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United States Department of the Interior
National Park Service

NATIONAL REGISTER OF HISTORIC PLACES
REGISTRATION FORM

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

1. Name of Property

historic name North Dakota Institution for the Feeble Minded
other names/site number Grafton State School (Preferred) 32WA464 (continued)

2. Location

street & number 700 Sixth Street West not for publication N/A
city or town Grafton vicinity N/A
state North Dakota code ND county Walsh code 099 zip code 58237

3. State/Federal Agency Certification

As the designated authority under the National Historic Preservation Act of 1986, as amended, I hereby certify that this
 nomination request for determination of eligibility meets the documentation standards for registering properties in the National Register of Historic Places and meets the procedural and professional requirements set forth in 36 CFR Part 60. In my opinion, the property meets does not meet the National Register Criteria. I recommend that this property be considered significant nationally statewide locally. (See continuation sheet for additional comments.)
Signature of certifying official/Title James E. Sperry 9/19/96
James E. Sperry Date
State Historic Preservation Officer (North Dakota)
State or Federal agency and bureau

In my opinion, the property meets does not meet the National Register criteria. (See continuation sheet for additional comments.)
Signature of commenting or other official _____ Date _____
State or Federal agency and bureau _____

4. National Park Service Certification

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

Signature of the Keeper Linda McCullers Date of Action 11/6/96

5. Classification

Ownership of Property (Check as many boxes as apply)	Category of Property (Check only one box)	Number of Resources within Property (Do not include previously listed resources in the count)		
<input type="checkbox"/> private	<input type="checkbox"/> building(s)	Contributing	Noncontributing	
<input type="checkbox"/> public-local	<input checked="" type="checkbox"/> district	6		buildings
<input checked="" type="checkbox"/> public-State	<input type="checkbox"/> site			sites
<input type="checkbox"/> public-Federal	<input type="checkbox"/> structure	1	1	structures
	<input type="checkbox"/> object			objects
		7	1	Total

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

N/A

Number of contributing resources previously listed in the National Register

0

6. Function or Use

Historic Functions (Enter categories from instructions)	Current Functions (Enter categories from instructions)
HEALTH CARE	VACANT/NOT IN USE
BEAUX ARTS	OTHER: human services
OTHER: human services	

7. Description

Architectural Classification (Enter categories from instructions)	Materials (Enter categories from instructions)
CLASSIC REVIVAL	foundation CONCRETE
BEAUX ARTS	walls BRICK
PRAIRIE SCHOOL	
ART DECO	roof ASPHALT, TERRA COTTA
	other TERRA COTTA
	LIMESTONE

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

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)

- Criteria A, B, C, D with checkboxes and descriptions of property significance.

Areas of Significance

(Enter categories from instructions)

HEALTH/MEDICINE

Period of Significance

1901-1945

Significant Dates

1901, 1910, 1933

Significant Person

(Complete if Criterion B is marked above)

Arthur Rufus Trego Wylie

Cultural Affiliation

N/A

Architect/Builder

Hancock Brothers;

Joseph Bell DeRemer;

Theodore B. Wells;

William F. Kurke

Criteria Considerations

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

Property is:

- Criteria A through G with checkboxes and descriptions of property characteristics.

Narrative Statement of Significance

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

9. Major Bibliographical References

Bibliography

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

Previous documentation on file (NPS):

- Documentation checkboxes: preliminary determination, previously listed, designated landmark, recorded by survey, recorded by engineering record.

Primary location of additional data:

- Location checkboxes: State Historic Preservation Office, Other State agency, Federal agency, Local government, University, Other.

Name of repository:

Frank Vyzralek

Grafton State School
Name of Property

Walsh, ND
County and State

10. Geographical Data

Acreege of Property 3.427

UTM References

(Place additional UTM references on a continuation sheet)

1	14	6 1 6 6 2 0	5 3 6 3 8 2 0	3		
	Zone	Easting	Northing	Zone	Easting	Northing
2				4		
	Zone	Easting	Northing	Zone	Easting	Northing

See continuation sheet.

Verbal Boundary Description

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

Boundary Justification

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

11. Form Prepared By

name/title Frank Vyzralek
organization Great Plains Research date July 9, 1996
street & number 702 East Capitol Avenue telephone (701)223-1857
city or town Bismarck state ND zip code 58501

Additional Documentation

Submit the following items with the completed form:

Continuation Sheets

Maps

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

Photographs

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

Additional items

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

Property Owner

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

name State of North Dakota, Department of Human Services, Henry C. Wessman, Executive Director
street & number 600 East Boulevard Avenue telephone (701)328-2310
city or town Bismarck state ND zip code 58505-0250

Paperwork Reduction Act Statement: This information is being collected for applications to the National Register of Historic Places to nominate properties for listing or determine eligibility for listing, to list properties, and to amend existing listings. Response to this request is required to obtain a benefit in accordance with the National Historic Preservation Act, as amended (16 U.S.C. 470 et seq.).

Estimated Burden Statement: Public reporting burden for this form is estimated to average 18.1 hours per response including the time for reviewing instructions, gathering and maintaining data, and completing and reviewing the form. Direct comments regarding this burden estimate or any aspect of this form to the Chief, Administrative Services Division, National Park Service, P.O. Box 37127, Washington, DC 20013-7127; and the Office of Management and Budget, Paperwork Reductions Project (1024-0018), Washington, DC 20503.

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**NATIONAL REGISTER OF HISTORIC PLACES
Continuation Sheet**

Section number 1, 7 Page 1

**Grafton State School
Walsh County, ND**

Name of Property (continued)

other names/site number State Developmental Center at Grafton (1989)
Developmental Center at Grafton (1991)
Developmental Center at Westwood Park, Grafton (1995)

Description

The Grafton State School Historic District is located on the west side of Grafton, Walsh County, North Dakota. It is located on the campus of the former Grafton State School, the State of North Dakota's official institution for the care of the developmentally disabled, now known as the Developmental Center at Westwood Park. It consists of six structures and the remnants of a semi-subterranean tunnel system, all of which are contributing elements of the historic district. The tunnels located south of North B Annex appear to be less than fifty years old and/or are heavily altered. This connected tunnel section is considered noncontributing to the district.¹

NORTH A BUILDING

North A Building occupies the northeast corner of the Grafton State School campus. It was the third major building to be erected at the school and was the first structure intended to house residents and staff members, with a planned capacity of 100 beds. Like the school's first two buildings, it was designed by the Hancock Brothers of Fargo. A \$70,000 appropriation by the 1911 Legislature covered both constructing and equipping the new structure; the contractor was C. H. Johnson & Co. of Fargo. According to the school's 1912 biennial report, it was built to "one of the most approved plans of fire proof construction, the floors and roof being of reinforced concrete and the stairways of iron." When completed in September, 1912, it housed all of the male residents of the institution with dayrooms and sleeping rooms on the first and second floors and staff housing on the top story.

Featuring the decorative embellishments typical of Beaux Arts Classicism, the building is laid out in an H-shaped plan and measures approximately 100 feet by 66 feet, including the rear porches. Buff-colored brick walls rise three stories over a high basement and concrete foundation. A stone watercourse serves as the lintel for basement windows. A sandstone stringcourse encircles the building beneath the third-floor windows. Horizontal belts of recessed brick striate the walls between the stringcourse and a denticular soffit below a bracketed metal cornice at the roofline. Above the cornice, a parapet wall edging the flat roof is finished with limestone coping. The building's principal, or eastern facade, is symmetrical and a broad porch

¹ The detailed architectural descriptions of individual buildings included in the following section are drawn largely from the 1995 report on the Grafton State School by Hess, Roise and Company of Minneapolis, Minnesota.

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Continuation Sheet**

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**Grafton State School
Walsh County, ND**

Description (continued)

fills the void between the end bays. Four two-story-tall columns with Scamozzi capitals at the front of the porch support a brick entablature trimmed by a metal denticular cornice. Iron railings extend across the second-floor porch. Stone balustrade railings appear on the first floor, while the porch roof, which serves as an open deck for the third floor, is protected by a wood balustrade railing. Open areas beneath the porch have been filled in with stuccoed walls. A double-leaf replacement door with a solid-panel transom fills the original doorway opening, which is outlined by molded sandstone. Two-story porches project from the two outer bays on the rear of the building. Like the front porch, the roofs of these also function as third floor decks which are ringed with iron railings. The rear porches were once open (or screen-covered), but stucco walls and modern window openings have been filled with brown replacement side-sliding sash with solid brown panels above. A cylindrical metal fire escape is attached to the south wall. Initially, all floors, except *sleeping rooms, were covered with ceramic tile; the latter received maple flooring.* The tile was not completely satisfactory and was soon replaced in the dayrooms and the entire basement with terrazzo floors. The original iron stairs, located at the north and south ends of the building, are still in place, including balustrades and newel posts.

A semi-subterranean brick tunnel, construction date unknown, once connected the rear of this building with the original Main Building but this has been removed since the latter was razed in the 1970s. By the post-World War II-period, the building was occupied by older, working male residents. A 1976 remodeling, overseen by the Grand Forks architectural firm of Grosz & Anderson, replaced window openings as well as electrical lines and plumbing. Under the state's deinstitutionalization policy, North A has been vacant since the mid-1980s.

NORTH B BUILDING

North B Building was built as a dormitory or ward building on the north edge of the campus, facing Fifth Street (at one time State Highway 17). It was built to house male residents and thus ease overcrowding in North A Hall, for which purpose the 1921 Legislature appropriated \$100,000. Grand Forks architect Joseph Bell DeRemer was hired to draw the plans and in July 1922 a construction contract was awarded to Redlinger & Hansen of Wahpeton, a contracting firm operated by Jacob Redlinger of Breckenridge, Minn., and Wahpeton resident Peter C. Hansen. The three-story, 110-by-84-foot "Dormitory B" was completed in June 1923 and initially consisted of the central section and east wing of the present structure. It was occupied in September of that year after a new appropriation allowed completion of the interior, including terrazzo floors. Designed to house 78 patients, the building soon sheltered 110 male residents, divided into three wards, with staff quarters provided on the top floor. When the 1927 Legislature set aside \$125,000 for another "Boys Dormitory," DeRemer simply added a new wing west of the entrance which essentially duplicated the earlier building as a mirror image. The enlarged facility could handle 200 males in six separate wards. In addition a dining room was erected in a one-story brick structure located behind (to the south of) North B, which was connected to the dorm by a semi-subterranean tunnel. This became the basis for what was later known as North B Annex.

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**Grafton State School
Walsh County, ND**

Description (continued)

Although the building was erected in two phases, this is not evident from its appearance. Its design exhibits elements of several architectural styles, including Classical Revival (front entryway and window detail) and Prairie School (roofline). The main body of the structure is a 39-by-182-foot, three-story rectangular block on a high basement, with its long dimension oriented on an east-west axis. Two-story wings, also on high basements, extend perpendicularly across each end, and porches similar in height cover the ends beyond the wings. The porches were originally open (or screen-covered), but stucco walls and modern window units now fill the openings. The exterior is sheathed with smooth, salt-glazed buff brick. Glazed red terra cotta tile covers the hipped roofs of the main building and wings, the eaves having broad overhangs. A limestone stringcourse wraps around the third floor, serving as a sill for the windows on that level. Limestone is also used for window sills on the first and second floors, and as lintels for the basement windows. The stone rock-faced watertable provides a sill for the basement windows. Lintels on the other floors are formed by rows of soldier brick. The upper corners of the third floor windows are highlighted by flush stone squares. Original windows have been replaced, mostly with one-over-one double-hung sash framed with dark brown aluminum. Some openings on the rear (south) facade are filled with glass blocks. Projecting bricks form quoin designs on the corners of the wings. The main entry is centered on the front facade, where a limestone surround holds a double-leaf, glazed and paneled door topped by a multi-lite semicircular transom. A projecting limestone course with an ornamental keystone edges the recessed doorway. This is flanked by pairs of limestone pilasters, each pair being separated by a tall, semicircular, arched window set in a limestone panel. The pilasters have plain molded bases and capitals. A plain frieze and cornice extend above the capitals and over the doorway. A wrought-iron railing above the cornice fronts three ornamented windows. The keystone of the semicircular arch of the center window, which is positioned over the door, touches the third-floor stringcourse. Stone quoins and molding trim the edge of the window and also decorate tall rectangular windows on each side of the center opening. Terrazzo floors are used throughout the building while the walls are of tile covered with thick courses of concrete and plaster. External, circular fire escapes were not installed on North B but, presumably when the porch openings were filled in, steel fire escapes were built into each end.

During the deinstitutionalization phase of the Grafton State School's history, North B was partitioned into offices and storage areas. It has been vacant since ca. 1986.

REFECTORY

The Refectory, which for a number of years housed food preparation and service at the Grafton State School, is located in the northern part of the campus, facing east toward the rear of the now-demolished Main Building. In the late teens it was decided to house food storage, preparation and service functions in one building, to be called a Refectory, a term defined simply as a "dining hall," but normally used in a monastic or religious context. With \$82,000 available for the purpose during the 1919-1921 biennium, the Board of Administration called in William F. Kurke of the Fargo architectural firm of Keith and Kurke, then considered to be the official state architects. T. F. Powers & Co. of Fargo was awarded the construction

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**Grafton State School
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Description (continued)

contract in February 1920 but the project was plagued by niggling delays. For example, an inspection in March 1921 revealed cracks in the concrete and plaster due to poor materials; repairs were not finished until September. In January 1922 an engineer had to be hired to connect the new building with the institution's steam heating system, by which time most of the necessary equipment had been installed by way of a deficiency appropriation. The Refectory was finally occupied on May 24, 1922, and was hailed by Superintendent A.R.T. Wylie in his 1922 biennial report as a "long needed improvement," housing as it did "dining and serving rooms for the children and employees, cold storage, kitchens, bakery, storage rooms and cooks' quarters."

The Refectory is a reinforced-concrete structure measuring 140 feet (on the long, or north-south axis) by 66 feet wide and features mushroom support pillars with tile walls. The exterior is faced with red Hebron brick and trimmed with ivory terra cotta. Beneath a cornice of basketweave brick, edged top and bottom by a course of header bricks, groups of two and three windows are surmounted at the second floor by terra cotta label moldings. Piers between the windows are decorated with acanthus-leaf capitals, also of terra cotta. The splayed watertable at the base of the piers is decorated with terra cotta blocks. A band of molded terra cotta serves as coping for the parapet that edges the flat roof of the two-story structure. Rectangular terra cotta plaques with an ornate cartouche appear in the squared parapets topping the slightly projecting end bays on the east and west facades. On the east (or front) facade, these bays also hold entryways with pedimented hoods incorporating a scrolled ornament similar to that on the plaque above. The hoods are supported by curved consoles. Access to the parking area on the west (or rear) side is via two concrete sheds that extend from near the center of the facade. A partially exposed chimney also projects from this facade, and some of the windows have been filled with brick and glass blocks.

Through the 1920s and 1930s equipment was constantly upgraded while cellars for vegetable storage were also added. Although a separate one-story building (later enlarged but eventually razed) was erected in the late 1930s for "cooking and baking," the Refectory continued to play an important role in the food service area. In 1944, for example, a 200-gallon pasteurizer was installed to treat the fresh milk obtained from the school's dairy herd. The policy of incorporating dining facilities in the basement of new dormitories (such as Pleasant View and the North B Annex), with food delivered via the campus system of semi-subterranean tunnels, allowed the relatively small Refectory to serve the school for an unusually extended period of time. With the construction of a new, modern food service plant in the southern part of the campus during the 1970s, the building was used chiefly for storage. The Refectory is currently vacant; most window openings have been covered with plywood.

NORTH B ANNEX

The North B Annex is, as the name implies, located adjacent to (and south of) the North B Hall or dormitory. It was begun as the basement dining room "annex" to North B, the initial plan probably being that of Grand Forks architect Joseph Bell DeRemer, who designed the latter structure. As completed in 1928, it provided dining facilities convenient to residents, with food delivered from the centrally located Refectory

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Description (continued)

through the campus' system of tunnels. It was initially finished inside with glazed brick and terrazzo floors while the tile roof was "used as a play ground for the children," according to the 1928 biennial report. The constant need to enlarge the school's ward space eventually resulted in a plan to erect a building upon the 1928 basement, though whether DeRemer incorporated this idea into his foundation plan is unknown. In August 1937 however, the Board of Administration hired Grand Forks architect Theodore B. Wells to prepare the expansion plans. He envisioned three new wards holding 150 new beds, and work was begun in December 1937 by the Johnson-Gillander Company of Grand Forks as general contractor. Building costs were \$71,560 of which 45 percent was provided by a grant from the federal Public Works Administration. The enlarged annex was formally accepted by state officials from the PWA on October 10, 1938. It was specifically designed to house physically impaired and bedridden residents and, as a result, had ward space without day rooms.

The salt-glazed buff brick walls of this 104-by-31-foot structure now rise three stories above the basement and concrete foundation. An elevator/stair tower on the northeast corner, included in the 1938 addition, extends high above the building's flat roof, which is edged by a parapet with dark brown metal coping. On the south and north sides, faceted pilasters extend to the parapet separate window bays, which hold pairs of one-over-one double-hung replacement windows with dark brown frames. The pilasters terminate in stepped limestone caps. Above the third floor windows, projected header bricks form vertical stripes that extend to the coping. Recessed courses of brick trim the building's corners. A three-story porch (probably open or screened, as built) extends from the west end. A tunnel extending from the building's northeast corner linked it directly with both North B and the Refectory. A door with a corbeled brick surround on the north end of the east side opens onto a walkway on top of the tunnel.

Like most buildings erected on the Grafton campus during the 1920s and 1930s, the interior features terrazzo floors and plaster walls, though in more recent years, much of the latter was covered with temporary partitions and paneling. A steel, enclosed, slide-type fire escape stands near the north side of the building's west end. The elevator/stairway tower still bears some evidence of Art Deco details in the balustrades and the panels covering wall-installed heating units. Largely as a result of the institution's deinstitutionalization program, the building has been vacant since the mid-1980s.

MIDWAY BUILDING (MIDWAY HALL, HOSPITAL)

Built as the institution's first hospital building, Midway was designed by the Hancock Brothers of Fargo, who styled the brick and reinforced concrete structure in the Classical Revival manner. It was the second major structure on campus and the first to be built entirely of fireproof materials. A tuberculosis outbreak during 1905-06 brought home the necessity of a separate hospital building when it proved impossible to quarantine and properly care for sick in the original Main Building. This led Superintendent L. B. Baldwin to note that "these conditions and the fact that this class of individuals cannot be taught to exercise even ordinary sanitary measures for the protection of others against infection, necessarily results in a high death rate from tuberculosis." This helped convince the 1909 Legislature to allocate \$20,000 for

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**Grafton State School
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Description (continued)

the purpose and add an emergency clause, making the money available immediately. The building was finished in January 1910 and opened the following month. The new facilities were described in the 1910 biennial report:

On each of the two floors is a ward of six beds, and two smaller rooms holding two beds each, making a total capacity of twenty beds. On the first floor are also the office and the rooms of the hospital matron and on the second floor two rooms for nurses, anesthetizing room and operating room.

The basement contains a large drug room and laboratory, a diet kitchen, dining room and morgue. There is also a large attic for storage purposes.

The building measures approximately 36 feet by 64 feet, not including the open (or screened) porch which added another 10 feet to the south end. A doorway approached by concrete steps is situated in the center of the symmetrical front (or east) facade. Egg-and-dart moldings serve as the capitals for pilasters flanking a recessed replacement door surrounded by side and transom lights. Above, a denticular cornice and engaged parapet top a plain frieze. The building's buff-brick walls are encircled by a limestone watertable, which forms the lintels for the basement windows. First-floor windows have stone sills and splayed, flat-arch brick lintels with slightly projecting stone keystones. Light red brick forms quoins on the corners of the first floor. A limestone stringcourse serves as the sills for the second-floor windows. Bands of recessed light red brick span the walls between these windows; two corbeled courses of the same brick are aligned with the top of the openings. A shingled hipped roof with boxed eaves and a denticular metal cornice holds hipped dormers, a brick chimney and a metal ventilator. The south-end porches were enclosed during 1941 with stuccoed walls, which are framed by the porches' brick piers. The piers are trimmed with egg-and-dart molded cornices. Metal fire escapes zigzag across the north and south walls. A newer bay, rising only to the height of the watertable, extends from the north wall, providing exterior access to the basement.

X-Ray apparatus, with "a Victor KW generator, with auto-transformer control, Coolidge tube and control and rube stand," was added in 1919. By the mid-1930s, however, the old hospital was considered so outmoded that a new facility was an "urgent need." That did not materialize until 1950, at which time the old building was converted to a dormitory. By the late 1960s it had become known as Midway Hall, the name reflecting the location of the building on a campus which was gradually moving southward. During 1971, Midway's interior was "extensively remodeled and redecorated" under the direction of a Fargo architectural firm, Koehnlein, Lightowler & Maier. The following year it became a halfway house for training women residents in preparation for living off campus. This work left Midway bereft of its original interior fabric except the stair balustrades and elements of the original east side entry, including a ceramic tile floor. During the 1980s the state's deinstitutionalization policy obviated the need for such a program, and the

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Description (continued)

Midway Building again had its interior revised, this time to become the headquarters for a family violence project operated under contract with the N.D. Department of Human Services and serving three northeastern counties.

PLEASANT VIEW

Pleasant View, as originally built, defined the south edge of the school complex. With subsequent construction to the west, south and east, it is now near the center of the campus. With the construction of the North A and North B buildings as dormitory-ward space for male residents, the school's women continued to be housed in the old Main Building. By the early 1920s the shortage of living space was so critical that Superintendent A.R.T. Wylie included an emotional plea for a new dorm in his 1924 report, warning that "feeble-minded women out in the world is the great source of illegitimacy, delinquency and mental defect." The 1925 Legislature responded with a \$110,000 appropriation for a 100-bed dormitory; an emergency clause made the money available immediately. By June, Grand Forks architect Joseph Bell DeRemer's plans were ready and the following month a construction contract was signed with Thorvaldson & Johnson Co. of Grand Forks. The structure was completed in April 1926 and was ready to accept its first residents by June. The name Pleasant View was adopted even before it opened, the first instance of using a non-institutional-sounding name at Grafton. Like earlier dorms, the upper floor was intended for staff housing while the basement housed a dining room, with food delivered from the Refectory by means of the campus tunnel system. The southeastern portion of the "L" was apparently meant for day rooms. Though planned for 100 "low-grade or custodial girls," demand was so great that soon after it opened Pleasant View was housing 150 in three wards.

The 112-foot-by-41-foot main block of the L-shaped building is four stories tall above a high basement. Like North B, it exhibits elements of both Classical Revival (main entry) and Prairie School (roofline) styles, not surprising since both were designed within a few years of each other by DeRemer of Grand Forks. A concrete or limestone stringcourse wraps around the main section at the sill line of the fourth-floor windows, which are trimmed at each corner by stone blocks. A four-story entry bay projects from the center of the front (or north) facade. A 1-1/2-story entry features a semicircular-arched doorway flanked by engaged Ionic columns supporting a plain frieze and denticular cornice. A replacement door between sidelights is topped by a semicircular, multi-light transom window recessed below the arch. A similar arched, multi-light window is centered near the top of the entry bay; below this window, a pair of one-over-one sash windows with a limestone lintel overlook a wrought-iron railing above the doorway cornice. Diagonal basketweave brickwork ornaments the entry bay above the fourth-floor stringcourse. Bricks create quoins trimming the corners of the building. The east end of the main block holds a three-story enclosed porch (probably built either open or screened), the flat roof of which serves as a deck for the fourth floor ringed by a solid brick parapet. The building's fourth-floor windows are six-over-one double-hung wood sash. Windows on the remainder of the building are mostly one-over-one double-hung wood sash with limestone sills. Six-light basement windows have limestone lintels. An asphalt-shingled hipped roof with an

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**Grafton State School
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Description (continued)

overhang covers the main block and the rear wing, which is only three stories in height but otherwise similar in design to the rest of the building. The wing, which extends from the east end of the south facade of the main block, measures 47-by-25-feet.

Remodeling in 1975 included window replacement and bathroom refitting. Much of the interior has been affected by haphazard remodeling and partitioning intended to convert former ward and dayroom space into office and storage areas as the building was emptied of its former residents. It has been vacant since the mid-1980s.

TUNNEL SYSTEM

Though rarely mentioned in available documentary sources, a system of semi-subterranean tunnels has been an important part of the Grafton State School's operation since its earliest days. A 1907 Sanborn fire insurance map shows a tunnel, described as a "brick passage 3' above ground," connecting the Main Building with the Boiler House. As new buildings were constructed on the campus, they were presumably connected to the tunnel system, which appears to have focused on the Main Building. Considering the severity of Red River Valley winters, such tunnels provided a convenient means of moving residents, staff, equipment and materials between buildings, without regard to weather, as well as conducting steam and electrical lines between buildings. The first significant mention of the tunnel system appears in the 1920s when it was expanded to allow food prepared in the Refectory to be quickly transferred to basement dining rooms in the dormitories. Early tunnels appear to have been quite narrow, probably no more than eight feet in width.

The tunnel system has been remodeled and enlarged in recent years, main tunnels being now up to 15-20 feet in width. Depending upon their location, they range from being above ground (along the south side of South B Annex) to being semi-subterranean (west of the Professional Services Building and south of North B building), to being completely underground, as in the southern parts of the campus. A ground-level entryway allows access to the tunnel system at the site of the original Main Building. Today little remains of the early tunnels. The tunnel connecting North A building with the now-demolished Main Building, has been removed though its location can be easily seen on the exterior of the former. Though the Refectory is now vacant, the tunnel system through that structure leading west to buildings west of North B Annex, is still intact. The earliest surviving tunnel segment is that built in 1928 to connect North B and North B Annex with the Refectory, though it has been walled off at the southeast corner of the Annex and is no longer accessible from the existing tunnel system.

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**Grafton State School
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Statement of Significance

INTRODUCTION

The Grafton State School is nominated for its statewide significance under Criterion A because it represented the official effort of the State of North Dakota to care for its developmentally disabled citizens during the twentieth century, and under Criterion B for its association with Dr. A. R. T. Wylie, superintendent during 1910-1933 and a leading figure nationally in the care of the developmentally disabled. Overall, the six buildings and one segment of tunnel possess a high level of integrity with only minor changes having occurred since their construction. Despite being vacant for about a decade, the building are in good condition. The period of significance extends from 1901 when the schools opened until 1945 when, at the end of World War II, increased legislative support and appropriations allowed the state to expand services and erect many new buildings at the school.

The Grafton State School is located on the west side of Grafton, North Dakota, and for nearly a century has been the State of North Dakota's chief means of caring for its mentally retarded and developmentally disabled citizens. It originated in 1901, following constitutional amendment and legislation, as the singularly named North Dakota Institution for the Feeble Minded. Legislative enactment in 1933 changed the name to the Grafton State School, by which name it was known for more than half a century. In recent years, however, the agency has undergone several legislative-mandated name changes, to State Developmental Center at Grafton (1989), Developmental Center at Grafton (1991) and finally, to the current name, Developmental Center at Westwood Park, Grafton (1995).

INSTITUTIONAL CARE FOR THE MENTALLY RETARDED IN THE U.S.

Public institutions for the developmentally disabled have existed in the United States since the mid-nineteenth century. From 1848 when Samuel Gridley Howe took a "feeble-minded" child into his school for the blind at Boston, social service professionals often disagreed about the proper approach to providing care for the developmentally disabled. Howe and his disciples followed the French educator Edouard Seguin in the belief that such children could be educated to play a useful role in society. By creating training programs for retarded people, they hoped to provide an alternative to the almshouses which were the major providers of custodial care for this group prior to 1850.

Seguin's work at the Bicentre in Paris, emphasized training of the muscles, education of the senses and moral treatment---what he termed "physiological education." These ideas, as practiced by Howe and others, gave hope that retarded people could become economically productive so that they would not be a burden to themselves, to their families or to society.

These optimistic views were not shared by many who were officially charged with the care of the developmentally disabled. A contrary view held that such individuals were unusually susceptible to crime and vice and, since they could not take care of themselves, mentally retarded people constituted a double

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threat to society. The answer was custodial care: "Whether to protect them or to restrain them, the reasoning went, idiots and imbeciles should be removed from society" (Philip M. Ferguson, *Abandoned To Their Fate* (Philadelphia, 1994), 7).

This attitude was reinforced in the years following the Civil War by many of the doctors and other professionals connected with the new-born special schools and institutions which began to appear around the country. However well meaning their goals, these bureaucrats often found themselves "lobbying to ensure that the dominant institutional model would become the asylum, a model that would accommodate not only their educational interests but also their concern for professional status" (James Trent, *Inventing the Feeble Mind* (Berkeley, 1944), 33).

The tension was caused in part by a fundamental lack of consensus about the precise nature of developmental disabilities. Such people were often categorized as "lower-functioning" or "higher-functioning;" those at the low levels appeared to be untrainable and thus provided a justification for custodial treatment. Higher-functioning individuals who could be trained to accomplish a variety of tasks helped make the case for education.

By the late nineteenth century, this functional hierarchy was reflected in the physical layout of facilities for the mentally retarded. Most public institutions were organized on the "cottage plan," in which people with similar functional levels were housed together in separate buildings, with the higher-functioning individuals expected to help care for the "lower." The question of education for the developmentally disabled had also shifted; instead of being trained to become useful members of society, they were trained to become useful members of the institutional community. Thus, increasingly the response to the concept of developmental disability as a burden was long-term, if not permanent, incarceration.

Justification for the custodial model was reinforced early in the twentieth century by the increasingly popular view that the retarded were not only a burden but could also be a menace. This resulted largely from so-called scientific studies which categorized the developmentally disabled as "idiots," "imbeciles" and "morons." These, in turn, were often identified in lurid books and articles with evil, crime, and promiscuity. The possibility that untold numbers of "morons" were running loose in society created increased calls for the institutionalization of all retarded people. Scientific authority in the form of Mendelian theories of heredity as well as the eugenics movement, with its emphasis on racial purity, helped both scientists and institutional superintendents to buttress the need for such institutions in the public mind.

Many states responded. Between 1890 and 1903, the number of public institutions for the developmentally disabled grew from 20 to 28. By 1923, the nation had a total of 58 public institutions for retarded individuals, with facilities in 42 of the 48 states.

THE EVOLUTION OF THE GRAFTON STATE SCHOOL

The roots of North Dakota's treatment of its retarded citizens go back to pre-statehood days in the 1880s when Dr. O. Wellington Archibald, superintendent of Dakota Territory's Hospital for the Insane at Jamestown, reported that while he had five or six "young persons more weak-minded than insane" under

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his care, an insane hospital was not the proper place for them. Dr. Archibald was a disciple of Seguin, whose Paris hospital he visited in 1889. Upon his return, Archibald urged officials of the new state of North Dakota to provide a small appropriation so that a suitable home could be established and these children separated from the insane.

Though he was unsuccessful in obtaining funds, Archibald's pleas attracted the interest of State Senator John L. Cashel of Grafton. When the Constitutional Convention of 1889 had divided up the institutions of the future state, Grafton had come away empty-handed; indeed it was the largest community not to benefit from this early version of state-based economic development. Beginning in 1893 Cashel and other Grafton residents sought to establish the new Institution for the Feeble-Minded but were unsuccessful due to the nationwide economic depression which began that year. Creating such an agency was a laborious process in those days, requiring a constitutional amendment (which must pass two consecutive biennial legislatures plus a statewide vote) as well as enabling legislation. Thus the new institution was not established until 1901 when Governor Frank White appointed the first board of trustees to administer it.

The board immediately retained George and Walter Hancock of Fargo to draw up plans for the facility's first building. The British-born architects were already well known for their work in the state, and they soon produced plans for a two-and-one-half-story, brick, Romanesque Revival style building, measuring approximately 64 by 178 feet. It consisted of a central pavilion with two square towers, flanked by a pair of hip-roofed wings and was intended to house 125 patients. A boiler room/kitchen wing extended from the back of the central pavilion.

The site of the new campus, 40 acres in size, was located on the west side of Grafton and had been owned by the state for more than a decade. When the property of the Dakota Territory was divided at statehood, North Dakota was deemed to be "entitled" to some facility worth \$30,000 to balance a new penitentiary wing just completed in Sioux Falls. Congress appropriated the money in 1891 and the Department of the Interior had already purchased the land for \$3,000 before anyone awoke as to what was going on. With an adequate penitentiary in Bismarck, the young state had no desire for a second such institution and the money was banked until 1901 by which time it had grown to \$29,000. It was these funds which were used to pay for the erection of the Main Building, plus architects' fees and the cost of drilling an artesian well. It was necessary to wait until the 1903 legislature made available new funds that such tasks as plastering, ventilating and fitting the building for occupancy were accomplished. Even so, it was necessary to tap the maintenance fund for \$10,000 before the school was ready to open.

The board hired Dr. L. B. Baldwin, assistant director of the State Hospital for the Insane at Jamestown, as the first superintendent and he began his duties on December 16, 1903. Baldwin's first job was to get the unfurnished building ready to open and he did so, expecting an initial population of 50. But in May 1904 no less than 75 "eligible applicants for admission" arrived from the State Hospital in Jamestown and within a month Gov. White signed an executive order sending another 27 residents, 14 of whom were epileptic. Thus the new institution opened in an overcrowded condition, setting a theme which was to continue for more than half a century.

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To make matters worse, Baldwin was soon facing unanticipated difficulties in health care. In his second biennial report (1906) he noted that tuberculosis was a serious problem in the institution. The highly contagious disease was already the leading cause of death among residents, and the threat was exacerbated by the lack of separate hospital facilities. Since the Main Building provided no private rooms, the residents slept in large open wards housing between four and 22 persons. These conditions, wrote Baldwin, coupled with the fact that "this class of individuals cannot be taught to exercise even ordinary sanitary measures for the protection of others against infection," put inmates of the school at a constant risk. Hoping to avoid an epidemic that would decimate the population, the superintendent begged for funds to erect a hospital building. When that structure was completed in 1909 the danger was finally passed.

In his first report to the governing board of trustees in 1904, Baldwin asked for funds to erect porches at the rear of each wing of the Main Building, calling it an "extremely necessary improvement" so that patients, "who by reason of physical defects are unable to walk, may be taken out in the open air frequently." These porches were installed soon after, and thereafter every dormitory built through the 1930s was equipped with sun-porches. While the original porches appear to have been open, leaving residents exposed to mosquitoes and other insects, later versions were screened in.

Baldwin had several other pressing problems. As originally designed, the institutions' sewer discharged into an open slough 250 feet from the building's front (and between it and the city of Grafton). Early efforts to alleviate the drainage problem included digging a cesspool, but by 1905 a connection with the city sanitary sewer was required. Nor was that the only connection established with Grafton in the early days. The facility got its electricity from the city, which caused problems on two fronts. First, the electricity was expensive. Moreover, the city turned off the power at night, leaving attendants to perform their duties by kerosene lantern, an obvious fire hazard.

Developing infrastructure also posed a challenge. The water supply, originally from artesian wells drilled on the property, was a continual problem. Cold, salty and sandy, the water required filtration to be usable, and finding an adequate water processing system was a constant challenge. The laundry, which had been located outside the main building, soon proved insufficient, as did the powerhouse and the coal storage bins. The latter at first allowed only a few days' fuel supply to be kept on the grounds, an obvious risk considering the power of North Dakota winters. The powerhouse, located first in the basement of the west wing, lacked sufficient draft from its chimneys to utilize the boilers to full efficiency. The legislature eventually responded to Baldwin's concerns, and by 1910 the institution had a new powerhouse, an electric plant, and greatly expanded laundry facilities.

Agriculture also played an important role in the early development of the campus since the institution was expected to grow much of its food in order to keep expenses down. The first year Baldwin hired out the farming due to troubles in getting the institution started up as well as a lack of suitable equipment. In fact, he saw the farm not only as a food source but also an integral part of the institution's training program. "All the vegetables consumed should be raised on the premises," he wrote, "thus affording outdoor occupation for a portion of the male inmates." Again legislative appropriations failed to match Baldwin's

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assessment of what was needed. Of the 40 acres included in the original tract, 15 were set aside for the campus, leaving only 25 arable acres on which to grow food for the entire operation. Baldwin estimated that he needed an acre per resident and the board soon arranged for the use of a 120-acre tract north of the campus, but the need for more land resurfaced frequently throughout the institution's history. The farm buildings needed work also, and construction of hog houses and barns, silos and milk houses, was a continual topic in the institution's biennial reports. A full decade passed before the superintendent, by then Dr. A.R.T. Wylie, could secure appropriations to replace the original farmhouse, which had been termed "wholly unsuitable."

Throughout the early years, the emphasis on the institution's physical development was functional, addressing problems that affected the health and well-being of the residents. Baldwin also noted the dearth of aesthetic influences on the grounds and recommended that something be done to beautify the grounds. Efforts during the 1904-06 biennium included 100 feet of concrete sidewalks. Beauty always took a back seat to utility in campus development. The 1914 biennial report paints a picture of the grounds a decade after establishment of the institution:

The institution grounds consist of a plot of about eight acres situated in the west side of the corporate limits of Grafton, one-half mile from the business center of the city. The grounds are level and adorned with trees and shrubs, which are as yet of small size. The driveway in front is lined on both sides with trees of good size, which add much to the attractiveness of the grounds. No appropriations have been made for improvements of the grounds, so we have been unable to do much to beautify them.

The state school's early physical plant was intended to provide the bare necessities to complete the mandated task of the institution, namely the care and training of the state's developmentally disabled population.

EARLY PROGRAM DEVELOPMENT

From the beginning, it was the primary goal of programming at the Grafton State School to make the residents happy and productive within the sphere of the institution. In this regard, Superintendent Baldwin's approach reflected the current conventional wisdom among professionals in the care of the developmentally disabled.

While Baldwin thus paid scant attention to the education of his charges, he did not conceptualize them as an active menace either. His primary goal, which was faithfully reiterated by his successors, was to train retarded individuals to function within the institution, rather than to develop productive citizens. In a passage that could have appeared in the first biennial report or the twenty-fifth, Baldwin wrote that "in the case of the feeble minded child, the aim is to so train and develop him, that his life in the institution may be useful and that the greatest amount of happiness and comfort may be realized by him."

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The twin themes of custodial care and social responsibility resonated throughout the reports of the period. Beginning in September 1907 children under the age of normal schooling were accepted, a move that Superintendent H. A. LaMoure regarded as a positive step because it gave the children more time to adjust to the institution and because such children would not have a "depressing effect" on their families. Efforts to strike a balance between the needs of the individual and the needs of society were common during the era. The fourth biennial report (1910) pointed out that it was a "public duty" of the institution to relieve families of the emotional and economic drain of caring for developmentally disabled children.

The superintendents at Grafton clearly believed they were doing the right thing for families and children. They repeatedly pointed out that the emotional and psychological strain of keeping up with normal children was damaging for the developmentally disabled child, and that retarded children should be allowed instead to proceed at their own pace in the company of their peers. Certainly the reports from the school department emphasize individual adjustment and training geared to the abilities of the individual student. Toward that end, and following the precepts of Seguin and his followers who emphasized physical, manual activity, there was a strong emphasis on "hand work" at the school. By the time of the third biennial report (1908), basketry and weaving were a regular part of the curriculum and a manual training program was being planned. A number of boys were engaged in outdoor work, both on campus and on the adjacent farm. This practice was occasionally the source of some tension, Dr. LaMoure noted, particularly "among those realizing the value of their work," that they received no financial remuneration.

By the end of the first decade of the twentieth century, the population of the state school had increased from 75 to 168. Most of the early problems with water, electricity, fire protection and food production had been solved, at least temporarily. Enough buildings existed to feed, house and clean the resident population and a new hospital was in operation. The education and training programs were basically established. The farmstead was thriving. These changes marked the end of the beginning of the Grafton State School.

THE YEARS OF DR. A.R.T. WYLIE

In 1910, Dr. Arthur Rufus Trego Wylie took over as superintendent of the Grafton State School. Through the next 23 years, he helped transform a struggling institution into a large, diverse organization caring for its residents as well as conducting outreach programs across the state.

Wylie began his professional career as pharmacist at the Minnesota State School for Idiots and Imbeciles at Faribault, after which he completed a doctorate in psychology at the College of Wooster in Ohio. He published his research on "mental pathology" during the early years of the twentieth century, exploring the senses, reaction time and other phenomena of developmentally disabled people. Wylie later pursued medical training and took over at Grafton after serving as the first assistant physician at Faribault, thereby having the distinction of being both a Ph.D. and an M.D.

Wylie has been credited as being "the first clinical psychologist to be employed in a mental retardation institution in the United States" (Patricia Murphy, Public Buildings of Minnesota [St. Paul, 1986] 26). Prior

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to assuming the superintendency at Grafton, his peers had elected him president of the American Association for the Study of the Feeble Minded, the first time the office had gone to a person who was not the superintendent of an institution for the retarded. His presidential address, published in 1911, identified two themes that were to shape his career at Grafton. The first was the need to educate the public regarding the nature and function of the institution. A properly educated public, he believed, would make the proper political decisions. At the end of his address, Wylie introduced a second theme, pointing out that since developmental disabilities were permanent, the need existed to control and protect developmentally disabled persons by segregating them from the general population and providing them with life-long institutional care.

When Arthur Wylie arrived at Grafton late in 1910, he found a small, almost intimate campus. The residential and training problems were focused in the Main Building, with physically ill residents segregated in the recently completed hospital. As usual, the school was crowded; the population had risen to 165, 40 more than the projected capacity of the Main Building. Wylie succeeded in obtaining sufficient funds from the 1911 legislature to erect a new residential building for boys---residents in that era were referred to as "boys" or "girls" no matter what their actual age. North A Hall, a Beaux Arts-inspired dormitory designed by the Hancock Brothers, was completed in the fall of 1912. It was a two-story, brick fireproof structure with a planned capacity of 100 beds. Residents were housed on two floors with day rooms and sleeping rooms, while the top floor provided staff living quarters. The basement featured a dining room, ventilation room, and a well-equipped woodworking shop. The addition of North A immediately helped to alleviate overcrowding at the institution, and enabled staff to separate residents by gender for the first time.

The increased population at the Grafton State School was due in part to differing definitions of developmental disability and a growing sense of the causal connections between "feeble-mindedness" and a host of social ills. Wylie himself believed that a sizeable proportion of the inmates of the nation's jails and almshouses were actually retarded. Indeed, he claimed that studies proved "the problem of commercialized vice was practically a problem of feeble mindedness," and that adequate care by the state would largely reduce "the problem of crime, pauperism and prostitution."

The steady rise in the school population seemed to provide evidence of the pervasive "feeble mindedness" of which Wylie spoke. The population increase, which was initially not accompanied by any sort of major building program, inevitably led to severe overcrowding at the institution. The opening of North A in 1912 helped, but the problem persisted. In 1914, Wylie reported there was no more room anywhere on campus and that new residents would only be admitted when a current resident left or died. Eight years later he reported that "the demand for the admission of girls is particularly urgent. And when we call to mind the fact that the feeble-minded woman out in the world is the great source of illegitimacy, delinquency, and mental defect, this urgency should be especially recognized and additional room be made for them here." In many ways, however, Wylie may be said to have brought the overcrowding problems on himself. In his zeal to protect society from the "menace of the feeble-minded," he noted early in his tenure that segregation was the best means to relieve society of this problem, and "to this end the entrance into the institution should be as easy as possible, and the discharge restricted."

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The problems of overcrowding worsened. In 1924 Wylie called for plans and long-term policies to house up to 1,000 patients, an estimated ten percent of the state's developmentally disabled population. At this time the school's population was 424, with at least 37 females on the waiting list. The overcrowding was also a function of the continued multiple uses of the Main Building. Despite repeated entreaties, Wylie could not persuade the state to build a separate superintendent's cottage, a move which would have freed space for classrooms.

Despite this problem, the school department appears to have continued to meet its agenda adequately. In the mid-teens, woodworking, net-making, embroidery, darning and sewing were reported as common activities, with rudimentary academic training for the younger children. The basic educational philosophy remained the same: make the child happy and teach him to become helpful to himself and useful to others.

Community outreach became a new focus for the institution and a potential solution to the ever-present problem of overcrowding. During the summer of 1929, the school established a summer institute for teachers of special education classes. The staff also provided expert assistance in a series of mental hygiene clinics sponsored throughout the state. These featured a team of experts in insanity, developmental disability, and other conditions, who visited selected towns and examined those thought to be in need of their services. Wylie considered these limits important since they taught community officials to recognize retarded individuals in their midst.

Late in his tenure at Grafton Arthur Wylie also became a strong advocate of sterilization, the result of the convergence of a number of influences. He became increasingly concerned with the problem of "defective delinquent girls." While the use of sterilization had increased nationally through the 1920s and 1930s, as a means of both institutional population control and, hypothetically at least, control of the growing population of the developmentally disabled, Wylie initially had reservations about the procedure. After 1930 the school's 1934 report noted that 5 males and 66 females had been sterilized without citing explanation. During Wylie's 23 years at the Grafton school the resident population climbed from 165 to 732. These numbers meant that space was constantly at a premium.

At the end of World War I, emphasis shifted to improving food production, storage and preparation. In 1921, a greenhouse was purchased for the campus, enabling the farm staff to begin garden preparations much earlier in the season. This structure was replaced in 1960. In 1922 the two-story Refectory, designed by architect William F. Kurke of Fargo, was completed and opened. While the term "refectory" literally meant a "dining hall," usually in a monastic or religious context, it was apparently chosen here to symbolize the concentration of food storage and service in one basic structure. It was utilitarian in concept, of reinforced concrete veneered with brown Hebron brick and detailed with terra cotta. According to the 1922 biennial report, this "long needed improvement" contained "dining and serving rooms for the children and employees, cold storage, kitchen, bakery, storage room and cooks' quarters." Equipment was regularly updated and improved and several root cellars were added for vegetable storage.

Superintendent Wylie also oversaw the construction of three additional dormitories. The formal entrance and east wing of North B Hall was completed in 1923 according to a design provided by Joseph

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Bell DeRemer of Grand Forks. Wylie had intended it to house 78 "custodial or low-grade boys" with staff living quarters provided on the top floor, but within months 110 were crowded into its three wards. This necessitated a move to add a west wing to the structure and this was completed in 1928, again with DeRemer as architect. Wylie himself regarded it as "one of the best buildings in the country for the housing of its unfortunate wards."

Earlier, DeRemer had also been engaged to design a dormitory for female residents and this, erected at what then was the south edge of the campus, opened in June 1926. It was given the name of Pleasant View, the first non-institutional-sounding name to be used on the Grafton campus. DeRemer adopted a L-shaped plan for the structure and, in line with previous practice, placed staff housing on the top story. Though intended to house 100, 150 were soon crowded into its three wards.

This flurry of construction activity allowed Wylie to centralize food preparation in the Refectory but make food service more convenient for residents. At Pleasant View a dining room was placed in the basement with food being delivered via a series of semi-subterranean tunnels, the first of which appear to have been built during the 1920s. (An early tunnel did connect the Main Building with the powerhouse) In addition to providing a simple means of moving freshly prepared food around the campus, these tunnels also allowed staff and residents to travel between buildings and avoid the bitter cold and winds of a Red River Valley winter. This tunnel system allowed the state school to expand its operations from the now-deteriorating Main Building, but still allowed safe and convenient movement between buildings and departments. It is still in existence although its older sections have been removed or abandoned.

Perhaps because the new dormitories beginning with North B were considered to be of fireproof construction, no special concern for patient safety in event of fire was evidenced until the late 1920s or 1930s. About that time a number of enclosed, cylindrical, slide-type fire escapes were installed to serve most of the older buildings. These devices were inspected and cleaned of dust and cobwebs each spring by the simple expedient of having a counselor, wrapped in blankets, slide through each one.

Arthur Wylie's lengthy term as superintendent ended in 1933 when the administration of Governor William Langer sought to replace him for political reasons. In March the Board of Administration, which then governed the school's operations, demanded his resignation claiming he was "uncooperative." Wylie refused but his reputation was such that he was allowed to finish his current appointment, which ended on June 30, 1933 unhindered. He quickly found work as a physician at his alma mater in Faribault, Minnesota, where he continued until his death in May, 1942.

When Wylie left in 1933, he had steered the Grafton State School through 23 of its 30 years of existence. Never again would a single superintendent remain for as long at Grafton or exert so much influence, both locally and nationally. Only Dr. Charles C. Rand's 18 years in the top position, 1954-1972, even approaches Wylie's time in office.

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STRUGGLES AND CHANGE: YEARS OF DEPRESSION AND WORLD WAR

In some ways, Wylie left at an appropriate time. Drought and economic depression struck the state hard in the early 1930s, and the 1933 legislature cut appropriations to the bone. Ironically, in a development that reflected trends nationwide, increasing numbers of people continued to crowd into the institution during the 1930s. Meanwhile, the programs which sent residents to supervised work and life off-campus that had begun with such promise in the 1920s largely disappeared simply because of the unavailability of work. The Grafton State School's population increased steadily during the administration of three superintendents: Dr. J. P. Ayles (1933-38), Dr. F. W. Deason (1938-39) and Dr. J. Lamont, who began his service in 1939 and continued into the post-World War II era. The population rose from 684 in 1932 to 962 in 1944.

The years between 1933 and 1945 were a period of struggle at the school, but even so, several substantial additions were made to the physical plant with the aid of federal public works monies, including a large addition to the power plant. Sunset Hall, a custodial facility for women, was constructed during 1936-37 to a design provided by E. W. Molander of Minot, with Hess & Deeter, also of Minot, serving as associate architects. The new structure featured a concrete foundation, steel frame, brick walls and Art Deco detailing. It was accepted by the state on May 26, 1937, in ceremonies featuring a speech by Governor William Langer.

About this time it was decided to expand the North B Annex from a single-story dining room to a four-story dormitory for male residents. Theodore B. Wells, a Grand Forks architect, drew plans which featured simplified Art Deco details. Completed in October 1938, the expanded building did not include day rooms since it was intended to assign physically handicapped and bedridden patients to the beds. Although these two structures cost nearly \$300,000 to erect, fully 45 percent of the funds were provided by the federal Public Works Administration.

For the Grafton State School, like many other American institutions, the World War II years were a matter of marking time since trained help as well as materials and equipment were almost impossible to obtain. Building and improvements plans were simply shelved for the duration of the conflict.

THE YEARS SINCE WORLD WAR II

Following the war school officials were eager to undertake a number of important construction projects, and this time the legislature seemed eager to assist. Post-war inflation as well as the difficulty of procuring high quality building materials frustrated all plans until 1950. The decade which followed, however, saw a tremendous burst of construction activity at the Grafton State School. During this period, a modern hospital designed by St. Paul architect Thomas Ellerbe, and two International-style dormitory buildings designed by the Fargo architectural partnership of Johnson & Lightowler were added to the campus. Five pre-fabricated staff cottages were also erected, as well as the long-awaited Superintendent's residence,

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designed by the Grand Forks architectural firm of DeRemer, Harrie & Kennedy. These facilities helped alleviate severe overcrowding at the institution, and enabled the school to significantly improve the quality of its medical care. The new employees' housing allowed resident staff members to live away from patients for the first time in the school's history, and helped the institution recruit new employees.

While this building boom was under way, the population continued to increase, reaching a peak of 1,450 residents in the mid-1960s. Meanwhile the federal government imposed stringent new standards defining the amount of space required for each resident. Thus, despite the most substantial building program in its history, the Grafton State School was still crowded well beyond its official capacity, with space enough for only about half of its residents.

Philosophically, the school generally remained on the path established by Wylie and the earlier superintendents. The institution provided such education as was profitable for the "higher grade" residents---with sterilization imposed on those intended for off-campus living---and offered purely custodial care for those deemed to be "lower grade."

As the 1950 biennial report enunciated, the goals of the school department had remained substantially unchanged for nearly 30 years: "happiness through education and industry in its various forms." Even so, by the early 1950s new nationwide beliefs that retarded individuals were entitled to as full an education as was useful, were beginning to have an effect.

Another important aspect of the school's program during this period was its continued leadership in the state's ongoing care for the developmentally disabled. Grafton State School enjoyed stronger relationships with the state universities and the U.S. Public Health Service than in years past.

Under increasing federal pressure, the school initiated its first formal deinstitutionalization program in 1962, and hired two full-time staff members to administer the project in 1966. In 1971 the old hospital, now known as Midway Hall, was remodeled into a halfway house intended to provide women residents with the skills required to live off the campus.

Finally, in September 1980, a citizens organization known as the Association for Retarded Citizens of North Dakota filed suit against the State of North Dakota, contending that the state's care of its mentally retarded citizens was so poor that it violated their constitutional rights. This resulted in a November 1981 decree intended to substantially change the manner in which the Grafton State School was administered. Residential care was to be individualized and provided in the least restrictive manner possible. When the state failed to carry out its responsibilities under the decree, the case went to court in Bismarck in the spring of 1982 and after a grueling 31-day trial U.S. Judge Bruce Van Sickle handed down a series of detailed orders directing how the state would care for its developmentally disabled citizens. The judge's decision was upheld on appeal in August 1983 and the following year his implementing order was expanded to require new services for the mentally retarded, including staffing and fire protection at Grafton and development of the Protection and Advocacy Project, an agency which looked after the interests of retarded citizens.

School residents were to be deinstitutionalized and dispersed to group and other homes around the state. San Haven, the state's old tuberculosis sanitarium near Dunseith, N.D., which had been used to house

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**Grafton State School
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Statement of Significance (continued)

some of Grafton's most profoundly disabled and retarded residents beginning in 1959 was emptied and closed in 1987. By May 1995 the population at Grafton had been reduced to only 145 residents. A few months earlier Judge Van Sickle brought to a final end the court case which had forced wholesale changes in how North Dakota's mentally retarded citizens are cared for.

Indeed, by the 1990s the Grafton campus had undergone some profound changes. New housing units and food service facilities were erected along its south side and 50-year-old Sunset Hall was reconstructed to provide more modern living facilities. The once-crowded dormitories--North A, North B, the North B Annex and Pleasant View--now stood empty as did the old Refectory. The original Main Building, its load-bearing, wood-joint walls long since worn out, was gone, replaced in the 1970s by a new brick Professional Services Building. Even the institution's name had been changed, from the familiar Grafton State School to the more euphemistic Developmental Center at Westwood Park. Ninety-five years after its founding, North Dakota's agency for serving its developmentally disabled citizens had moved into a new era.

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**Grafton State School
Walsh County, ND**

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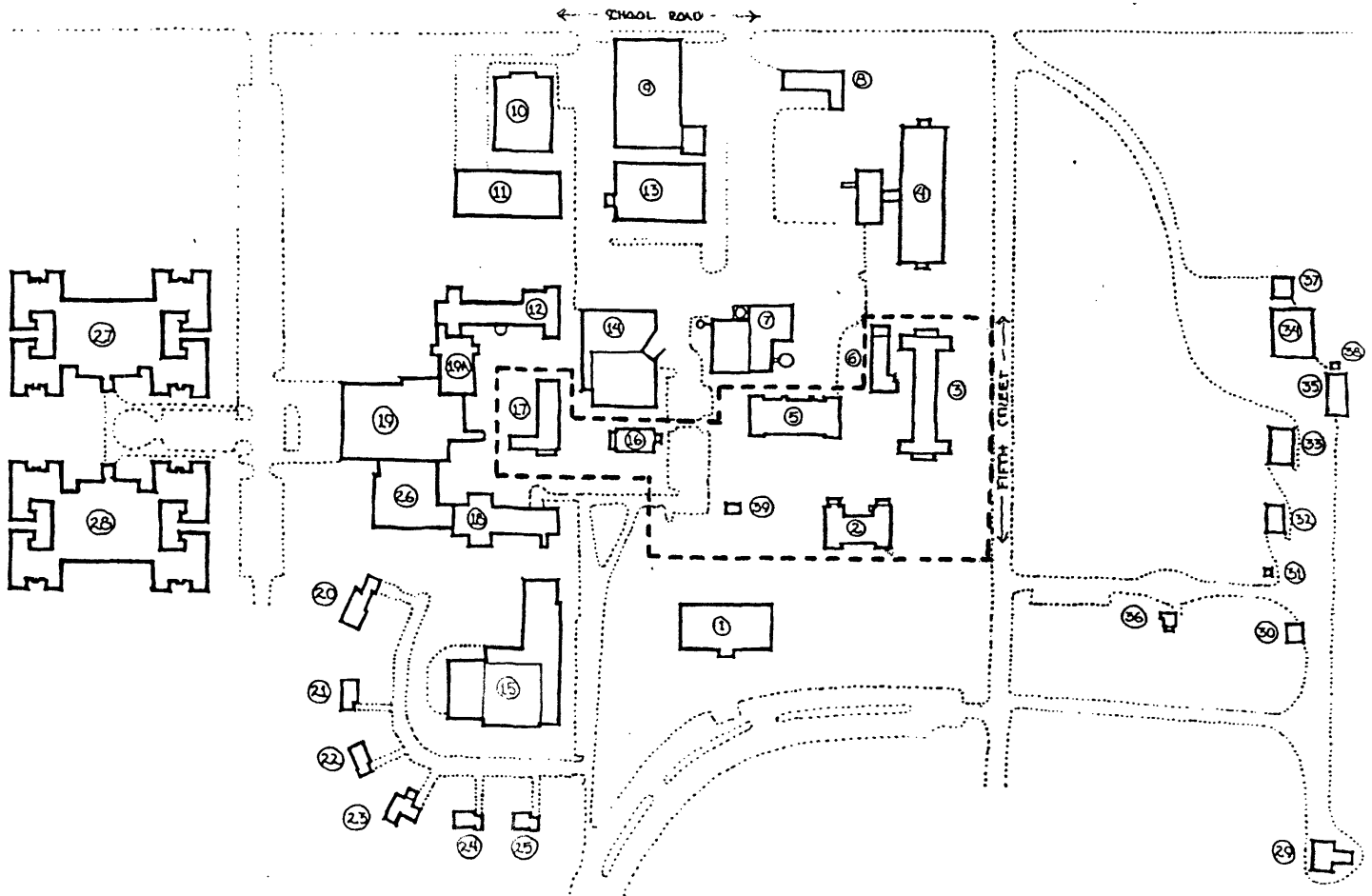
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Verbal boundary description



Grafton State School

1 CM = 100 FT

KEY

- 1. Professional Services Building
- 2. North A Building
- 3. North B Building
- 4. A.R.T. Wylie Hall (Prairie View)
- 5. Refectory
- 6. North B Annex
- 7. Power House
- 8. Greenhouse
- 9. Vehicle Maintenance/Carpentry Shop
- 10. All Faiths Chapel
- 11. West Hall (New Horizon Building)
- 12. Sunset Hall
- 13. Laundry

- 14. Shop/Store/Adaptive Development
- 15. Collette Auditorium (Fitness Center)
- 16. Midway Building (Old Hospital)
- 17. Pleasant View
- 18. Hospital (Health Services Center)
- 19. Food Service Center
 - A. Link Building
- 20. Superintendent's Residence
- 21. Staff Cottage 5
- 22. Staff Cottage 4
- 23. Staff Cottage 3
- 24. Staff Cottage 2
- 25. Staff Cottage 1

- 26. Physical/Occupational Therapy
- 27. Cedar Grove
- 28. Maplewood
- 29. Milk House (Paint Shop) (Bldg. 8)
- 30. Abattoir (Grounds Building) (Bldg. 7)
- 31. Farm Office (Boys' Shop) (Bldg. 6)
- 32. Machine Shop 1 (Bldg. 5)
- 33. Machine Shop 2 (Bldg. 4)
- 34. Potato Warehouse (Bldg. 2)
- 35. Implement Shed (Bldg. 3.)
- 36. Farm House
- 37. Outside Carpenters' Shop (Bldg. 1)
- 38. Storage Shed
- 39. Tunnel Access



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**Grafton State School
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Photographs

1. North A Building
Grafton State School Historic District
Walsh County, North Dakota
John Lauber
24 May 1995
State Historical Society of North Dakota, Bismarck
East (front) and north elevations, camera facing southwest
Photograph #1
2. North A Building
Grafton State School Historic District
Walsh County, North Dakota
John Lauber
24 May 1995
State Historical Society of North Dakota, Bismarck
West and south elevations, camera facing northeast
Photograph #2
3. North A Building
Grafton State School Historic District
Walsh County, North Dakota
Frank E. Vyzralek
31 May 1996
Great Plains Research, Bismarck, ND
Balustrade at top (3rd floor) of south stairway, view from landing,
camera facing west
Photograph #3
4. North A Building
Grafton State School Historic District
Walsh County, North Dakota
Frank E. Vyzralek
31 May 1996
Great Plains Research, Bismarck, ND
Ceramic tile on landing between 2nd and 3rd floors on south stairway,
view from 3rd floor, camera facing southwest
Photograph #4

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**Grafton State School
Walsh County, ND**

Photographs (continued)

5. North B Building
Grafton State School Historic District
Walsh County, North Dakota
John Lauber
24 May 1995
State Historical Society of North Dakota, Bismarck
North (front) and west elevations, camera facing southeast
Photograph #5

6. North B Building
Grafton State School Historic District
Walsh County, North Dakota
John Lauber
24 May 1995
State Historical Society of North Dakota, Bismarck
East and south elevations, camera facing northwest
Photograph #6

7. North B Building
Grafton State School Historic District
Walsh County, North Dakota
John Lauber
24 May 1995
State Historical Society of North Dakota, Bismarck
Main entrance on north (front) facade, camera facing south
Photograph #7

8. North B Building
Grafton State School Historic District
Walsh County, North Dakota
Frank E. Vyzralek
31 May 1996
Great Plains Research, Bismarck, ND
Main hall on 4th Floor, camera facing west
Photograph #8

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**Grafton State School
Walsh County, ND**

Photographs (continued)

9. Refectory
Grafton State School Historic District
Walsh County, North Dakota
John Lauber
24 May 1995
State Historical Society of North Dakota, Bismarck
East (front) elevation, camera facing west
Photograph #9

10. Refectory
Grafton State School Historic District
Walsh County, North Dakota
John Lauber
24 May 1995
State Historical Society of North Dakota, Bismarck
West and north elevations, camera facing southeast
Photograph #10

11. Refectory
Grafton State School Historic District
Walsh County, North Dakota
Frank E. Vyzralek
31 May 1996
Great Plains Research, Bismarck, ND
Balustrade and newel posts, north stairway just inside northeast entrance door,
view showing stairs between 1st and 2nd floors, camera facing northwest
Photograph #11

12. Refectory
Grafton State School Historic District
Walsh County, North Dakota
Frank E. Vyzralek
31 May 1996
Great Plains Research, Bismarck, ND
Main hallway in basement showing rooms once used for food storage
and preparation, camera facing south
Photograph #12

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**Grafton State School
Walsh County, ND**

Photographs (continued)

13. North B Annex
Grafton State School Historic District
Walsh County, North Dakota
John Lauber
24 May 1995
State Historical Society of North Dakota, Bismarck
East and south elevations, view of entrance door in northeast corner,
camera facing northwest
Photograph #13

14. North B Annex
Grafton State School Historic District
Walsh County, North Dakota
John Lauber
24 May 1995
State Historical Society of North Dakota, Bismarck
West and south elevations, view showing above-ground tunnel segment
on south side, camera facing northeast
Photograph #14

15. North B Annex
Grafton State School Historic District
Walsh County, North Dakota
Frank E. Vyzralek
31 May 1996
Great Plains Research, Bismarck, ND
Stairway and balustrade just inside northeast entrance, view from landing
on stairs to basement, camera facing southeast
Photograph #15

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**Grafton State School
Walsh County, ND**

Photographs (continued)

16. North B Annex
Grafton State School Historic District
Walsh County, North Dakota
Frank E. Vyzralek
31 May 1996
Great Plains Research, Bismarck, ND
Art Deco details on heating unit, view from west side of 1st floor
landing in stairway, camera facing south
Photograph #16
17. North B Annex
Grafton State School Historic District
Walsh County, North Dakota
Frank E. Vyzralek
31 May 1996
Great Plains Research, Bismarck, ND
Entrance to circular steel fire escape slide, view from north side of 1st floor
near west end of building, camera facing south
Photograph #17
18. Midway Building
Grafton State School Historic District
Walsh County, North Dakota
John Lauber
24 May 1995
State Historical Society of North Dakota, Bismarck
East (front) and north elevations, camera facing southwest
Photograph #18
19. Midway Building
Grafton State School Historic District
Walsh County, North Dakota
John Lauber
24 May 1995
State Historical Society of North Dakota, Bismarck
South and west elevations, view of enclosed porches and fire escape,
camera facing northeast
Photograph #19

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**Grafton State School
Walsh County, ND**

Photographs (continued)

20. Midway Building
Grafton State School Historic District
Walsh County, North Dakota
Frank E. Vyzralek
31 May 1996
Great Plains Research, Bismarck, ND
Balustrade and newel posts in main stairway, view from 1st floor,
camera facing southwest
Photograph #20

21. Pleasant View
Grafton State School Historic District
Walsh County, North Dakota
Barbara Beving Long
8 September 1994
State Historical Society of North Dakota, Bismarck
North (front) and east elevations, camera facing southwest
Photograph #21

22. Pleasant View
Grafton State School Historic District
Walsh County, North Dakota
Barbara Beving Long
8 September 1994
State Historical Society of North Dakota, Bismarck
South and west elevations, camera facing northeast
Photograph #22

23. Semi-subterranean Tunnel Section
Grafton State School Historic District
Walsh County, North Dakota
Frank E. Vyzralek
31 May 1996
Great Plains Research, Bismarck, ND
Interior of tunnel segment between North B Building and North B Annex,
camera facing south
Photograph #23

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**Grafton State School
Walsh County, ND**

Verbal Boundary Description

Beginning at a point on the west edge of Fifth Street in Grafton, 15 feet east and 140 feet north of the northeast corner of North A Building; thence south 485 feet, west 110 feet, south 210 feet, west 150 feet, north 110 feet, east 70 feet, north 200 feet, west 50 feet, north 200 feet, west 100 feet, north 185 feet and east 340 feet, to the point of beginning.

Boundary Justification

The boundary includes the North A and North B Buildings, the Refectory, Midway Building, Pleasant View Building and the North B Annex, all buildings which constituted the core of the Grafton State School during the years 1901-1945 and which retain historic integrity. Included also is the site of the now-demolished Main Building, marked by a small stairway entrance into the semi-subterranean tunnel system which connect most of the campus buildings. An original tunnel segment connecting North B and North B Annex contributes to the district; the remainder of the tunnel system south of the North B Annex is considered non-contributing.