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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 of eligibility for individual properties or districts. See instructions in *Guidelines for Completing National Register Forms* (National Register Bulletin 16). Complete each item by marking "x" in the appropriate box or by entering the requested information. If an item does not apply to the property being documented, enter "N/A" for "not applicable." For functions, styles, materials, and areas of significance, enter only the categories and subcategories listed in the instructions. For additional space use continuation sheets (Form 10-900a). Type all entries.

1. Name of Property

historic name Southbury Training School
other names/site number Southbury Training School

2. Location

street & number --Route 172; 1484 South Britain Road NA not for publication
city, town Southbury/Roxbury NA vicinity
state Connecticut code CT county New Haven & Litchfield code 009/005 zip code 06488

3. Classification

Ownership of Property	Category of Property	Number of Resources within Property	
		Contributing	Noncontributing
<input checked="" type="checkbox"/> private	<input type="checkbox"/> building(s)	<u>69</u>	<u>23</u> buildings
<input type="checkbox"/> public-local	<input checked="" type="checkbox"/> district		<u>5</u> sites
<input checked="" type="checkbox"/> public-State	<input type="checkbox"/> site	<u>13</u>	<u>5</u> structures
<input type="checkbox"/> public-Federal	<input type="checkbox"/> structure		<u>28</u> objects
	<input type="checkbox"/> object	<u>82</u>	<u>28</u> Total

Name of related multiple property listing: N/A

Number of contributing resources previously listed in the National Register 0

4. State/Federal Agency Certification

As the designated authority under the National Historic Preservation Act of 1966, 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. See continuation sheet.

Signature of certifying official: [Signature] Date 3/11/92
State or Federal agency and bureau Director, Connecticut Historical Commission

In my opinion, the property meets does not meet the National Register criteria. See continuation sheet.

Signature of commenting or other official: _____ Date _____
State or Federal agency and bureau _____

5. National Park Service Certification

I, hereby, certify that this property is:

entered in the National Register. 5-1-92
 See continuation sheet.

determined eligible for the National Register. [Signature]
 See continuation sheet.

determined not eligible for the National Register.

removed from the National Register.

other, (explain:) _____

Signature of the Keeper

Date of Action

6. Function or Use

Historic Functions (enter categories from instructions)

DOMESTIC/institutional housing
HEALTH CARE/EDUCATION/training school
AGRICULTURE/SUBSISTENCE/ animal facility/
processing/storage/fields

Current Functions (enter categories from instructions)

DOMESTIC/institutional housing/vacant
HEALTH CARE/EDUCATION/training school
AGRICULTURE/SUBSISTENCE/animal facility
processing/storage/fields

7. Description

Architectural Classification

(enter categories from instructions)

LATE 19TH AND 20TH CENTURY REVIVALS/
Colonial Revival

Materials (enter categories from instructions)

foundation concrete
walls brick
weatherboard
roof asphalt shingle
other slate

Describe present and historic physical appearance.

The Southbury Training School occupies about 1500 acres on State Route 172 (South Britain Road) just north of the village of South Britain in Southbury. The school consists of two major sections: a self-sustaining 400-acre institutional campus and its contiguous 1100-acre farm complex. Seventy-eight percent of the 110 buildings and structures on the campus and farm are contributing resources constructed by 1940.

Except for the growth of the trees and the mature landscaping, the campus appears today much as it did in 1940 when the school was completed. It is sited in a shallow bowl, bordered by narrow bands of woodland, on the west slope of the Transylvania Brook Valley (Exhibit A). The rolling landscaped grounds, with their network of curving roads, gradually ascend almost 300 feet above Route 172, which runs along the valley floor on the east side of the school. Transylvania Brook, a major tributary of the Pomerpaug River to the south, flows diagonally through the campus from the northwest to the southeast into a manmade lake on the campus to the east of the highway. On the south side of the campus, the brook is spanned with identical shallow-arched bridges, which have arched rubblestone walls (Inventory #s 81, 82, 83).

The training school farm complex is located on the west side of the campus but visually separated by woodland. It contains extensive contiguous open fields, orchards, and meadows. Combining two large nineteenth-century farms, it occupies a large, relatively level open plain on the top of Horse Hill. At 750 feet (500 feet above the valley floor), this is one of the highest points in the region and commands views in all directions. The farm is accessed from Spruce Brook Road on the south side of the school and an internal road which swings up from the head of the campus grounds to the site. A second watercourse, Spruce Brook, originates in the center of the farm area, and continues to flow in a southeasterly direction along the southern border of the school grounds.

These two sections of the school also have quite different buildings and siting arrangements. The majority of the resources are sited on the main campus. They consist primarily of brick institutional Georgian and Colonial Revival buildings, along with a few wood-frame domestic buildings, all built in 1940, and several pre-existing nineteenth-century houses. The buildings are arranged according to a campus plan which is generally divided into three main sections (Exhibit A). Two

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List of Owners

State of Connecticut, Department of Mental Retardation, Commissioner Toni Richardson
Townshend P. Hawxhurst, Pomeraug Avenue, Woodbury, CT 06798 (Inventory #s 79, 80)
(1484 South Britain Road)

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major buildings near the center, which are visible from the highway, are the central foci: Roselle School and the Administration Building (Inventory #s 11, 8; Photograph # 1). Other communal buildings in this center section to the west are the Hospital and Infirmary, now known as the Health Care Center, and two training workshops. Clusters of large dormitories, called "cottages," are located to either side, the cottages for men to the north and those for women to the south. Support facilities, which include a powerhouse, laundry, sewage treatment plant, and maintenance buildings, are generally located on the periphery. Apartment buildings, historically used to house staff, are found on either end but most of the individual staff residences are found on the east side of the highway. The farm is arranged around a central core group of dairy buildings, with several barns and a milk processing facility (Photograph #s 2, 3). Two brick dormitories and several staff houses are located nearby. An original farmhouse at the north end of the farm is the center of the poultry plant with its associated chicken houses.

On the main campus, the Georgian Revival-style Lenore H. Davidson Administration Building utilizes the three-part symmetrical, basically rectangular plan and the same construction details found throughout this part of the school (Inventory #8; Photograph #4). Its main block and identical wings are constructed of load-bearing brick masonry, laid in American common bond, and rest on a reinforced concrete foundation. Features which add interest to the wall surfaces here, and throughout the campus, include recessed and projecting brick panels, voussoirs, canton corners and piers, and limestone detailing. It has a five-bay center block with a colonnade and hipped roof with pedimented dormers. Stylized Corinthian columns frame the main entrance, which is surmounted by a broken scrolled pediment and flanked by fluted pilasters. A large hexagonal cupola with round-arched windows rises from the center of the roof. The gabled ends of the building project slightly and are joined to the main block by two-bay hyphen wings. As in most of the buildings, the rear elevation is treated more simply but is not devoid of detail. It is highlighted by a Palladian window over the center door; the latter feature displays a smaller broken scrolled pediment.

Several major buildings with the plan and massing of the Administration Building also display colossal entrance porticos. The largest is the Roselle School with its complex E plan, long 300-foot facade, and three rear wings (Inventory #4; Photograph #5). Projecting gabled end wings flank the elongated main block of the facade. A tall two-stage clock tower, which rises from the center of the building, has quoined corners and displays a clock over a double-hung window on each face. Its octagonal belfrey has a bell-shaped metal roof and a weathervane. A flat-roofed addition was added to the south end after 1975. The hospital is another example of this type (Inventory #14; Photograph #6). The portico has Tuscan columns and a stuccoed tympanum with a roundel. The pediments of the end gables are also stuccoed and display lunettes. The seven-bay center block is set off from the side wings by its parapeted gable roof with large integral chimneys. Ella Fleck Hall, along with

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Thompson Hall, the latter a non-contributing but compatible building constructed in 1957, are the last of the large individually detailed buildings with distinctive entrance porticos (Inventory #s 7, 34; Photograph #7). The Fleck Hall portico features Tuscan columns and a balustrade, with a tripartite window above. Two pilasters on either side are surmounted by denticulated cornices returns, which serve as entablatures.

Crawford Hall, a staff residential building located at the northwest corner of the main campus, a more complex version of the basic plan, is really three buildings linked together (Inventory #6; Photograph #s 8, 9). The main block has two public facades: the west elevation facing the campus with a colossal portico and the east elevation, visible from the highway, displaying a projecting rounded colonnaded pavilion. The three-bay portico on the west elevation has paired columns with stylized Corinthian capitals and a clapboarded tympanum. The swan's neck pediment over the door is denticulated and displays rosettes. There are paired French doors with brick voussoirs on either side of the entrance. An octagonal cupola is centered over the gabled middle section. Because of the drop in grade on either side, the two-story south wing, with a random ashlar granite foundation, is joined to the main building with a one-story hyphen wing. The south section, which is treated as a separate building, is seven bays long and one story in height, except at the east end where a drop in grade allows two stories. It has a hipped roof and a steeple-like cupola. Notable features include the entrance on the west side, which has a wood-block surround with radiating voussoirs and a key block. The north wing, which houses the school's fire department, has an identical steeple-type cupola and utilizes the same type of surround for the large garage-type door centered in its east elevation.

Two nearly identical buildings complete the center section: the Print Shop and the Activity Building. They are more utilitarian in design but still conform to the basic bi-lateral plan (Inventory #s 12, 13; Photograph #10). They have windows similar to those found on the school, arranged in groups of three, and a center projecting facade pavilion with a simplified entrance that displays an entablature with a leaded fanlight.

The more than 30 contributing "cottages" on the campus are smaller variations of the three-part plan and are arranged with cluster siting. Those that are grouped around common areas generally face inward except for the easternmost group of female cottages on the south side of the campus, which are stacked in a staggered pattern and face the highway. Designed around five basic floorplans, most of them approach domestic scale and all utilize residential Colonial Revival detailing. Variety is achieved by various combinations of gambrel- or gable-roofed wings, either projecting, recessed, or stepped down from the central main block, with at least five different treatments of the main entrance. Although there is some repetition, matching buildings are separated by their placement to either side of the campus.

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Facade entrances are the most detailed but rear entrances are more commonly used because the parking areas are located there. The original floorplans indicate that the wings contain large living or dining rooms and kitchens, with staff bedrooms on the first floor in the center section.¹ Sleeping quarters for residents are found on the second floor, either as small individual chambers or in open congregate dormitories. There are several double cottages, which have a large dining room with a kitchen in the center and a living room on either end. Most buildings have sun porches on one end and semi-detached, open picnic pavilions (the latter not counted separately in the inventory). Cottages #s 4, 5, 7, 27, and 28 demonstrate the stylistic range of these buildings (Inventory #s 44, 45, 47, 66, 67; Photograph #s 11, 12, 13, 14, 15). Several newer dormitories on the edges of these clusters that are non-contributing because of their date of construction are generally compatible with the original architectural theme.²

Although the buildings designed for the support facilities are less elaborate, all express the Colonial Revival theme to some degree. For example, the Maintenance Shops has a detailed entrance with a blind arch and transom (Inventory # 9; Photograph #16). The Maintenance Office, now joined to the main building, is a one-story gable-roofed brick structure with a doorway set in a surround with pilasters and entablature (Inventory #17). The Powerhouse to the east of the highway is a plain brick structure with a flat roof and attached conical stack, but the wall surfaces are enriched with corbelling and keystones over the windows (Inventory #21; Photograph #17). It supplies heat and electricity to most of the campus, including the nearby greenhouses, and steam for the laundry across the street (Inventory #s 20, 16). A gatehouse at the entrance of the school (now a restaurant) is a woodframe and brick building with several small wings. It displays a large blind fanlight over the main door (Inventory #15; Photograph #18). Built by the students at the school about 1945, this building is considered non-contributing only because of its more recent construction date.

Staff houses for department heads and the head of the school were also built in 1940. Three are identical garrison Colonials with attached garages. They have gable roofs and clapboarded walls (Inventory #s 1, 2, 3; Photograph #19). The Superintendent's House is more elaborate, with a main block with a projecting cross gable pavilion and two gabled wings with dormers. The entrance is off center in the main block with a rounded entrance portico (Inventory #5; Photograph #20).

Two houses originally used for campus staff predate the school; both were built by members of the Pierce family. The earliest, a circa 1800 center-chimney wood-frame Cape, is almost hidden in the trees to the rear of the maintenance complex (Inventory #4). It was moved from its original location farther west on the campus in 1940. The Joel Pierce House at the south end of the campus is a gambrel-roofed brick Colonial with Federal detailing (Inventory #24; Photograph #21). It has a center-hall plan with paired integral brick chimneys at either end and a granite block and rubble foundation. A pedimented porch at the main entrance shelters a doorway with narrow fluted pilasters and sidelights and simple entablature. Brick

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radiating voussoirs are found above most of the double-hung windows, including the tripartite sash above the doorway. There are Palladian windows in the end elevations at the attic level. The Federal interior is largely intact, with six fireplaces.

The farm complex contains a mix of farm buildings and residences mostly constructed in 1940, grouped according to function. The dairy plant at the center includes a Wisconsin-type dairy barn and the milk processing facility, a small brick building with a smokestack (Inventory #s 93, 104; Photograph #2). The large dairy barn and its silo were rebuilt in 1960 after a fire, replacing the 1940 building constructed by the school. The heifer barn to the rear has two gabled end sections connected by a long gabled center section (Inventory #103). The piggery, a long stepped gambrelled barn, is located to the northwest along a dirt farm road which leads to the poultry plant (Inventory # 105; Photograph #22). A small gambrel-roofed building along this same road was built as an abattoir (Inventory #84). The centerpiece of the poultry area is the Greek Revival-style Cassidy House, another dwelling built by the Pierce family (Inventory #85; Photograph #23). To the rear are several large coops and shelters for free-range chickens (Photograph #24).

There are a number of residential buildings constructed by the school at the farm complex. Three houses built in the Colonial Revival style for farm staff and the foreman are all located on Purchase Brook Road near the dairy (Inventory #s 98, 99, 100). A fourth house sited across from the apple orchards on Spruce Brook Road, presently vacant, served as the farm manager's house. It is a small Colonial Revival Cape with an attached breezeway and garage (Inventory #96; Photograph #25). Two brick dormitory cottages, one built in 1940, the other in 1952, flank the intersection of the farm roads. They are similar, but the original building more closely resembles the cottages of the main campus in its three-part plan and detailing (Inventory #94; Photograph #26). The main doorway, centered in the main block, has sidelights and a transom and is surmounted by a broken scroll pediment. Brick voussoirs and limestone sills frame the double-hung windows.

A complete inventory of the contributing and non-contributing resources follows. For convenience the buildings and structures are listed in two separate groups, campus and farm; the buildings are in alphabetical order by name and/or the building number assigned by the Southbury Training School.

End Notes:

1. Edwin A. Salmon, consultant, floor plans for Cottage A, B, C, D, E, 1937.
2. Two of these newer cottages on the south side of the campus, #s 41 and 42, were built on the land acquired in the 1950s which is not part of this nomination and therefore are excluded from the inventory.

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Inventory of Contributing and Non-Contributing Resources

<u>Inv. #</u>	<u>Name</u>	<u>Style/Type/Date of Construction</u>	<u>N/NC</u>	<u>Photo #</u>
Campus: (Buildings constructed of brick unless otherwise noted)				
1.	Building #38	Colonial Revival staff house, 1940	C	19
2.	Building #39	Colonial Revival staff house, 1940	C	
3.	Building #40	Colonial Revival staff house, 1940	C	
4.	Building #41 Pierce House	Cape, 1800; remodeled in Colonial Revival, 1940	C	
5.	Building #46	Colonial Revival superintendent's house, 1940	C	20
6.	Building #68 Crawford Hall	Georgian Revival, 1940	C	8, 9
7.	Building #69 Fleck Hall	Georgian Revival, 1940	C	7
8.	Building #71 Davidson Administration Building	Georgian Revival, 1940	C	1, 4
9.	Building #72 Maintenance	Colonial Revival, 1940	C	16
10.	Building #73 Bath House	Wood-frame, c. 1985	NC	
11.	Building #74 Roselle School	Colonial Revival, 1940	C	5
12.	Building #75 Print Shop	Colonial Revival Utilitarian, 1940	C	10
13.	Building #76 Activity Building	Colonial Revival Utilitarian, 1940	C	

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14.	Building #77 Hospital	Georgian Revival, 1940	C	6
15.	Building #78 Gatehouse	Colonial Revival wood-frame, c. 1945	NC	18
16.	Building #79 Laundry	Colonial Revival Utilitarian, 1940 addition, c. 1965	C	
17.	Building #82 Maintenance Office	Colonial Revival, 1940 (now joined to Building #72)	C	
18.	Building #83	Open six-bay garage	C	
19.	Building #83A	Concrete-block garage, c. 1980	NC	
20.	Building #84 Greenhouse	Industrial, c. 1940; concrete-block addition, c. 1980	C	
21.	Building #87 Power House	Industrial with stack, c. 1940	C	17
22.	Building #88	Pre-fab metal shed, c. 1990	NC	
23.	Building #89	Pre-fab metal shed, c. 1990	NC	
24.	Building #100 Joel Pierce House	Colonial/Federal, c. 1825	C	21
25.	Building #110A	garage associated with Building #100	NC	
26.	Building #114 Incinerator	Corrugated steel with brick stack,, 1940, remodeled 1980	C	
27.	Building #115 Incinerator shed	Industrial, wood-frame, 1940	NC	
28.	Building #116 Post-chlorination	Industrial, 1940	C	
29.	Building #117 Filter Tank	Industrial, concrete tank, 1940	C	
30.	Building #118 Digester	Industrial, 1940	C	

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31.	Building #119 Pump House	Industrial, 1940	C	
32.	Building #120 Drying House	Industrial, 1940 with greenhouse	C	
33.	Building #-- Sediment Beds	Industrial concrete open, 1940	C	
34.	Building #136 Thompson Hall	Colonial Revival, 1958	NC	
35.	Building #136A	early 20th-c. barn conv. to garage	C	
36.	Building #140A	Modern bunk house, c. 1985	NC	
37.	Building #140B	"	NC	
38.	Building #140C	" "	NC	
39.	Building #140D	" "	NC	
40.	Building #140E	" "	NC	
41.	Cottage #1	Colonial Revival dormitory, 1940	C	
42.	Cottage #2	Colonial Revival dormitory, 1940	C	
43.	Cottage #3	Colonial Revival dormitory, 1940	C	
44.	Cottage #4	Colonial Revival dormitory, 1940	C	11
45.	Cottage #5	Colonial Revival dormitory, 1940	C	12
46.	Cottage #6	Colonial Revival dormitory, 1940	C	
47.	Cottage #7	Colonial Revival dormitory, 1940	C	13
48.	Cottage #7A	Colonial Revival dormitory, 1955	NC	
49.	Cottage #8	Colonial Revival dormitory, 1940	C	
50.	Cottage #9	Colonial Revival dormitory, 1940	C	

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51.	Cottage #10	Colonial Revival dormitory, 1940	C	
52.	Cottage #11	Colonial Revival dormitory, 1940	C	
53.	Cottage #12	Colonial Revival dormitory, 1940	C	
54.	Cottage #14	Colonial revival dormitory, 1940	C	
55.	Cottage #15	Colonial Revival dormitory, 1940	C	
56.	Cottage #16	Colonial Revival dormitory, 1940	C	
57.	Cottage #17	Colonial Revival dormitory, 1940	C	
58.	Cottage #18	modern dormitory, 1954	NC	
59.	Cottage #20	Colonial Revival dormitory, 1940	C	
60.	Cottage #21	Colonial Revival dormitory, 1940	C	
61.	Cottage #22	Colonial Revival dormitory, 1940 remodeled as condominium, 1991	C	
62.	Cottage #23	Colonial Revival dormitory, 1940	C	
63.	Cottage #24	Colonial Revival dormitory, 1940	C	
64.	Cottage #25	Colonial Revival dormitory, 1940	C	
65.	Cottage #26	Colonial Revival dormitory, 1940 remodeled as condominium, 1991	C	
66.	Cottage #27	Colonial Revival dormitory, 1940	C	14
67.	Cottage #28	Colonial Revival dormitory, 1940	C	15
68.	Cottage #29	Colonial Revival dormitory, 1940	C	
69.	Cottage #30	Colonial Revival dormitory, 1940	C	
70.	Cottage #31	Colonial Revival dormitory, 1940	C	
71.	Cottage #32	Colonial Revival dormitory, 1940	C	

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72.	Cottage #33	Colonial Revival dormitory, 1940	C
73.	Cottage #34	modern dormitory, 1953	NC
74.	Cottage #35	modern dormitory, c. 1975	NC
75.	Cottage #40	modern dormitory, c. 1970	NC
76.	Pump House #1	1940	C
77.	Pump House #2	1940	C
78.	Pump House #3	1940	C
79.		19th-c. vernacular house, c. 1880 (not part of school)	NC
80.		garage associated with house, 1930 (not part of school)	NC
81.		stone arched bridge, 1940	C
82.		stone arched bridge, 1940	C
83.		stone arched bridge, 1940	C

Farm Complex

84.	Abattoir	wood-frame gambrel barn, 1940	C	
85.	Cassidy House (aka Ely Pierce House)	Greek Revival, c. 1840	C	23
86.	Cassidy Barn	late 19th-c., gabled	C	
87.		assoc. wood-frame chicken coop, 1940	C	24
88.		assoc. wood-frame chicken coop, c.1960	NC	24
89.		assoc. range shelter, 1940	C	24
90.		assoc. range shelter, 1940	C	24

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91.		assoc. storage shed, 1944	C	
92.		assoc. storage barn, 1940	C	
93.	Dairy Barn #2	Wisconsin type with silo, c. 1960 replacement for 1940 dairy barn	NC	2, 3
94.	Farm Cottage #1	Colonial Revival dormitory, c. 1940	C	26
95.	Farm Cottage #2	Colonial Revival dormitory, 1951	NC	
96.	Farmhouse #3 (staff)	Colonial Revival Cape, wood-frame. 1940	C	25
97.		assoc. wood-frame shed, 1940	C	
98.	Farmhouse #7 (staff)	Colonial Revival, wood-frame, 1940	C	
99.	Farmhouse #18,19,20 staff dormitory	Colonial Revival, wood-frame, 1940	C	
100.	Foreman's House	Colonial Revival, wood-frame, 1940	C	
101.		assoc. garage, c. 1950	NC	
102.	Horse Barn	wood-frame, 1940	C	
103.	Heifer Barn	metal, c. 1960	C	
104.	Milk House	brick with stack, c. 1940	C	
105.	Piggery	wood-frame gambrel barn, 1940	C	22
106.	Pump House	concrete block 1980 (next to tower)	NC	
107.	Pump House	1940 (Rear of staff house #18-20)	C	
108.	Storage barn	wood-frame gabled, c. 1940	C	
109.	Transformer House	1940	C	
110.	Water Tower	metal tank on steel channel lattice frame, 1940	C	

8. Statement of Significance

Certifying official has considered the significance of this property in relation to other properties:

nationally statewide locally

Applicable National Register Criteria A B C D

Criteria Considerations (Exceptions) A B C D E F G

Areas of Significance (enter categories from instructions)

ARCHITECTURE
HEALTH/MEDICINE
LANDSCAPE ARCHITECTURE

Period of Significance

1940
1940
1940

Significant Dates

1940
1940
1940

Cultural Affiliation

N/A

Significant Person

N/A

Architect/Builder

Edwin A. Salmon; Frederick Dixon;
A. F. Brinkerhoff (landscape architect)

State significance of property, and justify criteria, criteria considerations, and areas and periods of significance noted above.

The Southbury Training School is historically significant as an international model for the progressive care and training of mentally handicapped children in the mid-twentieth century. When the school was built in 1940, it embodied in its physical plant and site plan a then entirely new philosophical approach which recognized that society had a responsibility to the mentally-handicapped to provide a nurturing normal environment and to prepare them to lead productive lives through a well-rounded program of occupational therapy and training. An exceptionally well-preserved, architecturally coherent entity, the campus is significant for its Colonial and Georgian Revival institutional and domestic buildings, which are distinguished by their stylistic level and variety. Additional significance is derived from the retention of nineteenth-century houses and farms which have been fully integrated into the campus plan and serve as a reminder of Southbury's rural history.

Historical Significance

Planning for the Southbury Training School began in 1935 at the height of the Great Depression. The need was acute, with 1200 on the waiting list for the Mansfield Training School, the state's only facility for the mentally handicapped at that time. A commission was appointed by Governor Wilbur Cross, charged with the responsibility of buying a site and building a new school. Experts were hired in various fields to assist them with their work. Ernest T. Roselle, who became the executive director of the commission, an experienced administrator, and Dr. Herman Yannett, a professor of pediatrics at Yale University Medical School, both assisted in developing the conceptual philosophy which would be the basis for the new school and, as planning progressed, the specifications for the program, administrative structure, and health care facilities. Dr. Yannett also utilized his experience in pediatric neurology to take an active role in the planning of the school's hospital. Site planning and development were the responsibility of architect Edwin A. Salmon, along with A. F. Brinckerhoff of Redding, Connecticut, with offices in New York City, who was hired as the landscape architect. It was expected that once the institution was built, the commissioners would become members of the first Board

See continuation sheet

9. Major Bibliographical References

Previous documentation on file (NPS):

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

See continuation sheet

Primary location of additional data:

- State historic preservation office
- Other State agency Conn. State Library
- Federal agency
- Local government
- University
- Other

Specify repository:

Southbury Training School

10. Geographical Data

Acreage of property 1450

UTM References

A

Zone	Easting			Northing					

B

Zone	Easting			Northing					

C

--	--	--	--	--	--	--	--	--	--

D

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See continuation sheet

Verbal Boundary Description

The boundaries of the nominated property are shown on the attached map (Exhibit A) drawn to scale from actual surveys and tax assessors' maps.

See continuation sheet

Boundary Justification

See continuation sheet

11. Form Prepared By Reviewed by John Herzan, National Register Coordinator

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of Trustees and Ernest Roselle would become the first superintendent of the school.¹

The enormity of their task became clear as commissioners and the consultants travelled all over the United States visiting institutions, becoming more aware of the deplorable conditions that prevailed in the 1930s for mentally handicapped and epileptic children.² Basically shunned by society, they were routinely institutionalized with a minimal level of custodial care, denied any kind of education and often even routine health care. Because of the lack of testing, many who could have functioned in the community with some training were placed in institutions. There were few classes for the retarded in the public school system and epileptic children were often denied access to regular classrooms. There was little research in the field of mental retardation and medical professionals were untrained. Parents were isolated and unable to organize as advocacy groups or to exert political pressure to change these conditions.

Convinced by their investigations that no state facilities then in existence met the needs of the mentally handicapped, the commissioners realized that they must develop a whole new conceptual philosophy before they could build an institution. In their search they had found a small private institution for 200 children in Vineland, New Jersey, that was experimenting with a new approach, one that attempted to provide some of the conditions of normal living such as the self-contained cottage system found today at Southbury. Although there was some problems in transposing this concept to a large public institution for 1200, by March of 1937 a site had been selected and detailed preliminary building and site plans, including provision for all site facilities, had been prepared. The formal report of the commissioners included a prospectus which outlined their plans for an ideal school, one that would not only provide a more normal nurturing, sheltered environment but education, modern health care, testing and research facilities, and training for personnel, in essence an institution that would rectify all previous societal failures with the mentally retarded.³ Included was a recommendation for establishing special classes in the public schools and the training of teachers in the field so that fewer children needed to be placed in institutions. Their enlightened approach recognized both society's responsibility and the inalienable rights of the mentally handicapped child, anticipating by more than 40 years many of the rights now guaranteed by federal legislation.

The Southbury site was ideal for a training school to serve the western half of the state. In addition to its central location, it contained enough relatively undeveloped acreage and some of the best farmland in the area. Beginning in 1937, parcels of land were purchased, following an overall plan drawn by Edwin Salmon, and proposed by the commission. Fourteen contiguous lots varying in size from 7 to 282 acres were combined; each had been selected for specific purposes. On the campus

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land was designated for the residential campus and each of its various support facilities. Acreage at the farm was designated for pastures, orchards, gardens, and crop land. Most of the land where the main campus is located was bought by the state in 1937; the purchase of existing farms and adjoining farm acreage for the school's training farm was complete by 1939. Wooded parcels, reserved for future development or to serve as buffer zones, also were expected to be a source of building materials.⁴

Because the school was so radically different in concept, the siting of the buildings to meet both programmatic and architectural requirements developed as a joint effort. All the commission members and consultants had input into the process, but A. F. Brinckerhoff took a major role in this area in addition to his landscape planning. He was largely responsible for the layout of the proposed site plan drawn by Edwin Salmon.⁵ A final site plan, only slightly changed from the Salmon plan and rendering, was drawn by the newly formed Connecticut Department of Public Works, subject to the review and approval of the commission. The agency, established in July, 1937, was responsible for the final design and construction of all buildings, roads, and utilities, under the direction of Frederick Dixon, the supervising architect of the DPW, and reflect his skill in the institutional Colonial Revival genre.⁶ His building designs incorporated floorplans drawn by Salmon to suit the program of the school.

The proposed budget, which was set at \$3.5 million, eventually exceeded \$7 million and covered acquisition of the land, site work, and buildings. Site preparation and roadbuilding based on the preliminary plan began in 1937 in anticipation of a substantial grant from the Federal Works Progress Administration of \$2.5 million, which was awarded in June of that year. Local people were employed as WPA labor. Ground was broken for the buildings beginning in 1938 and the school for 1200 opened in October of 1940, a remarkably short period.

The progressive Southbury approach to the care and training of the mentally handicapped child became an international institutional model. Mental health professionals from European and Asian countries, and from all over the United States, visited the school from the 1940s through the 1960s. As a result most state facilities in this country are now based on the Southbury plan⁷. All aspects of the school's program and physical plant were investigated by the visitors. These included the medical department, under the supervision of Dr. Yannett. During his 35-year tenure at Southbury, the school was a training facility for personnel in the mental retardation field with interns from Connecticut hospitals, including the one at Yale University, serving a rotation under his supervision.⁸

Even the management structure was of interest, given it was a radical departure from that of the more typical state mental institution, which were customarily under the

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direct control of a superintendent, usually a psychiatrist.⁹ As initially proposed by the founding commission, at Southbury there were seven department heads, ranging from clinical services, to education, cottage life, business management, physical plant, extension services, and the farms. Each relatively autonomous department was on an equal footing, in recognition of the fact that each had an important role in the overall purpose of the school.

Since a major goal of the new institution would be to return as many individuals as possible to the community, training in practical skills was considered essential. In its placement at the center of the campus and its size, the highly visible Roselle School symbolized this emphasis on education. While some occupational training took place in specially designed buildings, such as the print shop, and residents were trained in self-care in the homelike atmosphere of the cottages, most general education and much of the occupational training were carried out in this building (Inventory #11), or at the school's training farm. The success of this approach is demonstrated by the fact that by about 1950, 700 residents had been discharged and returned to their communities (representing 20 percent of the total number admitted since 1940) and several hundred more were in supervised community placements in sheltered workshops.¹⁰

The well-rounded program successfully integrated occupational training with the overall concept of making the school self-sustaining.¹¹ Residents developed skills in many of those areas that contributed to the running of the institution; much of the training produced products or services used by the school. The school utilized new concepts of placement and testing for incoming patients so that suitable levels of training were provided for all but the most physically or mentally handicapped, becoming noted for its research in this field. Training, as well as other aspects of daily life, was differentiated and segregated by sex. For example, in addition to the physical separation of the living quarters in male and female villages, boys were trained in farming, printing, carpentry, and automobile repair; girls principally in household skills: cooking, childcare, weaving, and sewing. More than 200 girls were placed in domestic service by 1952.

Much of the training took place on the school's farm. An institutional farm per se was not a new concept. It had been perceived as the solution to other social problems, such as poverty, since the Colonial period and was an integral part of the Mansfield School. However, the scope of this farm and its programs was exceptional. Until 1973 the farm supplied all the produce, milk, and meat for the school, the value of which was estimated at \$150,000 annually. Processes such as butchering or the pasteurization of milk were done at the farm; other food processing was carried out at the school's cannery and bakery on the main campus. More than 200 boys lived in the two cottages on the farm and were trained in various farming occupations such as crop production, poultry and cattle raising, dairy

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farming, and market gardening. Many eventually worked outside the school on nearby farms and a number were able to leave the school and become self-supporting.

Other aspects of a "normal life" at the school were not neglected. Instead of an institutional commissary, the basement of the administration building contained a replica of "mainstreet" with storefronts, including a post office and a soda fountain/drugstore. These stores operated as a concession serving school staff and provided training for the boys. The school also operated "furnishing" stores, one for boys and one for girls, and a model grocery store. Resident life was enriched by recreational sports of all types, including swimming, bowling (at the school alley), and a Boy Scout program. Southbury Training School teams for such sports as basketball competed against local public schools. The experience of camping has taken place at a more recent innovation at the school, an "adventure site" that has five bunkhouses.

Another unusual aspect of the Southbury Training School is the degree of involvement of the parents. With the encouragement of the school, a parents' organization, called the Home and School Association, was founded in 1948 to provide mutual support for the parents and contribute materially to the well-being of the children. There are parent organizations of a similar nature for some of the individual cottages. In 1964 the Southbury Training School Foundation was formed. Its endowment fund substantially adds to the quality of resident life by supplying facilities, equipment, or services not provided by the state. The foundation is also concerned with the welfare of those residents who have outlived their parents or guardians.

Today the Southbury Training School is just one part of a regionalized program throughout the state. Current policy of the Department of Mental Retardation mandates de-institutionalization: the placement of the mentally handicapped in the community in supervised group homes or in private placement. Although there are no plans to close Southbury, there have been no new admissions since 1986. Other changes include the remodeling of two cottages as apartments for residents (Inventory #s 61, 65). Of major concern is the fact that the population at the Southbury school is aging. No longer children, they range in age from 21 to 92, with an average age of 47. As a result some programs have been abandoned or reduced in scope, particularly the training at the farm. State budget constraints have recently eliminated a number of farm worker positions, but both the Department of Agriculture and the Department of Mental Retardation are actively seeking ways to maintain this area as viable agricultural land.¹²

In addition to its importance to the school, the institutional farm is significant on several other levels. Its exceptionally well-preserved historic character is enhanced by the splendid vistas from the site. Few farms in Connecticut of this

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size have remained undivided or undeveloped. The school farm has retained most of the original natural features which were characteristic of historic New England farms: dirt roads, small ponds, scrub growth bordering the fields, and surrounding woodland. Of particular importance is its continuity of use. The Cassidy House in the north section serves as a reminder that most of this acreage has been in production at least 160 years for pasturage and raising crops. It was originally the farmstead for a member of the Pierce family, as were several other houses now part of the school; they all derive added importance for their associations with this prominent Southbury family.

Architectural Significance

The Southbury Training School is a harmonious and integrated architectural entity. It is distinguished by its setting, site plan, and landscaping and enhanced by its state of preservation. The craftsmanship displayed in the construction of the buildings is a tribute to those who participated in one of the major building programs in Connecticut funded by the Federal Works Progress Administration. More akin to the grounds of a private school, the campus achieves a level of architectural quality rarely found in state-funded institutions. Except for the few later additions, which are stylistically compatible, the campus today has undergone little exterior change. Renovations and code implementation at individual buildings have generally been confined to interiors and have had little impact on exterior integrity.

The selection of the Colonial Revival style for a new institution in the late 1930s might be considered predictable. This style, especially employing the massing and detail of Georgian architecture, was favored for so many institutions, both public and private, that it is often referred to as Academic or Institutional Colonial Revival. However, it was particularly suitable here to fulfill the requirements of the founding commission. Not only is the Colonial Revival inherently residential, the stylistic reference to this rural community's colonial origins is implicit, thereby fulfilling the requirement that the buildings be compatible with their surroundings. The Colonial Revival, also a popular style for contemporary domestic architecture, enhanced the residential atmosphere of the campus and does much to de-institutionalize the appearance of the school, another goal of the founders. This approach is most evident in the design of the cottages. Colonial Revival details, combined with a variety of roof shapes and massing, lend distinction and individuality to the cottages and contribute to their "homelike" atmosphere.

The larger formal buildings are more traditionally institutional in their design. Like the Neoclassical, a contemporary and similar mode, the Academic Colonial Revival favored the three-part massing and bi-lateral symmetry of its Georgian prototype. Detailing ranged from the use of colossal porticos to a variety of

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doorway pediments, all features employed here to such good effect. These details were not simply applied to the Southbury buildings with little reference to scale and proportion, as they often are in more pedestrian examples of this style. Here, finely-crafted and well-designed architectural features are fully integrated into the overall design of the major buildings.

The Administration Building, Roselle School, Crawford Hall, and the Hospital, are handsome structures which are architecturally significant in their own right primarily because of their individualized detailing, which is proportionally scaled to each design. These buildings not only established the level of style for the campus but demonstrate the great care and attention given to the detailing of public facades, making a statement about the value and importance of the institution and its residents. It is notable that while functionally, and even symbolically, Crawford Hall as a staff residence, must face inward towards the campus, its rear elevation has a highly individual public face without neglecting the more conventional facade. Perhaps the most interesting of all the examples, it required considerable skill on the part of the architect to adapt Georgian massing to difficult terrain and multiple-purpose usage.

A fairly complete series of plans have survived, affording a rare opportunity to analyze not only the existing site but the planning process.¹³ It is clear that everyone who participated in the process was very aware of the goals of the institution. In keeping with the overall goal of de-institutionalizing the appearance of the campus, attention was paid not only to beautification and the full enhancement of the pastoral setting, but also to smaller, yet significant details, often symbolic in nature.

Working from an aerial and topographic surveys, Edwin Salmon, the commission's architect, laid out a conceptual plan for the site which relatively straight-forwardly reflected institutional needs: a central educational and administrative core bordered by the two villages of cottages. Although he was known as an institutional planner, Salmon relied heavily on A. F. Brinckerhoff for the siting of the buildings as well as the landscaping. When Salmon's plans are compared to the final site plan drawn by Frederick Dixon of the Department of Public Works, some features are identical, although subtle refinements resulted in significant improvements.

While maintaining the general concept, Dixon adapted the proposed site plan to take even more advantage of the terrain. The general thrust of his plan was at a greater angle to the northwest, the natural slope of the valley. This is most evident in the siting of the major buildings. Instead of stacking them up the hill more perpendicular to the highway, they are set at slight angles across the slope and dispersed so that major site lines down the valley are maintained. The original

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proposed 90° angle made by the two main buildings, the Roselle School and the Administration Building, was opened up to display them both to public view. Originally only the school was to have been so visible and it was to have been sited much nearer the highway. In its present location the expanse of sloping lawn in front of the building adds to its impressiveness and scale.

Some plan features remained unchanged throughout. The scenic lake, now located east of the highway and finally built in the early 1960s, appeared in every successive plan and was clearly an idea that originated with Salmon. Support facilities were in the same locations on both plans, primarily because they had specific site requirements. For example, the Powerhouse utilized underground aquifers at the floor of the valley to produce steam heat and electricity for the campus. In a like manner, the sewage treatment plant required an out-of-the-way site next to one of the brooks.

The landscape plan succeeded remarkably well in its overall purpose: to contribute to the concept of a more normal environment and, further, to define the public and private spaces. This effect was mainly created by the generally informal nature of the landscaping, which softens the more formal architecture. Instead of simply embellishing an already established site plan, Brinckerhoff was able to take full advantage of the terrain and its natural features because of his active role in siting buildings. He could selectively retain many of the existing trees that once bordered the fields of the pre-existing farm there and augment them with new plantings to provide a particularly effective visual barrier around the original girls' village. Restricted by the space available on this side of the campus, this group of buildings is somewhat formally arranged but set off by a brook and partially hidden in sheltering trees. In the larger area available for the boys' village on the north side, there was less need for a landscaping barrier because a sense of seclusion and a greater sense of community are established by the orientation of the first cluster of eight cottages: all facing inward around a grassed loop. They are, however, screened from the nearby maintenance section by its lower elevation and massings of trees. All the cottages are landscaped in a relatively formal residential manner which adds to their domestic atmosphere; variations in their plans and choice of plant material contribute to their individuality.

End Notes:

1. The school remained under a separate board of trustees until the Office of Mental Retardation was established by Governor Abraham Ribicoff in 1959 with oversight of both the Southbury and Mansfield facilities.

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2. The discussion of the philosophical basis for the school and how it came into being is based on an interview with Dr. Herman Yannett, July 2, 1991. His insights were invaluable since he participated in the planning process and travelled with the commission.

3. "Prospectus and Building Program for Training school for Mental Defectives at Southbury, Connecticut," MS., March 1, 1937.

4. Land purchased or proposed for purchase with uses of each parcel indicated was shown on the site plan by Edwin A. Salmon, "New Training School for Mental Defectives," February 1937, revised July, 1938. An option was taken on 268 acres of non-contiguous woodland one quarter mile to the west of the farm area, a parcel that extended to the Shepaug River; approximately 60 acres were purchased by 1950 for a tree farm and gravel pit, but are not part of this nomination.

5. Ibid. See also "Proposed Training School for Mental Defectives Showing Land Purchased," January 1, 1938; revised May 1, 1939, Department of Public Works, Frederick Dixon, Supervising Architect.

6. Dixon also designed several new major buildings of this style at the University of Connecticut at Storrs around this period.

7. Dr. Herman Yannett, personal communication, July 2, 1991.

8. Ibid. Interns and residents from Yale University Medical School and Hospital, Waterbury Hospital, and St. Raphael's in New Haven did a six weeks rotation in pediatrics and pediatric neurology at the school from 1944 through the 1970s. The school also became noted for research programs established there by Yannett, including those conducted in his modern chromosome research laboratory. He also contributed to the professional standing of the institution and promoted greater awareness in the medical community and the general public through papers presented to medical societies and national organizations, such as the American Association of Mental Retardation.

9. Dr. Ray Breg, formerly in the medical department at Southbury. Personal communication, June 26, 1991.

10. The Southbury Training School Foundation Asks Your Help, Southbury, Connecticut, n.d.

11. The information on occupational training was taken from Southbury Training School: A Dream Come True, Southbury, 1952. In addition to those mentioned, other

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occupations were considered suitable for boys or girls. All the printing for the school was done at the Print Shop using boy apprentices (Inventory #12). They also worked at the greenhouse, the plumbing and steamfitting shop, the blacksmith shop, the bakery, and the electrical shop, learning the rudiments of these trades among others. They were involved in maintenance and repair of vehicles and buildings and actually built the existing gatehouse (Inventory #15). Boys trained as barbers served the more than 700 boys at the school in 1952. Similarly, girls worked at the beauty shop. The school laundry also trained and employed girls. Clothes made by girls in their sewing and weaving classes were used by the school population.

12. Southbury Training School (STS): Home and School News, Vol. 14, No. 3, June 1991. Being considered is the licensing of the dairy operation to a local dairy farmer. Some of the farm programs will become day activities for the school residents.

13. All plans consulted are available in the map room at Southbury Training School. Permission for access was granted by John Narowski, Director of the Engineering Department. In addition to those already cited, see two other plans drawn by the Department of Public Works cited in the bibliographic references. Unfortunately the original landscape plan by Brinckerhoff is missing from the map room and no copies apparently exist in the archives of the Connecticut State Library, which contains a large body of material on the school.

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"Prospectus and Building Program for a New Training School for Mental Defectives at Southbury, Connecticut." (with site plans, outline specifications, and floor plans) MS. Report by the Commission for the Southbury Training School. March 1, 1937.

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Southbury Training School (STS): Home and School News. Vol. 14, No. 3. June 1991

Waterbury Republican. April 4, 1937.

Yannett, Dr. Herman. Interview, July 2, 1991.

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Surveys and Site Plans

Department of Public Works (Frederick Dixon, Supervising Architect). "Proposed Training School fro Mental Defectives Showing Land Purchased." January 1, 1938; revised May 1, 1938.

_____. "General Plan: Proposed Training School fro Mental Defectives, Southbury, Conn., Tree Removal and Transplanting." 1937.

_____. "The Southbury Training School, Southbury, Connecticut: Plot Plan with Boundaries of Complete Acreage." Corrected to January 1, 1950.

Salmon, Edwin A. "New Training School for Mental Defectives." February, 1937; revised 1938. (See appendix of "Prospectus and Building Program..." above for original 1937 version.)

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A	18	645310	4595040	B	18	645380	4595190	C	18	645590	4595120
D	18	645640	4594470	E	18	645150	4584310	F	18	645430	4593800
G	18	644830	4593930	H	18	644860	4584080	I	18	643820	4594480
J	18	643580	4594320	K	18	643600	4594120	L	18	642660	4595010
M	18	642560	4594560	N	18	642810	4594610	O	18	642740	4594970
P	18	643050	4595000	Q	18	642980	4595300	R	18	642480	4595220
S	18	642340	4595680	T	18	642690	4595740	U	18	642690	4596000
V	18	642050	4596900	W	18	642010	4596100	X	18	642800	4596220
Y	18	642750	4596520	Z	18	642400	4596480	AA	18	642310	4596710
BB	18	642990	4596780	CC	18	642900	4597160	DD	18	643110	4597200
EE	18	643570	4596960	FF	18	643730	4595910	GG	18	644480	4595980

Boundary Justification:

The boundaries were established on the basis of historical association and integrity. They encompass the original training school campus and farm as surveyed and purchased between 1937 and 1939, prior to the construction of the buildings. Additions to the school acreage after this time are excluded from this nomination with the sole exception of the circa 1830 Joel Pierce House and homelot purchased in 1952 and then used as a staff house (Inventory #24). Its inclusion is justified on the basis of its inherent architectural significance and historical associations and the later association with the school. Post-1939 additions to the original campus outside the boundaries of the nominated property, shown on Exhibit A, include a generally undeveloped wooded buffer zone on the south along Spruce Brook Road and about 75 acres below the Pierce lot on Route 172, most of which belonged to the Pierce family. Two of the modern dormitories, Cottages #s 41 and 42, are located within the former area (on the northern edge next to the historic campus) and are therefore excluded from the nomination inventory. The majority of the latter acreage was conveyed to the state in two separate parcels at the same time as the Pierce House in 1952; the rest sold to the state by William Wilcox after 1950. This area now contains Personnel Village, a residential cluster consisting of 25 individual staff houses, built in two groups about 1952 and 1960, and the Pierce Hollow Cemetery.

The boundaries on the west side of the school follow the property lines of the original surveys of farmland purchased by the state in 1937 and maintained by the Southbury Training School as an integral part of the school since 1940. Because it has maintained its original plan and boundary configuration and its open fields retain their original appearance and specific historic functions, as established from historic survey maps, the farm acreage is included in this nomination in its entirety. It should be noted that 110 acres on the north side are located in the Town of Roxbury, part of the Cassidy farm purchased by the school in 1937.

Excluded from this nomination is discontinuous woodland of about 62 acres located approximately .5 mile to the west of the farm complex. It was optioned and purchased for the school by the state as reserve land and a source of building materials but it has never been developed for school use.

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List of Photographs

Property: Southbury Training School, Southbury, Connecticut

Photographer: Cunningham Associates Ltd.

Date: 6/91

Negatives on File: Connecticut Historical Commission

- | | |
|---|--|
| 1. General view of campus
Roselle School (L); Davidson Admin. Bldg.(R)
Facing: NW | 2. General view at farm
Facing: NE |
| 3. General view at farm
Facing: SW | 4. Davidson Administration Bldg.
Facing: NE |
| 5. Roselle School
Facing: W | 6. Hospital
Facing: N |
| 7. Fleck Hall
Facing: NE | 8. Crawford Hall
Facing: E |
| 9. Crawford Hall
Facing: N | 10. Print Shop
Facing: N |
| 11. Cottage #4
Facing: SW | 12. Cottage #5
Facing: W |
| 13. Cottage #7
Facing: N | 14. Cottage #27
Facing: SE |
| 15. Cottage #28
Facing: NE | 16. Building #72
Facing: NE |
| 17. Power House
Facing: NE | 18. Gatehouse
Facing: NW |
| 19. Building #38
Facing: NW | 20. Building #46
Facing: NE |
| 21. Pierce House
Facing: NE | 22. Piggery
Facing: NW |
| 23. Cassidy House
Facing: NE | 24. Poultry Plant
Facing: SE |
| 25. Farmhouse #3
Facing: E | 26. Farm Cottage #1
Facing: N |

SOUTHBURY TRAINING SCHOOL
 Southbury, Connecticut

- # Inventoried Contributing Resources
- Ⓢ Inventoried Non-contributing Resources
- ▲ Photograph Views

Dashed Line - Internal campus and farm roads
 Bold Line - Boundaries of Nominated Property

 Property acquired after 1939

Compiled from historic survey and tax maps
 Cunningham Associates Ltd. 6/91

