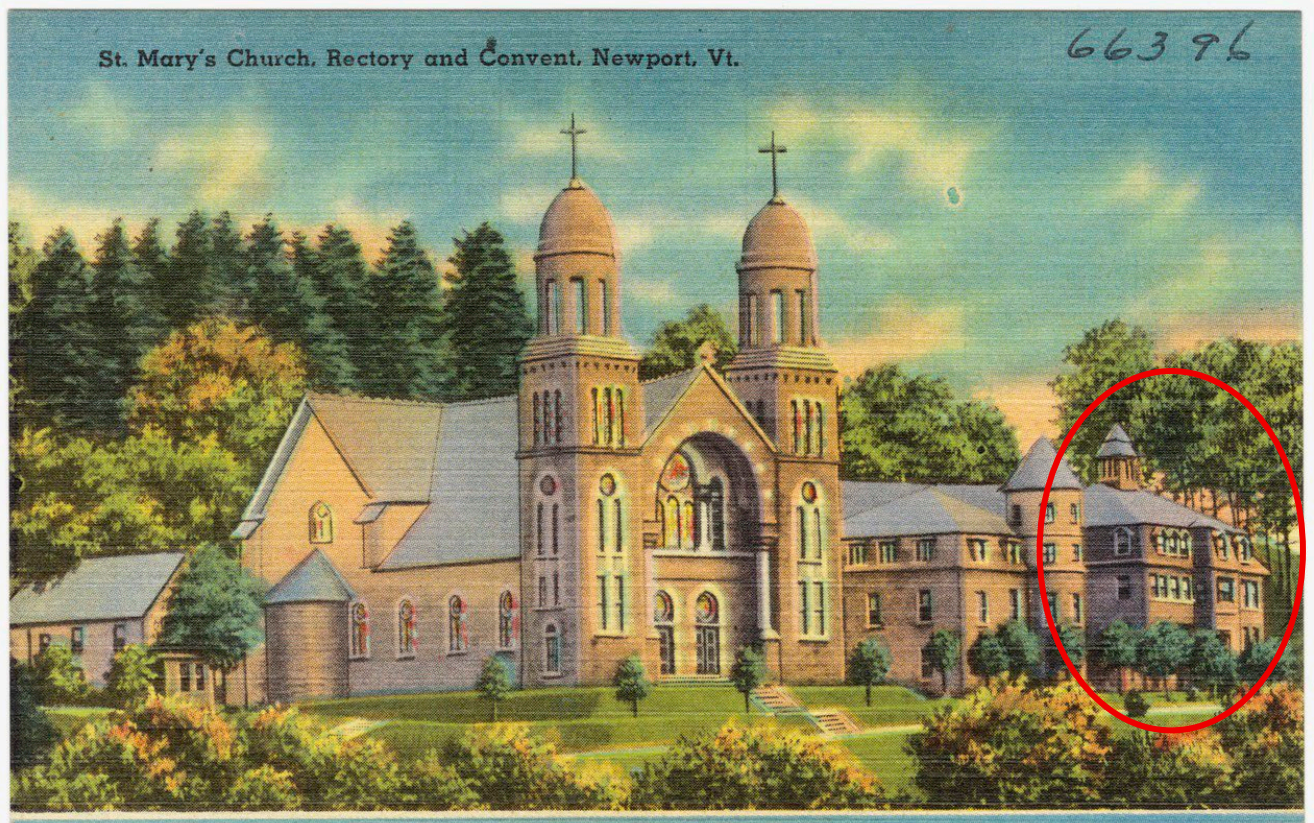


Figure 1: Undated circa 1930s postcard of St. Mary's Church (left), Rectory (center), and Sacred Heart School (right). The school was demolished in the 1980s.
(Digital collections of the Boston Public Library)

Sacred Heart School
Name of Property

Orleans, VT
County and State



Figure 2: Sacred Heart School with St. Mary's Church in background, circa 1915.
(Collections of Goodrich Memorial Library)

Sacred Heart School
Name of Property

Orleans, VT
County and State

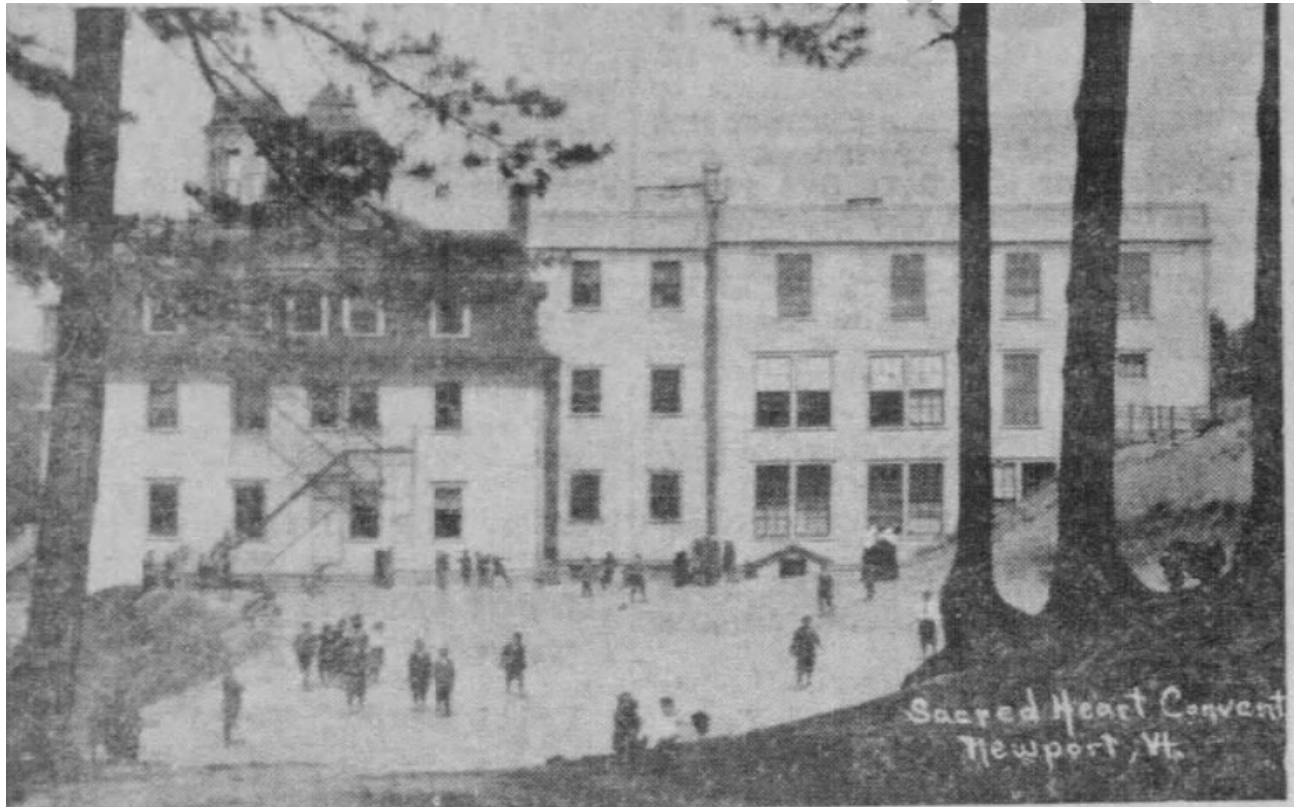


Figure 3: Sacred Heart School with 1919 addition, circa 1920s.
(*The Newport Daily Express*, May 31, 1955)

Sacred Heart School
Name of Property

Orleans, VT
County and State



Figure 4: Sacred Heart School with 1919 addition, circa 1920s. Current site of Sacred Heart School at right above pine-studded slope.
(Collections of Goodrich Memorial Library)

Sacred Heart School
Name of Property

Orleans, VT
County and State

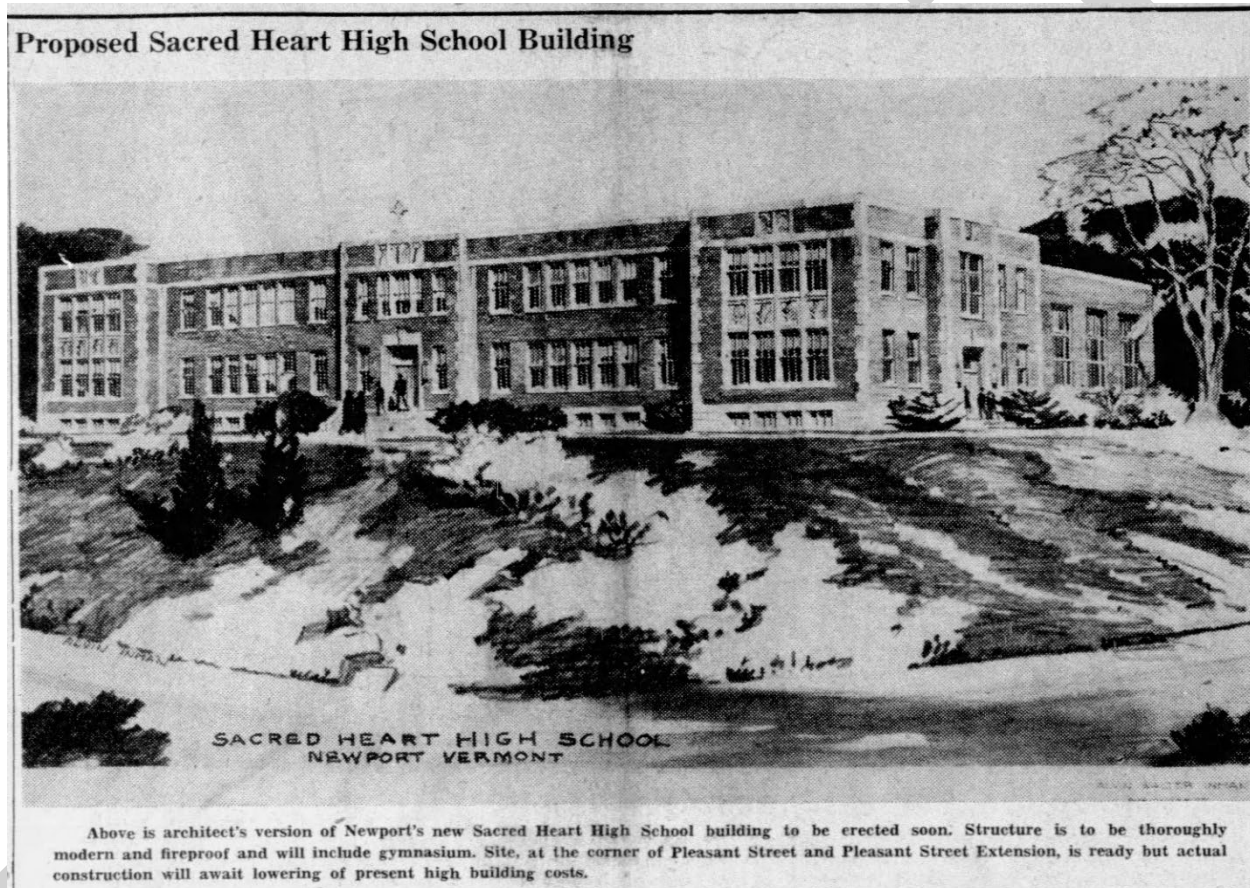


Figure 5: Architect Alvin Walter Inman's rendering of proposed Sacred Heart High School, 1947. Note the classical visage of the building, which was abandoned in its realized design. (*Newport Daily Express* April 26, 1947)

Sacred Heart School
Name of Property

Orleans, VT
County and State



Figure 6: St. Mark's Church in Burlington, Vermont was indicative of a growing modern face in Catholic architecture. The church was constructed in 1941 and designed by Architects Freeman French Freeman.

(Photo credit Society of Architectural Historians Archipedia)

Sacred Heart School
Name of Property

Orleans, VT
County and State



Figure 7: Construction of the new Sacred Heart School was the product of tireless fundraising and community advocacy. Sacred Heart High School Building Fund Benefit, May 1952.
(The Newport Daily Express)

Sacred Heart School
Name of Property

Orleans, VT
County and State

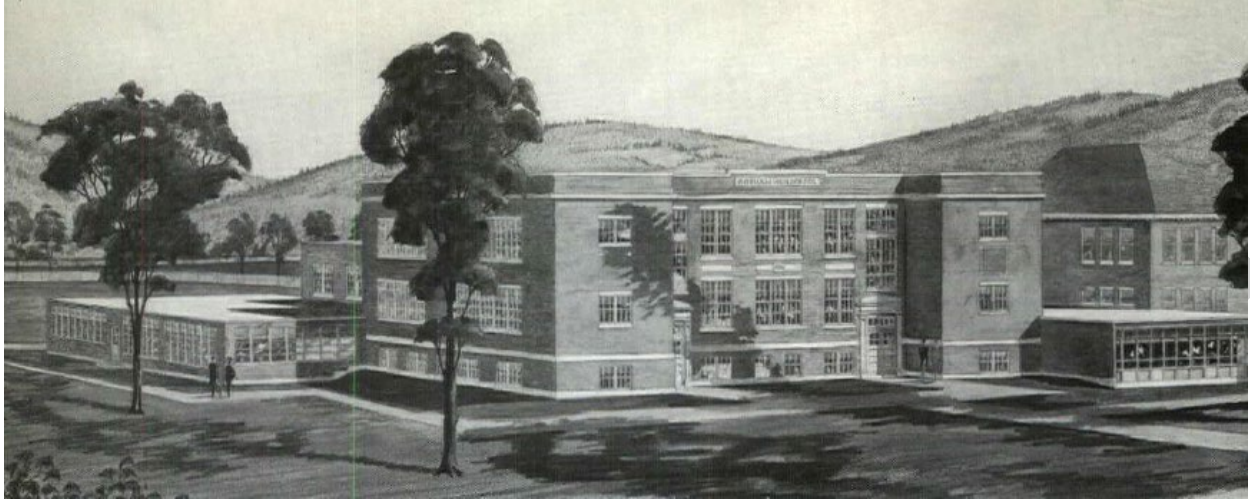


Figure 8: Project Architect and General Contractor Brideau Construction Company specialized in institutional forms including that of the Gorham, New Hampshire High School.
(*New Hampshire Architect: Annual School Issue*, 1958)



Figure 9: The Brideau Construction Company held many commissions related to the Catholic Church, including St. Joseph Church in Berlin, NH, 1958.

Sacred Heart School
Name of Property

Orleans, VT
County and State

(Collections of Berlin Historical Society).



Figure 10: An addition developed by the Brideau firm on the St. Louis Hospital in Berlin, NH in 1955 closely resembled work at Sacred Heart School, with glass block, brick, and spare ornamentation.

(Collections of New Hampshire Division of Historical Resources)

Sacred Heart School
Name of Property

Orleans, VT
County and State



Figure 11: The Brideau commission at Notre Dame High School in Berlin, NH in 1949 reflected similar spare architectural themes of development.
(Collections of New Hampshire Division of Historical Resources)

Sacred Heart School
Name of Property

Orleans, VT
County and State

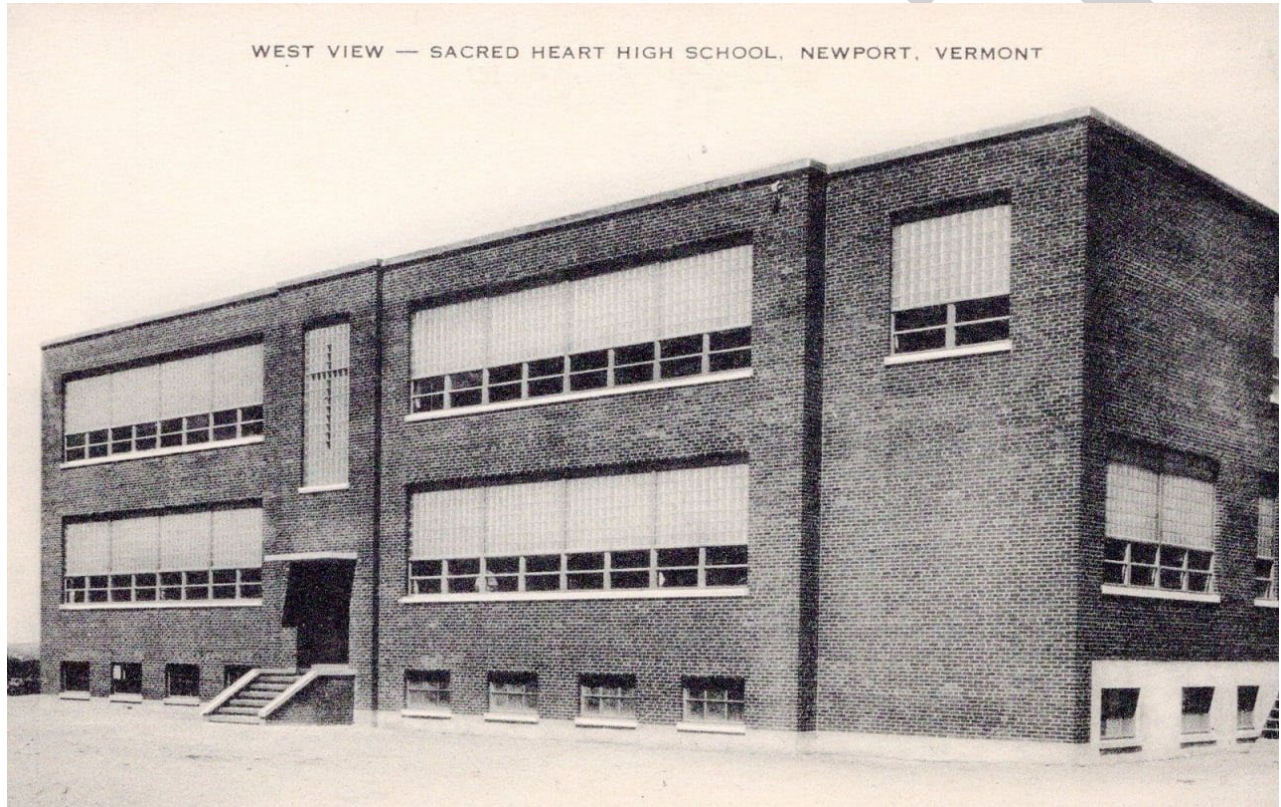


Figure 12: Sacred Heart High School, 1953.
(Collections of the Daughters of the Charity of the Sacred Heart of Jesus)

Sacred Heart School
Name of Property

Orleans, VT
County and State

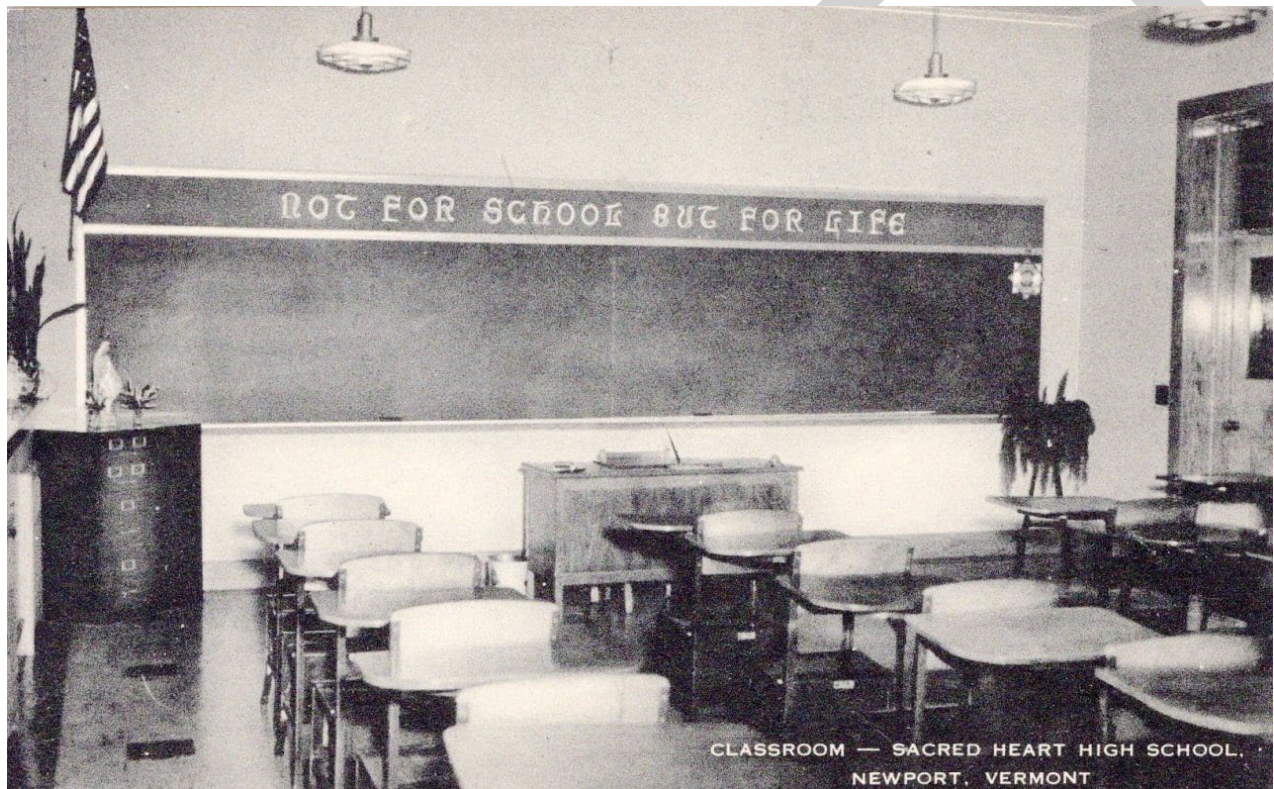


Figure 13: Sacred Heart High School Typical Classroom, 1953.
(Collections of the Daughters of the Charity of the Sacred Heart of Jesus)

Sacred Heart School
Name of Property

Orleans, VT
County and State

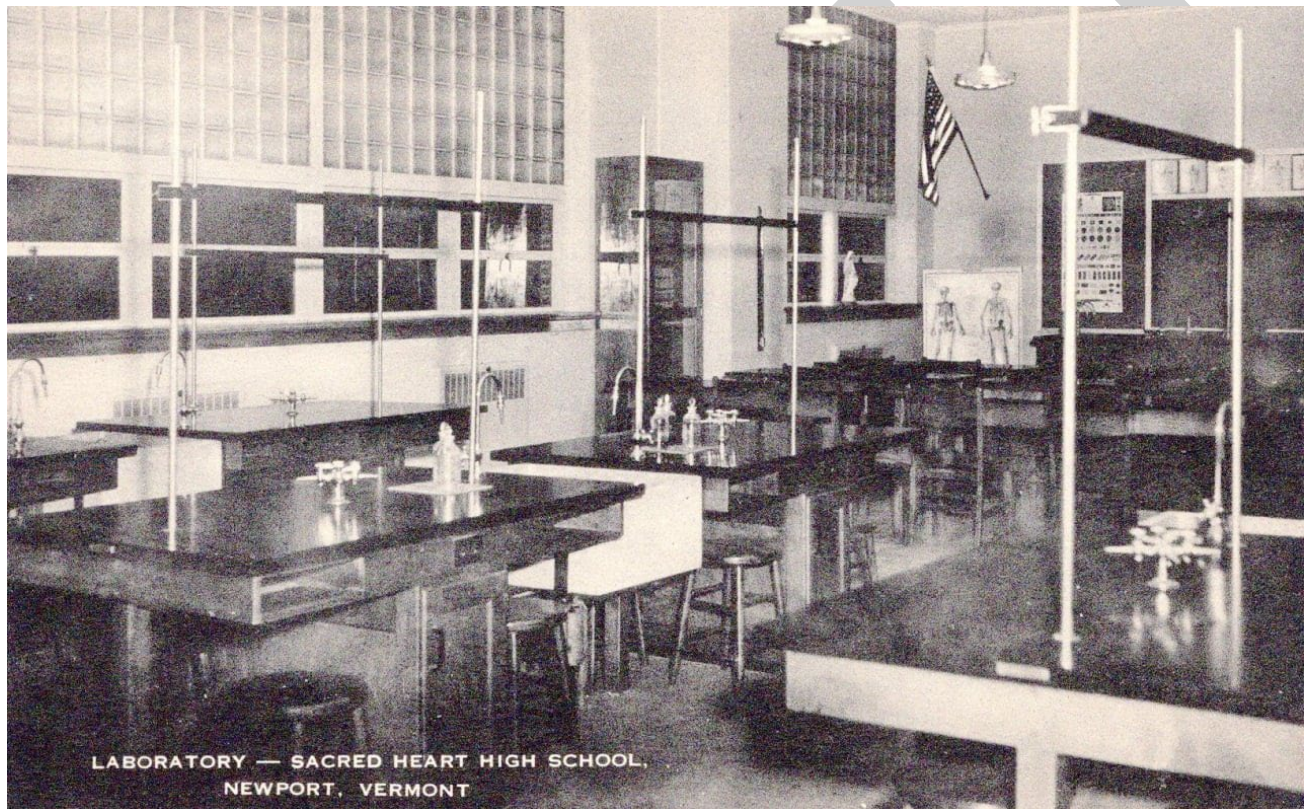


Figure 14: Sacred Heart High School Science Laboratory, 1953. Fixtures have since been removed and are no longer present.
(Collections of the Daughters of the Charity of the Sacred Heart of Jesus)

Sacred Heart School
Name of Property

Orleans, VT
County and State



Figure 15: Sacred Heart High School Library, 1953.
(Collections of the Daughters of the Charity of the Sacred Heart of Jesus)

Sacred Heart School
Name of Property

Orleans, VT
County and State

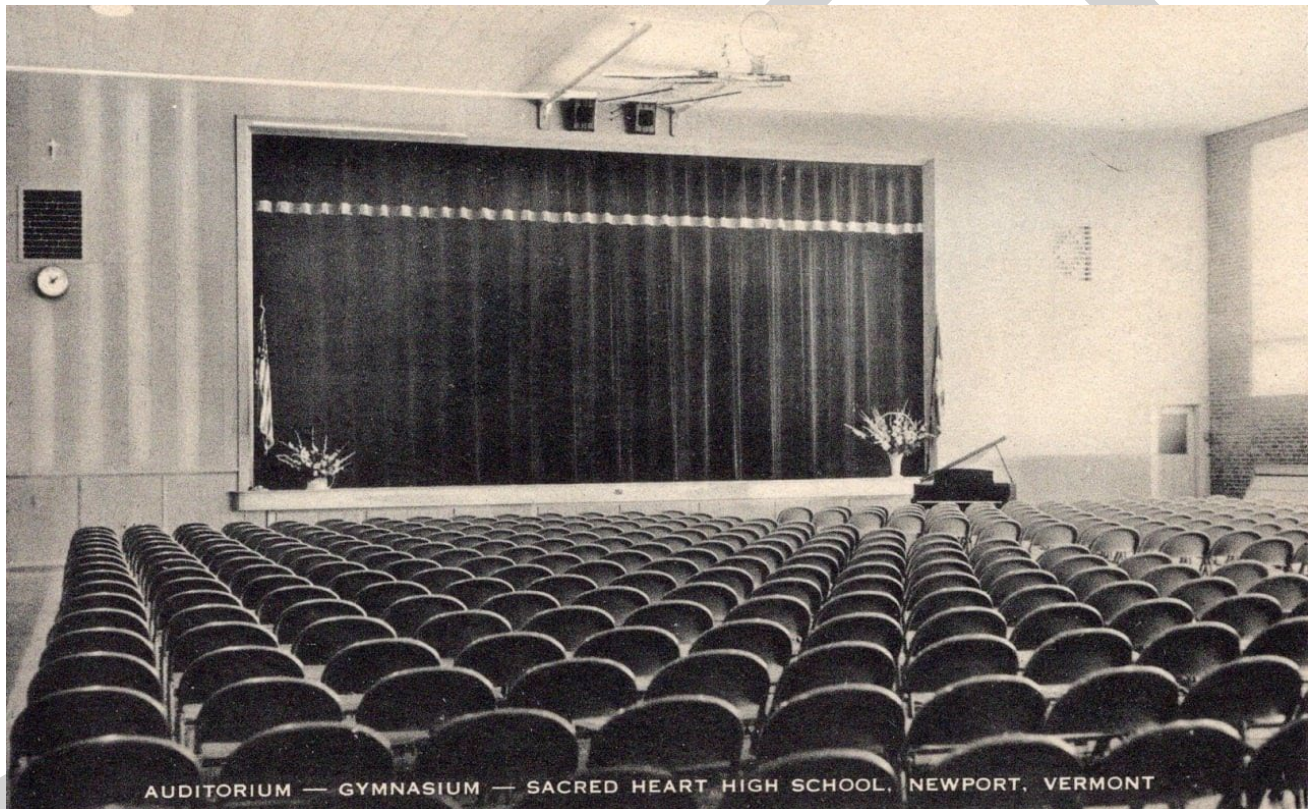


Figure 16: Sacred Heart High School Gymnasium and Auditorium, 1953.
(Collections of the Daughters of the Charity of the Sacred Heart of Jesus)

Sacred Heart School
Name of Property

Orleans, VT
County and State



Figure 17: Sacred Heart High School Music Room, 1953.
(Collections of the Daughters of the Charity of the Sacred Heart of Jesus)

Sacred Heart School
Name of Property

Orleans, VT
County and State

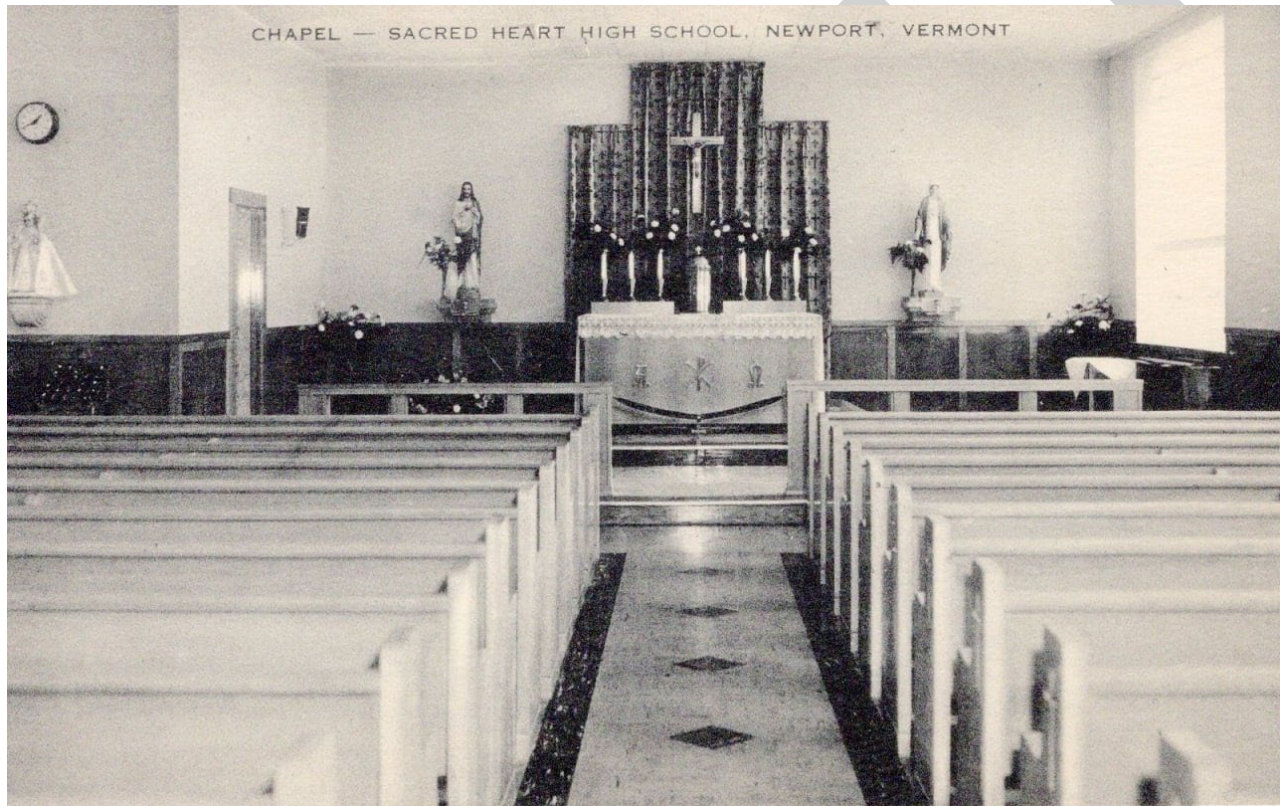


Figure 18: Sacred Heart High School Chapel, 1953. This room was ultimately converted into a library, though the tile aisle remains in place.
(Collections of the Daughters of the Charity of the Sacred Heart of Jesus)

Sacred Heart School
Name of Property

Orleans, VT
County and State

A BALANCE OF
LOCAL AND WORLD
NEWS, COMMENT
AND FEATURES

The Newport Daily Express

INTIMATELY SERVING ORLEANS COUNTY, THREE VILLAGES AND ISLAND POND, LARGEST CENTER IN ESSEX COUNTY

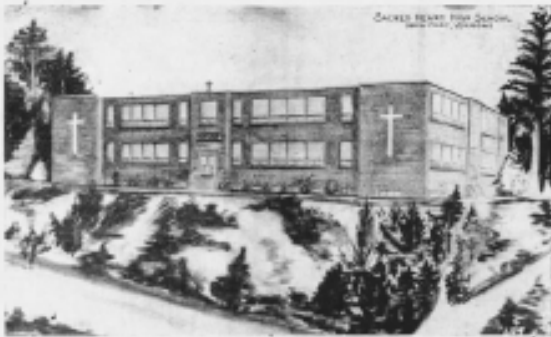
SECTION TWO NEWPORT, VERMONT, THURSDAY, JUNE 11, 1953 PAGE ONE

OPEN HOUSE

Dedication — Graduation of the New SACRED HEART HIGH SCHOOL Thursday, June 11

**Congratulations
AND
Best Wishes
TO THE
Sisters
AND
Students
OF
Sacred Heart
High School**

SEARLES
JEWELLERS SINCE 1904
NEWPORT VERMONT



**New Building Provides Most Modern
Facilities For All Types Of School Work**

Sacred Heart High School will be held Thursday, June 11, and admission is open to all persons to inspect the building and facilities.

**Congratulations and
Best Wishes
to the
Sacred Heart High School**

Seguin Music Co.
Newport, Vt.

CONGRATULATIONS

Congratulations, Sacred Heart, on your rapid growth and valuable contribution to the education of our youth.

Richardson Studio

**We Supply
the
COAL
Used To Heat
the NEW
Sacred Heart
High School**

Davis Coal & Transfer Co.
70 Coventry Street
Newport, Vt.

We sincerely wish the Sisters of the Sacred Heart all the SUCCESS they deserve in their future undertakings.

Figure 19: Commemorative issue of the *Newport Daily Express*, June 9, 1953

Sacred Heart School
Name of Property

Orleans, VT
County and State

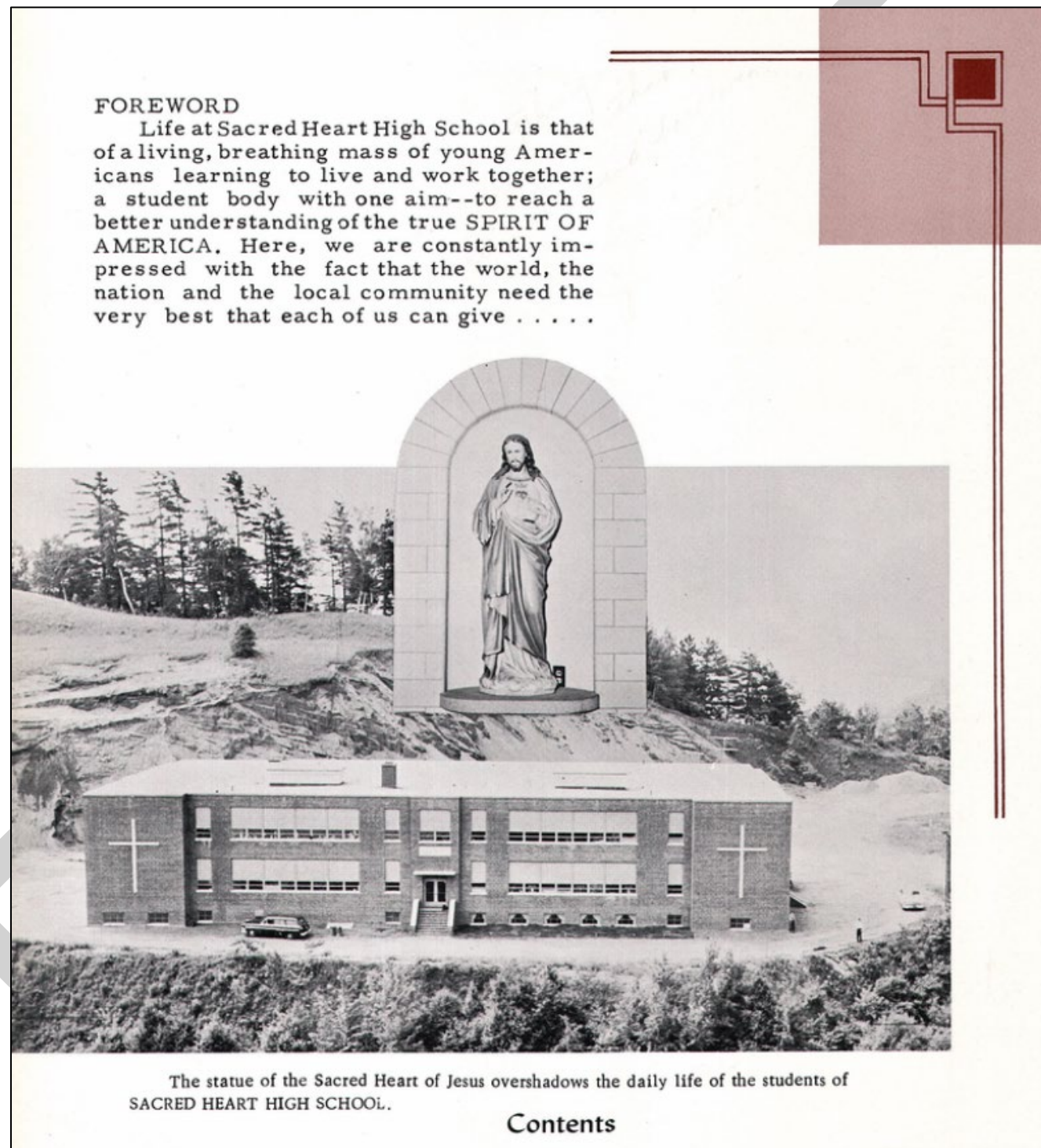


Figure 20: Sacred Heart High School Pasiphor Yearbook Foreword, 1956.
(Collections of the Daughters of the Charity of the Sacred Heart of Jesus)

Sacred Heart School
Name of Property

Orleans, VT
County and State



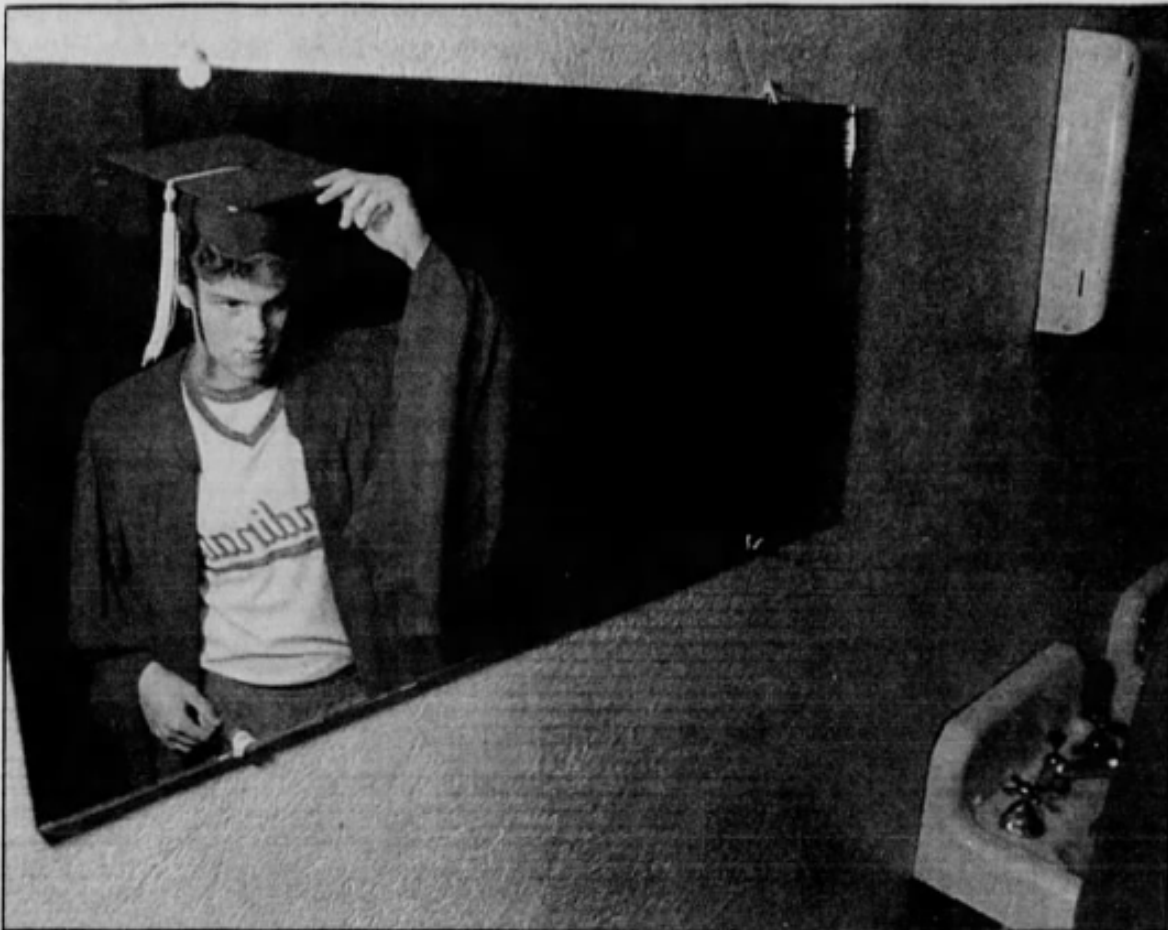
Figure 21: Sacred Heart Pasiphor Yearbook depicting old Sacred Heart and new Sacred theater backdrop with Sacred Heart graduates in front, 1956. This mural screen remains in situ in the auditorium.

(Collections of the Daughters of the Charity of the Sacred Heart of Jesus)

Sacred Heart School
Name of Property

Orleans, VT
County and State

Newport says goodbye



ROB SWANSON, Free Press

GOOD FIT: Sacred Heart High School senior James Murray of Georgeville, Quebec, peers into a mirror as he tries on his graduation gown over his baseball uniform before the school's last regular-season game. He is the last of three family members to attend the Newport Catholic school, which is closing this year.

Sacred Heart closing signals end of an era

Figure 22: Newport Says Goodbye, *The Burlington Free Press*, June 5, 1988.

Sacred Heart School

Name of Property

Orleans, VT

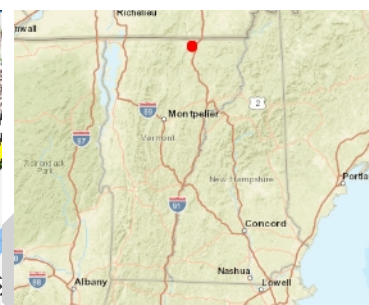
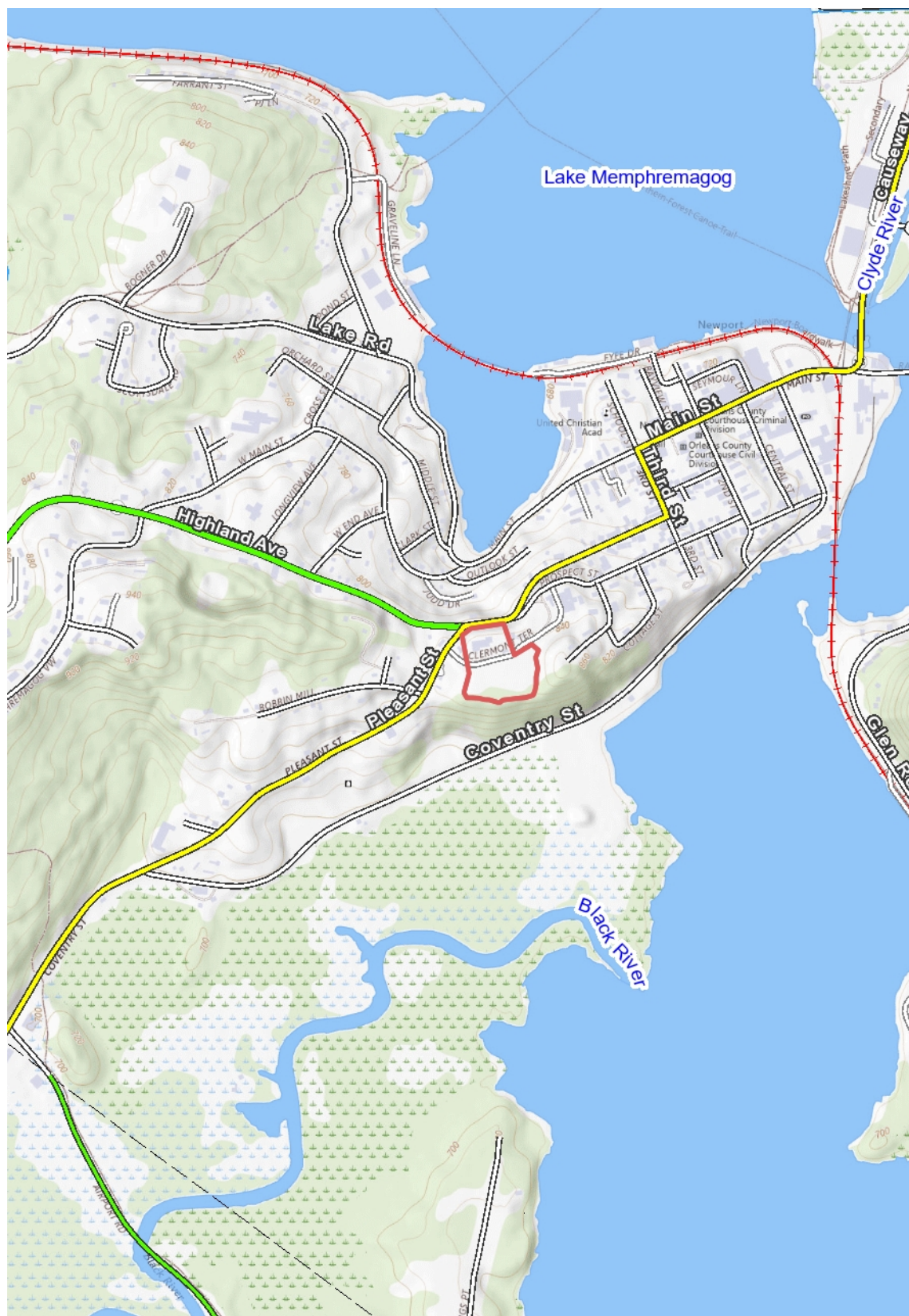
County and State

Paperwork Reduction Act Statement: This information is being collected for nominations 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.). We may not conduct or sponsor and you are not required to respond to a collection of information unless it displays a currently valid OMB control number.

Estimated Burden Statement: Public reporting burden for each response using this form is estimated to be between the Tier 1 and Tier 4 levels with the estimate of the time for each tier as follows:

Tier 1 – 60-100 hours
Tier 2 – 120 hours
Tier 3 – 230 hours
Tier 4 – 280 hours

The above estimates include time for reviewing instructions, gathering and maintaining data, and preparing and transmitting nominations. Send comments regarding these estimates or any other aspect of the requirement(s) to the Service Information Collection Clearance Officer, National Park Service, 1201 Oakridge Drive Fort Collins, CO 80525.



LEGEND

-  Airports
-  Mountains and Hills
-  US Highways
-  State Highways
-  Roads - Public (VTrans)
 -  Interstate Highway
 -  US Highway
 -  State Highway
 -  Local road
 -  Other road
 -  Legal trail
-  Roads - Private (E911)
-  Driveways
-  Rail Lines
-  Town Boundaries
-  County Boundaries
-  Historic Property Boundary

NOTES

This map was created with the VT Interactive Map Viewer.

0.45 0 0.22 0.45 Miles

WGS_1984_Web_Mercator_Auxiliary_Sphere 1" = 1179 Ft. 1cm = 141 Meters
THIS MAP IS NOT TO BE USED FOR NAVIGATION

1:14,143

November 19, 2025

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Sacred Heart School Building

47 Clermont Terrace, City of Newport, Orleans County, Vermont



LEGEND

- ✈ Airports
- ▲ Mountains and Hills
- US Highways
- State Highways
- Roads - Public (VTrans)
 - Interstate Highway
 - US Highway
 - State Highway
 - Local road
 - Other road
 - Legal trail
- Roads - Private (E911)
- Driveways
- Rail Lines
- [] Town Boundaries
- [] County Boundaries
- Historic Property Boundary

Note: Building depicted immediately adjacent at southeast corner has been demolished and is no longer extant.

NOTES

This map was created with the VT Interactive Map Viewer.

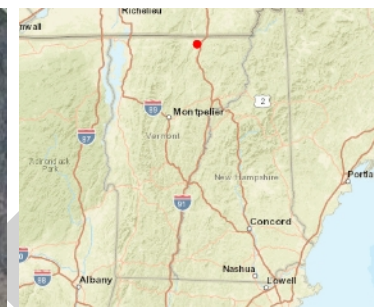
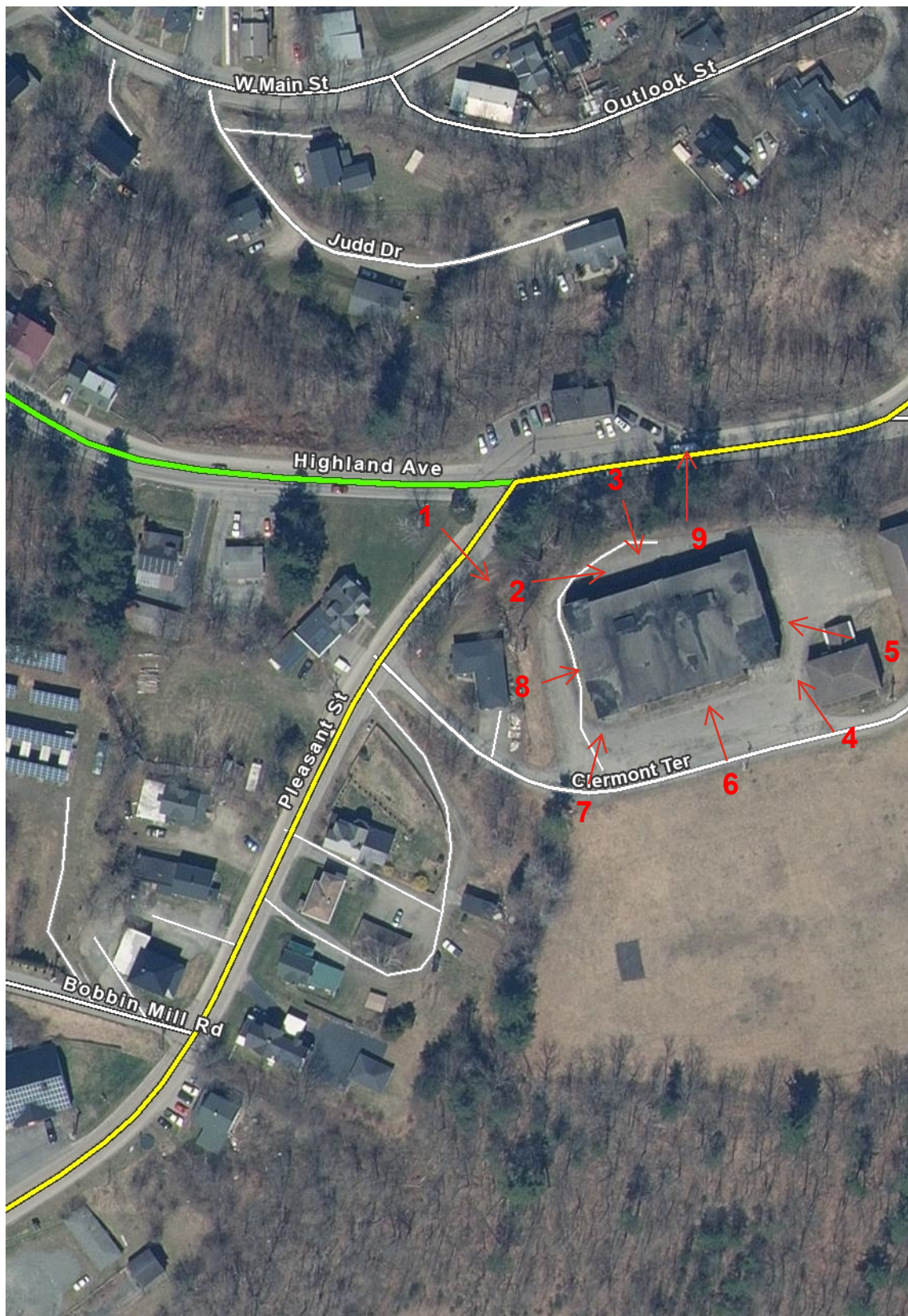
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WGS_1984_Web_Mercator_Auxiliary_Sphere 1" = 295 Ft. 1cm = 35 Meters
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1: 3,536

November 19, 2025

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LEGEND

- ✈ Airports
- ▲ Mountains and Hills
- US Highways
- State Highways
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 - Interstate Highway
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- Roads - Private (E911)
- Driveways
- Rail Lines
- Town Boundaries
- County Boundaries

Note: Building depicted immediately adjacent at southeast corner has been demolished and is no longer extant.

NOTES

This map was created with the VT Interactive Map Viewer.

0.06 0 0.03 0.06 Miles

WGS_1984_Web_Mercator_Auxiliary_Sphere 1" = 147 Ft. 1cm = 18 Meters
THIS MAP IS NOT TO BE USED FOR NAVIGATION

1:1,768

February 9, 2026



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