

United States Department of the Interior  
National Park Service

562781



# 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: Hampden County Training School

Other names/site number: \_\_\_\_\_

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: 702 South Westfield Street

City or town: Agawam State: MA County: Hampden

Not For Publication:  Vicinity:

## 3. State/Federal Agency Certification

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

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

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

national  statewide  local

Applicable National Register Criteria:

A  B  C  D

<u>Brona Simon</u>		<u>June 26, 2018</u>
<b>Signature of certifying official/Title:</b>	<b>SHPO</b>	<b>Date</b>
_____ <b>State or Federal agency/bureau or Tribal Government</b>		

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

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**4. National Park Service Certification**

I hereby certify that this property is:

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

*[Signature]*  
Signature of the Keeper

8/16/18  
Date of Action

**5. Classification**

**Ownership of Property**

(Check as many boxes as apply.)

- Private:   
Public – Local   
Public – State   
Public – Federal

**Category of Property**

(Check only *one* box.)

- Building(s)   
District   
Site   
Structure   
Object

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**Number of Resources within Property**

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

Contributing	Noncontributing	
<u>1</u>	<u>3</u>	buildings
<u>          </u>	<u>          </u>	sites
<u>          </u>	<u>1</u>	structures
<u>          </u>	<u>          </u>	objects
<u>1</u>	<u>4</u>	Total

Number of contributing resources previously listed in the National Register 0

**6. Function or Use**

**Historic Functions**

*(Enter categories from instructions.)*

DOMESTIC: Institutional Housing

EDUCATION: School

**Current Functions**

*(Enter categories from instructions.)*

DOMESTIC: Multiple Dwelling

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## 7. Description

### Architectural Classification

(Enter categories from instructions.)

CLASSICAL REVIVAL

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

Principal exterior materials of the property: Brick, cast concrete

### Narrative Description

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

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### Summary Paragraph

The former Hampden County Training School (MHC# AGA.224) is located on the west side of South Westfield Street in the Feeding Hills section of Agawam, Hampden County, Massachusetts. The school is set upon a 6.9-acre parcel of former farmland bordered by mature tree growth at its north, south, and west boundaries, and open lawn at its east boundary. The parcel is fairly level and with a modest slope down from west to east. The parcel contains open lawn; semi-circular driveway; mature trees; the former school (a three-story, brick, Classical Revival-style building) as well as a parking lot and three modern 2017 outbuildings—an annex, greenhouse, and storage building. The parcel is fronted by a wide lawn to the east and is accessed from the public road by the semi-circular driveway (Sketch Map).

The congregate-style (single building) reform school was designed by noted regional architect George Perkins Bissell Alderman (1862–1929), in 1916. The surrounding area is characterized by open farm fields to the west, a golf course (Oak Ridge Golf Club) to the south and large, and widely spaced suburban residential lots to the north and east.

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## Narrative Description

### Exterior Description

The Hampden County Training School is a multi-story, symmetrical Classical Revival-style building erected in 1916. It is comprised of a three-story central pavilion with two two-story projecting side wings. The entire building is faced with brick set in a common bond pattern and rests on a raised brick basement. The basement level is defined by a cast concrete water table and is fitted with full-height 6/6 double-hung wood aluminum-clad windows arranged as singles, pairs, and triples (Photos 1–4).

On the east (front) elevation, the school building is five bays wide in the center pavilion and four bays wide on the north and south wings. Exterior architectural features include brick lintels and cast-concrete belt courses and quoins, keystones, sills, tablets, and rondels (Photos 1–4).

The roofs are flat, covered with rubberized membrane, and concealed behind a stepped and pedimented parapet with cast-concrete coping. A series of evenly spaced, rectangular concrete tablets decorate the parapet wall, some of which are further embellished by smaller, square corner blocks. Round discs inset in the center of each pediment create a consistent geometric pattern along the roofline and a belt course separates the parapet from the lower wall.

The east (front) elevation facing South Westfield Street is dominated by a central, two-story, flat-roofed entry portico with four colossal Roman Ionic wooden columns. The entry pavilion is defined by a tan brick base at the exposed basement level and a wide, two-run staircase at the center flanked by concrete vent openings. A cornerstone located on the northeast corner of the portico base is inscribed with the date of construction, "1916".

The four colossal columns are evenly arrayed across the front of the concrete entry portico and are connected by a wooden balustrade with turned balusters and shaped handrails. Splayed Roman-style capitals support a full wooden cornice that defines the portico roof. Engaged brick pilasters with simplified capitals support the portico roof where it joins the main wall of the building below the third floor. The portico ceiling has shallow coffered panels between the column locations.

The main entry is centered on the east elevation at the level of the portico floor (first floor). The wide double-leaf entry with a shallow transom is framed by cast-concrete pilasters with a dentilated triangular pediment supported by scrolled acanthus brackets. Modern globe light fixtures flank the entrance just below the pediment. The door itself is a modern, double-leaf metal-and-glass unit topped by a single-light transom (Photo 2).

The center entrance is flanked within the portico by triple sets of multi-light 6/6 windows with six-light transoms. The windows have cast-concrete corner blocks and are joined by a continuous cast concrete sill. Narrower pairs of multi-light 6/6 windows with six-light transoms complete the wall between the portico and the projecting wings, with rectangular cast-concrete tablets set into the brick wall below the windows.

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At the second-floor level, the center bay is filled with a large tripartite rectangular window assembly. Each segment consists of a vertical fifteen-light window (three by five lights) with a six-light transom. The wide three-part window opening is defined by cast-concrete quoins set into the surrounding brick and echoes the dimensions of the entrance below. The center window is flanked by paired multi-light 8/8 windows and eight-light transoms within the frame of the portico. Pairs of narrower multi-light 6/6 windows with keystone-arched six-light transoms complete the second-story wall between the portico and the projecting wings. Cast-stone tablets are set into the wall beneath each pair of windows.

On the third floor, above the portico and defined by a cast-stone cornice, the brick wall has three pairs of multi-light 8/8 windows with cast-stone tablets in relief between each pair. Beyond the portico roof, pairs of narrow 6/6 windows set directly above the cornice complete the wall.

A shallower cast-concrete cornice above the third-floor windows defines the roofline and supports a shaped brick parapet ornamented with cast-concrete tablets and blind rondels in relief. The parapet is topped by a cast-concrete coping that conforms to the peak above the center bay.

The north and south wings, projecting forward of the main block on the east elevation, maintain the rhythm and detailing of the center section. Each wing has two full stories above a raised basement. The basement is faced with cast concrete while the upper floors are clad in red brick. Each wing is four bays wide on the east elevation and is framed by cast-stone tablets above the basement level, cast-stone corner quoins at the ends, and a projecting cast-stone cornice supporting a shaped brick parapet.

The fenestration on the east elevation of the wings is symmetrically arranged with triple sets of multi-light 6/6 wood aluminum-clad windows at each level set into the two interior bays and single multi-light 6/6 windows in the end bays. The cast-stone detailing on the brick walls, window surrounds and parapet is consistent with the style and pattern of the center block.

The north and south elevations of the respective wings maintain the same design elements as the center pavilion with a cast-concrete wall finish on the basement level and red brick on the two upper floors. Each end elevation is nine bays wide with triple-transomed windows centered on the basement and first floor (6/6 with six-light transoms) and a double-transomed window (8/8 with eight-light transoms) centered on the second floor. The remaining windows are single windows (6/6), vertically aligned and evenly spaced across the elevation.

The north and south elevations are ornamented with cast-concrete tablets above the basement level, corner quoins at the end, and a shallow cast-concrete cornice supported a brick parapet with a peaked center accented by tablets and a blind rondel. The north and south parapets are topped by cast-concrete coping that conforms to the peak above the center bay (Photos 1, 4, 6 and 8)

The west (rear) elevation continues the massing of the east elevation with a center block of three stories and flanking wings of two stories above the exposed basement, the wings projecting slightly proud of the center block. The rear elevation maintains the same design elements with cast concrete on the exposed basement level and red brick on the two upper floors. Cast-concrete tablets and corner quoins are set into the brick walls. A simple cast-stone cornice on each block supports a rectangular parapet with a flat coping, stepped slightly at the corners of the main block.

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On the west (rear) elevation, the three center bays of the center pavilion project slightly, sheltering the two recessed stair locations at the outside corners adjacent to the two wings. The fenestration on the west elevation is slightly irregular to accommodate the larger windows of the gymnasium (basement) and auditorium (upper floors) in the main block, and the former basement and first-floor exits in the end blocks. All of the windows in the basement and two main floors are multi-light (6/6) sash with six-light transoms above each window in the main block. The smaller windows on the third floor of the main block are fitted with pairs of multi-light (8/8) windows separated by cast-concrete tablets in the wall (Photo 6).

### **Interior Description**

The Hampden County Training School encloses approximately 21,000 square feet of space on four levels. In 2017 a tax advantaged rehabilitation of the building converted it for use as veterans' housing meeting the Secretary of the Interior's Standards. Historic features and spaces such as doors, staircases, fireplaces, hallways, and the auditorium were retained.

#### Basement Level

The partially exposed basement level is accessible through the two grade-level entries on the west elevation at the two rear staircases. The plan of the basement includes a main double-loaded U-shaped central corridor connecting the two west staircases (the east staircase does not serve the basement level). At either end of the corridor are two smaller U-shaped corridors at the north and south blocks. Walls in the corridors and residential units consist of drywall with wood trim, ceilings are acoustic tile and floors are laminate. The former gymnasium has been converted into two residential units with double-height ceilings.

#### First Floor

The primary entrance through the east portico leads to a small vestibule and then into the main stair hall. The steel staircase serving the first and second floors runs up along the south wall of the vestibule to a landing and then continues to the second floor. The first floor has a variety of historic detailing including a varnished baseboard, a wide chair rail, and a prominent varnished crown molding. The doorways are framed with varnished hardwood surrounds with transoms set under a shallow projecting cornice. The front (east) staircase and the two rear (west) staircases are similar in detailing with glass-and-steel multi-light fire doors separating each stairway from the main corridor. The staircases are steel with shaped steel handrails and square-section steel balusters. Like the basement the first floor uses double-loaded corridors with similar finishes except for plaster ceilings and walls at this floor. One residential unit has a simple brick fireplace in the south wall with a simple wooden-slab mantel supported by paired, scrolled brackets (Photo 11).

#### Second Floor

The plan of the second floor is similar to that of the first floor, with a U-shaped central corridor connecting the main staircases on the east side to the north and south staircases on the west side. All of the staircases are steel with shaped-steel handrails and square-section steel balusters. As with the first floor, the second floor has varnished trim (chair rail and crown moldings) and floors are laminate with

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plaster walls and ceilings. The doors are framed with varnished hardwood and a simple projecting cornice. Some of the doors have transom lights. The windows have simple plaster returns and varnished wood sills.

On the west side, the central corridor encloses an open auditorium that is accessed from the north and south staircase landings. The auditorium has a flat floor with no fixed seating and a raised proscenium stage at the east end. At the west end of the auditorium are built-in bookshelves relocated from a former first-floor classroom and at the north end is a brick fireplace with a wood mantel supported by scrolled-wood brackets (Photos 12–13).

### Third Floor

The third floor is located over the center pavilion only and has a U-shaped central corridor connecting the north and south staircases on the west side. (The east staircase does not extend to the third floor.) The third-floor detailing is simple. The third floor has similar finishes and trims to the second floor with some exceptions including the lack of a wood baseboard and chair rail and use of acoustic tile as a ceiling finish.

### Outbuildings

#### Annex

In 2017, a single-story building was constructed to the rear (west) of the school. The stucco-clad, five-by-five-bay square building features a cast-stone foundation, stucco quoining and lintels, as well as raised decorative panels and a parapet surrounding the flat roof. The building has 6/6 aluminum double-hung windows and steel French and flat unglazed double doors. Covered glazed walkways lead to the school and parking lot, but do not attach the Annex to the school (Photos 5–7).

#### Greenhouse

In 2017, a greenhouse was constructed at the northwestern end of the parking lot. The gable-roofed building is one story consisting of a metal frame with glazed panels set atop a concrete-block foundation. The building's footprint is 50 feet long and 25 feet wide.

#### Shed

In 2017, a one-story shed was constructed to the west of the parking lot. The gable-roofed building is one story consisting of vinyl siding and is set on a concrete foundation. The building has 6/1 vinyl windows, an overhead garage door, and a pedestrian entrance and has asphalt shingle roofing.

#### Driveway

A 1916 semi-circular driveway originates at South Westfield Street leading to the front entrance on the east elevation of the building. Additional spurs off of the asphalt driveway added in 1985 wrap around the building lead to the asphalt parking lot at the west end of the property, also constructed in 1985. At a later date parking spaces in front of the building were also added to the semi-circular driveway.



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## 8. Statement of Significance

### Applicable National Register Criteria

(Mark "x" in one or more boxes for the criteria qualifying the property for National Register listing.)

- A. Property is associated with events that have made a significant contribution to the broad patterns of our history.
- B. Property is associated with the lives of persons significant in our past.
- C. Property embodies the distinctive characteristics of a type, period, or method of construction or represents the work of a master, or possesses high artistic values, or represents a significant and distinguishable entity whose components lack individual distinction.
- D. Property has yielded, or is likely to yield, information important in prehistory or history.

### Criteria Considerations

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

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

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**Areas of Significance**

(Enter categories from instructions.)

ARCHITECTURE

EDUCATION

POLITICS/GOVERNMENT

SOCIAL HISTORY

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Period of Significance**

1916–1972

\_\_\_\_\_

**Significant Dates**

1916 (School opened)

1972 (School closed)

**Significant Person**

(Complete only if Criterion B is marked above.)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Cultural Affiliation**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Architect/Builder**

Alderman, George P.B. (1862–1929), architect

\_\_\_\_\_

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

The former Hampden County Training School (AGA.224) is a Classical Revival-style brick-and-concrete reform school erected in 1916 to address the problem of truant and disorderly juvenile boys in public school districts in Hampden County's 23 cities and towns and in the nearby counties of Hampshire, Franklin, and Berkshire.

The Hampden County Training School meets National Register Criterion A at the local and state level in the areas of Education, Politics/Government, and Social History as an expression of state- and county-government efforts to educate and reform young boys. Plagued by controversy even before its construction in 1916, the school closed in 1972 along with several others in the state amid accusations of political patronage, child abuse, and neglect. The building served as a regional training facility for the State Police from 1985 to 2005 and then was vacant for a dozen years. In 2017, the former training school was rehabilitated for use as veterans' housing with the assistance of state and federal tax incentives.

The Hampden County Training School also meets National Register Criterion C at the local level as a particularly strong example of institutional design. Noted regional architect George Perkins Bissell Alderman (1862–1929) designed the Classical Revival-style structure. Alderman was well known in western Massachusetts for designing dozens of public buildings, churches, and commercial blocks, all expressive of the Classical Revival style. The commission for the Hampden County Training School came at the height of Alderman's career and the refined nature of the design softened the prison-like atmosphere within. Although the training school resembled many of Alderman's public and private schools in urban areas, the Hampden County Training School is unusual in that it incorporated dormitories, medical facilities, and educational spaces to meet all of the residents' needs.

The period of significance ranges from 1916, the year in which the building was constructed, to 1972, the year the school closed. Although now rehabilitated to serve as veterans housing, the building retains a high degree of integrity of location, design, setting, materials, workmanship, feeling, and association.

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

**Criterion A: History**

Public education in Massachusetts dates back to 1647 when the General Court decreed that any town with at least 50 families should provide an elementary school. In 1827, the state endorsed

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the concept of common schools (free, public, nonsectarian schools) and ordered that all public schools should be open to all students free of charge.

Compulsory education and the development of common schools in the early 19<sup>th</sup> century created a framework for defining truancy. Massachusetts was one of the first states in America to use statewide legislation to deal with the issue of truancy and juvenile offenders. The philosophy of reform in the early 19<sup>th</sup> century recognized that prevention rather than detention was the more effective way of treating juveniles and that juvenile truants needed to be separated from older and more dangerous offenders. The theory postulated that removing young children (under 16) from poverty, crime, and other negative influences in their lives would give them a better chance at becoming productive and useful citizens.

### **Education and Truant Reform in the Early Industrial Period 1830–1860**

The State Board of Education in Massachusetts was formed in 1837 and Horace Mann (1796–1859) was elected its first secretary.<sup>1</sup> At the time, the majority of truant children in Massachusetts were employed on farms or in textile mills and other industries, earning money to assist their families. Truant children, most often from poor or immigrant families, lacked the formal socialization offered by public education. Mann believed that without a proper educational environment, these children would be highly susceptible to negative influences and continue on a path to crime and delinquency.

Secretary Mann sought to solve this problem of truancy by enacting aspects of the Prussian education system within the state's Plan of Education – compulsory attendance for all children of schooling age (eight to fourteen), professionally trained teachers, and a curriculum that not only fostered the learning of specific skills such as reading and writing, but also the moral obligations of duty and discipline.<sup>2</sup> One of Mann's chief platforms for school reform was the belief that a constant, state-sponsored course of study could encourage social reform and a stronger sense of community in an increasingly diverse society. Compulsory education was crucial to achieving that goal. Mann's work with legislators in Boston had helped to advance the cause of free and universal public education.

Under the 16<sup>th</sup>-century legal concept of *Parens Patriae* (state intervention to protect children), the state began to focus on creating institutions to deal with problems of juvenile truancy, "stubbornness," and delinquency. Truancy was viewed by many as a gateway to more serious crimes. In the popular mind, truancy led to vagrancy and the idleness of vagrancy led to delinquency.<sup>3</sup>

<sup>1</sup> Mann served as the Secretary from 1837 until his election to Congress in 1848. *Annual Report No. 12 of the Massachusetts School Board (1848)*.

<sup>2</sup> Mann had toured Europe at his own expense in 1843 to survey different models of education and was especially impressed by the Prussian model.

<sup>3</sup> *Parens patriae* originated in English law (1608) and refers to the authority of the state to intervene in order to protect children. *Annual Report Department of the Interior Ending June 30, 1900*, p. 97.

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In 1847, Massachusetts also became the first state in the country to pass "An Act Concerning the Attendance of Children at School."<sup>4</sup> This was the nation's first general compulsory attendance law and was passed partly to ensure that children working in the state's many factories would not be denied access to education. The law included a provision that habitually truant children could be jailed for their offenses.

Under the legislation, all guardians of children between the ages of eight and fourteen were required to send them to "some public School" in the city or town of their residence for at least twelve weeks of the year, six of which were required to be consecutive. The guardians were to be fined \$20 for any truant child.<sup>5</sup> The school committee in each municipality enforced this law, and reported back to the legislature in their annual report.

The first institution created to deal with truant behavior in Massachusetts resulted from a public petition submitted to the state legislature expressing concerns with truancy and juvenile delinquency. Chapter 135 of the Acts of 1847 created a reform school or "State Manual Labor School" for boys on the shores of Lake Chauncey in Westborough.<sup>6</sup> The county labor or training school concept was designed to address problems of habitual truancy and misbehavior in school. It was distinctly different from the state schools (for juveniles with recurrent criminal behavior) and the state hospitals (for children with severe physical or mental handicaps).

The State Manual Labor School for Boys (commonly known as the State Reform School) operated under a congregate housing system with boys of all ages and backgrounds living and working in one building. It soon ran into a multitude of problems including clashes between teachers and pupils, one of which resulted in a student burning down one of the main buildings. Advocates of reform criticized the school as "jail-like" and blamed the school's problems on the "impersonal congregate housing system."

A similar state institution for truant or delinquent girls in Massachusetts, the State School for Girls, was established in the town of Lancaster in 1854.<sup>7</sup> Later known as the Lancaster Industrial School for Girls (MHC# LAN.E, NR), it was organized on a cottage system instead of a congregate system, with small groups of girls housed and supervised in a home-like setting. As these schools were established across the state some used the congregate system and some used the cottage system as different educators felt preference for one or other.

### **Construction of Truant Schools During the Late Industrial Period 1860–1900**

In most Massachusetts cities and towns, habitual truants and juvenile delinquents had normally been committed to local almshouses and prisons. Recognizing that these conditions served to

<sup>4</sup> Massachusetts General Law, Chapter 240 (1847), amended in 1852.

<sup>5</sup> Massachusetts General Law, Chapter 240 (1847), amended in 1852.

<sup>6</sup> The reform school was replaced by the Lyman School for Boys on Oak Street in Westborough in 1886. *Lyman School for Boys*, National Register of Historic Places (nom. #94000693), listed on July 25, 1994 (WBO.E).

<sup>7</sup> The Lancaster school was later renamed the State Industrial School for Girls at Lancaster. It was listed in the National Register of Historic Places in 1976 (LAN.E.).

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worsen rather than improve the truant child, an act passed by the State Legislature in 1873 ordered each city and town to make

... needful provisions and arrangements concerning habitual truants and children between the ages of 7 and 15 years who may be found wandering about in the streets or public places of such city or town, having no lawful occupation or business, not attending school and growing up in ignorance...<sup>8</sup>

Enforcement of the act fell to the police, district courts, trial justices, juvenile attendees, or judges of probate.

Habitual truants (age seven to fourteen), habitual absentees (age seven to sixteen), and habitual school offenders could be committed to a county truant school for a term of up to two years. Children who showed "satisfactory proof of amendment" could be paroled or discharged, at which point they were placed under probation. Children who failed to amend their errant ways could be sent to one of the state schools.<sup>9</sup>

The State Office of Probation, founded by the Commonwealth in 1869, was charged with monitoring children once they were released from the state's care. By the end of 1873, most cities and counties in Massachusetts had taken action to address the housing of truant children and to provide suitable "confinement and instruction."<sup>10</sup>

The most popular model for the truant schools was initially the congregate setting, where all of the activities were under one roof, including classrooms and dormitories. These institutions were run on a routine of strict order and discipline. The Springfield Truant School established for Hampden County in 1880 operated under the congregate model.

Beginning in the mid-19th century, the cottage system came into favor among reformers and educators as an alternative to the congregate model. The cottage system was developed to bring a "family" atmosphere to these institutions and relied on a central educational facility surrounded by separate units or cottages that held no more than forty children each. Cottage residents were grouped by age, sex, and sometimes by level of delinquency and were overseen by a supervisor or "house mother or father."<sup>11</sup> Both the congregate model and the cottage system coexisted throughout the second half of the 19<sup>th</sup> century and the first quarter of the 20<sup>th</sup> century as competing models for reform.

Other innovations in Massachusetts truant schools in the second half of the 19<sup>th</sup> century included the construction of recreation facilities and the incorporation of vocational studies into the basic curriculum. The refinement of the parole system also shortened stays for offenders and provided

<sup>8</sup> Massachusetts General Laws, Chapter 262, Section 1 (1873).

<sup>9</sup> Ibid.

<sup>10</sup> Ibid.

<sup>11</sup> Cf. Binder et al., *Juvenile Delinquency: Historical, Cultural & Legal Perspectives* (Routledge, 2001).

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guidance and oversight while allowing children to prepare for the reality of life outside of the institution.

By 1884, the trustees of the troubled State Manual Labor School for Boys in Westborough decided to purchase a nearby property to erect a new school using the cottage system.<sup>12</sup> The new campus of the boys' school in Westborough was opened as the Lyman School for Boys (WBO.E, NR 1994) in 1886.

By 1898–1899 there were truant schools in Boston, Goshen, Lawrence, North Chelmsford, Springfield, Walpole, and Worcester.<sup>13</sup> Typically, Massachusetts institutions tended to prefer the “family” or “cottage” system over the “congregate” system that had been pioneered in New York State.<sup>14</sup> While some of these schools no longer survive, former truant/training schools in Boston, Lawrence, and North Chelmsford are still extant.

#### Hampden County Truant School

Until 1866, juvenile offenders and truant children in Springfield were quartered in a room of the city's almshouse.<sup>15</sup> This was a common practice throughout the state and early attempts at reform served only to confine children in what were essentially juvenile prisons. Instead of instructing and reforming truant children, the institutions confined them under substandard conditions alongside dangerous and aggressive types of all ages.

In 1879, the municipalities of Springfield, Holyoke, and Chicopee petitioned the Hampden County Commissioners to establish a truant school. The request was swiftly addressed and by June of 1880, the Hampden County Truant School (also known as the Springfield Truant School) was established 1½ miles from the center of the city on an 11.5-acre farm. It included a main building, a barn, and several outbuildings (Fig. A, all removed and no longer extant).<sup>16</sup>

By 1884, the Springfield Truant School was under the supervision of Erwin G. Ward (1848–1920). It was operated under the congregate model where all of the school's activities and the dormitories were confined to one building. The classroom was on the second floor, and dormitory units designed to house 30 pupils were on the top floor.<sup>17</sup>

<sup>12</sup> They were perhaps influenced by the success of the cottage system, first introduced at the State School for Girls in Lancaster in 1854. Cf. Binder et al. *Juvenile Delinquency: Historical, Cultural & Legal Perspectives*. Routledge, 2001.

<sup>13</sup> U. S. Congressional Serial Set, Issue 4114, p 120.

<sup>14</sup> Encyclopedia of Juvenile Justice, p. 319; edited by Marilyn McShane and Frank P Williams, III. Sage Publications, 2002.

<sup>15</sup> “Report of the Commission of Education, Made to the Commissioner of Education for the Year 1899-1900” Vol 1. Washington, D. C: Government Printing Office, 1901.

<sup>16</sup> “Report of the Commission of Education Made to the Commissioner of Education for the Year 1899-1900” Vol. 1. Washington: GPO, 1901. The site is now part of Van Horn Park on Armory St. in Springfield.

<sup>17</sup> William Clogston and Moses King, *King's Handbook of Springfield Mass – A Series of Monographs*(Springfield, MA: James D. Gill Publisher, 1884), p. 132.

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The average annual number of truant children housed in the Springfield Truant School was sixteen, roughly half the capacity of the building. Sentences at the institution were generally for one year, but ranged from six months to two years. The boys' routine was outlined in a strict schedule:

5:45 Rise  
6:00 Breakfast  
6:30 Yard  
7:00 Work  
9:00 School  
12:00 Dinner  
12:30 Yard and work  
2:00 School  
4:00 Yard  
5:00 Supper  
5:30 Recreation room  
7:00 Bed

It was noted that the only visible signs of confinement were a tall fence around the playground and wire mesh on some of the windows.<sup>18</sup>

Despite the isolated setting, the Springfield Truant School lacked sufficient outdoor recreational space. Commission reports noted that during the summer months when most boys enjoyed vacation time out of doors, the truant school boys were mostly confined inside.

### **Early Modern Period 1900–1940**

By the turn of the 20<sup>th</sup> century, childhood and adolescence had come to be viewed as periods of unique educational opportunity when youths could be molded into productive and mature adults through physical, intellectual, social, mental, and moral education. Progressive reform movements of the time focused on the reduction of delinquency as well as the instruction of useful life skills. To reflect this change in philosophy, a Special Act of the Massachusetts Legislature in 1908 changed the state's "Truant Schools" to "Training Schools."<sup>19</sup>

Once placed in an institution, truant or delinquent children could be released if the County Commissioners felt that it would be "for the best interest of [the individual] to be at liberty."<sup>20</sup> Release occurred under the provisions of the Acts of 1913 (Chapter 779, Section 10) which stated that the student "must conform to the school regulations in the city of their residence."<sup>21</sup>

<sup>18</sup> US Congressional Serial Set, Issue 4114, p. 149.

<sup>19</sup> Acts of 1908 (Chapter 1103). A change in name only, but reflecting a more progressive philosophy.

<sup>20</sup> Second Annual Report of the Trustees of Massachusetts Training Schools – Public Document No. 93 (Dec. 1912) provides a detailed report on the Lyman School for Boys (Westborough), the Industrial School for Boys (Shirley), the Industrial School for Girls (Lancaster) and the respective boys' and girls' Parole Departments.

<sup>21</sup> Acts of 1913 (Chapter 779, Section 10).



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Alternative methods of dealing with troubled children and youth were being developed in the first decades of the 20<sup>th</sup> century. The practice of “placing out” young offenders was one method gaining favor among reformers.<sup>22</sup> The system placed delinquent children and teens from urban environments to rural areas to work on farms. This accomplished two goals: it removed the child from the family or environment that often contributed to his delinquency and provided him with a vocation (and potential savings from his earnings) after he aged out of the system at sixteen.

In 1918, the State Board of Charity visited all of the state’s county training schools. The State Board’s report stated that the purpose of these schools was to serve as “custodian of the welfare of children, seeking to influence the formation of their character that they may become self-supporting and law-abiding citizens.”<sup>23</sup> While the underlying philosophy of the school was compassionate, the reality of life within a training school was often very different. Political patronage meant that many employees were poorly trained, uneducated, or even uninterested in the care or reform of children in their charge.

Each child was required by state statute to be discharged from the training school at the age of sixteen.<sup>24</sup> Yet most reformers understood that with little follow-up, home conditions were often so bad that there was little hope for the boy’s future after discharge back into poverty and adverse influences at such a critical young age.

#### Hampden County Training School

In 1915, the Commissioners of Hampden County needed to decide how they would house and care for the truants under their care. Economic growth and rapid residential development in Springfield meant that the Hungry Hill and Atwater Park neighborhoods were encroaching on the Armory Street location of the Springfield Training School (formerly the truant school). The school was no longer sufficiently buffered and would need to be relocated.

Springfield School Attendance Officer John A. Parker reported at the beginning of 1915 that a total of 59 children were warned by letter of prosecution unless they attended school. Of the 54 truant pupils, only 11 were committed to the training school in Springfield. Officer Parker’s report detailed some of the methods used to track down truants. Beyond the factories where truants often worked and the “track walkers” nabbed along the railroad lines, officers also searched moving picture houses and bowling alleys.<sup>25</sup>

Of the seven school offenders in 1915, two were returned for violation of their parole. Parole could also be revoked, as it was for Francis Clapper on January 20, 1915. At the Hampden County Commissioner’s meeting it was noted that the boy had violated the conditions of his

<sup>22</sup> 39th Annual State Board of Charity, 1918, p 88.

<sup>23</sup> Ibid.

<sup>24</sup> First Annual Report of the State Board of Health, Volume 41 Massachusetts State Board of Health 1919, p. 81.

<sup>25</sup> Municipal Register, City of Springfield for 1916 Springfield Printing and Binding, 1911.

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parole. It was "therefore ordered that said parole be revoked and that an order issued to arrest said child and return him to said Training School."<sup>26</sup>

The State legislature in 1914 had approved \$15,000 to secure a site and plans for the new Hampden County Training School. While a petition to allocate an additional \$100,000 for construction languished in the State Legislature, the Hampden County Commissioners scouted for a possible location and debated the best model for the institution.

What the commissioners need is a small farm of from 25 to 50 acres within 10 miles of Springfield near a [street]car line or railroad, with possibilities for water, gas, and electric light service... Some educators favor the cottage system which requires one school building and several houses for the boys of the school. Others contend for the congregate idea which puts the whole institution under one roof.<sup>27</sup>

Commission chairman C.C. Spellman thought the congregate plan would be cheaper, but Truant Officer John A. Parker advocated for the cottage system as "least expensive at the outset, can be increased in size readily as the demand increases, and allows the segregation of the boys confined at the school."<sup>28</sup>

The county commissioners expressed a desire to tour other training schools in New York and New England in order to evaluate the best models, but were stymied by the state auditor's refusal to approve payment for any travel outside of Massachusetts. The commissioners managed to visit all of the county truant schools in Massachusetts and a few in neighboring states and the decision to move forward with design was announced in May 1915, even though a site had not been selected.

The county commissioners have decided to build a one-building plant for the new Hampden county training school, instead of adopting the cottage system, by which boys are housed in groups of twenty-five in separate cottages. This decision has been reached by the commissioners after a study of all the training schools in this state and some in neighboring states. It is based mainly upon the probable number of boys for whom the county will have to provide. The number is and has been about fifty and there is no probability of its increasing very rapidly. It is not thought economical to adopt a cottage system for so small a number, as a large central building would have to be built anyhow for a place of assembly and for the laundry and kitchen plants. George P.B. Alderman & Co. of Holyoke have been given the contract for making plans and specifications of the proposed building and Mr. Alderman will assist the commissioners in their hunt for a suitable location for the school.<sup>29</sup>

<sup>26</sup> Report of the Commissioners of Hampden County, January 20, 1915.

<sup>27</sup> "Scouting for Sites / Commissioners Are Busy / Want Time and Opportunity to Study Problems of What Sort of Building or Buildings are Best." *Springfield Republican*, Jan. 20, 1915, p. 4.

<sup>28</sup> Ibid.

<sup>29</sup> *Springfield Republican*, May 6, 1915, p. 16, col. 3.

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As the attendance officer, John A. Parker continued to oppose the congregate plan for the new building, citing the discrepancies in the age and character of the various children. He solicited opinions from twenty institutions caring for children and all but one stated that the cottage system was preferred.<sup>30</sup> A hearing was held and copies of *Cottages and Congregate Institutions for Children* by H. H. Hart, Director of Department of Child Helping, Russell Sage Foundation, were distributed.<sup>31</sup>

The concept of a cottage-style facility rather than a congregate facility gained some political support. John J. Collins, a Democratic candidate for county commissioner, wrote an open letter to the Hampden County Commissioners, dated Oct. 7, 1915.

Our very capable and experienced truant officer, John A. Parker, as well as many other men... favor the "cottage" system, so called, which allows boys of eight or nine years being separated from those of 15 or 16 years, and also avoids the institutional atmosphere which is apt to crush out personality in a child.<sup>32</sup>

Despite Officer Parker's best efforts, the county commissioners persisted with their plan for a single congregate-style building citing financial reasons. The allocated budget of \$100,000 would be used to construct a congregate housing institution designed for up to 150 boys.

Mr. Parker insisted that it was unnecessary to build for so many boys when the average of number of children in the current institution was only 40 or 50 per year. Instead of building an ineffective and outdated institution, he suggested that the commissioners establish a disciplinary day school in Springfield. Budgetary concerns proved paramount and this decision marked the first of many instances where the commissioners put the construction of the facility ahead of the care of the residents.

In 1915, Albert H. Brown granted two parcels of farm land on South Westfield Street in the Feeding Hills section of Agawam to the inhabitants of the County of Hampden for construction of the new training school.<sup>33</sup> The plans and specifications were drawn up by Holyoke architect George P.B. Alderman. The lowest bid at \$89,800 was submitted by contractor John J. O'Neill.

In early 1916, the contract was drawn up between the County of Hampden and general contractor O'Neill. Almost immediately it was recognized that O'Neill's bid was too low to appropriately cover the costs of construction. Alderman submitted a list of potential changes that could be made to his initial design to reduce costs. These included the elimination of Flemish-bond brick, light-brick facing on the exposed basement, and "fancy roof vents" from the original design. Composition floors were used instead of tile in several places and cast-concrete ("artificial

<sup>30</sup> The lone dissenter was from the existing Lawrence Training School in Lawrence, Mass.

<sup>31</sup> Report Submitted to the County Commissioners of Hampden County by John A. Parker, December 31, 1915.

<sup>32</sup> "Declares for 'Cottage' Plan Training School," *Springfield Daily News*, Oct. 8, 1915, p. 3.

<sup>33</sup> *Plan of Land of A. H. Brown for school* (1915), Hampden County Registry of Deed Archives – Special Projects.

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stone”) was used instead of limestone on the exterior, which reduced the construction cost by only \$1,700.<sup>34</sup>

O’Neill ran into a series of difficulties obtaining materials and labor for the project, citing the start of World War I as the reason. The contract stated that the building should be completed by May 17, 1917, but it was not completed until November of that year.

By the time the building was finished, O’Neill had suffered a personal loss of \$8,000 on the contract. In the April 1918 report, the Hampden County Commissioners stated an intention to “indemnify John J. O’Neil for loss sustained in performing construction of the training school building in Agawam.”<sup>35</sup>

A statute was introduced to the county commissioners that would allow O’Neill to be reimbursed for his lost earnings, but it was not passed. Finally, after an extended legal battle, the justices of the state’s Supreme Judicial Court ruled that, “If the only object of the Statute is to give gratuities to individuals of a certain class, without any benefit to the general public, the statute is unconstitutional.”<sup>36</sup> This conflict would prove to be an inauspicious start for a school that would be plagued with financial difficulties for many years.

The school was built in a rural agricultural community on the west side of the Connecticut River, seven miles from the center of Springfield. The choice of location was intended to provide a rural farm environment and to avoid the temptations of the city. The isolated location, surrounded by farmland, ensured that students could not easily walk away from the school to rejoin their friends and families. Despite the remote location, the Hampden County Commissioners report of 1918 noted that 36 boys still ran away from the training school a total of 69 times and that 5 were still at large at the end of the year.

The rural location also created problems in transporting materials, staff, and students. In 1918, the Hampden County Commissioners noted this difficulty in their report and released a bond for money to allow for a garage to be built on the site (no longer extant). It was constructed in brick in a simplified style that echoed the design of the main building.<sup>37</sup>

In 1918, the Annual Report of the State Board of Charity criticized the new Hampden County Training School.

The Hampden County Commissioners, although the number of boys in the old school at Springfield is only at 34, have just erected at large cost a new school building with a 100 person capacity – situated some miles outside of Springfield and without good transportation facilities.

<sup>34</sup> Letter in archive dated Feb 16, 1916, to Hampden County Commissioners from John J. O’Neill.

<sup>35</sup> Report of the County Commissioners of Hampden County, April 24, 1918.

<sup>36</sup> Ibid.

<sup>37</sup> Ibid. The partially collapsed garage was demolished in 2015.

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This [Hampden County Training School] is a new institution situated in a locality remote from centers of population, having only meager contact with community interests outside of the institution itself. As persuasion is relied upon to a much greater extent than force to keep the boys contented and loyal to the school, this fact of remoteness of location is important in estimating the meaning of so many escapes.<sup>38</sup>

At the beginning of 1919, there were 51 children in the Hampden County Training School. There were 44 children admitted over the course of the year; 48 were released and 49 remained by the end of the year. The average age of a child at the Hampden County Training School was 12 years, 3 months, 11 days, and it cost the county \$7.37 per capita per week to provide for the boys.<sup>39</sup>

The 1920 Federal Census records for Feeding Hills (enumerated in January 1920) are difficult to decipher, but provide details about the population at the new Hampden County Training School. The census shows 51 "inmates" ranging in age from 7 to 15. All are English-speaking white males except for one Italian speaker and four Polish speakers. Charles E. Butler is listed as the superintendent of the school and Stanley Wisenbaum is the supervisor.<sup>40</sup>

Concerns about the role and operation of the Hampden County Training School led to a meeting of ten of the twelve municipal school district superintendents in Hampden County in 1921. The public school superintendents toured the county facility, engaged in a wide ranging discussion, and appointed a subcommittee to develop recommendations for improvements at the Training School. The major issues involved the need to separate older and younger boys in the dining room and in the dormitories. There was also discussion of the benefits of manual training versus agricultural training at the county school.<sup>41</sup>

Massachusetts Governor Channing H. Cox and Attorney General J. Weston Allen were alerted to conditions at the training schools in the state and began a series of investigative hearings in 1922. Shortly thereafter, a joint committee was formed within the State Department of Charity to evaluate the state's training schools. The joint committee visited Hampden County Training School on February 11, 1922, and "found conditions which made a very unfavorable impression upon every member present."<sup>42</sup>

The Hampden County Training School at Feeding Hills is an example of what a Training School should not be. It lacks practically every essential necessary for successful

<sup>38</sup> <sup>39</sup> Annual Report State Board of Charity, 1918, p. 104. The isolated location and the lack of transportation connections were perceived as advantages that would reduce the temptation to run away.

<sup>39</sup> Ibid. The numbers given in the report do not reconcile.

<sup>40</sup> Federal Census, January 1920 – Agawam, Hampden County, Mass. (Enumeration District #2, Sheets 4A & 4B).

<sup>41</sup> "Name Committee of School Heads / Active Co-operation Secured in Effort to Improve Hampden County Training School." *Springfield Republican*, Nov. 9, 1921, p. 9.

<sup>42</sup> "Report of the Joint Special Committee on County Government to Investigate the Subject of County Government in the Commonwealth and the Relation of the Counties, January 19, 1922, Published 1923, p. 92.

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administration as well as every opportunity for classification according to age, mental capacity, and the possibility of reformation. Its management is unskilled.<sup>43</sup>

The joint committee noted that “the Hampden County Training School is built on the congregate plan and in the opinion of many authorities was out of date when the construction was started.”<sup>44</sup> The boys’ dormitories at the Hampden County Training School were found to be unsuitable since there was no separation for various types of juvenile offenders. The joint committee also noted that boys were locked in their dormitories without adequate egress in case of fire.

The committee found a number of offenses at the training school, including unnecessary severity in the discipline of children. The report stated that the education facilities were limited and had little in common with elementary schools in the county. The teachers, who were inexperienced, elected their own method of instruction. The remote location also contributed to the lack of adequate teachers.

Despite the severely critical tone of the joint committee’s report, no improvements had been made at the Hampden County Training School when they the members returned a year later. Instead, the Hampden County Commissioners released money to erect a storage facility at the training school in 1923 with a root cellar and wide bays, presumably for tractor storage. A dairy barn (location unknown, no longer extant) was added in 1926 and featured “the most modern of sanitary measures.”<sup>45</sup>

The April 1930 Federal Census listed 13 employees and 50 “inmates” at the school. Clifford Granger (b. abt. 1882) was the superintendent and his wife Grace served as matron.<sup>46</sup> The staff included only two teachers (George E. Aldrich and George R. MacKinnie), a “Boys’ Supervisor” (John W. Carlson), and a night watchman (Eugene T. Bissonette). The farm employed a herdsman (William H. Treadwell), a teamster (William Perry), and a general laborer (Arthur O’Ryan). The school staff was supported by a housekeeper (Bessie L. McKenna), a supply manager (Mary O’Brien), “general help” (Paul Sinclair), and a “chore boy” (George Lassard).

The Federal Census of the 50 “inmates” at the Hampden County Training School in 1930 shows a large proportion of French-Canadian, Irish, Italian, and Polish surnames. The children range in age from ten to sixteen and all but two were born in Massachusetts or other New England states. The exceptions were Vanoia Danielo [sic], age fifteen, from Georgia, and Raffael Mazzariko [sic], age fifteen, born in Italy and speaking only Italian.<sup>47</sup>

In the summer of 1931, James R. Smith, a Spanish-American War veteran and a former Boy Scout leader from Holyoke, was completing a one year appointment as superintendent at the

<sup>43</sup> Ibid.

<sup>44</sup> Ibid, p. 93

<sup>45</sup> The brick storage building is not extant.

<sup>46</sup> By 1940, Mr. Granger operated a large fruit farm on South Westfield St. near the Hampden County Training School. He also became Superintendent of the Agawam public schools.

<sup>47</sup> Federal Census, April 1930 – Agawam, Hampden County, Massachusetts (Enumeration District 7-97, Sheets 5A-5B).

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Hampden County Training School when he was publicly accused of flogging the boys and banishing them to a "starvation table" as punishment. The superintendent admitted to using a "small strap" and a limited "bread and milk" diet as punishment, but suggested that the punishment was much milder than the large strap and big stick that were used by the former superintendent, Clifford Granger. In July 1931, Smith and his supporters responded to criticism by offering tours of the training school to the press. The *Springfield Republican* published photos of the Hampden County Training School staff with a group of smiling boys and a view of the "attractive" dining room at the school.<sup>48</sup>

According the *Springfield Republican's* reporters:

The physical plant of the school... gave every evidence of cleanliness and order. The boys, seen both at their farm tasks and at play, were clean, apparently healthy, and in good spirits. The dormitories and dining room were particularly attractive. In the gymnasium where some of the boys were at play in the late afternoon, as well as on the athletic field in the rear of the big brick building, there was every indication of a wholesome spirit.<sup>49</sup>

Superintendent Smith expected that he would be cleared of all charges in an independent inquiry. Instead, he was forced to resign effective August 1, 1931.<sup>50</sup>

William McGarry (b. 1891), was appointed Superintendent of the Hampden County Training School to replace Smith in 1931. McGarry had two years of high school education and worked as a plumbing contractor. He had served as a lieutenant corporal in the army during World War I and was appointed city marshall before serving his three-year term at the school.<sup>51</sup> McGarry left the Hampden County Training School in 1934 to become the Superintendent of the City Home at Ingleside in nearby Holyoke. He was succeeded by Chris L. Berninger as Superintendent of the Hampden County Training School.

Newspaper articles from the 1930s indicate that welfare workers, attendance officers, and others familiar with the Hampden County Training School formed "a chorus of opinion overwhelmingly in favor of abolishing or altering the present order of things."<sup>52</sup> A leading proponent for change was Mary Vida Clark (b. 1872), a prominent welfare worker in Springfield who had previously advocated for the reform of almshouses and welfare programs in New York City. Clark felt that the concept of the training school was obsolete and that the expenses incurred by the public were not yielding satisfactory results. She suggested that the six training schools in the state at the time be consolidated. In Hampden County, the county commissioners

<sup>48</sup> *Springfield Daily Republican*, July 11, 1931, p. 3, with photos showing "Outside of Building, Group of Boys, Superintendent, Part of Staff and Attractive Dining Room at Hampden County Training School."

<sup>49</sup> *Ibid.*

<sup>50</sup> "Abolition of All County Training Schools Urged / Agawam Institute Called Obsolete," *Springfield Republican*, July 11, 1931, p. 1 & 3.

<sup>51</sup> John H. Lockwood, *Western Massachusetts; A History: 1630-1925, Volume 4.*

<sup>52</sup> "Abolition of All County Training Schools Urged / Agawam Institute Called Obsolete," *Springfield Republican*, July 11, 1931, pp. 1, 3.

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remained unmoved by the public outcry and no changes were made. The public continued to pay for the upkeep of the school and for its employees.<sup>53</sup>

With the development of other facilities for children including state schools (for juveniles with recurrent criminal behavior) and the state hospitals (for children with severe physical or mental handicaps) attendance at the training schools decreased. The chairman of the Hampden County Commissioners reported in 1931 that "the recent decrease in attendance at training schools throughout the state is perhaps due largely to the establishment of psychological departments in the school systems of large communities, and to the consequent scientific handling of children who had previously been committed without great skill or care in the handling of their cases."<sup>54</sup>

Alternative uses for the Hampden County Training School were frequently floated for consideration. One recurring suggestion was that the school should also take "first [criminal] offenders and delinquent children other than school truants" so that the county "will be able to realize a full return on its investment of equipment and room at the training school." The school had a capacity of 100-150 boys, but only 27 were enrolled. Sending "delinquent, wayward, and uncared-for boys" to the county training school would relieve pressure on the state schools and enable the boys to remain closer to home.<sup>55</sup>

A less popular idea was to expand the campus and convert the school to a hospital for crippled children and victims of infantile paralysis. The proposal would have provided an effective alternative to expensive hospital care for poor families, but the amount of investment required by the county kept the idea from attracting wide support.

"Dwindling enrollment at the Hampden County training school in Feeding Hills is rapidly forcing a decision as to the ultimate use of the property" reported the *Springfield Republican*. Thomas J. Costello, Chairman of the Hampden County Commissioners, noted that the school had only eighteen pupils and cost the county \$27,000 per year. He suggested that the 140-acre site could accommodate 700 "inmates" if it were converted to a county poor farm. Alternatively, the site could be used for a new county jail and house of correction.<sup>56</sup>

The state legislature's Public Welfare Committee held a hearing on the future of county training schools in March 1932. Hampden County Commissioner Thomas J. Costello reported that the county training schools "have outlived their usefulness, due to improvements in handling truant pupils such as the psychology system in use in Springfield, where boys who do not attend school are studied; their parents consulted and advice given where needed. Such children are not to be sent to training schools... Why [should] boys should be sent to training schools for long periods

<sup>53</sup> "Abolition of All County Training Schools Urged / Agawam Institute Called Obsolete," *Springfield Republican*, July 11, 1931, pp. 1, 3.

<sup>54</sup> "First Offenders and Delinquents Would Be Taken / County Officials Propose to Make More Efficient Use of Hampden County Training School," *Springfield Republican*, Dec. 25, 1931, p. 9.

<sup>55</sup> Ibid.

<sup>56</sup> "Would Change Training School Into Poor Farm," *Springfield Republican*, June 6, 1934, p. 2.



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of truancy, when drunken drivers are allowed to get off with probation after careening through the city streets endangering lives of the public?"<sup>57</sup>

In October 1934, Hampden County Commissioner Charles W. Bray led an effort to broaden the scope of county training schools in Massachusetts.

Asserting that county training schools have outlived their usefulness, Commissioner Bray announced that... he would seek a broadening of the laws under which the courts could commit to the training schools juvenile offenders other than school truants and school offenders.

"There is a general agreement by all those familiar with the situation," said Commissioner Bray, "that owing to the excellent school provisions of Massachusetts, truancy has become almost a negligible problem. Training schools for truants, therefore, have outgrown their usefulness. Our school systems are excellent. There is scarcely any necessity for having institutions for the care of truants or school offenders."<sup>58</sup>

Bray argued that boys between eight and twelve engaged in larceny and petty crimes should not be considered criminals, but should be sent to the county training school rather than a state reformatory.

The drum beat for reform continued throughout the 1930s. Republicans running for state and county office in the fall of 1938 noted that "it costs about as much to maintain a boy in the training school as it does a student at Harvard."<sup>59</sup> The *Springfield Republican* cited the success of the Hampden County Training School in reducing the "enrollment" from 35 to 26 boys and encouraged the county to use the expansive facility for more than just school truants.

The boys learn how to care for cattle (15 of the 44 head are registered stock), draft horses, pigs and hens, as well as how to raise farm products... Entertainment is varied and includes parties on Thanksgiving and Christmas and trips to points of interest which definitely create happiness and instill confidence in the boys. To take a stand against the creation of happiness is unwarranted, but the training school might be used for children who would find in the school's healthy atmosphere not a corrective, but a blessing.<sup>60</sup>

The 1940 census showed Howard Herrick (b. abt. 1888) as the Superintendent of the Hampden County Training School and his wife Ellene as matron.<sup>61</sup> The staff included a "Boys' Supervisor" (Marion Bok), a night supervisor (Eugene Bissonette), two additional matrons (Mildred Perkins and Rosella Martin), a "sewing matron" (Nellie Powers), a laundress (Agnes A. Ross), and a "new worker" (the superintendent's son John, aged eighteen).

<sup>57</sup> "Proposed Study of County School Uses in Favored," *Springfield Republican*, March 8, 1932, p. 15.

<sup>58</sup> "Training School of Bray Elicits Little Backing," *Springfield Republican*, Oct. 17, 1934, p. 5.

<sup>59</sup> "The County Training School," *Springfield Republican*, April 13, 1939, p. 3.

<sup>60</sup> Ibid.

<sup>61</sup> Federal Census, April 1940 – Agawam, Hampden County, Mass. (Enumeration District 7-8, Sheets 62A-62B).

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There were 29 “inmates” at the Hampden County Training School at the time of the Federal Census (April 1940). They ranged in age from eleven to fifteen and all were born in Massachusetts or adjacent states. Two of the boys (William May and Robert O’Neil, both aged fifteen) were identified as black.

### Late Modern Period 1940–1972

The controversy over whether the county training schools in Massachusetts should remain in operation continued at the local and state level, along with a movement to have the state take over the operation of the schools from the counties. As views toward the treatment of juvenile offenders began to shift, the training schools came under even more scrutiny.

The debate about the role and usefulness of the county training schools was often couched in terms of educational philosophy and social welfare: What type of institution could best guide truants and school offenders to become avid learners and productive workers? Behind the philosophy, there was always a financial consideration: Is the expense of the institution justified by the community benefit? More important, who should bear the cost – county taxpayers or the state as a whole?

In 1948, the State Legislature established a Special Commission for the Prevention of Child Delinquency. Members of the commission recommended the establishment of a Youth Services Board and the consolidation or elimination of the state’s four remaining county training schools.<sup>62</sup>

In 1969, Dr. Jerome G. Miller (1931–2015) was hired as the new statewide Commissioner of the Department of Youth Services. Miller, a scholar from Ohio State specializing in progressive rehabilitation of troubled youth, replaced John Coughlin, long-time commissioner. Coughlin had 900 employees under his direction – most of whom acquired their jobs through political connections.

Backed by Governor Francis W. Sargent, Dr. Miller immediately established committees to pursue an intensive evaluation of the reform and training school programs throughout the state. Dr. Miller was a leading advocate of de-institutionalization and managed to close many of the worst institutions (including the Lyman School for Boys in Westborough and the Massachusetts Industrial School for Boys in Shirley) during his three-year tenure.

The Nashua (New Hampshire) *Telegraph* published an extensive exposé of the Massachusetts Training Schools in 1971. At the time, only three training schools remained in operation – in Essex, Hampden, and Middlesex counties. Governor Sargent was quoted as stating that it was his intention “to abolish the use of rigid county training schools for children whose only offense very often is that they are neglected at home.” In the same article, Dr. Miller was quoted as stating that, “Ever since their inception (in 1872), they have been recognized as failures.” He

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<sup>62</sup> “County Schools Under Fire,” *Springfield Union*, Feb. 29, 1948, p. 8.

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described the county training schools as “a waste of taxpayers’ money” and “a haven for patronage.”<sup>63</sup>

Governor Sargent responded by creating a study committee within the Department of Youth Services, which received hundreds of affidavits detailing brutal treatment of children in the state’s three remaining training schools. The statement revealed that some children were allowed to shower only once a week and received only one meal a week that included meat; others described beatings with lead pipes, belts, and pitchforks. In response, officials at the schools stated simply that, “all the boys tell lies.”<sup>64</sup>

The staff of the training schools were remarkably untrained and unqualified. The chairman of the investigative committee, Melvin King, reported that, “job openings are filled by patronage through referrals to the Superintendent from the County Commissioners, State Legislators and the Governor’s Office or incumbent staff.” At the time, none of the three superintendents held college degrees or had any background in child care, rehabilitation, psychology, or education. “Generally speaking,” he reported, “the educational background of the staff is high school or below.” At the Middlesex County Training School, the superintendent was a former county treasurer and the education director was a former pie salesman.<sup>65</sup>

The press regularly brought up accusations of cruelty and neglect, but others close to the schools defended them and found the claims irresponsible and ridiculous. State Senator Majority Leader Kevin H. Harrington wanted to be sure that there were better alternatives available for the boys, “I am not about to support a proposal to take young people out of a dismal institutional environment... and put them into what has been proven to be the horror of the Youth Services Division.”<sup>66</sup> It seems likely that the many political appointees at the county training schools were lobbying to retain their jobs. The institutions had finally, and too obviously, begun to matter more than the children in them.

#### Hampden County Training School

The Report of the Hampden County Commissioners for 1940 stated that expenses related to the operation of the Hampden County Training School were \$37,342.25. This substantial sum at the time supported the detention of only 33 boys for the year. Even when the school came under fire for this seemingly extravagant use of public funds, others countered with a defense. A truant officer who had intimate knowledge of the institution and its charges insisted that rather than being abused, the school gave the boys a chance for “a real life” and made them ready for a “regular system of public education.”<sup>67</sup>

<sup>63</sup> Nils Bruzelinas, “County Training Schools in MA in Trouble,” *Nashua Telegraph*, Feb. 3, 1971, p. 14.

<sup>64</sup> “Charged Truants Being Brutally Beaten, Mistreated at County Training School,” *Lewiston Evening Journal*, February 9, 1972, p. 13.

<sup>65</sup> “County Training Schools in MA in Trouble,” *Nashua Telegraph*, Feb. 3, 1971, p. 14.

<sup>66</sup> *Ibid.*

<sup>67</sup> Report of the County Commissioners of Hampden County, 1940.

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The Civitan Club of Springfield hosted a Christmas party for the training school boys in 1942 where the boys themselves provided the entertainment, including vocal numbers and boxing bouts. Seated at the head table were Hampden County Commissioner Charles W. Bray (who had pushed for expanding the scope of the school in 1934), Hampden County Training School Superintendent Thomas Sullivan, Thomas Reidy (farm superintendent), Charles Cronin (boys' supervisor), and Theodore Vandersingel, "who conducts handiwork instruction for the [Civitan] club at the school."<sup>68</sup>

The training school held between 20 and 25 boys in 1947 and half of them were there due to truancy offenses alone. Chairman of the School Committee, Charles W. Bray, stated that, "In a good many cases they are there for what they are rather than what they've done. Our courts often see fit to send them to the Training School because of extremely unfavorable home conditions."<sup>69</sup>

Unfortunately, once at the "school" these boys did not fare much better. The Hampden County Training School continued to attract criticism for its military strictness, manual labor, forced confinement, and at times even abuse of the boys. *The Springfield Union* newspaper reported in 1947 that the boys were forced to remain silent at mealtimes and could not speak to each other.<sup>70</sup>

The Massachusetts Federation of Taxpayers participated in a tour of the Hampden County Training School in September 1947 and concluded that its existence was "utterly indefensible" and that the school should be "promptly discontinued due to appalling conditions and a callous disregard for the welfare of the boys."<sup>71</sup>

Persistent efforts by the Hampden County Commissioners to either close the training school or convert it to an agricultural school were unsuccessful. The Norfolk, Bristol, and Plymouth Counties Training School (known as Union) in Walpole was successfully converted to an agricultural school in the mid-1940s. The Worcester County Training School in West Boylston made the same transition in June of 1955.<sup>72</sup> In both instances, responsibility for the boys was transferred to other state agencies while the land and buildings reverted to the county.

The same debate about the efficacy of the Hampden County Training School and the expense related to it continued throughout the 1950s and 1960s. Critics in the press and at public hearings and reports consistently cited the rising costs, the declining number of boys, and the accusations of abuse. Advocates of the school continued to press for an expansion of its mission to make the facilities available to a wider range of at-risk youth.

During the 1970s, the Hampden County Training School was highlighted in a series of articles in the local press by Tom Martinelli and labeled a "Children's Dumping Ground." In one article

<sup>68</sup> "Hampden Training School at Civitan Yule Party," *Springfield Republican*, Dec. 20, 1942, p. 21.

<sup>69</sup> "Any Changes at Training School Slow," *Longmeadow News*, 6/4/47 p. 6.

<sup>70</sup> "Boys Must Be Silent During Their Mess / Indictment of Training School Conditions Is Severe," *Springfield Union*, March 20, 1947, p. 2.

<sup>71</sup> "Training School Costs Too High," *Springfield Union*, Sept. 13, 1947, p. 6.

<sup>72</sup> House Bill 2854 & Senate Bill 0221; Massachusetts Acts of 1955, Chapter 0427.

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Miller stated that this type of institution was no longer feasible and may have “been in vogue in the time of Charles Dickens.”<sup>73</sup>

An article in the Lewiston (Maine) *Evening Journal* in February 1972, stated that a Hampden County Commissioner Armando DiMauro petitioned the governor to release the eleven remaining children at the school (at the time there were still sixteen staff in place). After over 50 years of controversy, the Hampden County Training School was finally closed in June of 1972.<sup>74</sup> In addition to the sixteen staff members who were displaced, the 400-acre farm still maintained ten Angus beef steer and fourteen dairy cows.<sup>75</sup>

The school building and grounds sat vacant for over a decade until funding was released to renovate the building for use as a police academy training center in 1984.<sup>76</sup> The exterior of the building remained relatively unchanged during this time, and many of the original classroom spaces were left as found. The building served in this capacity for over twenty years until it was closed in 2005.

In 2017 Soldier On, a private nonprofit organization that provides housing and supportive services for military veterans, rehabilitated the former Hampden County Training School (meeting the Secretary of the Interior’s Standards) with the aid of state and federal historic rehabilitation tax credits. The rehabilitation to veterans’ housing was meant to address the needs of homeless veterans in Hampden County.

### **Criterion C: Architecture**

The Classical Revival-style Hampden County Training School was designed by the prolific Holyoke-based architect George Perkins Bissell Alderman (1862–1942). Alderman was well known throughout western Massachusetts and Connecticut for his monumental, classically derived designs for residences, schools, commercial blocks, civic buildings, and churches. The Hampden County Training School was designed at a time when he was well-established in his architectural career and had already undertaken the design of several schools. Alderman platted the school set back from the road accessed by a tree-lined (most trees not extant) semi-circular driveway. A wide open lawn sloped down from the school eastward to South Westfield Street with outbuildings and farmland to the rear of the school.

The training school represents Alderman working within a comfortable vocabulary of classical motifs, while developing a type of building that needed to serve as both school and residence. The building also needed to incorporate a level of containment not seen in Alderman’s other school designs, since these juvenile boys were not just being educated, but also confined within this space.

<sup>73</sup> Toni Martinelli, “Children’s Dumping Ground,” *Ludlow Register*, Nov. 19, 1971, p. 2.

<sup>74</sup> “Hampden County School Closes,” *Springfield Republican*, June 30, 1972, p. 2.

<sup>75</sup> Austen Kenetuck, “County Eyes Future of Its School,” *Springfield Republican*, May 31, 1972, p. 2.

<sup>76</sup> “Dukakis Allots Funds for Police Center,” *Springfield Union*, Feb. 18, 1983, p. 7.

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The building design included tall ceilings and large banks of windows to encourage the circulation of air and transfer of light through the classroom and recreational spaces; as well as “fireproof” construction and the installation of sanitary finishes throughout.

### **George P. B. Alderman (1862–1942)**

Alderman was born in East Granby, Connecticut, where he was employed by his father in the carpentry trade. He moved to Holyoke, Massachusetts, in 1879, where he apprenticed under architect James A. Clough. For a brief period, Alderman was employed by the firm of Cass Chapman in Chicago, Illinois. He returned to Holyoke to open his own office in 1885. According to the 1917 Holyoke Directory, he was doing business as “George P. B. Alderman & Company” and was located in the Mills-Alderman Building at 316 High Street.<sup>77</sup> His brother Henry (H. H. Alderman) was a partner in the firm.<sup>78</sup>

The early part of Alderman’s career during the 1880s and 1890s focused mainly on residential commissions. He designed dozens of homes in the Holyoke area. Early commissions for schools included two in nearby Chicopee – the Valentine School (MHC# CHI.622, built 1898 at 97 Grape St., Chicopee, listed on the National Register in 1983) and the Chapin School (MHC# CHI.351, built 1898 at 74 Meadow St., Chicopee; listed on the National Register in 2016). In both instances, the schools are interpretations of the Classical Revival style executed in brick with cast-concrete parapets and details, but the Valentine School incorporated a slightly more elaborate Renaissance Revival style.<sup>79</sup>

By the turn of the 20<sup>th</sup> century, Alderman was designing many public buildings, commercial blocks, mills, churches, schools, and residences in and around Holyoke and Springfield. Although he experimented with a variety of styles, he seems to have been most comfortable working within the Classical Revival style. He was a prolific architect with over 82 of his buildings inventoried by the Massachusetts Historical Commission and many of those listed on the State and National registers.<sup>80</sup>

The commission for the Hampden County Training School came during the height of Alderman’s career at a time when he was producing dozens of buildings in western Massachusetts. Ludlow High School (LUD.11, built 1910 at 53 Chestnut St. in Ludlow) is an example of a similar high-style Classical Revival-style building. It has a variegated façade incorporating cast-stone brownstone and brick, a hipped slate roof and an elaborate cornice supported by cast-stone brackets. It was listed in the National Register of Historic Places in 1992 as part of the Ludlow Village Historic District.

<sup>77</sup> Alderman’s office was in the Young Men’s Hebrew Building (HLY.337), designed by him and completed in 1917. The building was listed on the National Register of Historic Places in 1992 as part of Holyoke’s North High Street Historic District.

<sup>78</sup> Alisa Augenstein, Taya Dixon, and Betsy Friedberg, Chapin School National Register Nomination (Boston, Massachusetts: Massachusetts Historical Commission, 2016).

<sup>79</sup> Ibid.

<sup>80</sup> Ibid.

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Other works include three significant commissions in Holyoke – the Classical Revival-style William Whiting School (HLY.367, built 1910 at 70 Chestnut St.; listed on the National Register in 2012 as part of the Hampden Park Historic District), the Masonic Temple (HLY.374, built 1922 at 235 Chestnut St.), and the Holyoke Vocational School (HLY.433, built 1931 at 325 Pine St.).

The Whiting School (1910) bears the closest resemblance to Alderman's design for the Hampden County Training School. Both are constructed of brick with stepped parapets that are ornamented with cast-concrete plaques, discs, and copings. The Vocational School (1931) has the same flanking pavilions and cast-stone tablets on the parapet as found on the Hampden County Training School, but is more directly representative of the Colonial Revival style. The Hampden County Training School is Alderman's only design for a residential school building.

Alderman's most significant departure from the Classical Revival and Colonial Revival styles was the design of the United States Post Office, Holyoke Main Branch (HLY.349, built in 1933 at 650 Dwight St.; listed individually on the National Register in 1986). The post office consists of a tall center pavilion and two flanking pavilions, all clad in smooth cut granite and limestone blocks. The low-relief carving and recessed monumental windows are distinctly Art Deco in style.

The design for the Hampden County Training School was more sophisticated than many of the other county reform schools in the state at that time. Of the five county-run training schools operating in Massachusetts in 1921 (Union, Essex, Hampden, Middlesex, and Worcester) only Hampden and Middlesex had main buildings that were constructed in the 20<sup>th</sup> century.

Many of the older schools had wood-frame buildings, while others were brick, but none were as ornate as the Hampden County Training School. The Middlesex County Training School dated in part from the same year as Hampden County's, but historic images show a hipped-roof brick building with minimal Colonial Revival-style ornament.<sup>81</sup>

Alderman's adherence to the Classical Revival style for the Hampden County Training School resulted in an unusually successful design that resembled a university building more than a juvenile detention center.

### **Hampden County Training School – 1912 Design**

Alderman's original design for the Hampden County Training School differed in material ways from the school that was finally constructed. Cost overruns, scheduling problems, shortages of

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<sup>81</sup> The Middlesex County Training School became a part of the University of Massachusetts at Lowell's West Campus (School of Education), but was later abandoned. Read Hall on the Middlesex Campus was destroyed by fire in 2013. Four other buildings on the Middlesex campus (Gould Hall, Upham Hall, Richardson Hall and Bigelow Hall) are currently vacant.

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materials, and continuing debate over the expense of construction resulted in several modifications to the plans.

The original architectural plans for the Hampden County Training School were submitted to the Department of Public Safety in 1915 and are preserved in the Massachusetts State Archives in Boston. The set consists of floor plans (basement, first floor, second floor, third floor), elevations (east, west, north, and south), sections (longitudinal and cross sections), and details (iron stairs, wall partitions, column walls and footings, windows and doors, and a portion of the front elevation). The set also includes mechanical drawings for the Vapor-Vacuum Heating Kriebel System and some electrical drawings. The plans are undated, but are stamped by the State Archives with a deposit date of November 18, 1915.

The general layout of the original floor plan is consistent with the building as it was built, but the 1915 plans also identify the anticipated function of each space.

- **Basement:** The gymnasium in the center block with the showers, electrical room, refrigerator room and barber opposite; in the south wing a coal room and boiler room, a play room, a machine shop, a "Sloyd Shop" (woodworking shop) and a stockroom; in the north wing a washing room, a "Sunday Room," a dressing room, a laundry room, an ironing room, and toilets.
- **First Floor:** The auditorium in the center block with the general office, private office, and superintendent's dining room opposite; in the south wing four classrooms (including a "drawing [drafting] class room") and a "study and book room" (library); in the north wing the main dining room, a serving pantry, a kitchen, a bakery, and the "Help's Dining Room."
- **Second Floor:** The upper part of the auditorium in the center block with three chambers opposite (guest chamber, children's chamber, family chamber), a living room, and a bathroom; in the south wing four large dormitory rooms and the superintendent's room; in the north wing a "lounging and reading" room, a drawing room, a library, a sewing room, a staff reading room, three chambers and bathrooms.
- **Third Floor:** The infirmary, the dentist, a drug dispensary, a sun room, six chambers, and two bathrooms.

The original plans show a grander east entrance with a grassy terrace (not built), grand entrances at both the north and south ends (not built), and a grand stair hall (not built) in the south wing adjacent to the center block. The plan shows three first-floor porches along the rear (west) wall, but only the north and south porches (no longer extant) were actually built.

The 1915 plans also show a full third floor over the center block and continuing over the north and south wings. The third floor of the south wing was expected to house a band room, a trunk storage room, shoe storage, and a clothing storage area. The third floor of the north wing was



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expected to house the hospital, the dental clinic, a sun room, and four more chambers. In the end the third-floor space over the wings was eliminated from the plan.

The elevation drawings from 1915 show a generous use of brick and stone with elaborate corner quoins and lintels, gables over the north and south wings with inset Palladian-style windows, slate roofs and standing seam tin roofs, and a series of prominent metal vents and brick-and-stone chimneys along the roofline. A later revision shows the east elevation closer to as-built, but still with no fewer than seven tall chimneys projecting above the roof. The revision eliminated the third floor over the wings, the north and south entrances, and specified the colossal columns on the east porch as wood rather than artificial stone.

The doors at the corridors and staircases were specified as Kalamein doors (white pine covered with 24-gauge steel). The roofing and certain ceiling elements were specified as Toncan metal, a patented rust-proof alloy of steel, copper, and molybdenum developed by Republic Steel Corporation in 1908.<sup>82</sup>

### Summary

The Hampden County Training School was in operation from 1916 to 1972. The facility was conceived on an outdated and ineffective “congregate” model. The building itself was overbuilt and designed for a capacity that was never needed or achieved. The architect’s original design was modified to reduce construction costs. The facility was poorly managed throughout its years of operation and the staff lacked adequate training. County taxpayers and politicians consistently complained about the cost of operating the school and the marginal benefit that was derived.

When the Hampden County Training School finally closed in 1972, the building was turned over to the state and left vacant. From 1985 to 2005, the building was used as a police academy training center, but maintenance needs were generally ignored and the building suffered substantial water damage. Instead of addressing the building’s problems directly, the state spent a large amount of money on an ineffective solution, installing tons of structural steel and temporary cribbing in the upper floors and making the spaces completely inaccessible and unusable.

In 2017, the Hampden County Training School was rehabilitated for use as housing for homeless veterans by Soldier On, a private nonprofit organization established in 1994. The project utilized state and federal historic rehabilitation tax incentives to convert the building to a viable new use. As part of the project a partially collapsed brick storage building (1916) located near the northwest (rear) corner of the school was removed. New outbuildings including an annex with dining hall, a greenhouse, and storage building were constructed to the rear (west) of the former school.

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<sup>82</sup> *The Path to Sheet Metal Permanence – Toncan Iron*, Republic Steel Corporation, 1937, Accessed online through the APT Heritage Library, March 2017, <https://archive.org/details/ThePathToSheetMetalPermanenceToncanIron>.

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Bruzelinas, Nils. “County Training Schools in MA in Trouble.” *Nashua Telegraph*, Feb. 3, 1971.

Martinelli, Toni. “Children’s Dumping Ground.” *Ludlow Register*, Nov. 19, 1971.

“Charged Truants Being Brutally Beaten, Mistreated at County Training School.” *Lewiston Evening Journal*, Feb. 9, 1972.

“Dukakis Allots Funds for Police Center.” *Springfield Union*, Feb. 18, 1983.

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“Hampden County School Closes.” *Springfield Republican*, June 30, 1972.

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**Previous documentation on file (NPS):**

- preliminary determination of individual listing (36 CFR 67) has been requested
- previously listed in the National Register
- previously determined eligible by the National Register
- designated a National Historic Landmark
- recorded by Historic American Buildings Survey # \_\_\_\_\_
- recorded by Historic American Engineering Record # \_\_\_\_\_
- recorded by Historic American Landscape Survey # \_\_\_\_\_

**Primary location of additional data:**

- State Historic Preservation Office
- Other State agency
- Federal agency
- Local government
- University
- Other
- Name of repository: \_\_\_\_\_

**Historic Resources Survey Number (if assigned):** AGA.224

**10. Geographical Data**

**Acreage of Property** 6.9

Use either the UTM system or latitude/longitude coordinates

**UTM References**

Datum (*indicated on USGS map*):

NAD 1927 or  NAD 1983

1. Zone: 18

Easting: 692550

Northing: 4657310

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

The nomination conforms to the boundaries of Parcel E4-1-2 as listed in the Town of Agawam's assessors' records. The parcel address is 702 South Westfield Street in the Feeding Hills district of Agawam and encloses 6.91 acres on the west side of South Westfield Street.

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

The nomination encompasses the full extent of Parcel E4-1-2 (702 South Westfield Street) and includes the Hampden County Training School building, associated access roads, and former farmland (now parking and lawn areas) historically associated with the institution.

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**11. Form Prepared By**

Name/Title: Todd Levine, Stacey Vairo, Gregory Farmer (consultants) with Betsy Friedberg, National Register Director, Mass. Historical Commission

Organization: Massachusetts Historical Commission

Street & number: 220 Morrissey Boulevard

City or Town: Boston State: MA

Zip code: 02125

E-mail: betsy.friedberg@sec.state.ma.us

Telephone: 617-727-8470

Date: June 2018

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**Additional Documentation**

Submit the following items with the completed form:

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

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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: Hampden County Training School

City or Vicinity: Agawam

County: Hampden State: MA

Photographer: Brian Lever

Date Photographed: October 2017

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

1 of 13 View northwest of south and east elevations of main building

2 of 13 View west of east and north elevations of main building

3 of 13 View west of east elevation of main building

4 of 13 View southwest of east and north elevations of main building

5 of 13 View east of west elevation of main building and annex

6 of 13 View northeast of west and south elevations of main building and annex

7 of 13 View north of west elevation of main building, south elevation of annex and greenhouse in background.

8 of 13 View northeast of south and west elevations of main building

9 of 13 View of staircase at first floor

10 of 13 View of lobby at first floor

11 of 13 View of fireplace in first-floor bedroom

12 of 13 View of frieze in atrium of lobby

13 of 13 View of second floor auditorium

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**List of Figures (all used with permission)**

Figure 1: An image, dated 1903 in the Harvard Art Museum Collection, shows the Springfield Truant School as a Second Empire-style, brick building (Image courtesy Harvard Art Museum, Scila Museum Collection).

Figure 2: Newspaper photos of the Hampden County Training School from the Springfield Daily Republican, July 11, 1931, p. 3.

Figure 3: Existing basement level plan

Figure 4: Existing first floor plan

Figure 5: Existing second floor plan

Figure 6: Existing third floor plan

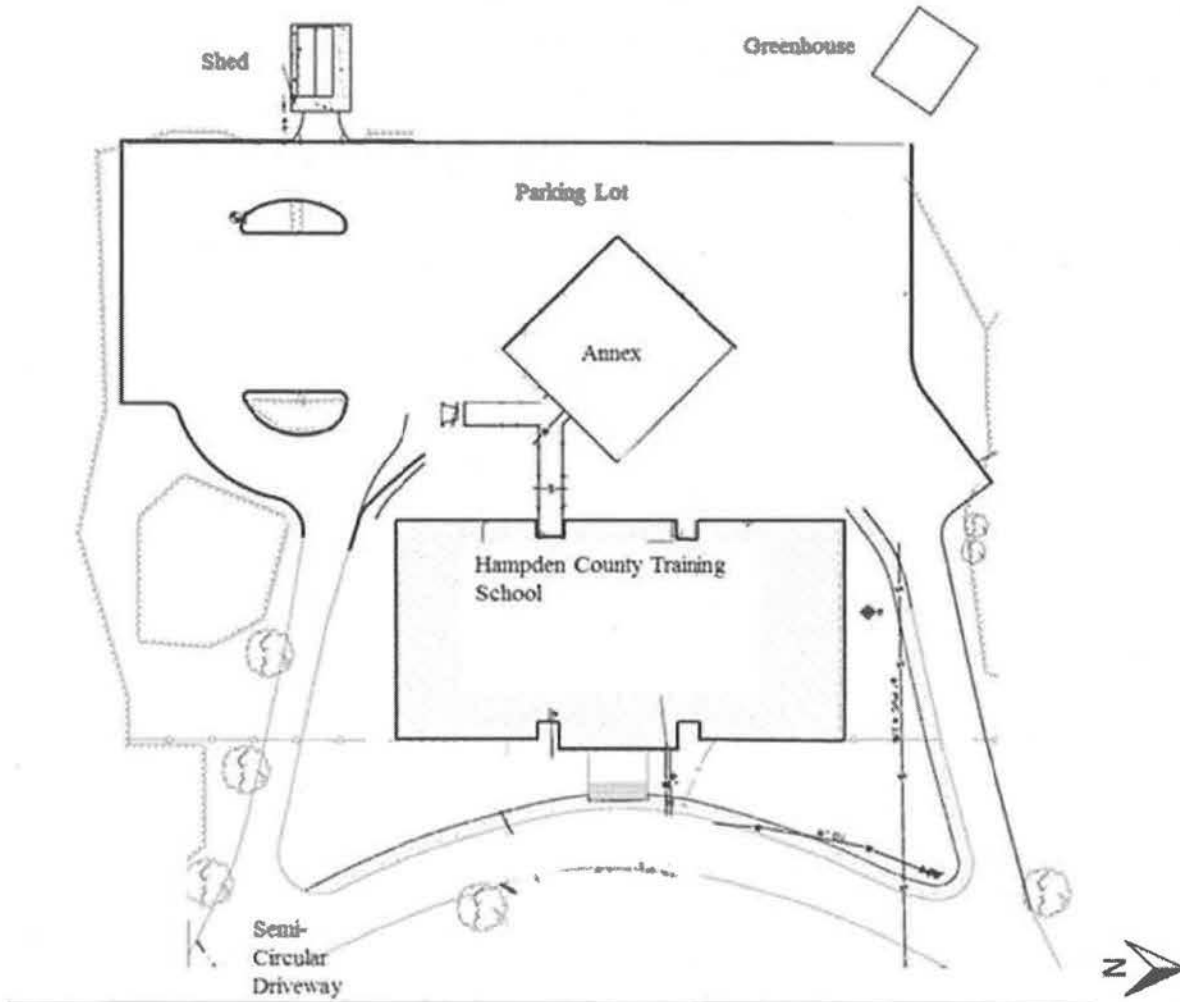
**Hampden County Training School Data Sheet**

Photo #	Assessors #	MHC #	Address	Historic Name	Constr. Date	Style	Resource Type	Contrib/ Non-Contrib.
1-13	E4-1-2	AGA. 224	702 Westfield St	Hampden County Training School	1916	Classical Revival	Building	C
1,4	E4-1-2		702 Westfield St	Driveway	1916/1985/2017	NA	Structure	NC
5-7	E4-1-2		702 Westfield St	Annex	2017	Classical Revival	Building	NC
7	E4-1-2		702 Westfield St	Greenhouse	2017	NA	Building	NC
NA	E4-1-2		702 Westfield St	Shed	2017	NA	Building	NC

Hampden County Training School  
Name of Property

Hampden County, Mass.  
County and State

**Sketch Map**



**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.



Hampden County Training School  
Name of Property

Hampden County, Mass.  
County and State

**Figures**

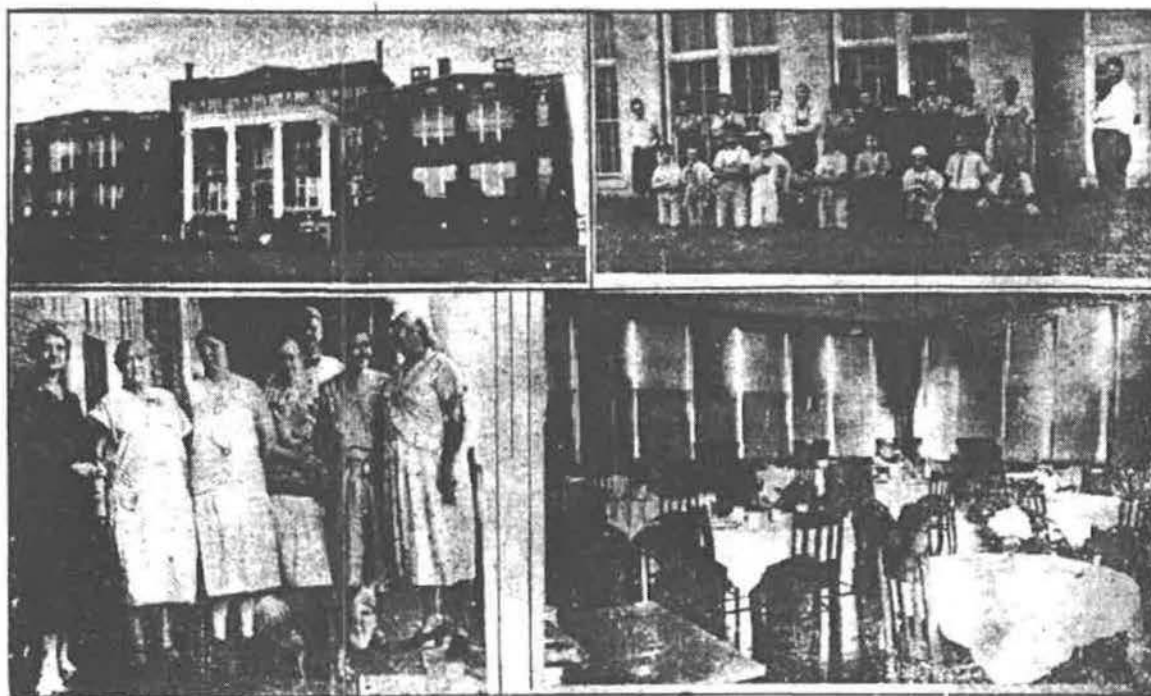


Figure 1: An image, dated 1903 in the Harvard Art Museum Collection, shows the Springfield Truant School as a Second Empire-style, brick building (Image courtesy Harvard Art Museum, Scila Museum Collection).

Hampden County Training School  
Name of Property

Hampden County, Mass.  
County and State

### Outside of Building, Group of Boys, Superintendent, Part of Staff And Attractive Dining Room at Hampden County Training School



Top left, the school building, long with its and built in 1916 as it looks from without; right, a group of the boys getting up in the playground; middle left, with Superintendent Smith looked on respectfully; lower left, part of the staff, left to right: Mrs. Regina Hayward, headmistress; Miss Elizabeth Wright, assistant; Mrs. Elvaine Wright, cook; Mrs. Smith and Superintendent Smith, Miss Elizabeth Melnyan, housekeeper and Mrs. Elizabeth Quenne, dormitory matron; right, the school's attractive dining room, with banners picked by the boys as every table. In the right foreground is the so-called "Marshall" table, although, when it was used for the milk and bread diet, it had neither tablecloth nor banners.

Figure 2: Newspaper photos of the Hampden County Training School from the *Springfield Daily Republican*, July 11, 1931, p. 3.

Hampden County Training School  
Name of Property

Hampden County, Mass.  
County and State



Figure 3: Existing basement level floor plan.

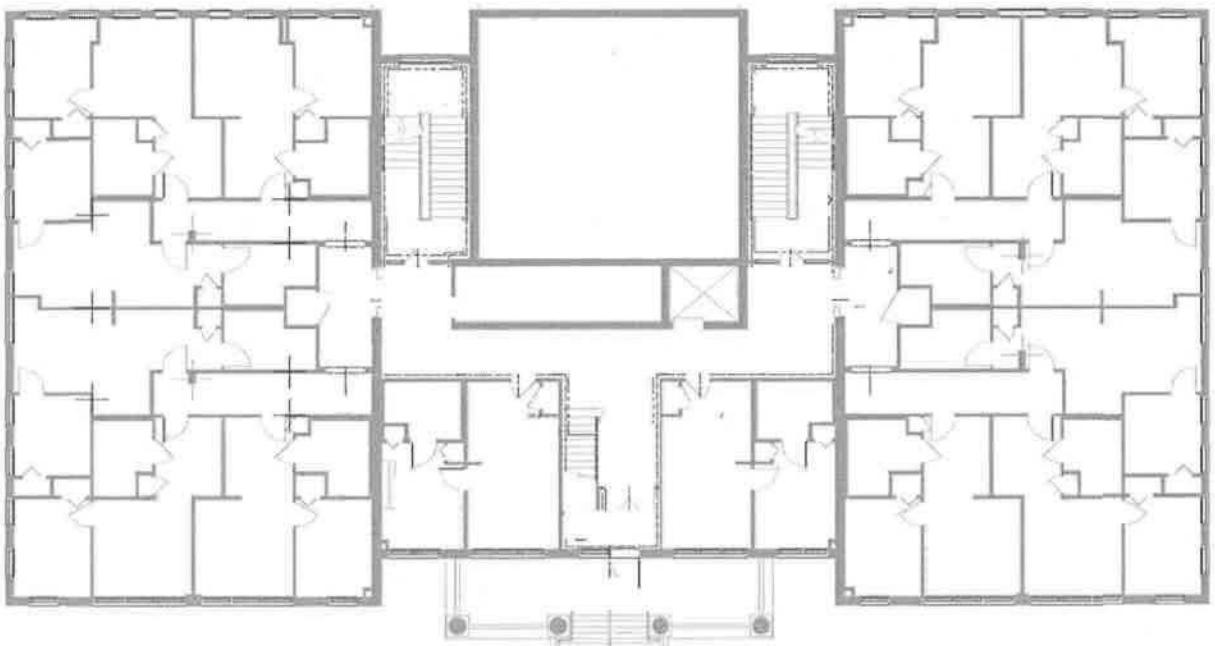


Figure 4: Existing first floor plan.

Hampden County Training School  
Name of Property

Hampden County, Mass.  
County and State

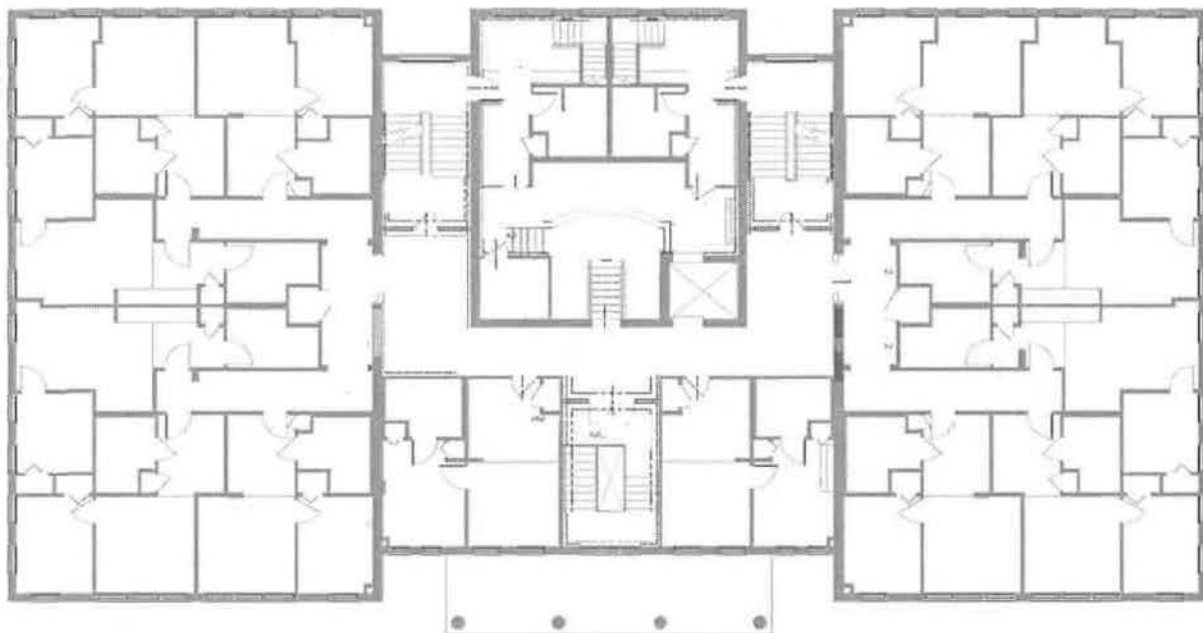


Figure 5: Existing second floor plan.

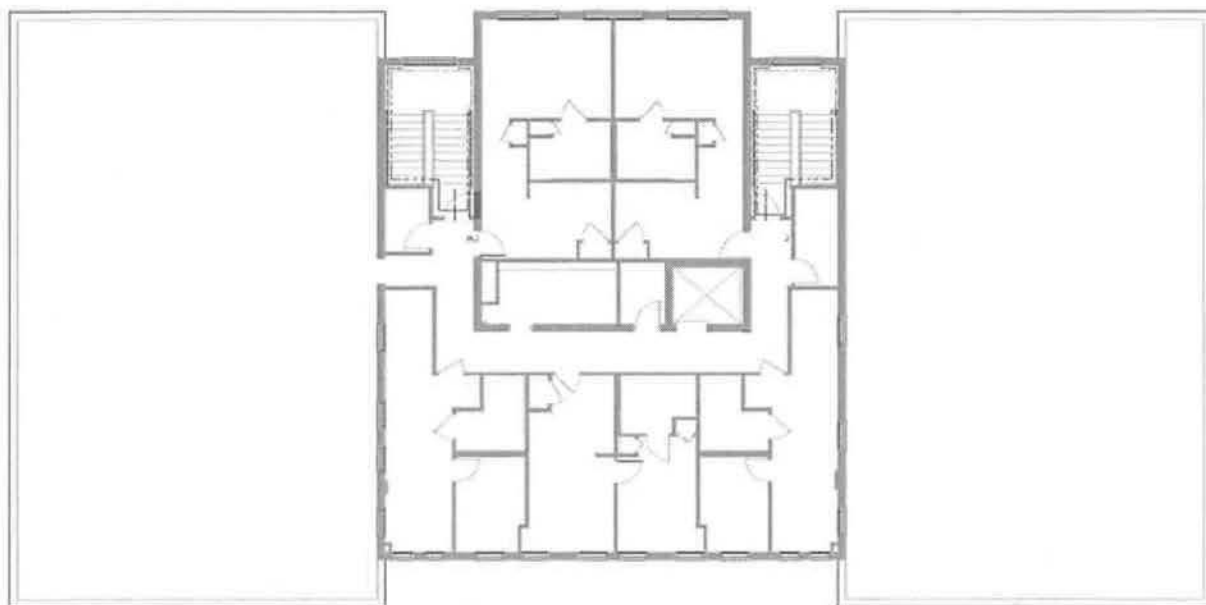
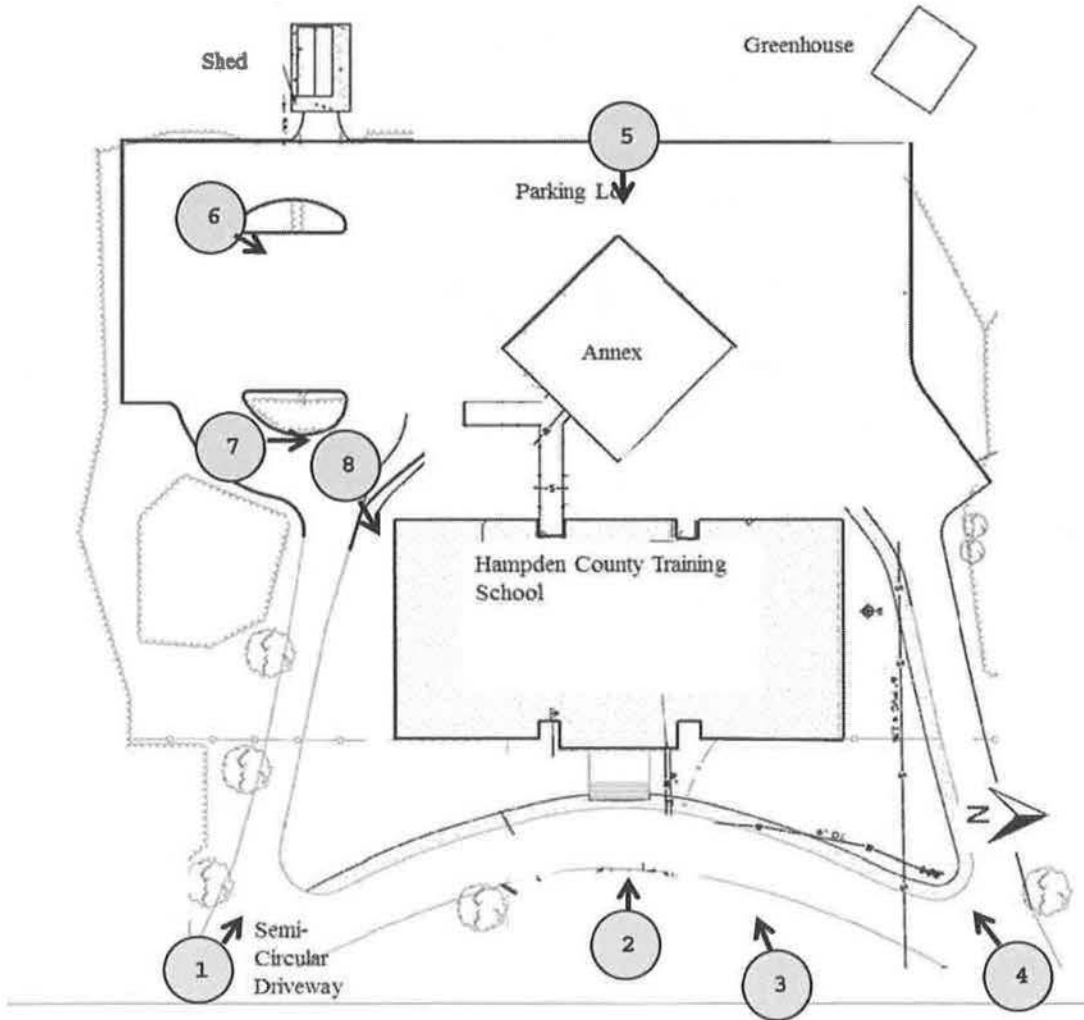


Figure 6: Existing third floor plan.

Hampden County Training School  
Name of Property

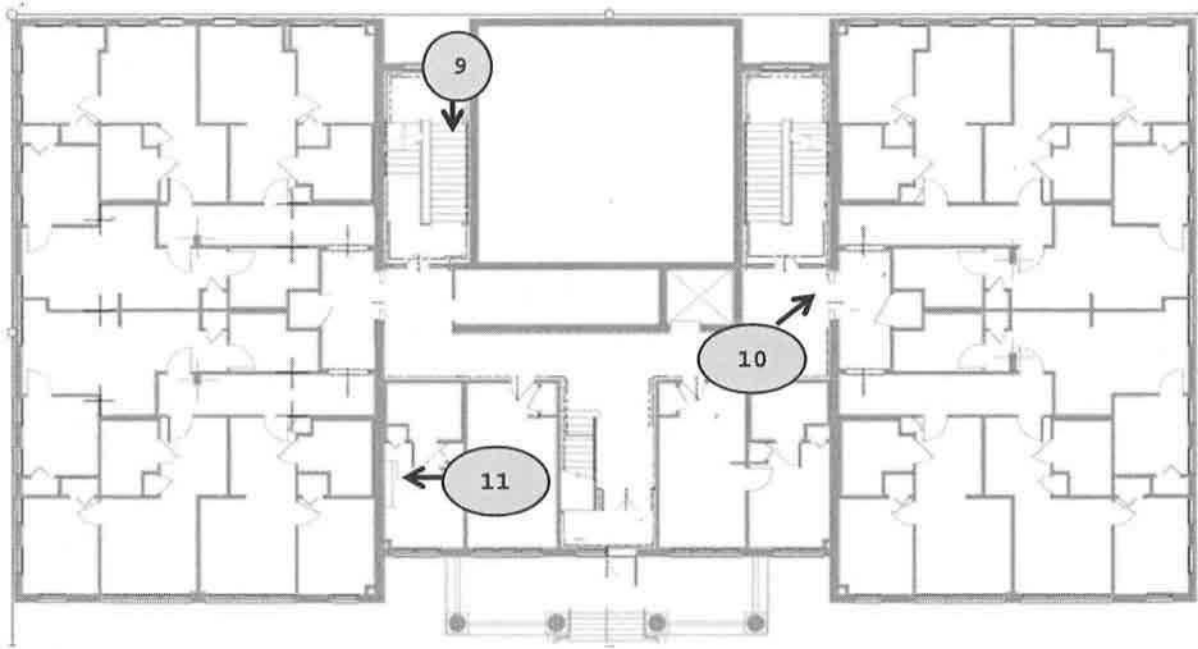
Hampden County, Mass.  
County and State

### Photograph Location Keys



Hampden County Training School  
Name of Property

Hampden County, Mass.  
County and State

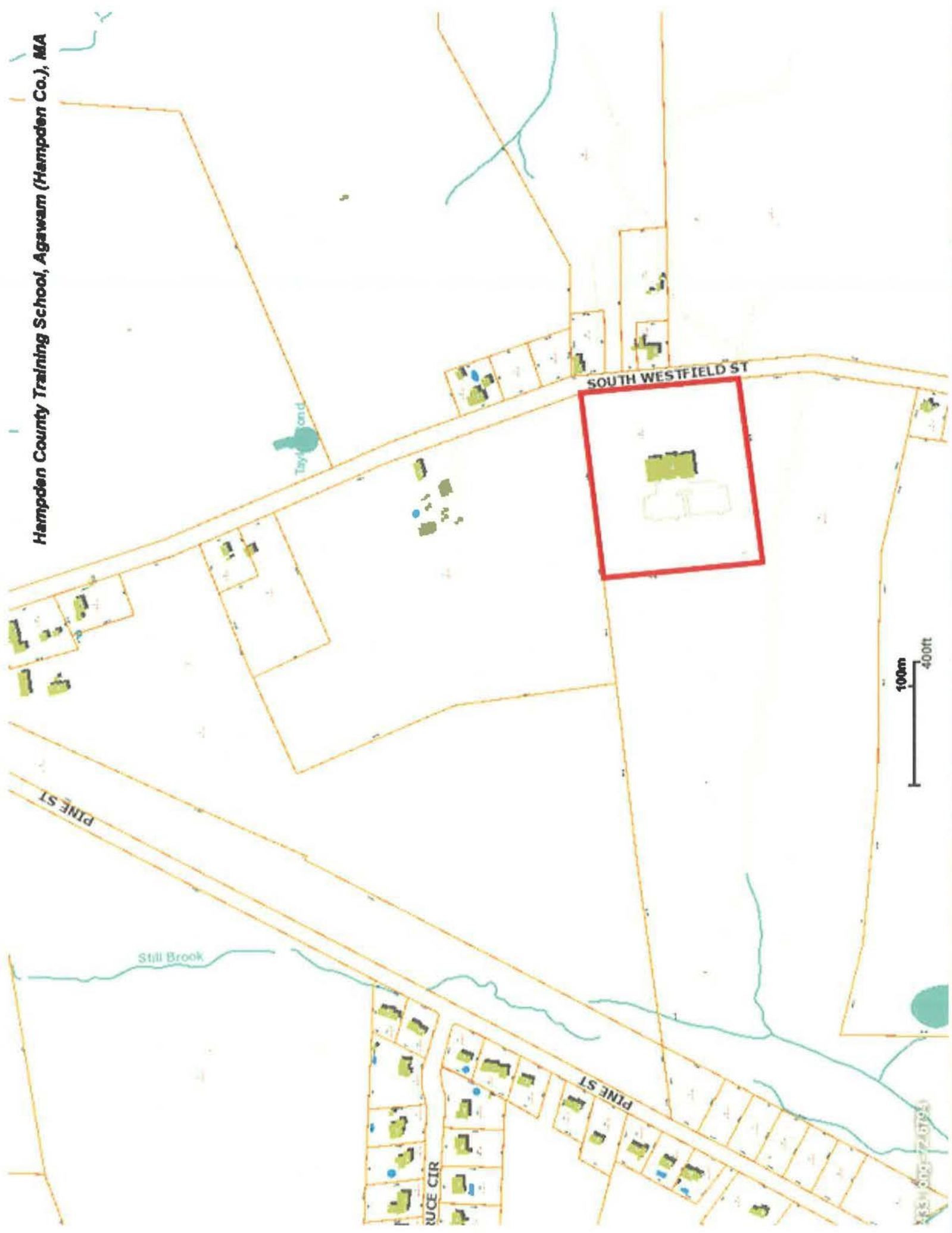


First floor Photokey



Second floor Photokey

Hampden County Training School, Agawam (Hampden Co.), MA



100m  
400ft

15-0000-7-079-5

























FLOOR  
2

EXIT









UNITED STATES DEPARTMENT OF THE INTERIOR  
NATIONAL PARK SERVICE

NATIONAL REGISTER OF HISTORIC PLACES  
EVALUATION/RETURN SHEET

Requested Action: Nomination

Property Name: Hampden County Training School

Multiple Name: \_\_\_\_\_

State & County: MASSACHUSETTS, Hampden

Date Received: 7/2/2018      Date of Pending List: 7/25/2018      Date of 16th Day: 8/9/2018      Date of 45th Day: 8/16/2018      Date of Weekly List: \_\_\_\_\_

Reference number: SG100002781

Nominator: State

Reason For Review:

- |   |  |   |
|---|--|---|
| <input type="checkbox"/> Appeal           | <input type="checkbox"/> PDIL            | <input type="checkbox"/> Text/Data Issue    |
| <input type="checkbox"/> SHPO Request     | <input type="checkbox"/> Landscape       | <input type="checkbox"/> Photo              |
| <input type="checkbox"/> Waiver           | <input type="checkbox"/> National        | <input type="checkbox"/> Map/Boundary       |
| <input type="checkbox"/> Resubmission     | <input type="checkbox"/> Mobile Resource | <input type="checkbox"/> Period             |
| <input checked="" type="checkbox"/> Other | <input type="checkbox"/> TCP             | <input type="checkbox"/> Less than 50 years |
|   | <input type="checkbox"/> CLG             |   |

Accept       Return       Reject      8/16/2018 Date

Abstract/Summary Comments: AOS: Architecture, Education, Social History, Politics/Government. POS: 1916-1972. LOS: local.

Recommendation/ Criteria: Criteria A & C.

Reviewer Lisa Deline      Discipline Historian

Telephone (202)354-2239      Date 8/16/18

DOCUMENTATION:    see attached comments : No    see attached SLR : No

If a nomination is returned to the nomination authority, the nomination is no longer under consideration by the National Park Service.



**The Commonwealth of Massachusetts**  
William Francis Galvin, Secretary of the Commonwealth  
Massachusetts Historical Commission

June 26, 2018

Dr. Julie Ernstein  
Deputy Keeper  
Acting Chief, National Register of Historic Places  
Department of the Interior  
National Park Service  
1849 C Street NW, Stop 7228  
Washington, DC 20240

Dear Dr. Ernstein:

Enclosed please find the following nomination form:

Hampden County Training School, Agawam (Hampden County), Massachusetts

The nomination has been voted eligible by the State Review Board and has been signed by the State Historic Preservation Officer. The owner of the property was notified of pending State Review Board consideration 30 to 75 days before the meeting and was afforded the opportunity to comment.

Sincerely,

A handwritten signature in blue ink that reads "Betsy Friedberg".

Betsy Friedberg  
National Register Director  
Massachusetts Historical Commission

enclosure

cc: Bruce Buckley, Agawam Veterans Housing LLC  
Brian Lever, Epsilon Associates  
David Cecchi, Chairman, Agawam Historical Commission  
John F. Downing, President, Soldier On Agawam