

United States Department of the Interior
National Park Service

National Register of Historic Places Registration Form

COPY

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

Name of Property

Historic name Mass. School for Idiotic & Feeble-Minded Youth

Other names/site number Walter E. Fernald State School (preferred)

Location

Street & number 200 Trapelo Road

☒ N/A ☐ not for publication

City or town Waltham

☒ N/A ☐ vicinity

State Massachusetts code MA county Middlesex code 017 zip code 02154

State/Federal Agency Certification

As the designated authority under the National Historic Preservation Act, as amended, I hereby certify that this ☒ nomination ☐ request for determination of eligibility meets the documentation standards for registering properties in the National Register of Historic Places and meets the procedural and professional requirements set forth in 36 CFR Part 60. In my opinion, the property ☒ meets ☐ does not meet the National Register criteria. I recommend that this property be considered significant ☒ nationally ☒ statewide ☒ locally. (☐ See continuation sheet for additional comments.)

Signature of certifying official/Title

Judith B. McDonough 12/8/93 Executive Director

Massachusetts Historical Commission, State Historic Preservation Officer
State of Federal agency and bureau

In my opinion, the property ☐ meets ☐ does not meet the National Register criteria. (☐ See continuation sheet for additional comments.)

Signature of certifying official/Title

Date

State or Federal agency and bureau

National Park Service Certification

I hereby certify that the property is:

☐ entered in the National Register.
☐ See continuation sheet.

☐ determined eligible for the
National Register
☐ See continuation sheet.

☐ determined not eligible for the
National Register.

☐ removed from the National
Register.

☐ other, (explain):

Signature of the Keeper

Date of Action

er E. Fernald State School
f Property

Middlesex County, MA
County and State

Classification

Ownership of Property
(as many boxes as apply)

☐ private
☐ public-local
☒ public-State
☐ public-Federal

Category of Property
(Check only one box)

☐ building(s)
☒ district
☐ site
☐ structure
☐ object

Number of Resources within Property
(Do not include previously listed resources in the count.)

Contributing	Noncontributing	
44	38	buildings
2		sites
2	4	structures
		objects
48	42	Total

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

Number of contributing resources previously listed
in the National Register

Massachusetts State Hospitals & State Schools

0

Function or Use

Historic Functions

(Enter categories from instructions)

DOMESTIC: Institutional Housing
EDUCATION: Schoolhouse
RELIGION: Chapel
HEALTH CARE: Hospital, Medical Office

Current Functions

(Enter categories from instructions)

DOMESTIC: Institutional Housing
EDUCATION: Schoolhouse
RELIGION: Chapel
HEALTH CARE: Hospital, Medical Office

Description

Architectural Classification
(Enter categories from instructions)

19th: Greek Revival
20th: Victorian: Queen Anne
19th/20th Revivals: Colonial Revival,
Tudor Revival
19th/20th American: Craftsman

Materials

(Enter categories from instructions)

foundation Stone, Concrete
walls Brick
Wood - Shingle, Clapboard
roof Asphalt; Stone - Slate
other

Additional Description

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

8. Statement of Significance**Applicable National Register Criteria**

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

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

Criteria Considerations

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

Property is:

- ☒ **A** owned by a religious institution or used for religious purposes.
- ☐ **B** removed from its original location.
- ☐ **C** a birthplace or grave.
- ☐ **D** a cemetery.
- ☐ **E** a reconstructed building, object, or structure.
- ☐ **F** a commemorative property.
- ☐ **G** less than 50 years of age or achieved significance within the past 50 years.

Areas of Significance

(Enter categories from instructions)

ArchitectureHealth/MedicineSocial History**Period of Significance**1888 - 1940**Significant Dates**1848 - founding of school1888 - move to present site**Significant Person**

(Complete if Criterion B is marked above)

Samuel Gridley Howe**Cultural Affiliation**Edward JarvisWalter E. Fernald**Architect/Builder**William G. Preston, Clarence P. Hoyt**Narrative Statement of Significance**

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

Major Bibliographical References**Bibliography**

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

Previous documentation on file (NPS):

- ☐ 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 # _____

Primary location of additional data:

- ☐ State Historic Preservation Office
- ☐ Other State agency
- ☐ Federal agency
- ☐ Local government
- ☐ University
- ☐ Other

Name of repository:Massachusetts Historical Commission

Walter E. Fernald State School
of Property

Middlesex County, MA
County and State

Geographical Data

Size of Property 180 acres

References
(additional UTM references on a continuation sheet.)

9	3	1	8	0	2	0	4	6	9	6	0	8	0
Easting						Northing							
9	3	1	8	8	4	0	4	6	9	5	4	4	0

3	1	9	3	1	8	1	0	0	4	6	9	4	6	0	0
Zone			Easting					Northing							
4	1	9	3	1	7	2	6	0	4	6	9	5	3	6	0

☐ See continuation sheet

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

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

Form Prepared By
Candace Jenkins, Preservation Consultant with Betsy Friedberg, National Register Director
Organization Massachusetts Historical Commission date September 1993
Address & number 80 Boylston Street telephone (617) 727-8470
City or town Boston state MA zip code 02116

Additional Documentation
(List the following items with the completed form:

Continuation Sheets

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

Photographs

Representative black and white photographs of the property.

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

Property Owner
(Complete this item at the request of SHPO or FPO.)
Address & number telephone
City or town state zip code

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

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

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Continuation Sheet

Walter E. Fernald State School
Waltham (Middlesex County)
Massachusetts

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DESCRIPTION

Location/Setting: The Walter E. Fernald State School occupies a compact 180-acre parcel of gently rolling terrain in Waltham near the Belmont (E) and Lexington (N) town lines. It is roughly bounded by Trapelo Road (N), Waverley Oaks Road (E), and Clematis Brook (S). Figure #1 shows the original extent of the site, which was purchased in 1887. State Route 2 runs north of the campus, while the Boston & Maine Railroad (MBTA commuter rail) is located to the southeast along Beaver Brook. In general, this suburban Boston area is densely developed with residential neighborhoods abutting the campus on the north and east, a light industrial area to the south on Waverley Oaks Road, and the Waverley Square commercial district a short distance to the east. Congestion is relieved by a major concentration of institutional uses including the Metropolitan District Commission's Beaver Brook Reservation (E), the Waltham Federal Center (W), Metropolitan State and Middlesex County Hospitals (NW), Bentley College (SW), and McLean Hospital (NE).

Landscape: The pleasant campus is ringed by low hills on the south, east, and west, which provide fine views for the perimeter buildings and leave the central area and the Trapelo Road frontage relatively flat. The main drive approaches from Trapelo Road on a straight course that runs between the hills. It provides access to buildings that perform campuswide functions like the Administration (#47), Central Food Service (#40), and Laundry (#22) buildings. Lateral roads curve up the hillsides to patient dormitories and nurses' residences. Typically, the rear drive from Waverley Oaks Road leads to the Power Plant (#14) and other support/maintenance buildings. Staff cottages are also located on a hillside in this area. There are no agricultural lands as there are at so many of the other campuses--the Templeton Colony (see form) was developed in 1899 to fulfill this function for the Fernald School. Hillsides are generally wooded while grassy areas between buildings are often devoted to playground use, reflecting Fernald's status as a state school rather than hospital.

As the second campus in the system to be built on the cottage plan, it features freestanding buildings dating from the 1890s to the present that are dispersed over the entire area. The earliest annual reports stated that buildings would not be arrayed in checkerboard fashion, but would follow the contours of the land and be placed so as to allow southerly exposures for

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patient rooms. The oldest buildings occupy the east and south ridges. The most important remaining landscape features are the lawns (#8, #91) in front of Waverley Hall (#1), the original Administration Building, and the Activity Center (#3).

Buildings: Most are relatively small scale with an average height of two to three stories, and are constructed of red brick with sandstone trim. Few buildings, with the exception of the noncontributing Shriver Center of 1969 (#63), are visible from the two major roadways, Trapelo Road (N) and Waverley Oaks Road (E), which border the campus. The others include a trio of nineteenth-century houses on Trapelo Road (#45, 51, 53), two of which predate the campus.

The earliest buildings, dating from 1889-1910, are characterized by fieldstone foundations (probably dug and fashioned by patients) and red brick construction with sandstone trim. All were designed by noted Boston architect William Gibbons Preston. Stylistically, they reflect the Queen Anne style with Romanesque Revival or Craftsman overtones. They often display round-arched window and door openings, corbelled cornices, abundant decorative brickwork, and overhanging slate hip roofs with exposed rafter ends. Most are sited on the south and east ridges. Typically, they include dormitories for both patients and staff as well as Administration (#1), School (#4, 5), Manual Training (#10), Activity Center (#3), and Infirmary (#49). Another large group of buildings dating from the 1920s and 1930s are designed in the Colonial Revival style that dominated state hospital and school construction at that time. Patient dormitories from this period are generally interspersed with the earlier buildings on the campus perimeter, while buildings serving campuswide functions, such as the Administration Building (#47) and Food Service Building (#40), began to fill the central area. A group of single-family, wood-frame, Craftsman-style staff cottages were built at the rear entrance of the campus in 1925. The maintenance/utility group, which is also located at the rear entrance, dates primarily from the 1930s.

Another major building campaign of the 1960s added several large-scale buildings, including patient care facilities such as the 1969 Kelley Hall (#60) and the 1953 Greene Unit (#50), and research/evaluation facilities such as the 1969 Shriver Center (#63). The 1976 Cottage Complex (#64-79), consisting of one-story, mansard-roofed duplexes, represented a new approach to patient care that was followed up in the late 1980s with another

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group called Malone Park (#83-86); the Cottage Complex served as a precedent for similar developments at other school and hospital campuses.

Integrity: The historic integrity of the Fernald State School campus has been affected by substantial amounts of new construction and renovation. This is typical of the state schools that have been under court order to improve their facilities. Fortunately, this new construction has not resulted in demolition of historic buildings, so the early character of the institution remains clear. The only major loss was the building known as the Old Stone Farmhouse (figure #6). Most new construction has been confined to the campus perimeter, where it is often clustered and generally confined to one-story height. A major exception is the 1970s cottage colony, which sprawls over the formerly open lowlands that occupy the northwest quadrant of the campus. Some of the older buildings have been rehabilitated with exterior changes, including new window sash and handicap entrance ramps. A few, like West Building (#33), remain vacant and deteriorating. The landscape has been affected primarily by insertion of paved parking lots into former lawn areas.

Representative buildings are described below:

Pre-existing buildings:

#53: Cardinal Cottage (ca. 1850)

This is a three-by-three bay, gable-end, Greek Revival-style dwelling with a full fluted Doric portico across the south facade and a two-bay rear ell. It rises 2 1/2 stories from a granite block foundation to a gable roof with a wide, two-part entablature. It is sheathed with asbestos shingles. The entry is framed by sidelights, with full-length windows in adjacent bays. Elsewhere, windows contain late-nineteenth century 2/1 sash. A stone wall separates the house from Trapelo Road, and granite posts define the driveway.

#45: Baldwin Cottage, 180 Trapelo Road (ca. 1860)

Also sited on Trapelo Road, this two-by-three-bay, gable-end, Italianate-style dwelling is extended by a two-bay rear ell. It rises 2 1/2 stories from a brick foundation to a gable roof with cornice returns. It is sheathed with asbestos shingles. A porch with chamfered posts extends across the facade. Bay windows are located on the side elevations. Other windows contain 2/2 sash.

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Buildings from the 1890s

William Gibbons Preston is identified as the architect of most of these early buildings by drawings published in the annual reports, and in the Massachusetts State Archives collection. They are generally designed in the Queen Anne style with fieldstone foundations, red brick walls, and sandstone trim. Two of the earliest remaining institutional buildings, West and Belmont, are located on the southwest ridge. A small area of unknown use, consisting of a circle and a square enclosed by a decorative metal fence, is located on the southwest hill slope (#59) nearby and appears to date from the same period. Most of the other early buildings are located on the southeast ridge.

#33: West Building (1889-90; figures #2, 3)

Located on the south ridge of the campus, the Queen Anne/Romanesque Revival-style West Building was the first to be constructed by the school. Known originally as the Asylum, it was designed by Preston to house custodial cases. It is built on an E-plan with a two-story central pavilion (originally containing the dining room) projecting from the south elevation as its organizing focus. Boys' and girls' wards were located in the east and west wings, respectively. The red brick building rises one to two stories from a fieldstone foundation to a slate gable and hip roof. It is trimmed with sandstone sills, beltcourses, and coping, as well as brick buttresses, corbelling, and decorative panels. The main entry, recessed behind a wide Romanesque Revival-style arch, is located to the right of the dining pavilion. Windows contain a variety of multi-pane sash (6/6, 8/8, 9/9), are often paired, and are sometimes set in segmental arches. William G. Preston was the architect. In 1915, wooden floors were replaced with more sanitary and fireproof terrazzo over concrete, the plumbing was replaced, and a porch was added. It has been vacant for many years and is in poor condition, with the site heavily overgrown. Additional information is included in the Significance section.

#34: Belmont House (1890)

The adjacent Belmont House is a small and simple rectangular-plan ward that rises one story from a cast-stone foundation to a steep hip roof extended on carved brackets. The entry with modern metal and glass door is off center on the north elevation. Windows display sandstone sills and lintels. This building was renovated in the early 1980s with 1/1 window sash replacing original 12/12, asphalt replacing slate roof shingles, and modern

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doors. It remains as a rather bland cube whose chief remaining features, the roof braces, are hidden by a gutter. Belmont may be the original power plant shown in front of West Building in an early engraving (figure #2). It was named for a physician at the school, and was probably designed by Preston.

#1: Waverley Hall (1891)

One of the most prominent buildings on the southeast ridge is Waverley Hall, which faces west toward the center of the campus over a broad sloping lawn (#8). Waverley Hall served as the Administration Building until 1936, when it was converted to staff housing. It appears to have been enlarged several times, specifically by the two large rear ells projecting from its northeast corner. Designed by Preston in the Queen Anne style, it is constructed of red brick with corbelled cornice and sandstone trim including beltcourses, lintels, sills, and decorative carved panels. The main block rises three stories from a fieldstone foundation to a flat or low-pitched roof. Its facade (W) is organized with a six-bay central section defined by massive paneled chimneys. The center entry consists of a double-leaf door with small pane sash fronted by a hip roof portico. Windows contain 6/6 sash. Third-story windows are round arched with bricks laid in a diaper pattern above. A rounded bay is attached to the front southwest corner. The large ells are also constructed of red brick on fieldstone foundations and are ornamented with corbelled cornices; they may date to the early twentieth century.

#3: Activity Center (1891; figures #4, 5, 7)

Located immediately northeast of Waverley Hall and constructed in the same year, the Activity Center is similar in style and appearance. It also faces over a similar landscaped lawn area (#91). It is a three-story, red brick structure resting on a fieldstone foundation and trimmed with a corbelled cornice, and sandstone sills and beltcourses. The eleven-bay facade (S) is organized with a projecting five-bay central section defined by exterior chimneys. Here the three central bays are slightly bowed within a massive round-arched opening that rises above the hip-roofed entry porch. The flanking sections display blind arches outlined by burnt headers that link first- and second-story windows, while the upper story is set off by a secondary corbelled cornice. The same features are found on the four-bay side elevations. Windows generally contain 8/8 sash. This building was designed as a girl's dormitory by William G. Preston.

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Located behind (E) Waverley Hall, the schoolhouse is a two-story, red brick structure of irregular plan, and shares many features with the buildings already described. It was also designed by Preston, and faces onto the lawn cited above (#91). Common features include fieldstone foundation, some round-arched window openings, buttresses, and sandstone sills and beltcourses. The seven-bay facade (W) is centered on a sidelit and transom-topped entry, and a shed roof porch supported on massive carved braces. It is flanked by paired windows whose round-arched heads display herringbone pattern brickwork. Second-story windows are conventional with a three-part window above the entry. Sash ranges from 6/6 to 8/8. A large hip-roof wing extends from the north side, while a flat-roofed wing extends southward. The former displays buttresses dividing paired window bays, while the latter exhibits the same details as the main block.

#6: Chipman (1892; figure #4)

Chipman forms the south side of the quadrangle (#91) with the buildings just described, and was also designed by Preston. It served as the model for later dormitories, which are subtle variants on its established theme. Like its contemporaries, it is a red brick building with fieldstone foundation and sandstone trim. It rises two stories to an asphalt hip roof. The symmetrical eleven-bay north facade is focused on a projecting three-bay center pavilion that contains an entry with open portico at the first story and a triple arched window above. This is framed by one-bay and three-bay sections, each of which are slightly set back. Windows contain 8/8 sash. Decorative panels separate first- and second-story windows. The building, which originally served as a girls' dormitory, was named for Catherine Chipman, Resident Psychologist in the 1930s.

#49: Infirmary/Stephen Bowen (1893, 1901, 1907)

Designed by Preston, this unusual ward is located south of the group just described. It consists of three attached square-plan wings, constructed several years apart, that rise one story to steep, slate hip roofs with large chimneys. It is constructed of the typical 1890s materials, including red brick walls and fieldstone foundation trimmed with corbelled cornices. Windows generally contain 6/6 sash; some are headed by transoms and some are paired. This building was constructed as an infirmary for patients with contagious diseases and demonstrates the general awareness of public health issues at the turn of the century. Surprisingly, it closely resembles the early power plant and

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maintenance building at Monson (see form). Bowen was a Trustee in the 1930s.

Buildings from the 1900s to 1920s

Buildings from this period are interspersed among the earlier buildings and display many of the same characteristics, including one- to three-story height, red brick construction, fieldstone foundations, slate gable or hip roofs, sandstone trim, and round-arched door or window openings. Other features commonly seen on these buildings are overhanging roofs with exposed rafter ends, and burnt headers used to create decorative panels, quoins, and beltcourses. Most were built before 1910, and many were designed by William G. Preston.

#36, 37: MacDougall and Dolan Halls (1898, 1906; figures #9, 10)
Erected eight years apart, these nearly identical dormitories show how little building plans and ornamentation changed during the school's first twenty years. Designed by Preston, both are two-story, red-brick buildings of rectangular plan rising from fieldstone foundations to slate hip roofs. They are trimmed with corbelled cornices, sandstone lintels and sills, and burnt headers arranged in a variety of patterns. Both also have entries located in slightly projecting central pavilions and protected by hip roof porches. The MacDougall entry is surmounted by a triple-arched window, while Dolan's entry is surmounted by a triple window with diamond-pane transoms. Dolan is also trimmed with burnt header quoins, presaging a transition to the Colonial Revival style. Mrs. Dolan was a longtime matron in the building named for her, while Sarah MacDougall was matron of the Farm House in the pre-World War I period.

#11: Warren (1906; figure #12)

Another of Preston's designs, Warren is a red-brick structure that rises two stories from a fieldstone foundation to a slate hip roof. It is trimmed with the typical corbelled cornice and sandstone window surrounds as well as burnt header quoins and bands. The symmetrical nine-bay facade is focused on a center pavilion with canted sides that contains an entry with open portico at the first story and a triple window with small pane transom above. Windows contain 8/8 sash. L. Maude Warren was a physician in the 1930s.

Four similar Nurses' Residences were constructed in the early twentieth century, a period when they appeared on most of the

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state hospital and school campuses. The East and West Homes are identical.

#9, 38: East and West Nurses' Home (1906; figure #11)

Located on opposite sides of the campus, these three-by-seven-bay rectangular-plan, red brick structures are typical of turn-of-the-century buildings at Fernald. They rise two stories from fieldstone foundations to slate hip roofs with central and facade chimneys. Their nearly symmetrical facades are centered on transomed entries recessed within large round-arched openings whose spandrels are picked out with burnt headers surmounted by triple-arched windows. Windows with 8/8 sash display sandstone sills and splayed brick lintels. A burnt header beltcourse forms the sill for the second-story windows. Preston was the architect.

#12: South Nurses' Home (1907; figure #12)

The South Nurses' Home is the most elaborate of four such residences erected within a few years of each other (North Home, #7, 1904; East Home, #9, 1906; West Home #38, 1906). It is a two-story, red-brick building rising from a fieldstone foundation to an asphalt hip roof. Entries, recessed within round arched Romanesque Revival-style openings, are located on both main elevations (north and west) of this L-plan building. Windows contain new 1/1 sash. Like the buildings from the 1890s, and the other nurses' homes, it is further trimmed with sandstone sills and lintels, and burnt header beltcourses and watertable. Preston was the architect. A concrete handicapped access ramp has been added to the west facade.

#10: Manual Training Building (1904; figure #13)

This large red-brick structure with lateral rear wings rises two stories from a fieldstone foundation to an asphalt hip roof. Flemish bond panels with burnt headers separate first- and second- story windows. The sixteen-bay west facade is organized with a projecting eight-bay central pavilion, framed by four bay wings. The main entry is nearly centered on the facade, where it is recessed within a large round-arched opening and protected by a hip-roof hood. A second entry occupies the outer south bay. Large windows, some of which are paired, contain 6/6 sash. Preston was the architect. See the Significance section for a description of the activities housed in this building.

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#42: East Building (1906; figure #14)

East is a large T-plan ward that displays the typical turn-of-the-century Fernald materials and features, including red brick construction, fieldstone foundation, slate hip roof with large interior chimneys, sandstone window surrounds, burnt header beltcourses, and round-arched entries. The symmetrical, thirteen-bay south facade is focused on a five-bay, central-entry pavilion, which is fronted by an open porch and is surmounted by a large two-story, arched window. It is framed by paired windows, and four-bay end sections. Preston was the architect.

#23: Lavers Hall (1914)

Lavers is a large, red brick dormitory built on a U-plan with two enclosed pavilions projecting from the asymmetrical twenty-three bay-east facade, and paired wings extending from the rear. Typically, it rises one story from a fieldstone foundation to a slate hip roof with large interior chimneys, and is trimmed with sandstone. An entry with open porch is off center between the two pavilions. Large conventional windows contain 12/12 sash. Harriet Lavers was matron of this building when it served its original function of infirmary for male patients. It was designed by James Calderwood.

#21: Southard Research Lab (1921)

This small rectangular-plan lab with Craftsman-style features is very similar to buildings constructed during the previous decade. It is a red brick structure that rises one story from a fieldstone foundation to an asphalt hip roof with interior chimneys that is extended on brackets. The entry is centered on the nine-bay east facade, where it is enclosed in a large glazed porch. Windows are segmentally arched and contain 8/8 sash. The building represents the strong interest in scientific understanding of the etiology of mental disease that arose in the 1920s and 1930s; the school's first clinical research director was appointed in 1937. The building was designed by Kendall, Taylor & Co.

Buildings from the 1930s

Major new construction was initiated in the Depression years, as was the case at many other campuses. The buildings are designed in the popular Colonial Revival style, making a clean break with their Queen Anne-influenced predecessors. They generally maintain the established two- to three-story height and red brick construction, but generally replace the earlier fieldstone foundations and sandstone or burnt header trim with cast stone.

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Many were designed by Clarence P. Hoyt. Wallace Hall (#46, 1936) was cited as a WPA project.

#40: Food Service Building (1931)

This large, red-brick, Colonial Revival-style structure consists of a dining room/headhouse at the south end, with a long kitchen ell extending to the rear (N). Both rise one story from high basements set off by sandstone watertables to gable roofs. The dining section displays bridged end chimneys, corner quoins, and arched windows in the three-bay side elevations. The main entry is centered on the south facade, where it is contained within a projecting five-bay portico. Large windows contain multipane metal industrial-type sash. This section is extended by a two-story, gable-roofed ell with a flat-roofed ell wrapped around it and projecting on the west side of the headhouse section. Hoyt was the architect.

#47: Administration Building (1933)

The thirteen-by-three-bay Administration Building represents the full transition to the Colonial Revival style following a hiatus in major building during the 1910s and 1920s. It is a well-detailed, one-story, red-brick building rising from a high basement and watertable to a slate hip roof. Its thirteen-bay facade (S) is organized with a center entry emphasized by a full pedimented portico surmounted by a cupola. The entry itself is distinguished by fluted pilasters, a pulvinated frieze, and broken pediment. Fenestration consists of round-arched windows with 12/12 sash, rising from blank balustrades and surmounted by cast-stone panels. Cast stone is also employed for keystones, corner quoins, and watertable. An eleven-bay wing with conventional 9/9 and 12/12 sash is centered on the rear elevation. The building received a flat-roofed, two-story rear ell ca. 1965. Hoyt designed the original building. It was published in a survey of public buildings constructed with PWA assistance in 1933-1939 (Short & Brown 1939: 351). Constructed at a cost of \$112,850, it was described as containing "an office and work space for the chief clerk, two social-service rooms, two school testing rooms, three psychology rooms, photography room, offices for the chief of clinics and head of school clinic, examination rooms and a pharmacy, offices for the school administration, and a board room." The project was completed in October 1936.

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#35: Seguin (1934)

Seguin is built on the double Y-plan that was pioneered at Metropolitan State Hospital and became popular for infirmaries on several campuses in the 1930s, especially Monson (see form). It is a red-brick, Colonial Revival-style structure that rises one story from a cast-stone foundation to a slate hip roof surmounted by a cupola. An entry with portico is centered on the north facade. Window bays are defined by piers and corbelling; 6/6 sash has been replaced by 1/1. Designed by Hoyt, this building was named for the noted pioneer of treatment for the mentally retarded, Dr. Edouard Seguin.

#39: Wheatley (1933)

This is another red-brick, Colonial Revival-style ward built on a popular 1930s plan, this time the modified E-plan used extensively at the Wrentham State School (see form). This building type was used for nurseries, housing young children, at all three state schools. This one rises one story from a cast-stone foundation to a slate gable roof with central cupola. The main entry is centered on the east facade, where it is fronted by a gabled wood portico and embraced by cross pavilions with corner quoins and Palladian windows. Windows contain 8/8 or 10/10 sash. Frank G. Wheatley of Abington was a Trustee at the turn of the century, serving as board president in 1911.

Single-family staff dwellings

#43: Hillside/former Superintendent's House (1904)

As its name implies, Hillside is sited on a rise overlooking the south campus. It is a large, shingled Queen Anne/Colonial Revival-style structure that rises three stories from a fieldstone foundation to a gambrel roof with modillion cornice and large center chimney. The main entry with fanlight and open Tuscan porch is centered on the south gable end. It is now approached by a concrete handicapped ramp. Windows contain 15/1 sash except in the gables, where the upper sash is diamond pane. Preston was the architect.

#17, 18, 19, 20: Cottages 17, 18, 19, 20 (1925)

These nearly identical cottages are two-story Craftsman-style structures enclosed by gable roofs with exposed rafter ends and off-center chimneys. Enclosed entry porches with arched openings are centered on their three-bay southwest facades. One-story sunporches extend from their left sides. Windows contain 6/6 sash. Cottage #20 is sheathed with wood shingle, while the

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others are stuccoed. They were built as staff residences, with Curtis W. Bixby as the designer.

Modern Buildings

The Fernald campus experienced major expansion in the second half of the twentieth century, especially in the 1970s.

#50: Greene (1953)

The Greene Unit is one of the largest buildings on campus. Located on the western ridge, it is built on an irregular plan consisting of an E-shaped section with a large east wing extending northward. It is faced with red brick and rises three stories to a flat roof. Large windows are grouped in vertical or horizontal strips. The main entry faces south from the east wing. Dr. Ransom A. Greene was appointed superintendent in 1925, following Dr. Fernald's death.

#75, 76, 77: Brookside, Woodside, Site 5 (1981)

These three nearly identical buildings are blocky, one-story structures faced with red brick and enclosed by flat roofs with vertical panel parapets. Large, single-pane windows are arranged in banks. Woodside consists of two parts connected by an open International Style-type walkway.

#64-74: Cottage Complex (1976)

The cottage complex consists of eleven identical U-plan duplexes grouped at the northwest corner of the campus near Trapelo Road. Swings, benches, and an open pavilion (#121) dot the lawn area between buildings. These one-story structures are dominated by wood shake-covered mansard roofs that descend to window-sill level, barely exposing red brick-faced walls. Windows contain 1/1 sash. Metal doors are located in the courtyards formed by the U-plans. These small-scale patient wards initiated a new era of more intimate and homelike living accommodations, which in the 1990s is still being employed by the Department of Mental Retardation for new construction at both state schools and hospitals.

Archaeological Description

While no prehistoric sites are currently recorded within the boundary of the school, it is possible that sites are present. One site is reported in the general area (within one mile). That site, the Clematis Brook site (19-MD-365), abuts the southwest

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corner of the school. It is unknown, at present, whether or not the site extends onto the school property. Locational characteristics of the school, including well-drained, level to moderately sloping terraces adjacent to Clematis Brook, Beaver Brook, an unnamed brook, unnamed pond and other wetlands, indicate locational criteria favorable for Native American subsistence and settlement activities. An archaeological reconnaissance survey (Jones 1989) has recently identified the locations for two prehistoric sites north and west of Beaver Brook in the Beaver Brook Reservation, less than one-half mile east of the Fernald State School. These factors combined with the availability of open land adjacent to wetlands indicate a high potential for locating prehistoric resources. Prehistoric sensitivity is the highest along the unnamed brook running north/south through the central portion of the school, along the western periphery of the school bordering Clematis Brook and an unnamed pond and along the southern portion of the school bordering Beaver Brook. Railroad and school construction may have adversely affected the integrity of prehistoric resources in the latter area along Beaver Brook. The extent of this effect is unknown at this time.

There is a high potential for locating significant historic archaeological remains on the school property. Structural remains include at least one barn foundation, #28 (date unknown) and the remains of a stone farmhouse whose precise location is unknown at this time. In 1888 an existing stone farmhouse was reportedly fitted out for use as a boys dormitory. That building cannot be identified today. The structure may have been built for the school during the 19th century or may predate the school. Structural remains may also survive for outbuildings that predate the school and those associated with agricultural activities at the school. Few agricultural-related at the school resources have survived or are expected at the Fernald School when compared to other campuses, since agriculture played a minor role at the school. Templeton Colony was developed in 1899 to fulfill the agricultural function for the Fernald School. Construction features may also be important at the school. Some of the earlier buildings having fieldstone foundations may have been dug by patients. Occupational-related features, such as trash areas, likely survive in the school area associated with potential farms that predate the school, and with school operations. A cemetery has not been located on the Fernald School grounds; however, one may be present since numerous deaths occurred, particularly during the late 19th/early 20th century period. Later deaths at

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the school used the Metropolitan State Hospital Cemetery; however, burial practices for the period indicated above cannot presently be identified. An unmarked cemetery may exist, possibly near the West Building where a small area exists enclosed by a decorative wrought iron fence. Earlier deaths, prior to the establishment of a cemetery at the Metropolitan State Hospital, may have been interred at one of the numerous municipal and private cemeteries in the general area per agreement with the town.

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HISTORICAL SIGNIFICANCE

The Walter E. Fernald State School possesses integrity of location, design, setting, materials, workmanship, feeling, and association. It was founded by Boston reformer Samuel Gridley Howe (1801-1876) in 1848 with an initial appropriation of \$2,500 from the State Legislature, making it the first publicly supported institution for the mentally retarded in the Western Hemisphere. From humble beginnings in South Boston, the school grew in size and stature under the strong leadership of Howe and his successor, Dr. Edward Jarvis. In 1887, their achievements were recognized by the Legislature with purchase of a large new campus in Waltham, which was the second in the state to be developed on the cottage system, following the Lyman Reform School in 1884 (see form). Here, Dr. Walter E. Fernald (1859-1924), the third superintendent, led the school into the twentieth century, instituting new programs in education, psychology, social work, and scientific research. In 1925, the name of the school was changed from the Massachusetts School for the Feeble-Minded to the Walter E. Fernald State School in his honor. The Fernald School is unique in owing its development and stature chiefly to the dedication of its three renowned superintendents: Samuel Gridley Howe, Edward Jarvis, and Walter E. Fernald, who together, led the school from 1848-1924. The Fernald School clearly represents the development of the State Hospital and School System as described in the overview, and meets criteria A, B, and C of the National Register of Historic Places. It is significant on the local, state, and national levels with a period of significance extending from 1888 to 1940.

The Fernald School was founded by Samuel Gridley Howe, a Boston native educated at the Boston Latin School and Brown University.

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Well known as a social reformer, Howe was involved in the Greek Revolution, and in developing educational programs for the blind, before settling on his major life's work: advocacy of training programs and humane living conditions for the "feeble-minded." Howe was one of three commissioners appointed by the governor "to investigate the condition of idiots" in Massachusetts in 1846. Two years later, he was instrumental in securing the cooperation of the Massachusetts School for the Blind when the Legislature appropriated \$2,500 annually for three years to teach ten "idiotic" children at some existing charitable institution as an experimental program. By 1850, the experiment had proved so successful that the Massachusetts School for Idiotic and Feeble-Minded Youth was formally established by the Legislature with Howe as one of its incorporators. The following year, the State agreed to provide support at the rate of \$5,000 annually, a Board of Trustees was established, and Howe was appointed to the unpaid positions of Superintendent and President of the Board (Wallace 1941: 7-11).

In 1852, a mere four years after inauguration of the experimental program, the school moved to its own rented quarters in South Boston, and Dr. Edouard Seguin was persuaded to spend two months there developing programs and training teachers, although he turned down the offer to stay on as Superintendent. Seguin, a Frenchman, was the first to successfully instruct "idiots" through a systematic training of the senses. He gained international recognition through publication of his "Treatise of Idiots" in 1846, and he may be credited with sparking spontaneous interest in the condition and training of the "feeble-minded" throughout Europe and the United States (Wallace 1941: 12-13).

At the opening of the experimental school in Massachusetts, Dr. Howe described its goals thus:

It is proposed to show our reverence for God's plain will and to acknowledge the common brotherhood of man by taking these, the most unfortunate of His children, and attempting to lift them to a place upon the common platform of humanity. It is hoped to train them to cleanliness and decency, to prevent or root out debasing habits, moderate gluttonous appetites, and lessen the strength of the animal desires by substituting constant occupation for idleness. To train all the senses, to strengthen the power of attention, develop the muscular system, and some degree of dexterity in simple handicraft. To call out their social affections, to inculcate feelings of regard for others in

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return for love and kindness shown them; to appeal to the moral sense and to develop religious sentiment. It is to be hoped that part of them will gain useful knowledge, most of them become cleanly, decent, and industrious, and that all of them be better and happier for the efforts in their behalf (Wallace 1941: 10).

These goals were accomplished through Seguin's sense training methods and through adherence to a strictly regimented schedule, a program similar in many respects to those established by superintendents of "insane asylums" who believed in "moral treatment." At Howe's school, pupils rose at 5 A.M., breakfasted and prayed, then attended class from 8 A.M. until noon with one half-hour recess break. After dinner there was a recreation break until 2 P.M., then more classes until 5 P.M. The evening meal was followed by gymnastic exercise and bed (Wallace 1941: 13-14).

By 1856, exactly ten years after a commission was first appointed to study the condition of "idiots" in Massachusetts, the Legislature was persuaded to appropriate \$25,000 for the purchase of land and erection of a permanent home. The trustees, electing to stay in South Boston because of its uncrowded condition and proximity to the salubrious effects of the sea, purchased a 1 1/2-acre site at the foot of L and M Streets and constructed a wood-frame school (Wallace 1941: 14). During the next twenty years, the school grew in size and reputation under Howe's able leadership. According to the 1869 Annual Report, the population had grown to a daily average of 87, with a total of 108 treated during the school year. In 1871, cumulative statistics revealed that 465 pupils had been admitted since 1848, and 365 discharged. Additionally, numerous pupils had been refused admittance due to lack of space. By 1874, it was reported that the school was overburdened by its growing number of custodial cases and by applications for pupils from other states that either lacked schools entirely or had not achieved the exceptionally high caliber of the Massachusetts program.

At this period, Howe and the trustees described their school thus:

We wish the people would come and see what can be done with the seemingly hopeless cases. Here noisy, indecent, greedy, passionate children become quiet, cleanly, well behaved, more intelligent, and affectionate beings. Their indoor gymnastics, their exercise in the open air, their sea

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bathing, boating, racing, football on the playground--all serve to exhilarate the spirit, and to improve their health and carriage. The enforced cleanliness, the required habits of good deportment, which is seen in their improved manners. The effect is not limited to strengthening the bodily and mental powers; even the religious sense is developed and cultivated. (Annual Report of 1871)

On January 9, 1876, Howe died at age 75 and was succeeded by his former assistant, Dr. Edward Jarvis, who identified four immediate needs for the school's continued growth and success. These were:

1. opportunities for trained, discharged pupils to find outside working and living situations.
2. an "Asylum" for trained pupils who lacked outside situations
3. a separate institution or department for custodial cases
4. a new, large site for the school (Wallace 1941: 25)

In 1881, these needs were partially met by purchase of a 100-acre farm in Dover where older boys could be sent to live and work permanently (Wallace 1941: 29). In 1883, another goal was met with the establishment of a custodial department for untrainable adult patients and a change in the school's name to the Massachusetts School for the Feeble-Minded (deleting the word "Youth"). Both of these events reflect an important change in the school's mission, broadening its scope from the training of high functioning children, to include the care of chronic adults.

This change in attitude, which is similar to that occurring at the state hospitals, appeared in annual reports of the 1870s, and was articulated in 1883 when the Trustees stated:

As already stated in our report of 1881, and in the report of the State Board of Health and Lunacy in 1882, the question of enlarging the operations of the School so they shall embrace not only the improvables but the unimprovables has resulted in the passage of an Act by the Legislature, which changes the name of the Institution.....and establishes a department of the School for an asylum for idiots beyond school age (Wallace 1941: 30).

Jarvis' major goal was not met until 1887, three years after his death, however, when the Legislature appropriated \$25,000 to purchase a new site and to hire a full-time resident superintendent. The trustees chose Dr. Walter E. Fernald to lead the school into a new era, and located an appropriate site in

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Waltham near the Waverley Station of the Fitchburg and Massachusetts Central Railroad. Two estates, including the eighteen-acre Bird Estate, were purchased for \$18,000 in 1887, with \$7,000 left in reserve for future land purchases. The Legislature appropriated \$200,000 in 1888 to erect buildings for the school, a sum the trustees planned to supplement with sale of their South Boston and Dover properties. Fernald and the trustees decided to develop the school on the cottage system, citing the Willard Asylum in New York as a model (Wallace 1941: 35-36). They must also have been influenced by concurrent development of McLean Hospital just one mile distant, which had been planned on the cottage system with the assistance of noted landscape architect Frederick Law Olmsted. The only other example within the system at this time was the Lyman Reform School of 1884 in Westborough (see form).

During 1888, an existing stone farmhouse was fitted out to accommodate twenty to thirty boys from Dover along with a farmer's family; this group would help to prepare the site for general occupancy by digging drains and making roads. This model of an advance team of trained pupils from an existing school was later followed at Templeton (1899; see form), Wrentham (1906; see form), and Belchertown (1922; see form). In the meantime, ground was broken for the school's first building to be called the Asylum (now West Building; #33), which would house from 60-100 custodial patients. Plans were also made for a dormitory (#6), a gymnasium (#3), a schoolhouse (#4,5), a workshop, a boilerhouse (possibly #34, now Belmont House), a laundry, a kitchen, and an administration building (#1). The architect for these buildings was William Gibbons Preston of Boston (figures #2-5). It was reported that these and future buildings would not be arrayed in "checkerboard" fashion, but would follow the natural contours of the land and be placed so as to allow a southerly exposure for patient rooms. No landscape architect was cited, however (Wallace 1941: 36-39).

On March 6, 1890, the first sixty one boys and girls were transferred from the custodial wards at South Boston to the new Asylum Building at Waverley. A few months later the new accommodations, and their beneficial effect on the patients, were described thus:

The Asylum now in use six months is very satisfactory. The building has proved to be all that was promised. The steam heating and ventilation seem almost perfect. The incandescent electric lights, furnished by our own electric

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plant, provide a form of lighting at once healthful, safe, and economical. The boys and girls were placed in two large sunny wards on the East and West wings respectively. They eat, sleep, and live on the ground floor with every access to shady groves and grassy lawns, which provide the privacy not possible in the city, or in their own homes.

When admitted, these children were noisy, stubborn, untidy, and intractable. One of them had not been outdoors for three years. Three had been in a barred room at home. Many were helpless, could not feed or dress themselves. They shrieked, tore, and destroyed their clothing, and the wards were bedlam. It was an apparently hopeless problem, but now a great and gratifying change has occurred. The careful day and night supervision has reduced the number of untidy beds at night and untidy clothing in the daytime. They are taking part in games, marches, and other exercises to fix their attention, and take great delight in these exercises.

Fifty-one of the older females are in the Asylum building and occupy two pleasant wards on the second floor. They are of great assistance and take great pride in the care of the younger helpless children.

On December 28, 1891, the last pupil was removed from South Boston and the long awaited move was completed (Wallace 1941: 40-42).

At Waltham, the patients' routines continued to embrace a mix of classroom education, manual and industrial training, and recreational activities such as formal gymnastics, musical events, dances, rhythmical drill, and competitive athletic contests. A domestic training program to teach girls cooking, washing, ironing, and general housekeeping was instituted in 1905 as a counterpart to the boys' training program (Wallace 1941: 65). A Manual Training Building (#10) was added to the campus in 1903 and expanded in 1908, reflecting the importance of these activities. Its functions were described thus in annual reports of the period:

The boys' classes occupy the first floor; one room for Sloyd, another mattress and pillow making; one to the actual making of useful articles at separate benches; one room contains tables where brush-making, sandpapering, net making, mat making and cane seating are done. Painting is also taught in this room -- one room is used for shoe

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repairing for the whole institution including Templeton. The Weaving Room has several looms where the boys weave first-class crash for towels, and serviceable rag-rugs. There are stock boxes for material for each industry; also bulletin boards with lists of classes for the entire day.

The girls' department upstairs is organized with the same care. One domestic training room, class room for sewing; another large room contains the knitting machines, looms, tables for cutting and sewing rags, one for pillow and lace making, basket making, knitting, crocheting, with material for each class (Wallace 1941: 71).

Almost immediately, annual reports began to include mention of public health issues, reflecting the growing scientific knowledge about infectious disease and public concern with controlling its spread. Outbreaks of typhoid and scarlet fever in 1891 led the trustees to request funds for a small contagious diseases hospital, a structure (#49) that was completed in 1893 and expanded in 1901 and 1907 (Wallace 1941: 41). A diphtheria epidemic in 1896 resulted in the use of antitoxins for the first time (Wallace 1941: 55). Influenza became a major problem during World War I, with the first of 833 cases reported on September 17, 1918; 85 patients died (Wallace 1941: 95). By the 1930s, the incidence of contagious disease was greatly lessened by the availability of various tests such as the Schick and Dick tests, which detected diphtheria and scarlet fever, allowing new patients to be inoculated when necessary (Wallace 1941: 141).

The school entered the twentieth century expanding its innovative programs rapidly and retaining its national and international stature. A school department with graded classes was opened in 1892 (Wallace 1941: 42).

Teaching clinics for Tufts and Boston University Medical School students were instituted in 1903, expanding the program initiated in 1884 with Harvard (Wallace 1941: 32, 61). A formal parole or vacation system was adopted in 1912 along with the new position of field or social worker to supervise pupils with outside placements. At the same time, an outpatient clinic was established, further strengthening community ties. By 1915, monthly clinics had been started in Worcester, Fall River, New Bedford, and Haverhill, and that year the school held a total of 32 clinics involving 743 patients (Wallace 1941: 92). Patients' health needs were treated more scientifically in a small hospital

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(#49; 1893, 1901, 1907) as methods and products developed by the State Board of Health, such as diphtheria antitoxin, were employed in 1915, and tuberculosis tests were introduced in 1920 (Wallace 1941: 90, 100). More complete profiles of the patients' mental condition were also made available through the use of new psychological tests such as the Binet-Simon and the Intelligence Quotient (Wallace 1941: 82; 104). X-ray examination of the brain was introduced as a diagnostic tool in 1920 (Wallace 1941: 100). Dental Clinics, held by Tufts University, were established in 1917 (Wallace 1941: 94). The first women physicians--Drs. Anna M. Wallace and Edith Woodill--were appointed in 1907 (Wallace 1941: 68). A training course for attendant nurses was established in 1929 (Wallace 1941: 145), and a research department was established in 1937.

As early as 1905, the British Royal Commission on the Care and Control of the Feeble-Minded provided the following glowing report on the Fernald School to the American Institutions for the Feeble-Minded.

This is a most interesting institution, embodying in itself the whole history of American methods of dealing with the feeble-minded from its earliest beginnings in the training school for the idiot to its latest development, --the colony (Templeton) for the permanent custodial care and employment of defectives unfit for free life. Its superintendent is Dr. W. E. Fernald, who is not only one of the greatest authorities in the United States of America on the medical aspect of the care of mental defectives, but is an institutional manager of great energy, enthusiasm, resource, and capacity (annual report, 1905). As is apparent from the foregoing quote, the British Commission was particularly interested in the school's custodial farm colony in Templeton (see form), a department continually described in Annual Reports as its most successful.

The early twentieth century was a period of major growth as applications for admission rose from 142 in 1889 to 484 in 1911 (Wallace 1941: 76). This reflected the expanded mission of the school to accept chronic, pauper, delinquent, epileptic, and physically disabled cases that were not considered suitable for training, but nevertheless were in need of proper humane care. To meet the increased demand, it was decided to increase the total patient population from 600 to 1,000 in 1896 (Wallace 1941: 50). The school's change in philosophy was intertwined with a growing societal fear of increased deviancy, as science

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illuminated the role of heredity and began to link feeble-mindedness with crime, pauperism, and immorality. Annual reports of the period continuously cited the problems caused when mentally deficient patients were transferred from the state reform schools. They also stressed the need to provide institutional protection for adult females to prevent their bearing defective children, and to segregate adult male and female patients within the institution. Dr. Fernald was a national leader in exploring the problems of morally and mentally deficient children and in promoting eugenics.

The results of the growing patient population are seen in several ways. One is in the establishment of other facilities, including the Templeton Farm Colony for chronic adult males (1899), the Wrentham School (1907), the Belchertown School (1915-22), and institutions in all of the other New England states during that period. The other is in the major building campaign that transformed the Waverley campus between 1895 and 1925. New buildings included several patient dormitories to support a total population of just over 1,000; staff housing including a superintendent's residence as well as dormitories for nurses and attendants; medical, educational, and recreational facilities; and support buildings including a power plant, laundry, kitchen, and dining room. The Depression slowed construction which resumed in the mid-1930s. At least one building, Wallace Hall (#46; 1936), was constructed by the Public Works Administration (Wallace 1941: 147).

In 1924 Dr. Fernald (1859-1924) died after thirty seven years of service to the school. The following year, Chapter 293 renamed the institution as the Walter E. Fernald State School in his honor. As the British Commission had noted in 1905, Fernald was a renowned authority on mental retardation with many publications to his credit. These included the "History of the Treatment of the Feeble-Minded" (1895), "Some of the Methods Employed in the Care and Training of Feeble-Minded Children" (1894), "Feeble-Minded Children" (1887), "Care of the Feeble-Minded" (1904), and "Imbeciles with Criminal Instincts" (1909). The Massachusetts Medical Society said that he "did more for the training of the feeble-minded and for bringing about an understanding of their problem than, perhaps, any other American psychiatrist (MMS 1930: 14). A eulogy published in the 1924 Annual Report described Dr. Fernald's distinctions and achievements in greater detail.

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His achievements as an educator have been far-reaching. He recognized the first step in education of the feeble-minded was to make them happy; that the feeble-minded, like other persons, are happy only when they are doing something for which their capacity fits them. He arranged a 24-hour program in which the child is doing all the time, whatever its capacities demanded. This school became in a real sense a university. During the past year individuals and delegates were sent from 28 states and 13 countries and 4 provinces in Canada. He gave lectures to medical students, to teachers of special classes, public health nurses, physicians taking post-graduate work in pediatrics, psychiatry, etc.

As an organizer he standardized everything he undertook, whether in erecting a building, clearing a field of stones, etc. His scientific standing was widely recognized. In 1912 he received the honorary degree of Master of Arts at Harvard. He was widely sought as a lecturer on mental disease and criminology. Twice President of the Association for the Study of the Feeble-Minded, in 1915 and 1924, he was at the time of his death, President of the Massachusetts Society of Psychiatry and the Boston School of Occupational Therapy. He was a leader in the National Society of Mental Hygiene. He was the originator of the ten-point system for testing and classifying of the feeble-minded. He proved the psychological tests alone were not enough. He secured practically every piece of legislation that had anything to do with these subjects for the last 30 years.

The Fernald School continued to enjoy a strong national and international reputation, as continued visits to the campus demonstrated. In the 1920s, the school entertained representatives from Russia, Austria, China, Poland, Ceylon, South Africa, England, Czechoslovakia, Central India, Norway, Denmark, France, and New Zealand (Wallace 1941: 113).

Fernald was succeeded by Dr. Ransom A. Greene on April 9, 1925. Greene had previously been Superintendent at Taunton State Hospital (Wallace 1941: 116). Soon after his appointments in 1926, a ten-year construction program to expand capacity to 2,000 beds was approved by the Trustees. At that time, the population stood at 1,330, with more than 1,000 applications for admission. Nursery dormitories and an administration building were cited as the most pressing needs (Wallace 1941: 122-23). The nine-acre

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Baldwin estate adjoining the campus was acquired at this time to provide room for gardening and to provide privacy (Wallace 1941: 118). With a waiting list of 1,829 in 1933, discussions about the possibility of constructing a fourth school were initiated (Wallace 1941: 141).

In 1937, Dr. Paul I. Yakovlev was appointed Director of Clinical Research at the Fernald School (Wallace 1941: 155). His work was described thus:

...clinic and bio-chemical routines as well as pathological, histological and microscopic studies, X-ray, etc, are being carried on; research is directed to both laboratory and clinical symptomatology and an attempt to get at etiology--the hereditary and environmental factors and diagnoses and thus provide a scientific basis for therapy....

The 1945 Governor and Council Report described the laboratory as outstanding. Yakovlev, who was medical as well as research director at the School, was also an instructor at Harvard, Boston University, and Tufts Medical Schools.

In the 1938 annual report of the Fernald School, Superintendent Dr. Ransom Greene articulated the philosophy of the institution. Although he professed to be a believer in tradition, his words demonstrated the vastness of change since the mid-nineteenth century:

I wish to pay tribute to all the predecessors of the position which I now hold, in that they have always been more concerned about principles than standards and their primary interest has been the possibility of ameliorating the burden to society of those for whom they and we have to care, and in addition determine, if possible, how future generations may be protected or relieved from such a burden...The problem as a whole is far from simple; it involves primarily medical knowledge and not secondary, but in addition, problems of education, sociology, psychology and legal affairs...The principles involved have been not only that of ameliorating the burden and immediate stress of the individual but the problem as a whole from the standpoint of welfare of our communities and relieving them of this burden for future generations...This has been the aim from the time of Dr. Howe, Dr. Sequin, Dr. Jarvis and Dr. Fernald. We are making progress along these lines...

(Continued)

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We have reached the stage in the last year where we have been able to start on a definite research program...the ends for which we aspire are based on purely the principles exemplified by the founder of such an institution as this, Dr. Samuel Gridley Howe". (Wallace 1941: 156-57).

The contrast between Howe and Greene is great, and reflects the change from a moral/religious ethic underlying care and treatment to a belief in scientific progress.

The 1945 Governor and Council Report described the 240-acre Fernald School as one of the finest institutions in the state, saying:

It is too bad that the Executive Department of the State Government did not make proper allowances for an increase in facilities in this institution during the past decade, so that hundreds of children now being cared for inadequately in their own homes could have been properly taken care of in this institution....No better treatment could be obtained at any price.

The school's patient population of 1,890 was over the capacity of 1,540, even with 75 on parole. There were 236 staff members with 181 vacancies. The varied program of industrial therapy included a beauty shop, men's barber shop, printing, carpentry, shoe-repairing, brush, broom and mat making, weaving, dressmaking, painting, domestic science, stocking manufacturing, rugmaking, knitting, crocheting, embroidering, lace making, basket weaving, clothing manufacturing, and canning. Agricultural facilities included a cow barn with 50 head of steer, and a horse barn, but most such activities were carried out at the Templeton Colony. Building needs cited by the report included a hospital, installation of vacuum heating, two officers' cottages, additions to the Manual Training Building, a root cellar, a cow barn, a horse barn, a dormitory for young boys, two dormitories for young girls, and an infirmary for girls.

The Depression temporarily halted growth of the school as is indicated by the 1945 report, but development resumed after World War II. The patient population rose to 2,600 in the 1960s, while the staff remained at 800. In 1972, Fernald came under court order to improve services. This resulted in reduction of the patient population to 1,161 in 1979, and to 855 (including Templeton) in 1987; additions to the staff, which reached 1,900

(Continued)

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in 1979, and 2,400 in 1987; major new construction; and upgrading of existing buildings. As of 1989, Fernald operated five community residences in addition to the 848 clients living at Waltham and Templeton, and employed 2,500 staff (Internal History Fact Sheet).

Archaeological Significance

Since patterns of prehistoric occupation in Waltham are poorly understood, any surviving sites could be significant. Prehistoric sites in this area can contribute to a greater understanding of Native American settlement and subsistence along tributary streams in the lower Charles River drainage. Much of this area is undocumented because of under-reporting in the area, probably due to urban development in the 20th century. Prehistoric sites in this area may be part of a seasonal adaptation based on the availability of environmental resources with larger sites along the main branch of the Charles River, possibly in the estuarine zone. Prehistoric sites in this area may also be part of subsistence and settlement systems that incorporate sites along the internal Charles River drainage.

Historic archaeological remains described above have the potential to document land use history in the area that predates development of the Fernald School in 1887. Background research accompanied by archaeological survey and testing can help locate and reconstruct the components of farmsteads or other agricultural operations in the area indicated by the presence of foundations, stone walls, and documentary resources. Further documentary research and analysis of construction features including builder's trenches can provide information on patient participation during construction and the similarity or differences in construction methods where patients are used as compared with those by standard civilian workers. Detailed analysis of occupational-related features can provide information on individuals who occupied farms that predated the school, as well as different patients at the school. Specialized trash areas may exist for the small contagious disease hospital (#49) completed in 1893, which could provide details pertaining to patient treatment under isolated conditions.

Specialized refuse deposits may also exist for the school's varied programs of industrial therapy, which included a beauty shop, men's barber shop, printing, carpentry, shoe-repairing, brush, broom and mat making, weaving, dressmaking, painting,

(Continued)

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domestic science, stocking manufacturing, rugmaking, knitting, crocheting, embroidering, lacemaking, basket weaving, clothing manufacture, canning and limited agricultural activities. Analysis of archaeological survivals from the activities may indicate the extent and importance of these activities at the school. Some of these activities may have had economic importance.

(end)

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List of Figures

1. Site Plan, Waltham, 1887.
2. Asylum (West) Building. 1889.
3. Plans, Asylum and School Buildings. 1889, 1890.
4. Girls' Dormitories. 1890, 1894.
5. Plans. Girls' Dormitories. 1890.

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6. Photo. Old Stone Farmhouse. ca. 1910.
7. Photo. Activity Center. ca. 1910.
8. Photo. Schoolhouse. ca. 1910.
9. Photo. MacDougall & Dolan Halls. ca. 1910.
10. Photo. Dolan Hall. ca. 1910.
11. Photo. West Nurses' Home. ca. 1910.
12. Photo. Warren Hall, South Nurses' Home. ca. 1910.
13. Photo. Manual Training Building. ca. 1910.
14. Photo. East Hall. ca. 1910.

GEOGRAPHICAL DATA

Verbal Boundary Description

See attached maps

Verbal Boundary Justification

The nomination is confined to present campus boundaries which were achieved during the period of significance.

(end)

WALTER E. FERNALD STATE SCHOOL
WALTHAM, MASSACHUSETTS
DISTRICT DATA SHEET

MAP#	BUILDING NAME	DATE	STYLE	ARCHITECT/DESIGNER	STATUS	RESOURCE
1	Waverley Hall	1891	Queen Anne	W. G. Preston	C	B
2	North Building	1897	Queen Anne	W. G. Preston	C	B
3	Activity Center	1891	Queen Anne	W. G. Preston	C	B
4/5	Schoolhouse/Gym	1891	Queen Anne	W. G. Preston	C	B
6	Chipman	1892	Queen Anne	W. G. Preston	C	B
7	North Nurses' Home	1904	Queen Anne	W. G. Preston	C	B
8	Waverley Hall Lawn	ca. 1891	n/a		C	Sl
9	East Nurses' Home	1906	Queen Anne	W. G. Preston	C	B
10	Manual Training	1904	Queen Anne	W. G. Preston	C	B
11	Warren Hall	1906	Queen Anne	W. G. Preston	C	B
12	South Nurses' Home	1907	Queen Anne	W. G. Preston	C	B
13	Thom Building	1952	Colonial Revival		C	B
14	Power Plant	1921	Utilitarian		C	St
15	Main Garage	1932	Utilitarian		C	B
16	Storehouse	1891	Queen Anne	W. G. Preston ?	C	B
17	Cottage #17	1925	Craftsman	Curtis Bixby?	C	B
18	Cottage #18	1925	Craftsman	Curtis Bixby?	C	B
19	Cottage #19	1925	Craftsman	Curtis Bixby?	C	B
20	Cottage #20	1925	Craftsman	Curtis Bixby?	C	B
21	Southard Research Lab.	1921	Craftsman	Kendall, Taylor & Co.?	C	B
22	Laundry	1928	Utilitarian		C	B
23	Lavers Hall	1914	Craftsman		C	B
24	Maintenance	1930	Utilitarian	James Calderwood	C	B
25	Greenhouse	ca. 1940	n/a		C	B
26	Electric Sub station	ca. 1960	Utilitarian		NC	B
27	Engineers' Storage	ca. 1930	Utilitarian		C	B
28	Barn foundation	ca. 1900	n/a		C	St
29	Shed (stucco)	ca. 1920	Craftsman (poor)		C	B
30	Shed (metal)	ca. 1970	Utilitarian		NC	B
31	Garage (concrete block)	ca. 1950	Utilitarian		NC	B
32	Tarbell Hall	1934	Tudor Revival		C	B
33	West Building	1890	Queen Anne	W. G. Preston	C	B
34	Belmont House	1890	Queen Anne	W. G. Preston	C	B
35	Seguin Hall	1934	Colonial Revival	Clarence P. Hoyt	C	B

WALTER E. FERNALD STATE SCHOOL
WALTHAM, MASSACHUSETTS
DISTRICT DATA SHEET

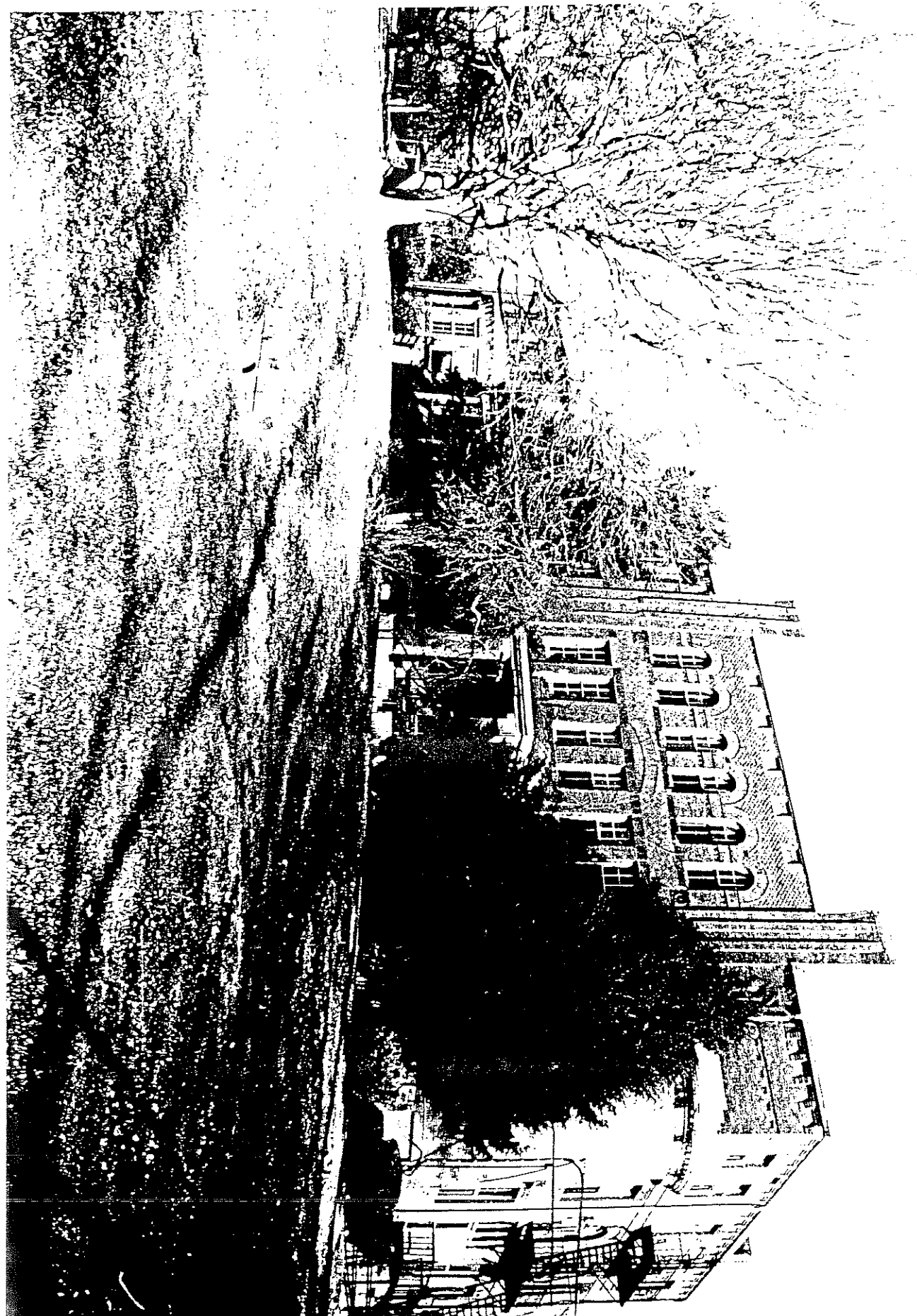
MAP#	BUILDING NAME	DATE	STYLE	ARCHITECT/DESIGNER	STATUS	RESOURCE
36	MacDougall Hall	1898	Queen Anne	W. G. Preston	C	B
37	Dolan Hall	1906	Queen Anne	W. G. Preston	C	B
38	West Nurses' Home	1906	Queen Anne	W. G. Preston	C	B
39	Wheatly Hall	1933	Colonial Revival		C	B
40	Food Service Bldg.	1931	Colonial Revival	Clarence P. Hoyt	C	B
41	Howe Hall	1933	Colonial Revival		C	B
42	East Dowling Hall	1906	Queen Anne	W. G. Preston	C	B
43	Hillside Cottage	1904	Queen Anne/ Colonial Revival	W. G. Preston	C	B
44	garage	1912	(rusticated conc. block)		C	B
45	Baldwin Cottage	ca. 1900	Vernacular		C	B
46	Wallace Hall	1936	Colonial Revival		C	B
47	Administration	1933	Colonial Revival	Clarence P. Hoyt	C	B
48	Farrell Hall	1960	Modern		NC	B
49	Hospital/S. Bowen	1893-1907	Queen Anne	W. G. Preston	C	B
50	Greene Unit	1953-54	Modern	C. T. Main, Inc?	NC	B
51	Trapelo Cottage	ca. 1860	Greek Revival/Italianate		C	B
52	garage	1930	n/a		NC	B
53	Cardinal Cottage	ca. 1850	Greek Revival		C	B
54	garage	1947	n/a		NC	B
55	garage	ca. 1950	n/a		NC	B
56	garage	1930	n/a		NC	B
57	garage	1955	Utilitarian		NC	B
58	Electric Sub Station	ca. 1960	Utilitarian		NC	St
59	Cast iron fence	ca. 1890s	n/a		C	B
60	Kelley Hall	1969	Modern	CBT	NC	B
61	Activities Center	1980	Modern	Payette Ass.	NC	B
62	Withington Center	1979	Modern	Caolo & Blienick	NC	B
63	Eunice Shriver Center	1967	Modern	Ass.	NC	B
64	Cottage #5	1976	Modern		NC	B
65	Cottage #6	1976	Modern		NC	B
66	Cottage #7	1976	Modern		NC	B
67	Cottage #8	1976	Modern		NC	B
68	Cottage #9	1976	Modern		NC	B
69	Cottage #10	1976	Modern		NC	B

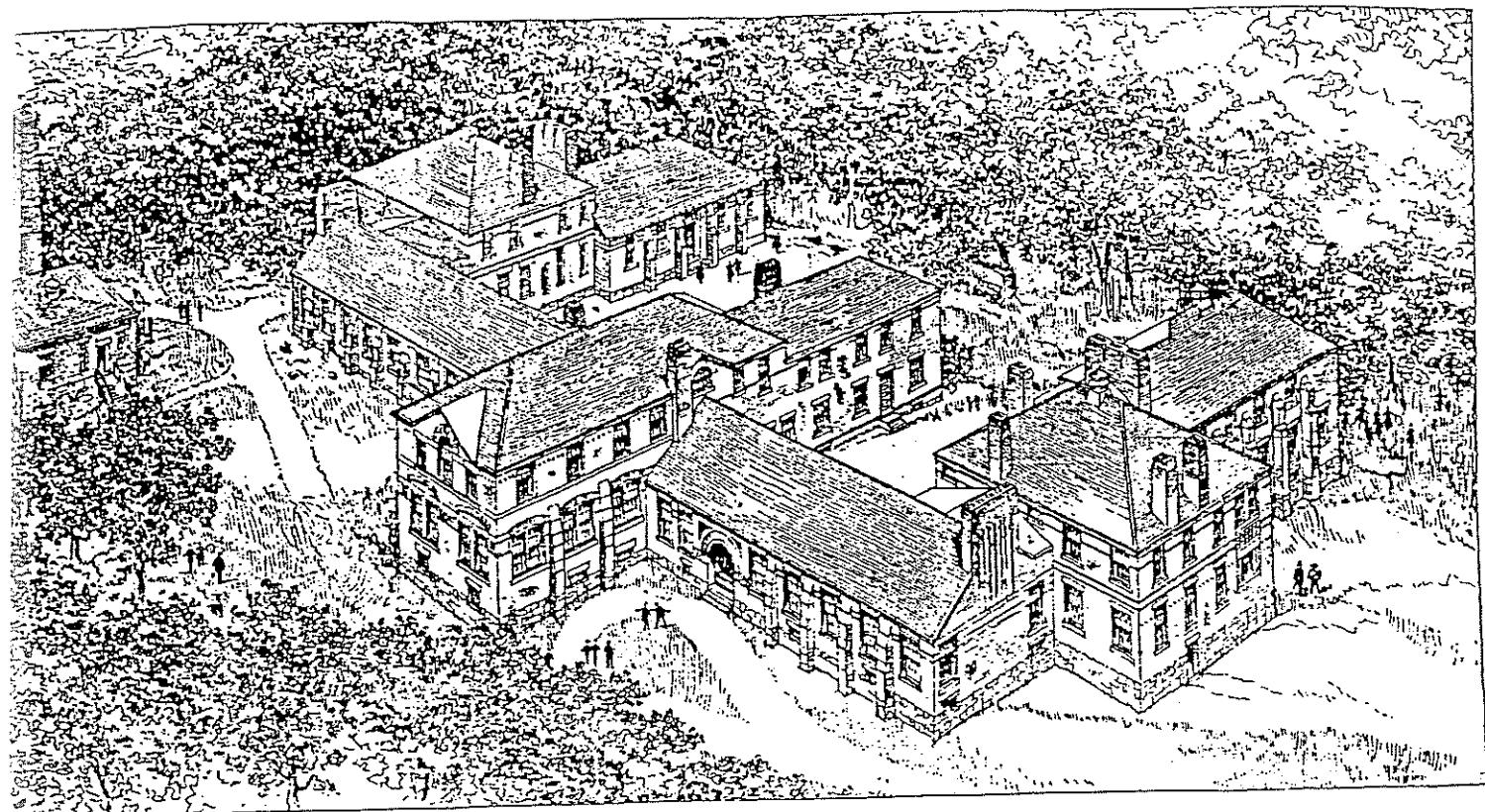
WALTER E. FERNALD STATE SCHOOL
WALTHAM, MASSACHUSETTS
DISTRICT DATA SHEET

MAP#	BUILDING NAME	DATE	STYLE	ARCHITECT/DESIGNER	STATUS	RESOURCE
70	Cottage #11	1976	Modern		NC	B
71	Cottage #12	1976	Modern		NC	B
72	Cottage #13	1976	Modern		NC	B
73	Cottage #3	1976	Modern		NC	B
74	Cottage #4	1976	Modern		NC	B
75	Brookside	1981	Modern		NC	B
76	Woodside	1981	Modern		NC	B
77	Site 5	1980s	Modern		NC	B
78	Open Pavilion	ca. 1970s	n/a		NC	St
79	Shed	ca. 1970s	Utilitarian		NC	B
80	Shed (concrete)	ca. 1970s	Utilitarian		NC	B
81	Garage (concrete)	ca. 1930s	Utilitarian		NC	B
82	Shed (concrete)	ca. 1970s	Utilitarian		NC	B
83	Malone Park 1	ca. 1990	Modern		NC	B
84	Malone Park 2	ca. 1990	Modern		NC	B
85	Malone Park 3	ca. 1990	Modern		NC	B
86	Malone Park 4	ca. 1990	Modern		NC	B
87	Pool/Playground	ca. 1960	n/a		NC	St
88	Chapel	1960	Colonial Revival	John A. McPherson	NC	B
89	Electric Sub Station	ca. 1960	Utilitarian		NC	St
90	Shed (wood)	ca. 1920	Utilitarian (poor)		C	B
91	Activity Center Lawn	ca. 1891	n/a		C	Si

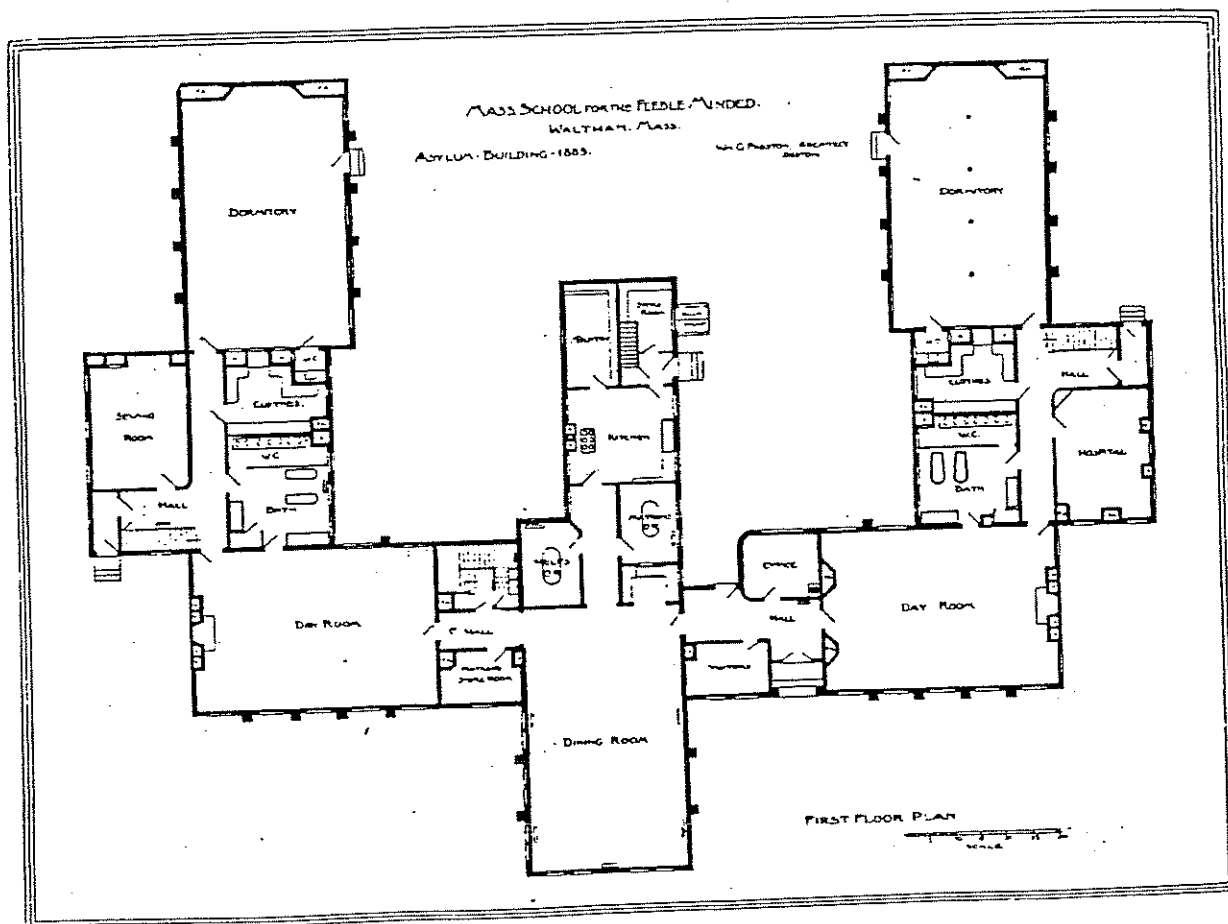
TOTAL RESOURCES: 48 Contributing; 42 Noncontributing

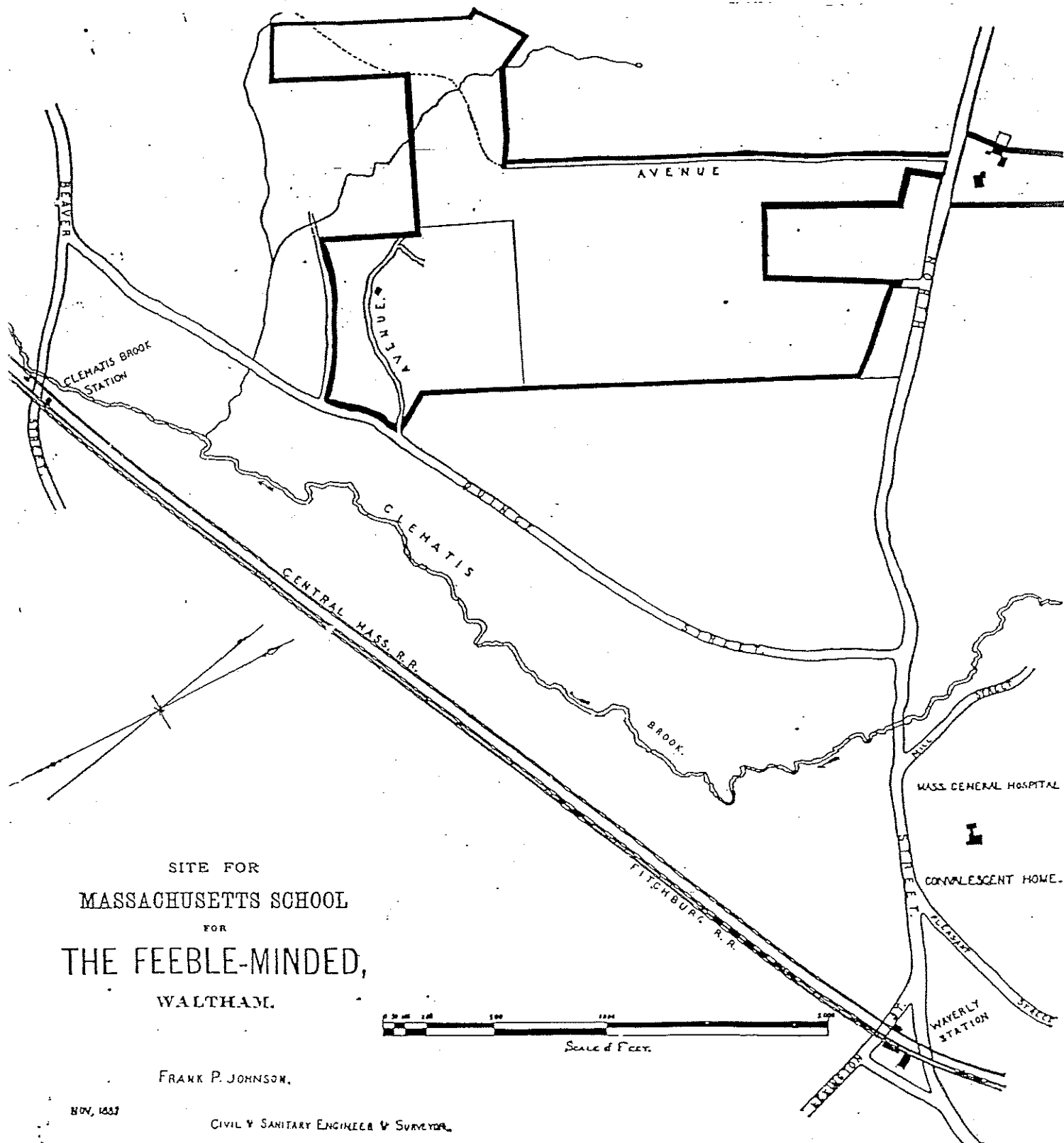
44 Contributing Buildings 38 Noncontributing Buildings
2 Contributing Sites 4 Noncontributing Structures
2 Contributing Structures

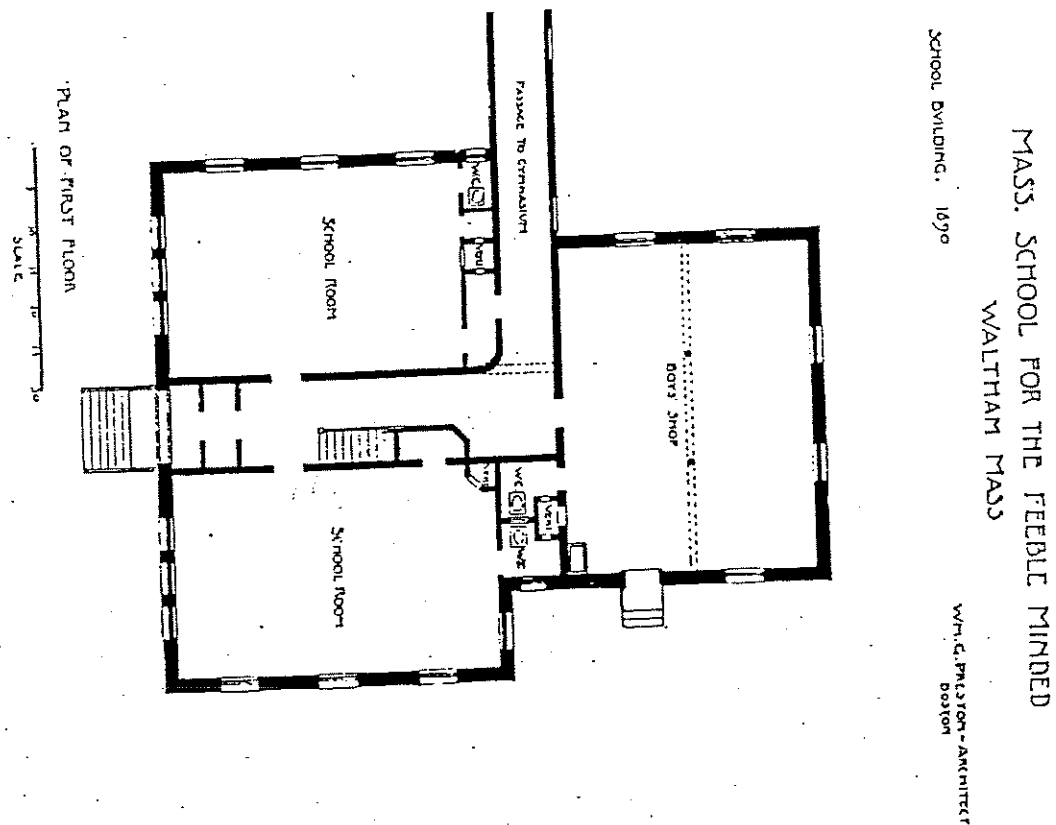
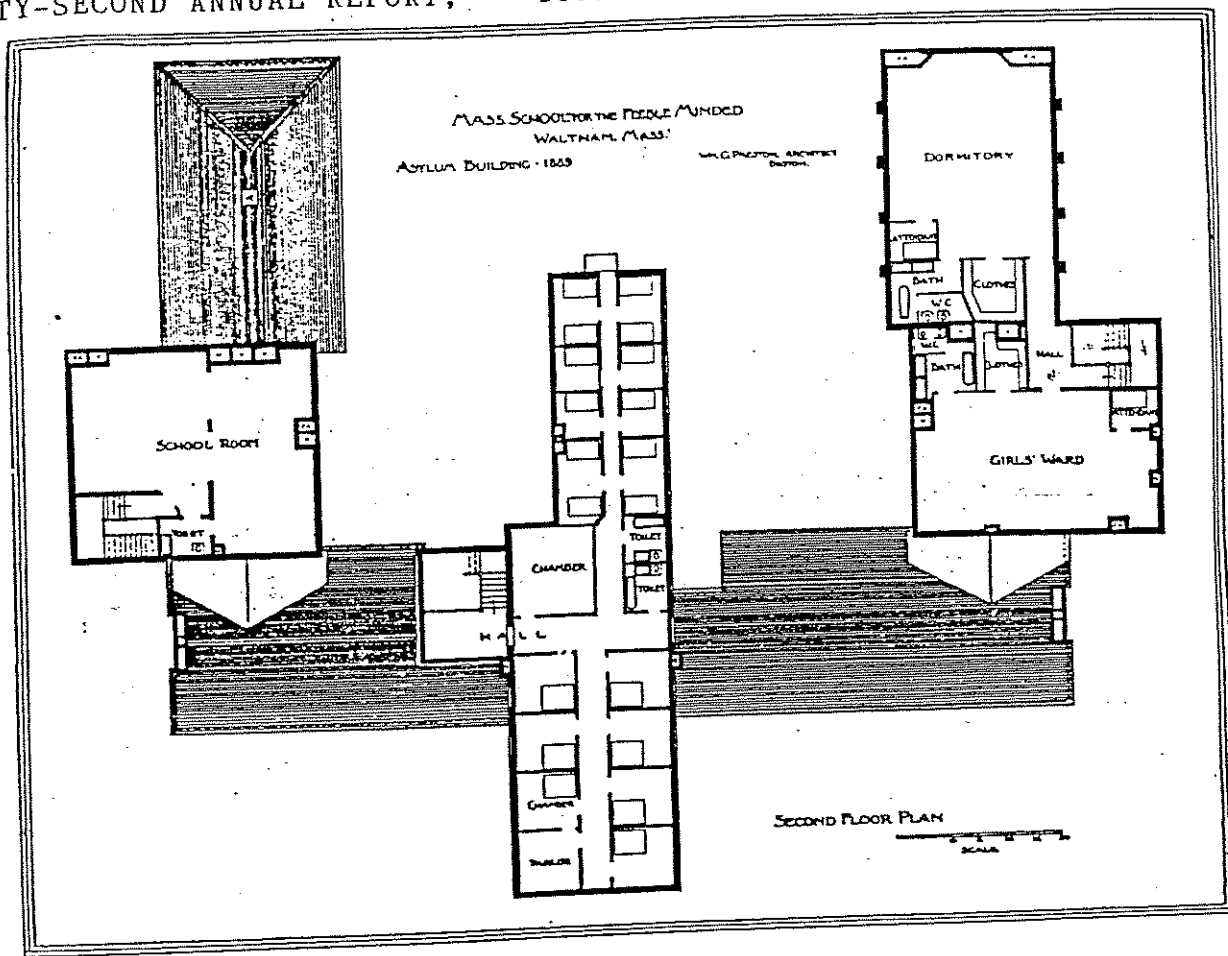


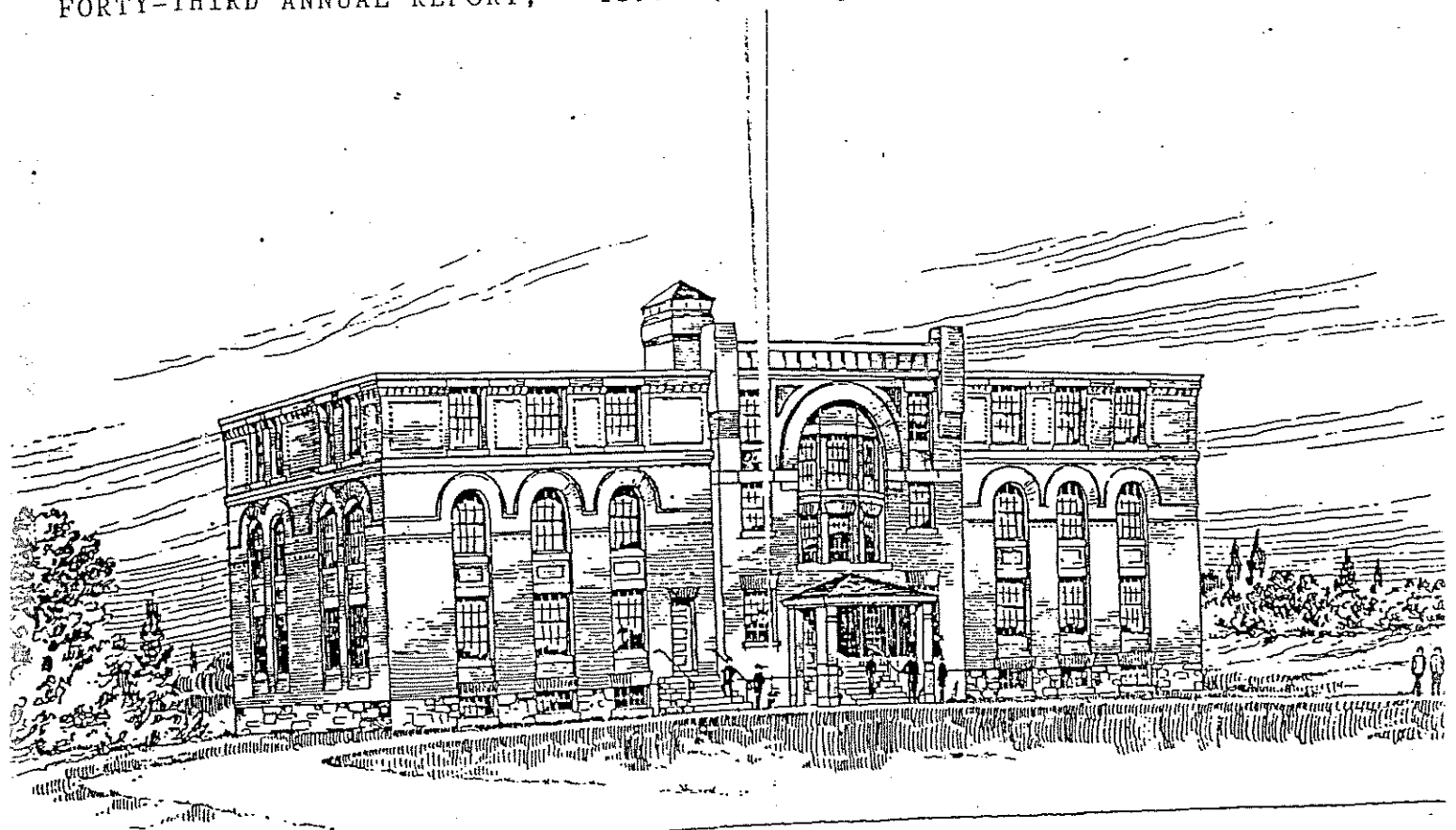


“LUM BUILDING”... MASS. SCHOOL FOR THE FEEBLE-MINDED.
WALTHAM, MASS.



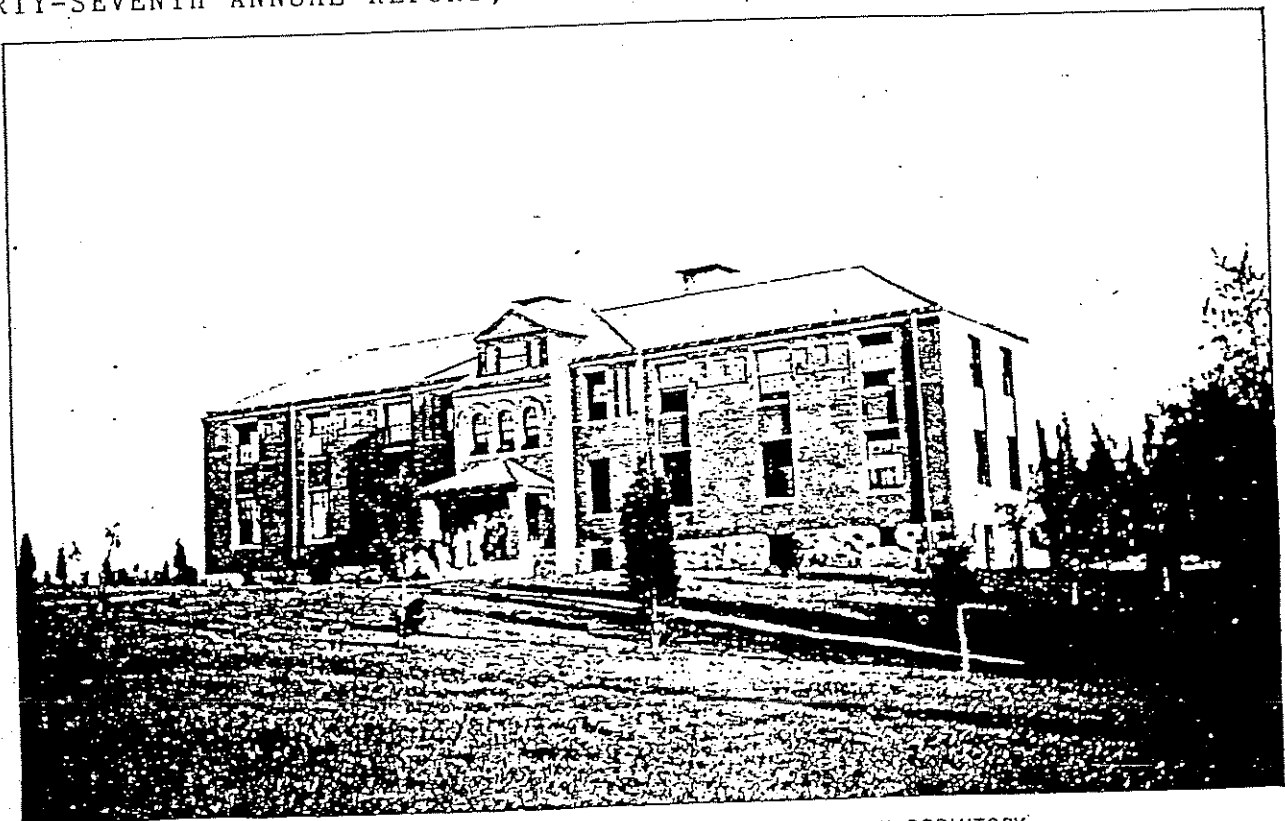




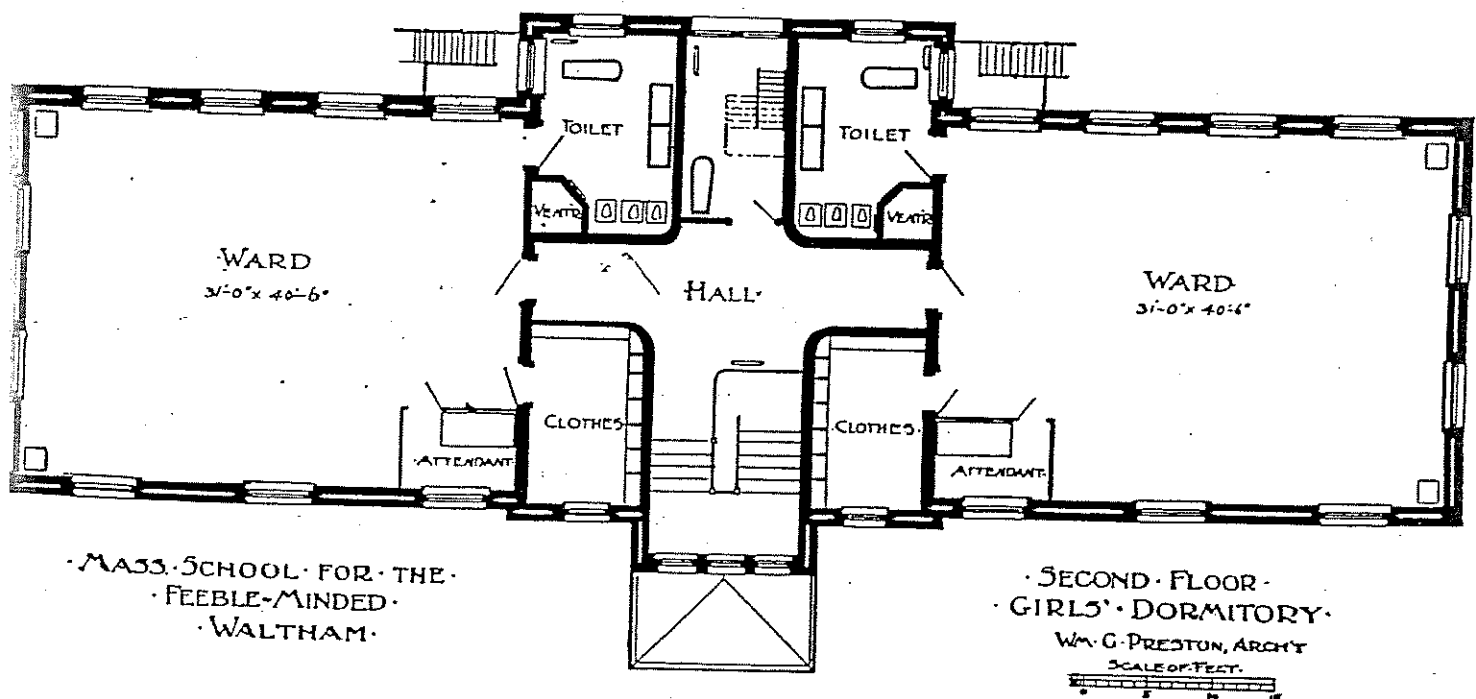
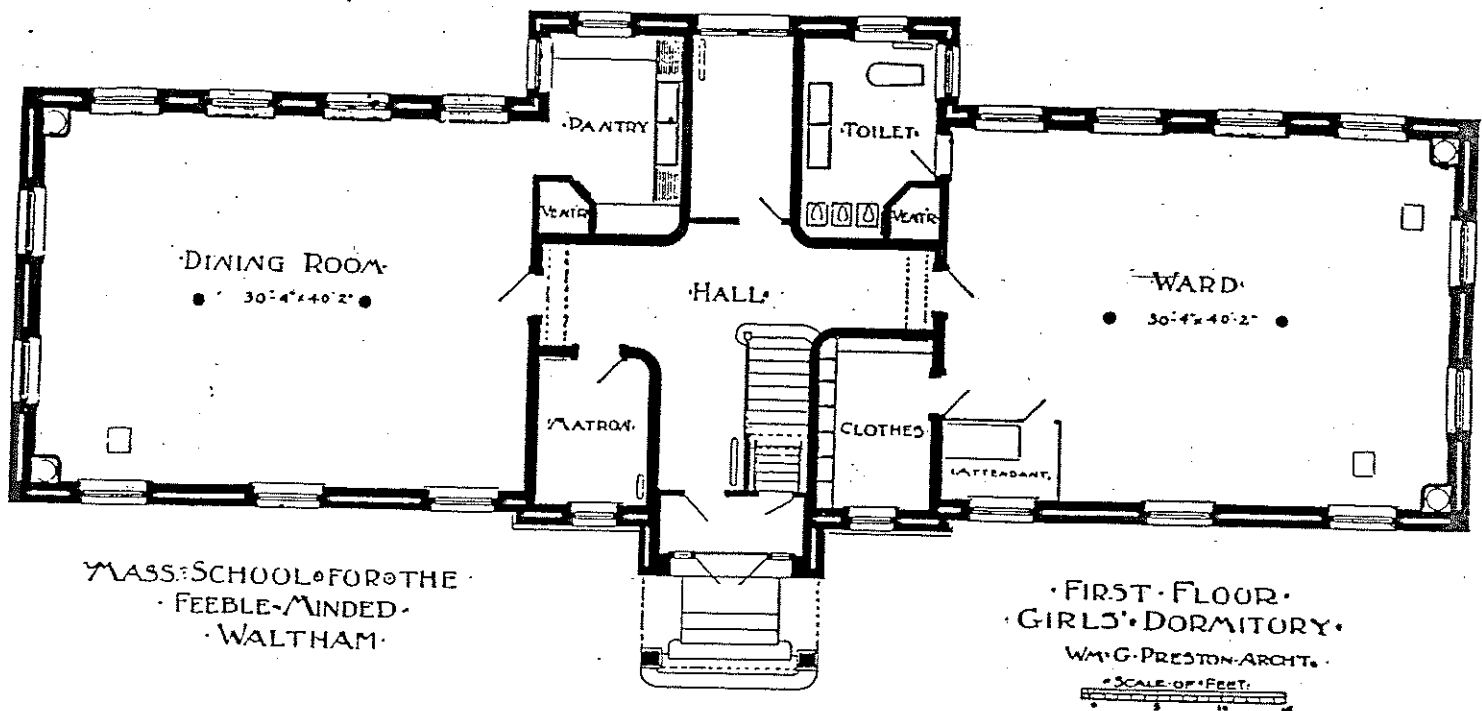


-DORMITORY- MASS. SCHOOL FOR THE FEEBLE-MINDED- WALTHAM- MASS-
 W. G. THORNTON ARCHT.

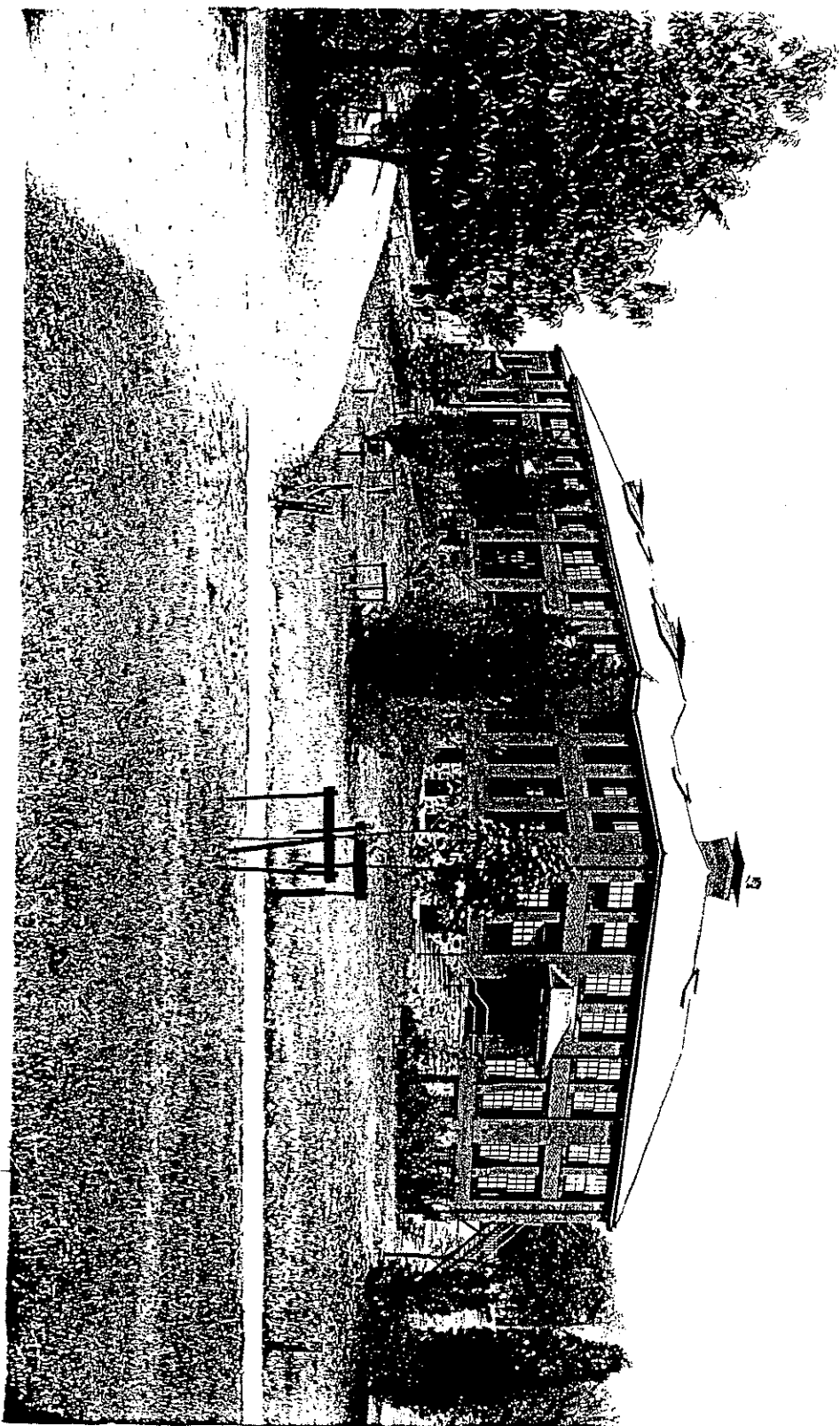
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Massachusetts School for the Feeble-minded, Waltham. — GIRLS' DORMITORY.



MASS. STATE HOSPITAL & SCHOOLS
WALTER E. FERNALD STATE SCHOOL
WALTHAM, MASS.
Manual Training Building
c1910; Courtesy SPNEA
Figure #13



13
Manual
Training

Mass. Hospitals & Schools
Walter E. Fernald State School
Waltham, MA



UTM REF POINTS # 1 - 4



