Form No. 10-300 (Rev. 10-74)

PH 05 07 911

UNITED STATES DEPARTMENT OF THE INTERIOR
NATIONAL PARK SERVICE

NATIONAL REGISTER OF HISTORIC PLACES INVENTORY -- NOMINATION FORM

DATA SHEET

FOR NPS USE ONLY
RECEIVED NOV 22 1977
DATE ENTERED MAR 29 1978

SEE INSTRUCTIONS IN *HOW TO COMPLETE NATIONAL REGISTER FORMS*
TYPE ALL ENTRIES -- COMPLETE APPLICABLE SECTIONS

1 NAME

HISTORIC
Smithville Seminary

AND/OR COMMON
Lapham Institute/Pentecostal Collegiate Institute/Watchman Industrial School & Camp

2 LOCATION

STREET & NUMBER
Institute Lane — NOT FOR PUBLICATION

CITY, TOWN
Scituate — VICINITY OF

CONGRESSIONAL DISTRICT
2 - Rep. Edward Beard

STATE: Rhode Island — CODE: 44 — COUNTY: Providence — CODE: 007

3 CLASSIFICATION

CATEGORY	OWNERSHIP	STATUS	PRESENT USE	
__DISTRICT	__PUBLIC	X OCCUPIED	__AGRICULTURE	__MUSEUM
X BUILDING(S)	X PRIVATE	__UNOCCUPIED	__COMMERCIAL	__PARK
__STRUCTURE	__BOTH	__WORK IN PROGRESS	__EDUCATIONAL	X PRIVATE RESIDENCE
__SITE	**PUBLIC ACQUISITION**	**ACCESSIBLE**	__ENTERTAINMENT	__RELIGIOUS
__OBJECT	__IN PROCESS	X YES: RESTRICTED	__GOVERNMENT	__SCIENTIFIC
	__BEING CONSIDERED	__YES: UNRESTRICTED	__INDUSTRIAL	__TRANSPORTATION
		__NO	__MILITARY	__OTHER:

4 OWNER OF PROPERTY

NAME
Watchman Industrial School and Camp, Inc., & Mrs. Viola Holland

STREET & NUMBER
Institute Lane

CITY, TOWN
Scituate — VICINITY OF

STATE
Rhode Island 02857

5 LOCATION OF LEGAL DESCRIPTION

COURTHOUSE, REGISTRY OF DEEDS, ETC.
Scituate Town Clerk's Office

STREET & NUMBER
Main Street

CITY, TOWN
Scituate

STATE
Rhode Island 02857

6 REPRESENTATION IN EXISTING SURVEYS

TITLE
Preliminary Cultural Resource Surveys

DATE
1970/1974 — __FEDERAL X STATE __COUNTY __LOCAL

DEPOSITORY FOR SURVEY RECORDS
R.I.H.P.C. 150 Benefit Street

CITY, TOWN
Providence

STATE
Rhode Island

7 DESCRIPTION

CONDITION		CHECK ONE	CHECK ONE
__EXCELLENT	__DETERIORATED	__UNALTERED	X ORIGINAL SITE
__GOOD	__RUINS	X ALTERED	__MOVED DATE_____
X FAIR	__UNEXPOSED		

DESCRIBE THE PRESENT AND ORIGINAL (IF KNOWN) PHYSICAL APPEARANCE

The Smithville Seminary occupies a low eminence overlooking the village of North Scituate and the Danielson Pike, now State Route 6. Institute Lane leads up to the west-facing structure from Greenville Road (Route 116), then curves around its south side and runs out to Route 6. A driveway encircles the Seminary, and the grounds, originally four acres in extent but now reduced to 2.3 acres, are laid out in lawns, with a grove of fully grown evergreen trees located in front of the building. To the north is a small, early-twentieth-century structure known as Alpha Cottage, and in the rear yard are a goat pen and shed, play equipment left from the era when the complex was used as a summer camp, a four-hole privy of early vintage and, directly opposite the Seminary building's central rear entrance, a wellhead. Withal, the property has about it an air of genteel dilapidation.

As designed by Russell Warren and erected in 1839-40, the Greek Revival style Smithville Seminary was a five-unit, wood frame, clapboard structure on a stuccoed rubblework foundation. The two outer wings are now gone, save for their foundations, and the hyphens and central block have been altered somewhat. Originally, however, the design focused on the three-story central block, treated as a modified tetraprostyle temple, joined to somewhat lower, three-story, pedimented wings by two-story, recessed and colonnaded, flat-roofed hyphens. Square, pilastered, flat-roofed belvederes with a window in each face rose from the pediments of both wings; a similar, but somewhat larger belfry (now gone) capped by a finial and weathervane surmounted the central pediment. A uniform foundation level created for the five-part building a stable visual base contrasting with its complex skyline (see engraving and plan).

The entablature and fluted columns of the central block were based on the Ionic order of the Temple of Artemis at Eleusis and the entablature detailing was carried over into the flanking units of the structure. In the wings, paneled Doric pilasters replaced fluted columns, and matching Doric piers were used for the hyphen colonnades.

Though divergent in treatment, the units of the building were alike in that each was three bays wide; each had a central entrance with a massive but simply detailed, standard Greek Revival architrave and unelaborated steps; and the fenestration was regular. Save for the two windows flanking the entrance to the central pavilion (which had 6/9 sash) all windows in the principal elevation were of 6/6 type. In order to give reasonably correct scale to the pilasters and pediments of the wings, the architect suppressed their third-story front windows, substituting horizontally aligned, recessed rectangular panels.

(See Continuation Sheet 1)

8 SIGNIFICANCE

PERIOD	AREAS OF SIGNIFICANCE -- CHECK AND JUSTIFY BELOW				
__PREHISTORIC	__ARCHEOLOGY-PREHISTORIC	__COMMUNITY PLANNING	__LANDSCAPE ARCHITECTURE	__RELIGION	
__1400-1499	__ARCHEOLOGY-HISTORIC	__CONSERVATION	__LAW	__SCIENCE	
__1500-1599	__AGRICULTURE	__ECONOMICS	__LITERATURE	__SCULPTURE	
__1600-1699	X ARCHITECTURE	X EDUCATION	__MILITARY	__SOCIAL/HUMANITARIAN	
__1700-1799	__ART	__ENGINEERING	__MUSIC	__THEATER	
X 1800-1899	__COMMERCE	__EXPLORATION/SETTLEMENT	__PHILOSOPHY	__TRANSPORTATION	
__1900-	__COMMUNICATIONS	__INDUSTRY	__POLITICS/GOVERNMENT	X OTHER (SPECIFY)	
		__INVENTION		Black History	

SPECIFIC DATES 1839-40 BUILDER/ARCHITECT Russell Warren, Architect

STATEMENT OF SIGNIFICANCE

The Smithville Seminary, often renamed and now called the Watchman Industrial School and Camp, is an outstanding Greek Revival structure designed by a major regional architect. It has a distinguished place in the annals of Rhode Island education and played a unique role in twentieth-century Rhode Island Black history. Despite its altered condition, it is one of but two major early academy buildings surviving in the state.[2] Though a fragment, the Smithville Seminary is, architecturally, the more distinguished of the two. This structure, now in disrepair and underutilized, is an important historic landmark which should be preserved.

Smithville Seminary was designed by Russell Warren, the leading architect of the Greek Revival era in Rhode Island and nearby Massachusetts. Warren was born in Tiverton, Rhode Island,in 1783. His father was a housewright and Russell and several brothers all learned that trade. By about 1800, the Warren brothers had settled in Bristol, a thriving seaport community and Russell Warren's first noteworthy designs were three elaborate Federal style mansions built between 1808 and 1810 for the DeWolfs, Bristol's leading family. He continued as a builder-architect into the 1820's, working mostly in Bristol, but also in Charleston, South Carolina, which had close commercial ties with the Rhode Island port.

In 1826, however, Russell Warren moved to Providence and established himself as an architect, giving up work as a builder and assuming the more prestigious role of a professional. He quickly confirmed his right to claim such status with his 1827 design for the Providence Arcade, a monumental, granite-faced, three-story, shopping arcade fronted by colossal Ionic porticoes. Associated with Warren in this design was the builder-architect, James Bucklin. The two men collaborated on a number of later projects, but Bucklin never gave up working as a builder as Warren had done.

The Arcade was Warren's first effort in the Greek Revival style and an achievement of national significance. It was one of the earliest Greek Revival buildings erected in Rhode Island and is now a National Historic Landmark. Warren's reputation was made with this building, and he soon was working on major commissions not

[2]The other is Moses Brown School in Providence.

(See Continuation Sheet 4)

9 MAJOR BIBLIOGRAPHICAL REFERENCES

Alexander, Robert L., The Architecture of Russell Warren. Dissetation, New York University, 1952, passeim.

Barnard, Henry, Report on the Public Schools in Rhode Island, 1845. Rhode Island General Assembly, Providence, 1845.

(See Continuation Sheet 12)

10 GEOGRAPHICAL DATA

ACREAGE OF NOMINATED PROPERTY 2.5 acres

UTM REFERENCES

	ZONE	EASTING	NORTHING
A	19	285480	4634360
B			
C			
D			

VERBAL BOUNDARY DESCRIPTION

Plat 16, lots 34 and 62

LIST ALL STATES AND COUNTIES FOR PROPERTIES OVERLAPPING STATE OR COUNTY BOUNDARIES

STATE	CODE	COUNTY	CODE
STATE	CODE	COUNTY	CODE

11 FORM PREPARED BY

NAME / TITLE

David Chase and Pamela Kennedy

ORGANIZATION — DATE

Rhode Island Historical Preservation Comm.

STREET & NUMBER — TELEPHONE

150 Benefit Street — 277-2678

CITY OR TOWN — STATE

Providence — Rhode Island 02903

12 STATE HISTORIC PRESERVATION OFFICER CERTIFICATION

THE EVALUATED SIGNIFICANCE OF THIS PROPERTY WITHIN THE STATE IS:

NATIONAL X STATE ____ LOCAL ____

As the designated State Historic Preservation Officer for the National Historic Preservation Act of 1966 (Public Law 89-665), I hereby nominate this property for inclusion in the National Register and certify that it has been evaluated according to the criteria and procedures set forth by the National Park Service.

STATE HISTORIC PRESERVATION OFFICER SIGNATURE Frederick D. Williamson

TITLE State Historic Preservation Officer — DATE November 17, 1977

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I HEREBY CERTIFY THAT THIS PROPERTY IS INCLUDED IN THE NATIONAL REGISTER

DIRECTOR, OFFICE OF ARCHEOLOGY AND HISTORIC PRESERVATION — DATE 3-29-78

ATTEST: Catherine Cole — DATE 3-27-78

KEEPER OF THE NATIONAL REGISTER

GPO 892-453

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The original appearance of the rear and end elevations is not documented. Surviving evidence indicates that trim here was simpler than on the front: paneled pilasters on the central block, no major trim on wings or hyphens. The main block had a central, first-story rear entrance and, like the wings, a basement entrance accessible by a short descent of stairs; the foundation or basement level in the rear is some 4½ feet above grade. The rear of the hyphens were semi-octagonal and had entrances in their reentrant angles; this created odd spatial relationships with the adjoining units and gave this elevation a distinctly anti-classical quality. So far as is known, end and rear elevations of the missing wings were quite plain and regular.

Such was the external appearance of the building into the 1920s. In that decade, however, a series of fires destroyed the wings, the central belfry and the roofs of the hypens and main block. The foundations of the wings were closed and covered with tar-and-gravel roofing. The roof of the main block was changed from a gable to a cross-gable arrangement and the pediments were modified considerably with the removal of the horizontal cornice elements and insertion of a small, rectangular gable window framed with Ionic volutes. Though damaged in the fires, the building's chief embellishment, the central colonnade, was restored and remains essentially as designed in 1839. It is believed that the present state of the hyphen colonnades antedates the fires. They have been enclosed and a second-floor level built to create what are variously described as sun porches or corridors. On the first floor, paired windows flank a central entrance; on the new second story level, the interstices between the piers are filled with multi-pane, roundhead sash.

The Seminary was intended to accommodate about 150 students and the building's five-unit plan relates directly to divisions of function. The two wings were dormitories, each said to have contained 33 rooms; that on the north for female students, that on the south for male students. The hyphens contained a classroom ("recitation room") on each floor and connected the wings to the central building via the open colonnades and covered basement passages. The main block was both functionally and visually the hub of the school. In the basement were the kitchen and dining hall. On the first floor were the reception room, office and living quarters for the faculty (numbering between five and nine members). On the second floor were classrooms, the library

(See Continuation Sheet 2)

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and "apparatus room" where natural-science demonstrations and experiments were conducted; here, too, according to school catalogues, was the "cabinet containing specimens of mineralogy, geology, conchology, etc." The third floor was a single space which could be divided in two by folding doors. It was used for large class lectures, as a public meeting hall and chapel.

The interior arrangements of the extant portions of the school stand much as they were built. Behind the early twentieth-century passage/sun porches the hyphens contain corridors which led from the main block to the wings. Perpendicular to the corridors are halls giving access to rear entrances and narrow, enclosed staircases leading to the second floor and basement. In the remaining area at the back of each hyphen is a polygonal school room serviced by a coal grate in a marbleized-slate mantel of vernacular, mid-nineteenth century type. These may not be original to the building.

The main block is three bays wide and six bays deep; four interior chimneys are located between the first and second and fifth and sixth bays of each side wall. These vented stoves (now gone) were placed in the principal rooms. Augmenting this arrangement from the first was a central heating system which is now defunct. Heat for the building's present residents is provided by kerosene stoves.

The main block's basement now contains a boiler room, kitchen, laundry (all nonfunctioning) and the dining hall. The first and second floors have broad, longitudinal central halls. On the first floor, five rooms flank the central hall. Doors to these rooms have transoms, and two rooms on each side have high, transom-like windows set in the walls between the doors. The three rear rooms on each side are fitted with pairs of small closets. Two of these rooms have been thrown together by removing the intervening closet wall; another room has been made into a bathroom. The office remains on the first floor and other rooms are still used for living quarters, as is the first floor of the south hyphen. Other rooms are vacant. The second floor was not entirely accessible to the authors but the arrangement here is essentially the same as that of the first floor. Several second floor rooms are occupied as an apartment. Access to the third floor is via narrow, enclosed lateral staircases and the hall/chapel has, since the 1920's, been divided into three rooms, the two largest of which can be thrown together by opening folding doors.

The interiors are all very plain; trim is minimal. The walls and ceilings are plaster and the floors are medium width pine boards. Rooms were originally finished with large-figure or bold,

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vertical-stripe wallpaper[1] replaced in the early twentieth-century by painted walls and extant, small-figure floral papers. The rooms have molded baseboards, door and window casings, but no ceiling cornices. All trim is of standard Greek Revival type -- a heavy fillet with a quirked and flattened ogee mold.

Doors have six recessed panels and brass knobs, rim locks and butt hinges. The two public rooms of the school -- the office and reception room at the west end of the main block's first floor at either side of the front door -- have but one minor elaboration other rooms do not have, pedimented architraves over their windows. The finish of the third floor dates from the renovation necessitated by the fires of the '20s . Here the ceiling is pressed tin, the walls between the windows are largely covered with blackboards, and below the level of the window sills the walls are wainscoted with varnished, beaded matched boards. At the east end of the chapel area is a dais.

[1] Edward Field, State of Rhode Island and Providence Plantations at the End of the Century: A History, Vol. II. p. 371.

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only in Providence, but in New Bedford, Massachusetts,as well. Alexander Jackson Davis - a nationally known New York architect - admired Warren's work and, when Davis ended his partnership with Ithiel Town in 1835, he asked Warren to become his partner. Davis was one of the premier architects of the day, and Warren was happy to move to New York and associate himself with Davis. The partnership was terminated for unknown reasons in a year, however, and Russell Warren returned to Providence where he continued his practice, working also in Newport, Bristol, Warren, Fall River and New Bedford. He took his son Osborn (who had apprenticed with Davis) into his office in 1837, but the senior man continued to dominate the firm until the mid-1840s. He was in his sixties by then and was semi-retired until his death in 1860.

Aside from his early houses for the DeWolfs, almost all Russell Warren's important work was in the Greek Revival style. The Smithville Seminary, his only executed school project, is characteristic of his best Greek Revival work -- monumental, severe and yet complex. The Ionic order he utilized here, taken from the Temple of Artemis at Eleusis, was almost a signature motif, he used it so frequently. Although the Seminary's five-unit, center-pavilion, hyphen-and-wing plan dates back at least to Palladio, it was a format generally reserved for expensive country residences (Warren himself had used it for this purpose in several instances); here the architect applied it to a new use.[3] In terms of function, it became a brilliantly rational plan, separating various uses into distinct structural units, keeping the living quarters of the male and female students as far apart as possible, with the faculty in between.

Warren's Smithville Seminary was erected during a critical period in the regional history of public education and school design when these matters were being given intensive consideration and review. Horace Mann's report on Massachusetts public schools, issued in 1838, ushered in the American interest in the proper design of schools. Soon thereafter, Henry Barnard of Connecticut started agitating for the reform of education, including school

[3]Thomas U. Walter's plan for Girard College (1833) is somewhat analogous.

(See Continuation Sheet 5)

design. In 1843, he became State Agent for Public Schools in Rhode Island and here developed, in conjunction with Russell Warren's old colleague James Bucklin and Bucklin's new associate Thomas Tefft, model designs for public schools. Designs by Bucklin and Barnard were first published in Barnard's Report on Public Schools in Rhode Island, 1845; designs by Tefft were included in Barnard's School Architecture, 1848.

Henry Barnard's efforts were directed to improved public schooling. Consequently, although it is known that Barnard admired Warren's Seminary, as a private boarding school, there were a number of functional differences which precluded its becoming a model for him to recommend in his various tracts. The building exhibits, nonetheless, a number of the characteristics Barnard advocated as being essential to a good school building. Its location is healthy, accessible yet "retired from the dust, noise, and danger of the highway," and it is attractive and commanding, affording "the cheap, yet priceless educating influences of fine scenery." As Barnard recommended, the site was large enough to accommodate "greensward, flowers and shrubbery" as well as a play yard for each sex. The building had separate entrances for male and female students, distinct from the front door and, possibly, such dual entrances to the communal rooms within as well. Barnard also recommended housing teachers in schools as was done in the Seminary. The building had a library and was heated, albeit not very successfully, with furnaces, but there is no evidence that the advanced ideas Barnard professed in the area of proper ventilation were carried out in the Smithville Seminary. There is no question, however, but that the appearance of this elaborately Greek Revival building suited his theories. He decried the "wretched perversions of architecture, which almost universally characterize" New England schools, demanding that a school building "exhibit good architectural proportion and be calculated to inspire... respect for the object to which it is devoted." Barnard believed that "every school should be a Temple" consecrated to the physical, intellectual and moral growth of its pupils.[4]

[4]Quotations taken from Barnard's Report on the Public Schools of Rhode Island for 1845, pp. 166-167 and his Reports and Documents Relating to the Public Schools of Rhode Island for 1848, pp. 274-276.

(See Continuation Sheet 6)

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Barnard's admiration for Warren's Seminary has been taken up by twentieth-century architectural historians, receiving scholarly praise for its architectural quality since the 1930s. Its greatest admirer was Talbot Hamlin who, in his enthusiastic monograph on Greek Revival architecture published in 1944, stated that it was "splendid composition." He felt that, in the hands of Warren and Bucklin, Greek Revival architecture achieved its greatest successes in Rhode Island. Hamlin counted the Smithville Seminary among these achievements.

The school was built for the Rhode Island Association of Freewill Baptists, which in 1839 appointed a committee to build a school "which should occupy a sort of middle ground between the Common School and the College and yet be helpful to both, by fitting teachers for the one and students for the other, and at the same time prepare a class of young persons for the discharge of the various business transactions of life by a training in the different arts and sciences beyond the scope of the common school."[5]

The Baptists' school was intended not only to preserve the religious hegemony of their young people, but also to recognize the shifting economy of Rhode Island and the growth of its middle class, which had special educational needs not answered adequately by either the rudimentary and utilitarian education of the common school nor by the classical education of college or university. The rise of industrialism and the expansion of commerce in the early decades of the nineteenth century had created a need for some mid-level education program which the new seminary was to provide.

The statewide circulation of plans for the new school began in June, 1838, and met with a strong response in the Scituate area where a Baptist Church had been established since 1763, and the First Freewill Baptist Church (of forty members) had been in existence since 1835; the Trustees ultimately located the school in that town. The land and buildings of the Seminary cost $20,000, which was raised by the sale of $50 shares. The Trustees held their first annual meeting in August, 1839, and by September, 1840, the school opened.

[5] Minutes of the Quarterly Meeting, Rhode Island Free Will Baptist Churches, January, 1838; cited in Smith, Hedley, The History of Scituate, Rhode Island (1976), p. 126

(See Continuation Sheet 7)

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The Seminary's curriculum was based upon literature and science, and it required of its applicants only that they be of moral character and be able to read intelligently. The 'ornamental' subjects of music and drawing were offered on an optional basis. From its origin, the Seminary was a co-educational institution and accepted both day and boarding students. The school attracted pupils from all over New England, and by 1841 there were 150 students, drawn from New York and the southern states as well.

In 1845, Henry Barnard conducted the first Rhode Island "Teachers' Institute" at the Smithville Seminary. Seen by Barnard as a critical element of the state's plans for educational improvement, the Institute gathered together teachers, parents and interested community members for discussions and lectures on the advancement of public education. Barnard's School Law authorizing the Commissioner of Education to establish such institutes was passed by the state legislature in June, 1845; Rhode Island thus became the first state to recognize the institute as an integral part of the school system. In November, the first Institute convened at the Seminary and put into practice Barnard's vision of bringing "young and inexperienced teachers...into living contact with older and eminent teachers"[6] and of inviting the participation of "all friends of education without regard to profession or calling."[7]

Successful in attracting students, the Seminary counted among its alumni a number of prominent New Englanders, including James B. Angell, a professor at Brown University and later president of Michigan University, Governor Henry Howard of Rhode Island, Professor Thomas L. Angell of Bates College, and Mary Latham Clark, the author.

The Seminary, unfortunately proved less successful in its financial affairs than in its educational program. Never adequately endowed, the school relied heavily upon tuition and fees for its operating costs. Unable to manage on such slender resources, the

[6]Henry Barnard, "Teachers' Institutes", American Journal of Education, XV: 405; cited in Carbone, 1971, p. 119.

[7]Edward M. Stone, Manual of Education: A Brief History of the Rhode Island Institute of Instruction (1874), p. 20; cited in Carbone, p. 130.

(See Continuation Sheet 8)

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Association of Freewill Baptists sold the building and grounds to the principal, Reverend Hosea Quimby, in 1850. Quimby carried on the school's programs for four more years until he was forced by ill health and the struggle of coping with ever worsening financial problems to retire. The Seminary was first leased and finally sold (in 1857) to S. P. Coburn, who served as principal, and William Colegrove. Coburn and Colegrove continued to operate the Seminary as a proprietary institution until 1859 when its mortgage was foreclosed and the floundering school closed.

The curriculum had remained true to its original purpose of training teachers under Quimby and his successors. As the 1854 catalog noted, "special pains will be taken with those who design to teach, with lectures and thorough training in Reading and Elocution, Analysis and the best mode of discipline and imparting instruction." From 1866 to 1870, while the Rhode Island Normal School (opened in 1854) was closed, the Seminary and a similar institution in East Greenwich received state funds to conduct an intensified teacher training program.

Literature and science remained the core of the curriculum, however, with additional studies in Latin, Greek, modern languages, drawing and music available at additional cost to the $33 tuition charged each boarder per quarter.

In 1863, the Seminary was returned to the Baptist Association. It was purchased by Benedict Lapham of Warwick, a member and former student, and presented to the Association as a gift, a donation no doubt inspired by a 'Jubilee Meeting' of friends of the old school, called to revive interest in the Seminary. Upon re-opening, it was named Lapham Institute in his honor. A general solicitation of gifts brought in sufficient money to repair and refurbish the building and to increase the resources available to its students -- a fund was started for the purchase of standard works for the library; the 'Cabinet' of geological and minerological specimens was enlarged; and equipment for instruction in chemistry and astronomy was purchased, although an appeal for the donation of a skeleton and a manikin went unanswered.

In its rejuvenated state, the school continued to operate for twelve years and gained a reputation as one of the best of Rhode Island's private academies. It remained co-educational, though its rules precluded its students from visiting, walking, riding, or otherwise associating with members of the opposite sex without the principal's special permission; boys and girls met only at meals,

(See Continuation Sheet 9)

worship, and recitations. Of its extra-curricular activities, only the Institute Temperance Society and the Missionary Society were open to both men and women students.

However, within the next decade, perennial financial problems had again reduced prospects for the longevity of the Institute. In the 1870s, William Winsor of Greenville was paying off the annual deficit of the school, but eventually he was unable to cover costs, and the school closed in 1875. During the last years of the nineteenth century, the school building was leased to Henry S. Turner who operated it as the Moswansicut Hotel.

In 1901, the property was purchased by the Pentecostal Church of the Nazarene to serve as the home for the Pentecostal Collegiate Institute which had been organized in Saratoga Springs, New York, in 1900. The Pentecostal Institute, under Principal William Angell, carried out its operation here for the next two decades, complementing the work of the Pentecostal Church of North Scituate established in 1895. Open to students of all denominations, the educational program emphasized the spiritual education of young Christians and placed particular emphasis on sacred music in the training of its ministers and deaconesses.

The most unusual aspect of the Pentecostal Institute's tenure here was the "work-study" program developed by Angell. Anxious to make schooling available even to poor students, Angell began a small cottage industry -- broom making -- to support the students. A barn on the school grounds was converted for broom making; straw, purchased in car-load lots, was sorted, bleached and dyed; bound onto handles by winding machines; flattened by large sewing machines; and eventually labelled, trimmed and sorted. The workshop operated on a regular basis for eleven hours each day. Student workers were paid an average of fifteen cents per hour and worked in two shifts of about five hours each. The work in the broom factory was optional and, with the extension of the normal four-year course to five years, nearly one quarter of the student body paid its way entirely through school. Well over half the student body worked in the factory, making brooms which competed in the open market with those produced by commercial concerns.

By 1919, the Pentecostal Institute had outgrown its quarters in the Seminary building and was moved to Wollaston, Massachusetts. In 1920, the Seminary building was acquired by the Reverend William

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S. Holland, one of the most remarkable figures in the history of Rhode Island's Black community, who used the building and grounds as a day camp and trade school for Black children and youths.

William Holland, the son of a former Virginia slave, had been educated in the South and was a graduate of the Richmond Theological Seminary. He had come to Providence in 1908 to occupy the pulpit of the Ebenezer Baptist Church. Over the course of the next decade, he and his wife, Evalina Brown Holland, founded the Watchman Industrial School, located on Codding Street in Providence. The functions of the Watchman School (named for its founder's favorite text: "Watchman, what of the night?" and the watchman said, "The morning cometh") extended far beyond the provision of vocational education and into community activities usually associated with settlement houses of the era, such as baby clinics and a day nursery.

By 1923, Holland had moved the Watchman's headquarters to Scituate and the old Seminary building. His educational program was inspired by Booker T. Washington and was based to a large extent on the ideals of the Hampton and Tuskegee Institutes which he had visited -- that is, acquisition of primary vocational skills by Black youths in addition to their academic training. The Reverend Holland often took custody of Black youths in trouble with legal authorities as an alternative to the state's reform school or prison. The school in Providence had provided training in printing, carpentry, masonry, shoemaking, and domestic science shops, and these classes were carried on at the Watchman School in Scituate, where "handy mechanics", basketry, and chair caning were added for boys, and millinery, laundering and sewing were taught for girls. Heavy emphasis was given to the formation of an industrious and self-reliant character in the school's students; "earnestness of purpose, honesty, faithfulness, and persistant effort" were considered essential elements of the curriculum and the "use of cards, alcohol, tobacco, and bad language"were expressly forbidden. Both teachers and students were required to be "courteous in their deportment, plain in dress, neat in appearance".[8] The year-round school was supplemented by a summer camp for the children of working

[8] Undated announcement for Watchman Summer School and Camp, Mrs. Viola Holland.

(See Continuation Sheet 11)

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parents; the camp provided a variety of fresh-air recreation for city children -- sports, nature study, hiking and gardening.

Both the camp and the school were funded by small tuition fees and donations from the Black community. Principal Holland, in addition, made appeals to various churches at which the school's choir sang, but, like its predecessors, the Watchman School existed on a short shoe-string. A series of fires in the 1920s and 1930s and the hurricane of 1938 reduced the operations of the Watchman School and the year-round school was given up in 1938, though the summer camp operated under Holland's direction until his death in 1958. Since then, the camp had been run by his second wife, Viola Grant Holland, until 1974, when she was forced by meager financial resources to discontinue the camp which had been a fixture in the institutional life of Rhode Island's Black community.

Though now compromised by the depredations of fire and neglect, the Smithville Seminary building is still a vital cultural resource for the village of North Scituate and the state of Rhode Island; it is an ambitious example of Greek Revival architecture by a leading architect; it exemplifies several aspects of the state's educational history, including the early work of Henry Barnard; and, finally, it is an important institutional center in the social and cultural history of the state's Black population.

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(See Continuation Sheet 13)

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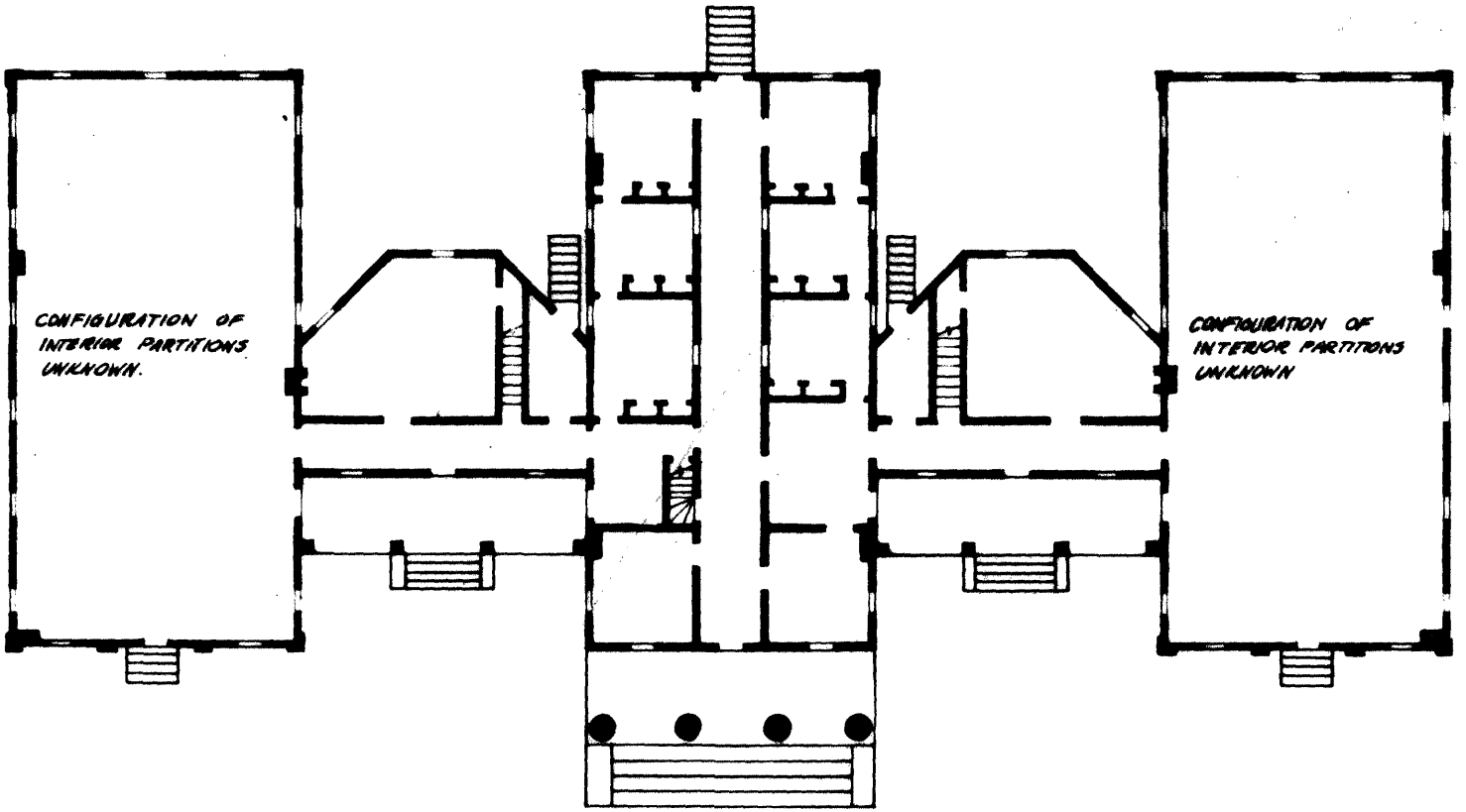

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