United States Department of the Interior
National Park Service

National Register of Historic Places Registration Form

This form is for use in nominating or requesting determinations for individual properties and districts. See instructions in National Register Bulletin, *How to Complete the National Register of Historic Places Registration Form.* If any item does not apply to the property being documented, enter "N/A" for "not applicable." For functions, architectural classification, materials, and areas of significance, enter only categories and subcategories from the instructions.

1. Name of Property

Historic name: _Montana State Training School Historic District_____

Other names/site number: _Deaf and Dumb Asylum; State School for Deaf, Blind, and Backward Children; Boulder River School and Hospital; Montana Developmental Center/ 24JF1991

Name of related multiple property listing**:**

_____N/A_____

(Enter "N/A" if property is not part of a multiple property listing

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2. Location

Street & number: _Roughly bounded by State Hwy 69, Riverside Rd and Boulder River __

City or town: _Boulder____ State: _MT_____ County: _Jefferson_____

Not For Publication: N/A Vicinity: N/A

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3. State/Federal Agency Certification

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

I hereby certify that this _x_ 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 _x_ meets ___ does not meet the National Register Criteria. I recommend that this property be considered significant at the following level(s) of significance:

___national **_x_statewide** **__x_local**

Applicable National Register Criteria:

_x_A **___B** **_x_C** **___D**

Signature of certifying official/Title: **Date**

State or Federal agency/bureau or Tribal Government

In my opinion, the property ___ meets ___ does not meet the National Register criteria.

Signature of commenting official: **Date**

Title : **State or Federal agency/bureau or Tribal Government**

4. National Park Service Certification

I hereby certify that this property is:

___ entered in the National Register

___ determined eligible for the National Register

___ determined not eligible for the National Register

___ removed from the National Register

___ other (explain:) _____

Signature of the Keeper Date of Action

5. Classification

Ownership of Property

(Check as many boxes as apply.)

Private:	☐
Public – Local	X
Public – State	X
Public – Federal	☐

Category of Property

(Check only **one** box.)

Building(s)	☐
District	X
Site	☐
Structure	☐
Object	☐

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

Contributing	Noncontributing	
11	2	buildings
	3	sites
1		structures
1		objects
13	5	Total

Number of contributing resources previously listed in the National Register N/A

6. Function or Use
Historic Functions
(Enter categories from instructions.)
EDUCATION/education-related housing
DOMESTIC/institutional housing
HEALTH CARE/hospital (mental)
HEALTH CARE/sanitarium

Current Functions
(Enter categories from instructions.)
GOVERNMENT/correctional facility
DOMESTIC/camp

7. Description

Architectural Classification
(Enter categories from instructions.)
_LATE 19TH AND 20TH CENTURY REVIVALS/Italian Renaissance_____
_MODERN MOVEMENT/Moderne/International Style_____
_____
_____
_____

Materials: (enter categories from instructions.)
Principal exterior materials of the property: _BRICK; STONE/Granite; CONCRETE; GLASS; METAL/Aluminum _____

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

Summary Paragraph

The Montana Training School Historic District encompasses nearly 31 acres of the Boulder Valley at the south edge of Boulder, Montana. The location provides a commanding view of the nearby mountains including the Elkhorn Mountains to the northeast, Ryan Mountains to the southwest, and the Boulder Hills to the north. The Continental Divide lies just over 20 miles to the west. The district includes the historic "south campus" of the training school, and lies along the south side of the Boulder River. Additional training school facilities located on the north side of the river are no longer extant or do not retain sufficient integrity to contribute to the historic district.

A driver who leaves the small, quaint city of Boulder headed south toward Whitehall on Montana Highway 69 and ventures a leftward glance will be struck by the stately brick and eye-catching designs of the Montana State Training School Historic District. Odyssey Lane at the north side and Venture Way at center both provide access to the district directly from Highway 69. South Elder Street's historic bridge crosses the Boulder River at the northeast corner of the district, and provides access from the institution's northern campus. Typical of the early twentieth century educational campus design, the district consists of several buildings set around an oval green space, with a central administrative building at center. A "cottage," three dormitories, garage, and a laundry and power house complex all encircle Griffin Hall, the

district's earliest building, completed in 1912. While many historic buildings on the northern campus were destroyed in the 1970s and 1980s or currently have their integrity of feeling compromised by nearby modern additions, this portion of the campus retains its integrity, reflecting architectural and institutional trends spanning approximately fifty years, from 1912 to 1964.

Narrative Description

Circulation Pattern and Spatial Organization

Venture Way leads east from Highway 69, crossing the dirt path that surrounds most of the district and then bisecting the paved road that encircles Griffin Hall. The central building and heart of the district, Griffin Hall, served as kitchen, school, library, dining hall, and in various other capacities through its life. Surrounding buildings are oriented around the oval toward Griffin to provide students and employees quick, easy access during Boulder's bitterly cold winters. South Elder Street and a foot bridge both cross the Boulder River, providing access to the district from the northern campus. Elder Street leads directly to the laundry buildings and power house where it splits to form the paved loop around Griffin Hall. Though somewhat worn and uneven, many of the campus' historic sidewalks remain intact, marking the paths used heavily throughout the complex's life.

Griffin Hall and its attached food center's primary entrances look west to the two "X's," 100-person single-story dormitory buildings of unique and eye-catching design, particularly when viewed from above. Moving counter-clockwise, the paved road leads to another dormitory. Because it originally served as a dormitory for "ranch boys," this building sits back somewhat from the campus, ensuring residents a shorter walk to the old ranch where they grew food for their own and other state institutions.[1] The garage, both laundry buildings, and the power house sit to the northeast of the ranch dorm and east of Griffin Hall. The last-standing cottage of the five originally built in the 1920s stands directly north of Griffin Hall.

GRIFFIN HALL AND ATTACHED FOOD CENTER: (contributing building)

Griffin Hall (No. 9) Description

Prominent Montana architects John Gustave Link and Charles S. Haire designed Griffin Hall, known upon its 1912 completion simply as the "feeble-minded building."[2]An eclectic mix of Italian Renaissance and Neoclassical architecture with Mission Revival elements, the rectangular building originally possessed four stories, including a daylight basement. Historic additions project from the east (rear) elevation, and a 1964 modern food service building obscures the west elevation, connecting via a one-story hall. A fire on March 6, 1963 began in the attic and tore through the top stories, necessitating the removal of the fourth floor when repairing and renovating the building the following year, but a hipped roof with cross-hips of lower stature over the north, south, and central bays, matching the original design, replaced the destroyed roof.

[1] Report of Special Committee on New Construction, 1963-1964, Box 4, Folder 5, State Board of Examiners Records, MHS Research Center, RS 196.
[2] A later Modern addition, the Food Service Building, obscured much of the west elevation in 1964.

The renovation also entailed removing the first floor's wooden joists and flooring, as dry rot had affected the Hall's stability. Reinforced steel and concrete with strength ensuring the building's longevity replaced the wood.

An applied granite watertable surrounds the building. A protruding smooth granite beltcourse delineates the top of the daylight basement while a less pronounced granite beltcourse marks the first floor window sill level. Polychromatic lower quality brick characterizes the lowest level, while hard-fired finished brick resides above the more prominent beltcourse; all brick used in the construction of the walls of the building displays a stretcher bond pattern. Around the top of the entire main building, regularly spaced decorative red brick diamond accents stand out against darker brick panels that extend downward from the eaves to just below the third-floor windows' upper reach. These decorative accents appear at each building corner, and between each set of third-story windows, except on the recessed bays of the west and east elevations. All the building's basement windows are at least partially infilled with varying colors of brick; some house small modern windows. Unless stated otherwise, all the other windows are replacements matching those first featured on the building and are wood-framed, one-over-one double-hung.

West elevation

The west (front) elevation presents five bays, with the central, northern, and southern bays protruding. Balanced fenestration and a generous number of windows allow plentiful light to reach the building's interior. Rectangular dark brick panels featuring raised header bond accents bounding a brick herringbone design with a centered raised diamond accent occur between the windows of the second and third floors of the two outer bays. The northern and southern bays sport one ribbon of three 1/1 double hung windows in the second and third stories, and three single window openings infilled with brick on the bottom story. The second and third stories of the two recessed bays feature paired windows, with the lower story sporting two individual window openings infilled with brick. The widest central bay supports three evenly spaced window openings at both the second and third stories. The uppermost story contains ribbons of three windows each, and paired windows fill the second story openings. The centered, uniquely decorated one-story entry hall stands out both physically and aesthetically from the rest of the building. A shaped, coped parapet wall reminiscent of Mission Revival tops the entry, which also features a smooth granite medallion above fluted granite decorative panels and bases, on both the north and south sides of its west elevation. Granite pilasters flank the entrance's recessed full-glass, stile-and-panel door. A granite entablature separates the door from a slightly arched seven-lite transom.

North elevation

The north elevation holds a ribbon of three windows on the two end bays on the second and third stories, and three individual window openings infilled with brick on the bottom story, except for two openings in the center bay which contain four-lite horizontal paned windows. The second and third-stories feature identical fenestration. The windows located in the end bays sport wooden mullions. Rectangular metal vents rest centered below the sills of these second story windows. The second and third stories of the central bay contain two individual window openings separated by a pair of brick pilasters. The same decorative brick panels featured on the building's facade sit between the second and third floors.

Several additions extend from the center of the building's eastern elevation. The north elevation of the addition constructed immediately off the original mass of Griffin Hall measures 16 feet in length and displays two floors of fired red brick that matches the main building, with each story marked by a lone centered 1/1 window. Projecting east off the two-story addition is a single-level kitchen addition; a slight change in brick color indicates an expansion of the kitchen eastward occurred that doubled its size to 41 feet, six inches. The kitchen's north elevation features a three-story brick chimney off-center to the west. Immediately west of the chimney, a small concrete coal storage room with a metal door projects from the elevation. A single 1/1 double hung window flanks the chimney's east side. Paired 1/1 double hung windows occur centered in the east half of the kitchen's north elevation. Projecting east off the kitchen addition's east elevation is a small gable-roofed wood frame entry clad with red clapboard and measuring 10 feet by 10 feet.

East elevation

The east elevation is characterized by a steady progression of additions, the north elevations of each described above, each constructed east off the earlier addition and centered off the original mass of Griffin Hall. The original building's east elevation possesses the same pattern of extended and recessed bays as those featured on the west elevation, though on this elevation the central bay projects further east than the others. The northern- and southern-most bays feature a bank of three 1/1 double hung windows with wood mullions on the second and third floors, and three single window openings on the bottom story; the bottom story windows are infilled with brick except for a small single-lite window in the center unit of the south bay, and a circular metal vent in the center unit of the north bay.

The recessed bays are near reflections of each other. On both sides a pair of metal double-doors—nestled at the corner where the recessed bays and the central wing meet—provides entry to the lowest floor. On both recessed bays, the second and third floors support a fire escape and a concrete balcony. The Kirker Bender fire escapes are metal, steep spiral slides enclosed by a cylindrical cover. Every balcony holds a door at the center of its recessed-bay wall, but otherwise doors provide access to each balcony in varying ways. For the northern balconies, the second floor has doors leading to both the north and central protruding bays while the third floor lacks a door to the north. The third floor southern balcony mirrors that of the northern, while the second floor southern balcony possesses only the single, central door. The balconies feature symmetrical fenestration patterns. Every balcony holds two one-over-one double-hung windows to the outside of its recessed-wall door. Windows to the inside of the door provide light to the interior stairwells and vary according to floor. Second floor balconies possess four fixed single-pane windows arranged in a square, while the third floor displays only two fixed single-pane windows, side by side.

The large central bay features several additions that project from its center. The third floor of the northern portion of the bay immediately north of the roof of the two-story extension contains a ribbon of three windows which have been shortened from their original height; the lower portion of the opening is infilled with brick. Immediately below, in the second story, occurs another ribbon of three windows, below which, in the ground floor is a metal door.

The third floor of the southern portion of the bay immediately south of the roof of the two-story extension contains a ribbon of three windows which have been shortened from their original height; the lower portion of the opening is infilled with brick. Immediately below these windows in the second story is a forty-lite opaque window, which houses several square vents. A larger circular vent sits above the window's upper-left corner. Below the opaque window, on the ground floor, occurs another ribbon of three windows.

Despite all the work this elevation has clearly undergone, it still displays the decorative brick work descending from the roof. A front-gabled roof tops the two-story extension that leads directly to the single-story hipped-roof kitchen addition, which features a metal roof with open eaves and exposed rafters. Two windows on the east elevation of the kitchen addition flank the small gable-roofed wood frame entry which contains a single-lite, half-glass stile and panel door.

South elevation
The south elevation of the main building has nearly identical fenestration and decorative brick as the northern elevation, the primary difference occurring in the lowest level, where the western two groups of windows hold small single-pane units in their central openings. This level also sports two large circular metal vents. The south elevation of the two-story extension, like the north, holds one single window on each floor. The single-floor kitchen addition features a pair of windows near its western end and a metal door with a single-lite transom above at the eastern corner.

Interior: Griffin Hall underwent repairs and renovation in 1964 following a destructive fire. As evidenced by the installation of a replacement roof that matched the original design and the attachment of the food center south of the intentionally avoided original entryway, the architect for these renovations, Norman J. Hamill, took care to maintain the defining features of the historic building. The same appears true for the building's interior. The northern- and southern-most wings each possess wide-open dormitory rooms while various multi-purpose rooms and bathrooms border the central hall. VCT flooring matching that used in the food center predominates throughout the building.

Food Center (No. 25) Description

The same 1964 construction project that removed Griffin Hall's fourth floor entailed the addition of a large food center directly in front of and connected to the building's western elevation. Norman J. Hamill and Associates of Butte designed this brick, Modernist contribution to the campus. On the food center's west (front) elevation, the upper-third of the original Griffin Hall is visible beyond the addition's butterfly roof, which extends into a wide eave overhang supported by large brown glulam beams. The Food Center consists of a large dining hall across the building's western half, a commercial kitchen and storage area across the east half, and a narrow breezeway off the south side of the kitchen's east elevation that connects the building to Griffin Hall.

West elevation
The façade (west elevation) is split into eight even sections, each separated by a vertical brown glulam beam. Within every section, brick extends a third of the way up the wall, then gives way to large windows which send plentiful light into the dining room. Each section's window, except for the two containing doors, holds seven panes in an alternating two-three-two pattern. The uppermost edge of each window follows the shallow v-shaped slant of the roofline. The second sections from the center each contain a single-lite over single-panel door. One may reach each door by means of either two small steps or a quarter-circle ramp. At the center of the building hangs a small wooden sign bearing the number 25. A sidewalk leads from the campus entrance on Venture Way to the food center and then wraps around the building.

North elevation
The north elevation gives a particularly clear view of the roof's incline, as the west half slopes down from west to east. A single-lite over single-panel door marks the center of the elevation and red handrail offers support up the two steps that lead to the door. Painted pale yellow CMUs reach from the top of the door to the roof that, like the west elevation, hangs dramatically over the building supported by glulam beams. The building narrows just to the east of the entry. Three CMU panels, which match those above the door, separate four twelve-lite glass block windows extending east from the ell formed by the building's narrowing. The panels and windows share a continuous sill of rowlock bricks. A breezeway reaches from the east elevation of the food center addition and connects just south of the original entrance to Griffin Hall. The breezeway's north elevation holds two rectangular single-pane, darkened windows, which also top a sill of rowlock bricks. A square wooden sign labeled "9" sits east of the windows.

East elevation
The connecting hallway (breezeway) claims much of the narrow eastern elevation of the food center. The northern half of the eastern elevation simply contains two metal rectangular vents near the roof.

South elevation
The south elevation resembles the north: a single-lite over single-panel door, topped with yellow cinderblock, leads into the west end of the southern projecting portion of the dining room. Windows and CMU panels identical to those on the northern elevation extend from the ell formed where the building narrows. On this elevation, the majority of the breezeway is flush with the food center, a break in the roof line demarcating the breezeway. The breezeway steps in slightly connecting to Griffin Hall; a large vent emerging from under the building is visible. The intersection of the east end of the breezeway and the stepped-in connector to Griffin Hall sports paired single-lite double doors bracketed by a vertical sidelite to the west and a three-lite horizontal unit to the east. The lower half of the elevation around the door features the standard stretcher bond brick visible on the rest of the dining hall with aluminum flashing comprising the upper portion of the elevation in this location. Around the corner, a six-lite horizontal window faces toward Griffin Hall; this window is also surrounded by aluminum.

Interior: The food center houses an amply sized commercial kitchen and dining room. The kitchen floor and walls are easy to clean white ceramic tile with a red band marking the top of the tile about two-thirds of the way up the wall. Though the equipment has been removed, appliance hookups remain. The dining room is segmented into smaller areas by partial height partitions, installed on top of the Vinyl Composition Tile (VCT) flooring. The CMU walls are painted in pastel yellow and green and illuminated by drop-down fluorescent lighting. Of particular note in the dining room is the wooden v-groove ceiling supported by the massive glulam beams that reach to the building's exterior. The interior also holds several entry halls with coat racks and men's and women's restrooms, metal-lined cold storage rooms and a pantry. A ramp leads eastward into the hallway and connects to Griffin Hall.

As the first and last construction projects in the district's history, Griffin Hall and the Food Center embody the evolution of the Training School. Griffin Hall has been vacant since 1986 and shows signs of abandonment in broken windows, scattered water damage, and interior paint deterioration, but maintains its integrity of location, design, setting, materials, workmanship, feeling, and association. The food center displays little decline in condition and likewise retains a high degree of integrity.

COTTAGE #5: (No. 5, contributing building)
(General description from "Building Assessment & Reuse Plan" by CTA/Historic Preservation Services, 2009. Edited and expanded by Chelsea D. Chamberlain)

Cottage #5 originally served as a dormitory upon its completion in 1923 but has been vacant for at least thirty years. Several other campus cottages were built in the same era; all but Cottage #5 were demolished during the 1970s and 1980s. Designed in the Italian Renaissance Revival style prevalent in the 1920s, it appears like a large welcoming home, which was presumably the intent. It was likely designed by Link and Haire, who designed other, similar campus buildings in this time period. The building was constructed with a concrete frame and solid masonry exterior walls, upon a poured-in-place concrete foundation. The materials are those typical of substantial buildings intended to serve for a long time: brick, granite, cast stone, and clay tile roofing. A soldier course of brick at the base of the building ties the building strongly to its granite base. This two-story masonry building is composed of two narrow end bays that flank a longer central bay with a double-loaded corridor. The end bays have gable roofs with full-height gable end walls that extend into cast stone coped parapet walls. The low-sloped central hipped roof with broad overhanging eaves supported by carved brackets provides a protective ambience that is well balanced with flanking gable ends. The French style red clay tile roofing on the building is a recent in-kind replacement. This distinctive roof is a strong feature of the Italian Renaissance Revival style. The roof is flashed with copper sheet metal and has two copper gutters. Unless indicated otherwise, the building's windows are six-over-six double-hung units.

South elevation
The southern (front) elevation's open entry porch is accentuated by a rhythmic progression of arched masonry openings, seven in total, that allow light into the adjacent interior spaces. The loggia above presents a variation on this treatment and produces a second story sun porch with large glazed openings. On the first story, a single window resides behind each arch. The porch

front is bounded by steel guardrails between the brick arch columns. The guards are composed of square bar stock with regularly spaced vertical members crossed by two intermittent horizontal members and a bottom rail. The top rail is a substantial round member that relates to the central focus of concentric circles. Second-story window openings rest above decorative brick panels separating them from the arches below. Each window opening contains two pairs of eight-lite, out-swinging center pivot casement windows. Brick panels symmetrically mark the façade of the building. The panels above the porch arches are rectangular to reflect the 7-foot-7 inch arch width and feature herringbone brick accentuated with diamond-shaped cast concrete trim. The resemblance these panels bear to those on Griffin Hall supports the notion that Link and Haire also designed this building. A central, wooden, nine-lite over single-panel door yields entry to the building. Narrow eight-lite over single panel sidelites flank the door while a five-lite transom perches atop it, covered by an original wood frame screen. An open gabled roof has been fastened to the brick over the entry arch aligned with the building entry. The narrow-end bays bear identical features: in both, each floor carries three windows. Decorative brick panels between the floors of the end bays are square to reflect the window width, with headers as trim surrounding a field of brick around a diamond-shaped cast concrete trim. The corners of all these panels are demarcated with cast concrete trim blocks. Lunettes—defined by the brick arches at the second floor windows—are of brick covered with a cementitious parge coat that surrounds a centrally located diamond-shaped clay tile. Each arch above these windows features a cast cement keystone and corner block which match those of the porch arches. A single fixed nine-pane porthole accented by four surrounding cast cement blocks marks the top of each narrow-end wing's gable wall.

West elevation

The west elevation bears four pairs of evenly spaced windows on each floor. The top corners of the second floor windows are all marked by cast stone squares, and lunettes matching those on the front, top the outer two pairs of windows. The center of the façade features a vertical brick element composed of two herringbone panels capped with a brick arch aligned with those of the second floor windows. A green rectangular vent marks the center of this vertical element. Panels matching those on the front fill the space between the first and second floors.

North elevation

The north elevation is distinguished by two, two-story entry bays that house interior ramps; these bays have distinctive shed roofs clad with clay tile. Each one houses a single door, recessed several feet into the bay. These entryways are marked with decorative brick panels matching those above the south elevation's arches. Above the panels on both bays sit two pairs of the eight-lite, out-swinging casement windows. The center-most walls of the bays extend upward into a coped slight parapet which matches those of the narrow-end bays. The narrow-end bays' northern façades match those of the south: three regularly spaced windows per floor, separated by square decorative brick panels, with diamond-accented lunettes above the second floor windows. The central bay, which sits back from and is wider than the others, holds eight-over-eight double-hung windows. On the second floor, four of these windows are evenly spaced outward from a smaller central window. Cast stone diamonds, lacking the surrounding decorative panel featured on the rest of the building, separate the floors. The first story sports four evenly spaced eight-over-eight double-hung windows. The western end of this bay holds a

two-panel over single-panel door, topped with a three-lite transom. Five concrete steps lead up to the door.

East elevation
The east elevation precisely matches that of the west, with the exception of an addition at the south end. This red 6-foot 9 inch by 4-foot 4 inch electrical vault constructed of concrete masonry units (likely in the 1960s) served as the entry-point for electrical service. Metal-encased wiring extends upward to three small attached transformers at the left of the top southern-most window. A raised 13-foot by 14-foot concrete pad sits 32 feet east of the building's northeast corner.

Interior: The building is arranged in the standard dumbbell configuration where a central double-loaded corridor section is flanked by end blocks that functioned as public spaces. The dormitory rooms—lived in barracks style—were located on the second floor. The primary circulation paths are clear, providing for easy orientation in the building. The double vestibule at the south entry provides access to the 6-foot wide corridor that leads to all spaces beyond. Circulation between the floors is via steep ramps of poured-in-place concrete at either end of the corridor. The second-floor loggia has exposed brick walls, as it is essentially an exterior space. The brick continues the same running bond as at the exterior of the walls. At these more protected walls, the windowsills are finished with rowlock brick. The clarity of plan retains its strong integrity to the original design, and the materials have not been changed throughout the building. The finishes are typical for the time period, the durability required, and the building's use: hard plaster walls and ceilings, concrete floors (warmed by use of resilient covering such as Quarry Tile), and wood trim and wide doors.

NORTHERN X DORMITORY: (No. 6, contributing building)
(General description from "Building Assessment & Reuse Plan" by CTA/Historic Preservation Services, 2010. Edited and expanded by Chelsea D. Chamberlain)

The district's two "X" buildings, dubbed thus because of their footprints, were erected in 1954 and designed by J.G. Link and Company. Contemporary newspapers praised the buildings' design, announcing they were so innovative and functional that the Brandon Training School in Vermont was adopting the same plans.[3] Indeed, a Google Maps view displays replicated X's at the Brandon Training School campus. The buildings were designed as dormitories to accommodate 100 beds each and include other multi-use rooms such as classrooms, a kitchen, and office space. Designed in the International Style prevalent in the 1940s-1950s, the northern X appears like a highly utilitarian building with an insistent symmetry. The building was constructed with solid masonry exterior walls upon a poured-in-place concrete foundation. A broad range of colors make up the exterior brick, which is laid in running bond with a Flemish bond every seventh course. A major feature—both architecturally and functionally—is the extensive wall area dedicated to window openings. Large, otherwise unornamented wall

[3] "Boulder Training School Winning Praise for Its Important Work," *The Montana Standard*, August 12, 1956, pg 27.

surfaces are dedicated to ample banks of windows. The windows provide views of the nearby Elkhorn Mountains and hillsides, as well as ample natural light. The openings vary in size according to the use within, but some of the facades are composed primarily of glazing. On a clear day, the building is rendered transparent, whereby one can see through the building to the landscape beyond. All the windows have the same aluminum sash and mullions, horizontal divisions with large central panes, and an operable bottom pane. These lower sashes are hoppers that swing into the building. Unless otherwise indicated, all windows have three horizontal divisions and feature rowlock sills. The heads of all the door and window openings are spanned with steel lintels. This one-story building is composed of four angled wings that meet at a center spine, forming a splayed dumbbell. Short parapet walls conceal the extensive area of flat roofs that are sloped to drain to interior drains.

The center wing features the main entry which is oriented east-southeast, pointing toward the food center entrance. The southeast elevation offers a view of the center wing and the building's front two splayed wings. A protective canopy protrudes above the entryway, which houses a single stile-and-rail glazed door flanked by sidelites and capped with a transom. The full panels of inoperable glazing—undivided by muntins—are typical of the period. The door, trim, and lower panels are of a clear finish wood veneer (which appears to be birch). Ramps provide access to the slightly elevated doorway from both the north and south. The elevation features an array of different sized window openings, but they are arranged symmetrically. Nearest the central door, pairs of windows flank the entryway. Three single windows in an even progression mark the rest of the central hall's façade. The northeast and southeast wings then split from the center, tilting toward each other. Each of these wings houses a bank of five windows near the shallow V formed where the wing and central hall meet. Shorter openings placed higher in the wall hold three two-lite windows and signal the beginning of a small ell as the wings expand into large dormitory rooms in which patients slept barracks style. The easternmost windows on each of these dormitory rooms feature banks of seven windows.

The south elevation of the southeast wing is bare but for the hollow metal exit door in the center of the façade. A cement ramp leads to the door from the eastern corner of the wall. A wooden ramp continues past the door, terminating in midair at the western end of the wall.

The southwest elevation holds the Y formed by the splaying of the dumbbell wings. The center of the Y houses a pair of solid core flush wood exit doors that have a vision lite in each leaf and a full-width transom above. A center wood mullion provides for latching of the panic bars. A canopy hangs over and protects the doors and entryway. Two groups of five windows each progress evenly from the doors on each side. A final, third bank of windows on each arm of the Y sports six windows.

The south elevation of the southwest wing matches that of the southeast wing, though the exit door is blue instead of brown. This elevation lacks the wooden ramp to nowhere and instead possesses just the cement ramp leading to the exit door from its western side.

A cafeteria with a kitchen extension is on the west side of the central corridor, opposite the eastern entry. It juts out between the northwest and southwest wings. The western end of the

kitchen features a single-lite hollow metal exit door flanked by single two-lite windows. The southern elevation of the kitchen extension holds two paired two-lite windows, while the northern elevation holds one paired two-lite and two individual two-lite windows. The central hall extends on either side of the protruding kitchen, sporting the same pattern in both directions moving out toward the wings: a set of three windows nearest the kitchen, followed by a single-lite hollow metal exit door, then a single window, which marks the approaching broad V formed with the angled wing. The hall of each angled wing holds a bank of six windows nearest the central hall and a higher bank of five two-lite windows nearer the larger rooms that cap the wings. Each dormitory room's windows on the west elevation feature a ribbon of seven windows. The symmetry ends with the northwest wing, which sports a small brown shed of vertical wooden boards. The shed connects to the building's shop room, and presumably was constructed to hold tools or other equipment. It stands on concrete risers.

The north elevation of the northwest wing matches the ends of the other wings, featuring a single door and concrete ramp. The shed addition forms a corner directly east of the door and houses a door of its own which opens onto the concrete ramp.

The northeast elevation matches that of the southwest, forming the Y created by the two northern angled wings. The central double doors are topped by single-lite transom and canopy. The elevation's window groupings all match those of the opposite side, moving out from the doors in banks of 5, 5, then 6 windows, all in the building's standard three-pane horizontal style.

The north elevation of the northeast wing matches the ends of the other wings, featuring a single door and concrete ramp.

Interior: The interior is arranged in a splayed dumbbell shape, with single-loaded corridors that all meet at the double-loaded corridor (spine) of the centrally located main portion of the building. The central area includes the cafeteria and kitchen on the west, and the entry—flanked by offices and exam rooms on the east. The dormitory rooms are located at the terminus of each dumbbell, adjacent to large shower rooms. Each of these four wings has a classroom as well. The finishes are typical for the time period, the durability required, and the building's use: hard plaster walls and ceilings, glazed ceramic tile flooring, and wood trim and doors. The northeast wing's dumbbell end features exposed concrete floor, which is ramped up to a shop area. The shop area is fitted with drains and the bottom-half of the walls are covered in aluminum. Living spaces and most common areas contain vinyl tile flooring, while reddish-hued terrazzo floors all the "wet" rooms—the shower rooms, the kitchen, the janitor's closets, and an isolation room just south of the main entry. Walls in these "wet" areas are finished with 6 inch by 6 inch glazed ceramic tile wainscots. Water damage caused by malfunctioning interior roof drains have led to some discoloration and failing of tile flooring and wall-plaster in some areas but overall the clarity of the plan retains its strong integrity to the original design, and the materials have not been changed throughout the building.

SOUTHERN X DORMITORY: (No. 7, contributing building)
(General description from "Building Assessment & Reuse Plan" for northern X by CTA/Historic Preservation Services, 2010. Edited and expanded by Chelsea D. Chamberlain)

The second X building was likewise constructed in 1954 and designed by J.G. Link and Company. Like the northern building, it was designed as a dormitory to accommodate 100 beds and includes other multi-use rooms such as classrooms, a kitchen, and office space. Its entryway is oriented toward Griffin Hall, rendering the building front northeast. Its footprint and design is identical to the northern X. The building is occupied by an at-risk youth center, which rendered some alterations necessary to the exterior, primarily in the window configuration. Original window openings remain apparent and match those of the other dormitory; however, the original openings, which are mostly infilled with plywood, now feature smaller modern windows that only occupy a fraction of the original window openings. Southern X Dormitory was constructed with solid masonry exterior walls upon a poured-in-place concrete foundation. A broad range of colors make up the exterior brick, which is laid in running bond with a Flemish bond every seventh course. This one-story building is composed of four angled wings that meet at a center spine, forming a splayed dumbbell. Short parapet walls conceal the extensive area of flat roofs that are sloped to drain to interior drains. Unless otherwise indicated, windows are modern single-lite, paired, out-swinging casement windows, placed at the sill and extending about three-quarters up the original window opening.

The northeast elevation holds the main entryway. A canopy protects a single stile-and-rail glazed door flanked by sidelites and capped with a transom. The full panels of inoperable glazing—undivided by muntins—are typical of the period. The door, trim, and lower panels are of a clear finish wood veneer (which appears to be birch). The fenestration on the central wing is symmetrical; extending from the entrance out, each side features a grouping of three single-lite windows, followed by an even progression of three pairs of windows. The northwest wing splays from the center and immediately sports two windows that mark the lower corners of the larger infilled window opening. Extending toward the central wing from the ell formed by the northeast hall and the large dormitory room which caps the wing is a higher-set pair of windows. The west elevation of the protruding dormitory room holds one window in the left corner of the infilled window opening, while a pair of metal exit doors have been installed near the edge of the wing and extend into the infilled window opening. The wing's north elevation sports a central exit door and ramp leading west. The southeast wing likewise holds two windows near the shallow V formed by its splaying, with these sitting in from the corners of the infilled window opening. One window marks the center of and vertically fills a shorter, elevated opening located just west of the ell formed by the hall and the dormitory room. The north elevation of the dormitory room bears a window in each corner of the larger infilled window opening. A centered metal exit door and concrete ramp cap the east elevation of the wing.

The northwest elevation holds the Y formed by the northeast and northwest wings. A central pair of double doors sit beneath a protective canopy. Three evenly spaced window openings mark the façade of each wing. On both wings, the infilled openings nearest center house a window in each lower corner. The central infilled opening on the northeast wing likewise sports

a window in each corner while the outermost infilled opening features one window at the inner corner and a pair of double doors that extends into the infilled window opening at its outer corner. Three concrete steps flanked with handrails descend from the doors. Electrical conduit hugs the wall above the center and outer window openings. The northwest wing's central infilled window opening contains a window at its inner corner and a single exit door and stairs at its outer corner. Windows mark the lower corners of the outermost infilled window opening.

The southwest elevation displays the protruding central wing, which houses a kitchen, and the two rear splayed wings. Two units, which fill the original window openings, flank a central exit door from the rear of the kitchen. The kitchen extension's northwest elevation houses three evenly spaced single-lite units in the partially filled openings while the opposite side of the extension contains just two. The central hall, moving from the kitchen toward the wings, sports a three-lite casement window with fixed center lite, a metal exit door and then a window typical of the building. This pattern is reflected on both sides of the kitchen extension. Windows occur in the corners of all three infilled window openings on the west wing; because the central infilled window opening is not as wide as the others, it sits higher off the ground, and the two replacement windows fill the entire height of the opening. The outermost infilled window opening is centered on the dumbbell wing. Around the corner from this window, on the west elevation of the west wing, is a central exit door and accompanying ramp. The south elevation of the south wing sports a corresponding exit door, while the fenestration of the southwest elevation of the dumbbell matches the corresponding elevation on the west wing. On the west wing, the center, shortened infilled window opening contains only one window though this too fills the opening's entire height. The innermost infilled opening on the wing holds two windows: one in the center and the other at the western edge.

The southeast elevation displays the Y formed by the east and south angled wings. A central pair of double doors are housed beneath a protective canopy. Three large infilled window openings occur from the doors to the wing ends. They are filled symmetrically with the infilled openings nearest the doors containing one window in each lower corner. One window sits in the middle infilled opening, while two—these set in from the corners of the infilled original openings—rest in the openings nearest the wing ends.

Interior: The building interior matches that of the northern X except for a few interior kitchen additions to the dormitory rooms. Although the building's mechanicals and roof have been kept up to date, walls and materials have remained. The interior retains a high degree of integrity.

Immediately east of the north elevation are two small brown, wooden, gambrel-roof sheds. Because of their small size, modernity, and temporary nature neither shed is included in the resource count in Section 5.

The unaltered exterior of the northern X provides a blueprint if one wished to return the southern X fenestration to its original appearance, while the superior condition of this continuously occupied and maintained building could assist in the restoration of the water-damaged interior of the northern X. The complementary nature of the two buildings contributes to both retaining a

high degree of integrity of location, setting, feeling, design, workmanship and materials in their architectural and historical associations with the campus.

UTILITY SHEDS (2 contributing buildings)

A simple, rectangular, small shed-roof utility shed sits west of the kitchen extensions of both the north and south "X" buildings. The sheds rest on raised concrete pad foundations, and feature shed roofs that slope down to the west and slightly overhang each elevation. Simple, narrow wood board trim forms the shallow facia. The buildings contain electrical equipment and wiring. The sheds are identical, both featuring T-111 siding, and plywood entry door centered in the east elevation.

RANCH BOYS' DORMITORY: (No. 8, contributing building)

This dormitory was built for occupancy by sixty "boys" who spent their days working on the institution's ranch. They had formerly lived in a house at the ranch but by 1964 that house was considered unsafe and the construction of the food center gave sufficient reason to move them nearer to the institutional complex. Norman J. Hamill designed the building at the same time as the food center, and the dormitory shares its distinctive glulam beams and wide overhang roof. Both buildings also feature the same running course brickwork. In keeping with the unique building footprints displayed by the X's, the dormitory is designed with a central common area and two angled wings that reach toward Griffin Hall, creating a blunt V. An intersecting, shallowly-gabled white roof tops the building.

The southeast elevation displays the square, protruding central area, which serves as a primary entrance. Seven large brown glulam beams matching those on the food center support the wide overhang that protects a cement porch, which wraps around the square. A large central section of the façade is bordered by single white doors, which flank a ribbon of ten windows. Below the windows occur four brick panels, defined by the extension of several of the window mullions above, the outer which accommodate the width of one window, while the center two accommodate the width of four. Rectangular metal vents are centered in the larger brick sections. Single one-over-one double-hung windows occur immediately next to the two doors. The remaining windows feature seven fixed single-lite units and one three-lite window. White board-and-batten siding extends from the top of the windows and doors to the gable above.

A northern wing extends from the central hall at a slight angle. A single-lite over single panel door rests just to the north of the shallow V formed where the wing and central hall meet. Working north along the wing's east elevation, a fixed single-lite window and electrical box flank a white gutter. A regular progression of 1 by 1 sliding windows bordered in white, five in total, repeat to the end of the wing. The north elevation of the wing holds a single white exit door and cement ramp. A rectangular metal vent rests above the door, and a wooden sign labeled "8" sits in the gable end and another sign titled "Journey Home" occurs immediately east of the door.

The west wing's southern elevation matches the corresponding façade of the northern wing. It displays a single door west of the shallow V formed where the central hall and wing meet, and, moving west, a fixed single-pane window followed by a white gutter and five evenly spaced 1 by 1 sliding windows. The wing's western elevation matches the corresponding façade of the northern wing as well, housing a single exit door and rectangular vent.

The northwest elevation shows the rear of the central hall and the inner portions of the building's two wings. The elevation is symmetrical, with each wing portraying the same pattern of windows. Moving from the center of the building out, each wing holds two slightly elevated, shortened single-lite windows followed by one taller single-lite window. A ribbon of three-lite sliding windows follows, but the innermost of the group of three has been filled in and capped with an air conditioning unit. Two additional evenly spaced ribbons of three-lite sliding windows lead to the wing ends.

Interior: The dormitory held rooms for sixty boys plus a central kitchen. The building is currently occupied with an at-risk youth service program. Although the building's mechanicals and roof have been updated, original walls and materials remain with the result that the entire building retains a high degree of integrity.

GARAGE: (No. 69, contributing building)

This simply constructed long rectangular shed roof garage, erected sometime after 1949 and before 1953, housed employee vehicles. The corrugated metal siding and doors suggest construction occurred in two stages. The doors, which open to the west, are of two varieties; the northern half of the building features eight carriage house style doors with pronounced white strap hinges and no space between the doors. The southern half houses six sixteen-panel wooden overhead doors separated by corrugated metal siding. The shed roof is higher at the front (west) and slopes downward to the east. The building sits on a concrete foundation.

BOILER: (No. 70, contributing object)

A rusted boiler sits atop a concrete foundation east of the garage. Cyclone fencing surrounds the boiler and steps lead up from the ground to the top of the foundation. An aerial view displays the footprint of a building which once housed the boiler. While that building no longer remains, the boiler's clear associations with providing power to the institution make it a contributing object.

NEW LAUNDRY HOUSE: (No. 24, contributing building)

J.G. Link and Co designed this front-gabled, rectangular building topped with an asphalt shingle roof, exhibiting boxed eaves, and decorative brackets, and completed in 1959. It holds rooms for storage, ironing, folding, and general laundry reception. Distinguishing features include its orange stucco exterior walls accented by numerous geometric glass block windows; lighter colored blocks provide relief to the generally darker green blocks that dominate the windows. The south, east and west elevations contain two consistent styles of windows with longer

rectilinear units occurring immediately below the eaves on the west and east elevation and immediately below the gable of the south elevation, and smaller but slightly wider rectilinear units positioned mid-elevation; the mid-elevation units each sport a central metal vent. The east elevation also contains two smaller vertical glass block windows located mid-elevation near the south end of the wall. The north elevation contains a single window just below the west half of the gable identical to those found on the other elevations; in addition, the elevation contains two small vertical glass block mid-elevation windows in the east side of the elevation. With the exception of three replacement glass blocks in the north gable window, all windows retain their original blocks. Unless stated otherwise, the window sills are of grey concrete. The building rests on a poured concrete foundation.

The north elevation faces the road and houses a large white sectioned overhead garage door used for loading and unloading soiled and clean laundry. The door is located immediately below the previously mentioned rectangular glass block window. A fan rests within the gable end, which is covered in brown corrugated metal. The eastern end of the elevation, just east of the two previously described two small vertical glass block mid-elevation windows, holds a pair of one over one wood panel doors, fronted with wooden screen doors. A wooden sign dubbing the building number "24" tops the door.

The east elevation sports four eave-level glass block windows and two large exhaust vents that also sit directly below the eaves. Three evenly spaced mid-elevation windows mark the elevation's center. Pairs of double doors matching the north elevation flank the central group of windows. One window identical to the three centered windows marks the space between the northern door and the building's northeast corner. Two narrow vertical windows fill the same space on the southern end of the façade. A large metal bracket supports metal tubing that connects the new and old laundries.

The south elevation features just one entrance, elevated over a foot above the ground. A single large concrete stoop provides access to a pair of one-lite over single-panel doors fronted with screen doors. Three of the previously described large rectilinear glass block windows occur immediately below the gable, and two of the smaller mid-elevation windows flank the doorway. A fan sits in the gable end, which is covered in brown corrugated metal.

The west elevation's distinguishing characteristic includes protruding metal vents that occupy the center of the façade. Three of the larger glass block windows occur just beneath the eave north of the vents, while two occur south of the vents. Seven of the smaller mid-elevation windows mark the expanse of the façade, and a single metal door provides entry toward its north edge.

OLD LAUNDRY: (No. 23, contributing building)

Link and Haire designed this laundry building in 1912 to serve the entire campus, including Griffin Hall. It is made of reinforced concrete and positioned near S Elder Road, which leads directly to the bridge and northern campus. The narrow-end walls of the rectangular building extend upward into gable-end parapets. Many of its original window openings have been filled

in, but they remain visible, giving a faithful indication of the building's original appearance. It possessed especially tall windows to allow maximum light to reach the interior. The entire exterior of the building is painted red, with doors and windows painted green. A 1926 shed-roofed addition extends off the south wall of the original building. The building rests on a concrete foundation.

The west elevation contains the building's main entrance. A pair of wooden green double doors on the western end of the façade is topped by green plywood that covers the original generous full window which originally occupied this location above the doors. A large red bracket projecting from near the top of the gable supports metal tubing that connects to the new laundry building. Two large infilled window openings occupy the space between the bracket and the south edge of the original building. A 1926 dropped-shed roof addition to the building's southern elevation was designed by Architect Walter Arnold to match the original building. The addition's west elevation displays parapet walls that are shorter but match those of the main building. A central 2-panel wooden door provides ingress to the addition.

The south elevation addition contains four large evenly spaced infilled window openings. An historic photograph illustrates that while the addition covers the building's original south elevation, the addition's window openings emulates those of the original wall it hides.

The north elevation contains two tall four-over-four double-hung windows, and a much smaller one-over-one double-hung window near the east end of the elevation. The building number "23"is displayed on the far west edge of the wall.

The east elevation contains two tall openings evenly spaced across the original building, and a single opening centered in the shed addition.

POWER HOUSE: (No. 44, contributing building)

The rectangular power house was built alongside the laundry to provide energy to the entire campus; Link and Haire also designed this building. A two-story main block, south single-story extension, and a newer brick two-story addition to the east comprise the powerhouse. A slightly-sloped gable roof with a shallow parapet covers the original two-story section, while gently sloped shed roofs top the single-story and new brick addition. The two-story and single story sections are made of reinforced concrete. The building rests on a concrete foundation. It has housed various numbers and types of boilers throughout its life, all supplying power to the entire institution. Some of the massive machinery still rests inside.

The west elevation displays short parapet walls and houses three large vertical four-over-four double-hung windows. One smaller two-over-two double-hung window sits south of these larger windows. A single story dropped shed-roof extension projects south off the main building. A pair of carriage house style doors rest at the southern end of the extension, with a rectangular grate just north of the doors.

The south elevation of the single story extension is marked by five evenly-spaced parapeted dormers, each housing a pair of one-over-one double-hung windows separated by wood mullions, while the upper story of the main building features four pairs of windows staggered between the dormers of the extension. A large red pipe projects from the center dormer and extends down the wall. A large green pipe extends from the roof down to the ground west of the center dormer.

A two-story brick addition connects to the southeast corner of the building. The addition is stepped back from the south elevation of the single story addition, but lies flush with the east elevation of the two-story section. The addition's south elevation bears three evenly spaced pairs of eight-over-eight double-hung windows.

The center of the north elevation's façade holds three immense boarded window openings, the western two which house small double-hung windows in their east bottom corners. A large four-lite one-panel door topped with a large vertical bank of windows sits between the western-most of these window openings and a narrow vertical set of windows at the wall's west end. The north elevation of the brick addition contains three evenly spaced eight-over-eight double-hung windows. Ladder-like electrical equipment extends above the roof from halfway up the wall.

The east elevation of the powerhouse sports a pair of double doors at its southern end and a centered window matching those on the north elevation.

The distinguishing feature of the powerhouse is its massive chimney, one of the tallest structures on the campus, and certainly the tallest in the district. The modern brick addition appears to have been erected around it.

BRIDGE: (No. 71, contributing structure)

An historic bridge spanning the Boulder River connects the historic district to the south to the northern portions of campus. The bridge is a two-span reinforced concrete structure featuring concrete abutments. It measures about 130 feet in length and 32 feet wide where the abutments meet the road. The deck measures approximately 15 feet wide. The substructure consists of concrete abutments with backwalls and slightly extended wingwalls. The deck is flanked by low reinforced concrete guardwalls with ten decorative recessed panels on the exterior and interior of each side; a narrow raised interior concrete sidewalk parallels the east guardrail. Blacktop overlays the deck.

Prisoners from Deer Lodge first built the bridge in 1917 after flooding washed out the original bridge. This connection was crucial for the operations of the institution: the south provided power and laundry, while the north housed the hospital and administrative buildings. In 1981, it became crucial for the entire town as flooding rendered it the only viable bridge in Boulder.

MODERN GARDENS : (Nos. 8 and 49, two non-contributing sites)

Currently unmaintained, these small gardens are marked by wooden logs. These modern features are associated with the current use of the campus. The "X" building garden (No. 49) stands approximately 75 feet south of the South "X" Dormitory, and measures ten feet square. The Ranch Boy's Dormitory Garden (No. 8) lies 50 feet west of that building and measures ten feet wide and twenty feet long.

BASKETBALL COURT: (No. 50, non-contributing site)

The 66-by-40-foot court rests 40 feet south of the southern X and 40 feet east of the building's garden. While the hoops are aged, the establishment date is unknown and the asphalt that delineates the court boundaries is modern.

ELECTRICAL SHED: (No. 47, non-contributing building)

This small front-gabled electrical shed sits 105 feet east of the ranch boys' dormitory. It possesses a concrete foundation, asphalt shingle siding, and a metal roof. It carries a small wooden sign dubbing it building number "47" above the five-panel wooden door that provides entrance on the east elevation. The north elevation contains two windows, each covered with white wooden vertical plank shutters. The west elevation is unadorned but for two vertical electrical connections in the gable end. The south elevation sports a centered electrical box.

METAL ELECTRICAL SHED: (No. 48, non-contributing building)

An electrical shed sits south of the power house and 55 feet east of the garage's northern end. Corrugated metal sheeting clads the elevations and roof of the building which sits atop a concrete foundation. Entry is gained via a single-light over single-panel door on the building's north elevation. The north and west elevations both house a single four-lite window, while the window on the south elevation contains six lites. Two large ridge vents sit atop the side-gabled roof.

Integrity: While several buildings, most notably Griffin Hall, demonstrate additions and alterations, these additions themselves are historic. Because they signal the institution's rapid expansion in the mid-twentieth century, these additions contribute to the district's historic associations with institutional care for the disabled. Abandonment has resulted in some deterioration of building condition, including broken glass, mold, and interior failing plaster, but this deterioration of condition has not affected the integrity of the district's buildings. For these reasons, the district maintains a high degree of integrity.

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.)

- [x] 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.
- [x] C. Property embodies the distinctive characteristics of a type, period, or method of construction or represents the work of a master, or possesses high artistic values, or represents a significant and distinguishable entity whose components lack individual distinction.
- [ ] D. Property has yielded, or is likely to yield, information important in prehistory or history.

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

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

Areas of Significance
(Enter categories from instructions.)
HEALTH/MEDICINE
SOCIAL HISTORY
EDUCATION
ARCHITECTURE

Period of Significance
_1912-1964_ _____
_____
_____

Significant Dates
_1912, 1923, 1964____

Significant Person
(Complete only if Criterion B is marked above.)
_____
_____
_____

Cultural Affiliation
_____
_____
_____

Architect/Builder
_C.S. Haire_____
_J.G. Link_____
_Norman J. Hamill _____

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

The Montana State Training School Historic District holds historic significance for its associations with the state's education, treatment, and custodial care of its citizens with disabilities. Including academic buildings, dormitories, and a resident cottage, the historic district documents the evolution of both national and state institutional and cultural attitudes toward the disabled, particularly those with cognitive impairments. Although it began as a largely educational endeavor in the late nineteenth century, the State Training School soon actively participated in national trends of mass institutionalization and sterilization through the 1960s, followed by rapid deinstitutionalization beginning in 1970. Mid-century, Dr. Philip Pallister, the school's Clinical Director, established the institution as a leader in genetic research. For these associations with education, medicine, and state treatment of individuals with disabilities, the district is eligible for listing at a local and state level of significance under Criterion A.

The district gain additional significance under Criterion C. The development of the campus over a span of fifty years, is reflected the architecture of the buildings. The district contains examples of the Italian Renaissance Revival, International, and Modernist styles. Several of the buildings are associations with Montana's premiere architects, C.S. Haire and J.G. Link. The buildings reflect not only evolving institutional demographics and strategies of care for the disabled but also shifting architectural trends. Indeed, as then Superintendent Robert Perry explained in 1971, the campus's "architecture and grounds planning is a veritable museum of concepts of treatment."[4]

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

Significance A

Early Development of the Montana State Training School for Feeble-Minded and Backward Children[5]

The 1889 enabling act for the state of Montana provided 50,000 federal acres of land to use for funding a Deaf and Dumb Asylum.[6] Such allotments of federal land for educational institutions had become typical, indeed traditional when establishing states, for an educated populous was regarded crucial for the maintenance and health of American democracy; only educated citizens could be trusted to guide the government well. By the mid-nineteenth century, experimental schools for the deaf and blind had demonstrated the educability and wage-earning potential of children with such impairments. Provided an education tailored to their specific needs, the deaf and blind could become economic and political contributors. Slightly later, other institutional leaders proposed that investing in the training and care of the feeble-minded benefitted such students by removing them from disease-ridden almshouses in which they were often mistreated and also protected government pocketbooks by producing wage-earners less likely to become lifelong state dependents. Montana's legislators were apparently convinced of the efficacy these various East Coast educational endeavors and in 1893 passed legislation to establish a "School for the Deaf and Dumb" to be funded by the enabling act lands. They illustrated Montana's burgeoning interest in providing state-funded institutional care to all its disabled citizens by

[4] Robert Perry, "Decentralization: Economical Distribution," *Mental Retardation* Vol 9 No 5 (October 1971).

[5] Feeble-minded and backward were historical terms used to label those whose mental capacity or intelligence was believed to be below average. A more palatable modern-day synonym might be mentally disabled or cognitively impaired. Contemporary terms for the periods described will be used to maintain the narrative's historicity. People first language, i.e. person with disabilities, is sometimes recognized as a more respectful or appropriate phrasing than disabled person. It has become fairly common, however, for scholars to beg leave of this expectation for concision's sake and to reflect the social model of disability's assertion that people do not have disabilities but are rather disabled by society.

[6] "General School Law of the State of Montana: Provisions of the Enabling Act," *School Laws of the State of Montana*, (1909), 7.

allocating funds from the State Treasury to provide for the education of blind and feeble-minded children at the established school as well.[7]

To house the school the legislature selected Boulder, a picturesque community along the Boulder River and Hot Springs. Incorporated in 1865 and selected as the seat for Jefferson County in 1883, Boulder was a well-established stage stop and hub for miners, ranchers, and farmers by the time the school arrived. At its 1893 session, the state legislature ceremoniously distributed its various planned institutions to its prominent communities, bequeathing the University, School of Mines, Agricultural College, Prison, and Orphans' Home to Missoula, Butte, Bozeman, Deer Lodge, and Twin Bridges respectively. Perhaps meant as partial consolation for its lost bid for state capitol, Boulder received the deaf, blind, and feeble-minded school.[8]

The school, operating begrudgingly under the legislatively assigned and somewhat misleading name Deaf and Dumb Asylum, first received students into its permanent buildings on May 10, 1898. The school was located north of the Boulder River outside the historic district; because of limited space and resources, it served only deaf and blind students to the exclusion of the feeble-minded until a separate building could house them. Feeble-minded citizens of various ages were instead often relegated to the insane asylum at Warm Springs where, as Superintendent Thomas McAloney insisted in 1902, "the tendency of a feeble-minded child would be to become insane."[9] He went on to remind the legislature of their intent and motivations in 1893, explaining, "As citizens of our state these children are entitled to an education and the very fact that they are deficient in some of their mental qualities makes an education for them even more necessary than for those who are possessed of all their faculties."[10] The legislature responded in 1903, but with apparent parsimony, appropriating $30,000 of the $48,800 requested for the erection of a new building that neighbored the first. The new school for the feeble-minded opened on November 10, 1905, housing 35 students while the deaf and blind continued to receive their education in the main building. Through the first thirty years of the twentieth century, each Montana superintendent informed the legislature in their appeals for greater funds and additional buildings that accepting students with such divergent disabilities meant much more was requested of them than of superintendents for institutions in other states.[11] In his 1905

[7] "An Act to Create a School for the Deaf and Dumb and Providing for the Location Thereof and Providing for the Location Thereof and Also Providing for the Education and Maintenance of the Blind and Feeble-Minded Therein," *Laws, Resolutions and Memorials of the State of Montana Passed at the Third Regular Session of the Legislative Assembly* (1893), 181.

[8] Roberta Carkeek Cheney, *Names on the Face of Montana, the Story of Montana's Place Names* (Missoula: Mountain Press Publishing Company, sixth printing 1996), 29; Olive Hagadone, *Boulder: Its Friends and Neighbors* (compiled from series of articles in *Boulder Monitor* 1985-1986), 175-176.

[9] Deaf and Dumb Asylum, *Eighth Annual Report* (1901-1902), 10. See also Linda Sargent Wood, "Dr. Philip Pallister and Montana's Institution for People with Disabilities, 1940s-1980s," (unpublished article, 2014).

[10] Ibid, 11.

[11] It appears that this arrangement in which the feeble-minded were educated at the same institution as the deaf and blind and overseen by just one superintendent may have made the school nationally unique. Superintendents certainly claimed it was so. While another institution, the Minnesota Institute for Defectives, also housed students with any of the three impairments, a different superintendent oversaw and operated each school independently. "History of the Minnesota School for Feeble-Minded and Colony for Epileptics," *in Annual Report* (1910), 2;

annual report, newly appointed Superintendent L.E. Milligan acknowledged the economic savings consolidating the groups offered, but emphasized the tensions that surfaced when students with varying disabilities lived and learned in close quarters. Milligan requested another building for the feeble-minded to remove them south across the Boulder River and to shift blind students into their own building apart from the deaf. "Montana is the only state in the union where such a combination of schools exists," he explained. "It was doubtless a wise economy while the schools were small, but the time has now arrived when the size of each department justifies the occupation of separate buildings. The deaf and the blind have no more in common than the blind and the feeble-minded."[12] After years of requests and planning, 1912 saw the establishment of a new building for feeble-minded students, this one south of the river and located centrally within the southern campus. The notable Helena architects J.G. Link and Charles Haire designed the building as well as the district's power house and laundry building, all built in 1912.[13] This marked the institutional beginning of the Montana State Training School Historic District.

Further Development, 1912-1937

Over the next fifty years, the lone "FM building" and its surrounding land developed into a complex that adapted, transformed, and expanded in accordance with national and state trends in the care of the mentally disabled. While admission of deaf and blind students remained fairly steady on the campus north of the river, from the moment of its establishment the feeble-minded department, south of the river, was inundated with applicants. In 1917, over 275 children were on the waiting list for the feeble-minded school, and in just one year that figure ballooned to 330.[14] The feeble-minded department was a school in name but as admission grew, leaders confronted more and more cases of children they believed capable at best of only minimal educational improvement. Such children required professional supervision far beyond the ten years the law allotted for student attendance. As early as 1906, superintendents began requesting a custodial department in which to house these cases. Custodial departments had already gained substantial prominence in similar institutions nationwide. Social and cultural chaos at the turn of the century had combined with a resurgence of heredity-based medical beliefs to instill a nationwide fear of the feeble-minded and their reproduction. This fear drove the establishment and rapid expansion of custodial departments while the optimism of the early Progressive Era inspired belief in the attainability and rapid effectiveness of total institutionalization.[15] Supplementing the education of the feeble-minded with their life-long institutionalization, superintendents contended, held innumerable benefits for the institutions, the state, communities, and the feeble-minded themselves. If released, "the boys, in many instances become criminals or the victims of the criminally inclined, and the girls outcasts in society and will result in bringing

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"Highlights in School History," Minnesota State Academy for the Deaf Website, http://www.msad.state.mn.us/About/history/timeline.asp

[12] Montana School for the Deaf and Blind, *Thirteenth Annual Report* (1906-1907), 18.

[13] Montana Schools for Deaf, Blind, and Backward Children, *Seventeenth Annual Report* (1910-1911), 7.

[14] Montana Schools for Deaf, Blind, and Backward Children, *Twenty-Eighth Annual Report* (1922-1923), 9.

[15] James W. Trent, Jr., *Inventing the Feeble Mind: A History of Mental Retardation in the United States* (Berkeley: University of California Press, 1994), especially 131-183.

more of their kind into existence."[16] Superintendents took it upon themselves to protect the present and the future from the risks they believed feeble-minded citizens posed to the public, both as criminals and potential parents of criminals.

Additionally, retaining feeble-minded adults offered a partial solution to the chronic budget shortfalls that plagued school leaders. Rather than sending graduates into the world where they might struggle to find employment and posed potential threats to others, superintendents proposed using those former students as workers. The Legislature approved the establishment of a Farm Colony where those unqualified for release could "be made useful and happy" as farm laborers, providing produce for the institution's consumption and sale.[17] The ranch quickly yielded a profit for the school but did not house many graduates; it could only take on those who were physically fit and capable of some degree of heavy labor. The need for a truly custodial institution for the more severely impaired persisted until 1920 with the completion of a building that immediately began housing "a class of partially helpless and hopeless children…to make them comfortable, physically."[18] The Legislature ensured this department's sustained use by passing a commitment law for the institution. Admission now required students' commitment; parents surrendered their authority and their right to withdraw their child at any time: "No inmate may be removed from the institution, permanently or temporarily, except upon a written order from the Superintendent, or upon an order from any District Court of the State."[19] By 1924, four new custodial "cottages" surrounded the school's first building, then used for instructing an increasingly smaller proportion of inmates who qualified as academically educable.[20] Making use of relatively recently developed intelligence testing, medical staff sorted the entire department population into grades to weed out those who could learn the "three R's" from those better suited for industrial training, as well as those subject to no improvement at all.[21] All who were able were expected to contribute in some way to the institution's operation: farming, cooking, doing laundry, providing care to more severely disabled inmates, or making furniture and other goods for the school's use.

These methods of housing students in separate, smaller cottages and utilizing their labor again mirrored national trends in institutions though Montana did adopt them somewhat late—nationally the cottage plan was first used in the 1870s in Eastern institutions. Such housing schemes allowed for more exact "grading" of students so each was housed with others with like impairments and graded organization allowed for larger institutions as well. This also simplified

[16] Montana Schools for Deaf and Blind, and Training School for Backward Children, *Fourteenth Annual Report* (1907-1908), 7.

[17] Montana Schools for Deaf, Blind, and Backward Children, *Twenty-First Annual Report* (1914-1915), 9.

[18] Montana Schools for Deaf, Blind, and Backward Children, *Twenty-Sixth Annual Report* (1919-1921), 6.

[19] Ibid., 20.

[20] Only one of these buildings, Cottage #5, survives today. Although direct archival evidence has not been located to confirm that Link and Haire designed Cottage #5, they did design three others that resemble Cottage #5 in design and style. Montana Architectural Drawings, MSU Bozeman Special Collections, Collection 2040, Drawing Sets 334, 359, 360.

[21] Montana School for Deaf, Blind, and Backward Children, *Thirty-Third Annual Report* (1927-1928), 10.

separation of the sexes, an important element of the schools' proclaimed efforts at preventing the continued growth of the feeble-minded population.[22]

The Montana State Training School figures prominently in Montana's participation in the nationwide eugenics movement of the early twentieth century. Custodial departments like the Training School's were eugenic by design, for they prevented reproduction by means of segregating students from each other and from society at large. But nationally, the goal of total institutionalization began to give way even as the final touches were added to the school's new custodial cottages. Optimism faded; the state could never provide institutional space for the sheer quantity of those who qualified as mentally handicapped by the era's testing standards, and those outside of institutions were still believed to pose a risk to the nation's health should they reproduce. The solution was eugenic sterilization, surgical intervention that eliminated a patient's ability to reproduce. The eighteenth Legislative Assembly passed Montana's sterilization law in 1923, creating a Board of Eugenics that met to review requests for sterilization. The Training School's chief surgeons performed sterilizations on at least sixty inmates by the year 1933, many of whom were released back to their homes following the operation while some others remained at the institution. In just one year, 1939, Superintendent Griffin reported the sterilization of thirty-four inmates.[23] Although now regarded as a shameful chapter in Montana's and the nation's history, eugenic sterilization is nonetheless significant as one episode in the state's relation to its mentally disabled population at the Montana State Training School. Compulsory eugenic sterilization ended in 1969 with the passage of a new Eugenic Sterilization law. It established protocol for voluntary sterilization, placing checks to ensure those who pursued it were fully capable of consent and understood the procedure.[24]

Following the relocation of the feeble-minded department across the river from the deaf and blind, the schools developed fairly separately, but the river proved insufficient to alleviate the tensions between student groups that Superintendent Milligan described in his 1907 annual report. In 1912, the same year the new building for the feeble-minded was established, Montana's deaf citizens formed the Treasure State Association of the Deaf (later Montana Association of the Deaf). The organization was an associational home for many deaf graduates of the Boulder school, who led a fight to relocate the deaf and blind. Archie Randles, a deaf Boulder graduate and Secretary of the Montana Association of the Deaf, reflected on his time at the school and his role in petitioning the legislature to remove the deaf and blind to their own institution in Great Falls. In his reminiscence, Randles asserted that once the number of "backward" children began to greatly outnumber the deaf and blind population, "the crazy antics of these mental defectives" became "irritating and mental torture." He described friends unable to find work because employers associated them with the feeble-minded school and assumed they were ignorant and unqualified. It took years of lobbying as, according to Randles, the movement faced opposition from Boulder's local businessmen and an obstinate school

[22] Trent, *Inventing the Feeble Mind*, 65-66.

[23] Sum of sterilizations reported by physician in Annual Reports, from thirty-third report (1927-1928) through thirty-seventh report (1931-1932); Letter to Dr. W.F. Cogswell, State Board of Health, from Howard Griffin December 4, 1939. State School Correspondence, Box 1. Boulder Heritage Center. Boulder, MT.

[24] Pallister, Book IV Battle for Hearts and Minds, 18-19.

superintendent, but in 1937 the deaf and blind students left Boulder for their new school in Great Falls.[25] In her historical column in the *Boulder Monitor*, Olive Hagadone expressed the local significance of the deaf and blind students, writing of the transfer, "It was a real disappointment for the people of Boulder to lose this part of the institution because quite a bit of social life had developed with the rest of the community."[26] The school's annual report from 1906 likewise gave voice to the institution's close community ties. Following the amputation of a deaf student's foot, the citizens of Boulder held a fundraiser dance and dinner that gathered enough money to purchase him a prosthetic.[27] Although the townspeople lamented the severing of this close relationship with the deaf and blind, the institution remained locally significant as a job provider, while students often took part in such annual community activities as the rodeo.

The Montana State Training School

After the deaf and blind departed, the school changed its name to simply The Montana State Training School, dropping the designation "for Feeble-minded and Backward Children." The school expanded enrollment and its academic, industrial, and custodial programs, but because it received the entire north campus in 1937, leaders sought no new buildings until the 1950s, following Governor Bonner's appointment of a Committee on Mental Health. The committee undertook investigations of the state's various institutions, including the State Hospital at Warm Springs and the Training School at Boulder. In 1954 the committee reported the school's enrollment of 550 patients and a waiting list of 236 while its legal capacity sat at 380. In that year, a new hospital was underway using an appropriated $436,000 from the 1951 legislature. The legislature also approved the construction of two dormitories, but these remained in the planning stage. The committee pushed for bonds to provide additional funds to both the State Training School and the State Hospital at Warm Springs. Both referenda passed, yielding the Training School $1.5 million toward the development and construction of the new dormitories and other improvements. Superintendent Arthur E. Westwell dedicated the new hospital (located north of the river) in July 1954, stating authoritatively, "I believe that dedication of this building not only marks a new era in the care of the mentally retarded in Montana, but also in the West."[28]

Dedicated alongside a miniature amusement park consisting of a play railroad, ferris wheel, and other entertainments, the imprints of which remain at their location north of the river, the hospital and subsequent dormitories presaged a period of rapid institutional growth. In line with national trends, administrators again emphasized the benefits and necessity of institutionalization. As superintendent from 1949 to 1961, Westwell was beloved by Montana newspaper reporters and a nationally renowned expert in mental deficiency, even serving as

[25] Archie Randles, "The Story of the Silent Struggle to Segregate and Remove the School for the Deaf and the Blind From the State Training School—Told for the First Time and Some of the Tragic Scenes Behind It," (n.d.) MHS Research Center, SC 2192.

[26] Olive Hagadone, *Boulder: Its Friends and Neighbors* (unpublished, compiled from series of articles in *Boulder Monitor* 1985-1986) Montana Historical Society, REF 929.3 JEF BOU 2003, pg. 181.

[27] Montana School for Deaf, Blind, and Backward Children, *Twelfth Annual Report* (1905-1906), 17, 42-43.

[28] "Boulder School Dedicates New Building and Its Play Railroad on Monday," *Montana Standard*, July 25, 1954, 1.

president of the American Association on Mental Deficiency and as school superintendent simultaneously.[29] In multiple news stories that accompanied the dedication of the new hospital, Westwell encouraged parents to come forward with their disabled children, advising that 81% of mentally handicapped children required lifelong institutionalization, and that they were much happier in institutions rather than with their families.[30] Whereas in the past, cultural and medical assumptions held that impairment in a child indicated moral fault within his or her parents, Westwell and his professional colleagues worked against such stigma by discouraging notions of moral hereditary cause and effect in mental disability. He appealed to voters to support his institution through the referendum and further private donations by reminding them, "No one can say for sure that his family will not one day be calling upon the school for admittance of a son or daughter or other relative."[31]

The referendum that supported the new buildings—and Westwell's public popularity—provide a glimpse at the roots of statewide community interest and interaction with the Training School that would prove crucial in spurring and facilitating deinstitutionalization in later decades.[32] In the meantime, however, the school continued to expand, its population growing by more than 300 during Westwell's administration. Thanks to its hospital and the influential presence of the Clinical Director Dr. Philip Pallister, the school's national reputation likewise grew. Pallister conducted groundbreaking genetic research through the fifties and sixties, the importance of which historians have just begun exploring.[33] In 1963, the institution's population reached 903 patients and the legislature transferred jurisdictional authority from the Board of Education to the newly created Department of Institutions. The year 1963 saw destructive change as well: on March 6, a fire tore through the upper two levels of the school's main building on the south campus, which Westwell had dubbed Griffin Hall in 1949, naming it after the previous superintendent.[34] No students were hurt in the fire, and the building's damage prompted new construction projects. Initially, plans included razing and replacing the building; however building inspectors informed the special committee overseeing the project that Griffin Hall was repairable and should not be torn down. Architect Norman J. Hamill proposed a redesign of the Hall in which the most damaged top floor was removed and the first floor designated storage, workspace, and bakery; the second floor a girls' dormitory; and the third floor left unfinished with the ability to become either employee or resident apartments. He also designed a food center connected to the Griffin Hall's front elevation via a short hallway. Finally, Hamill contributed a separate dormitory to house sixty of the institution's "ranch boys" near the new

[29] "State Training School in Boulder is Outstanding," *Independent Record,* April 19, 1953, 11.

[30] Ibid.; "Boulder Training School Winning Praise for Its Important Work," *Montana Standard*, Aug. 12, 1956, 27.

[31] Ibid., 15.

[32] "Boulder School Dedicates New Building and Its Play Railroad on Monday," *Montana Standard* July 25, 1954, 1.

[33] Several works on the school and Dr. Pallister are in progress by Dr. Linda Sargent Wood of Northern Arizona University. She generously provided them in support of adding the campus to the National Register. They are featured in the bibliography.

[34] Montana State Training School, *Fifty-Fifth Annual Report* (1949), 5.

food center. Deemed complete on October 8, 1964, these projects represent the district's last contributing resources.[35]

The Boulder River School and Hospital

In 1967, the legislature changed the Training School's name to the Boulder River School and Hospital, but other, more substantial institutional changes loomed as national attitudes toward institutionalization transformed once again. Whereas in the fifties Westwell estimated that 81% of their students were foreordained for unending institutional life, by 1970 that figure had reversed as Superintendent Robert Perry reported that 85% of the mentally handicapped never needed an institution, and the other 15% only temporarily required training and medical care from one.[36] Boulder River School and Hospital had an expressly new goal: "To provide the timely care, custody, treatment and training requisite for each such person to develop to the maximum of his potential; to return these people to normal community as self-respecting contributing citizens as expeditiously as possible."[37] Although Perry reduced the institution's population by 21.3% within two years, further efforts at deinstitutionalization were hindered by rapid turnover of superintendents and other employees. Returning patients to their communities proved a long, complex process. Because higher-functioning patients integrated more easily into their home communities, they left first. Their departure reduced the school's ability to call on them as helpers and gradually the institution's population, while smaller, contained a larger proportion of profoundly disabled and younger patients who required greater attention and intensive specialized care.

In 1972, the nation's attention turned to New York and its Willowbrook State School in response to Geraldo Rivera's expose that revealed filthy conditions and utterly dehumanizing practices throughout the institution. Montana had its own Willowbrook experience in 1974 as a shocking number of accidental violent deaths plagued Boulder River School and Hospital. Officials attributed these deaths to poor conditions spurred by staff shortages, and indeed, both Willowbrook and Boulder River School and Hospital were extremely short-staffed due to a mix of funding issues and difficulty recruiting new employees for sustained periods of time. The incidents furthered a call for new methods of care for the mentally disabled. A supplement to Helena's *Independent Record* in 1975 entitled "Us and Them: Mental Care in Montana," urged voters to consider the evils of institutional life, the joy and humanizing effect of community life, and to contact their legislators to encourage the speedy transition away from the institution. As one contributor, Janice Frisch, who was Chief of Social Services at Boulder, asserted, "Boulder River School and Hospital, as an institution, should be closed. Institutions are not fit places for people to live. Institutions serve society, not the people they are stated to serve. They only remove from society problems with which it does not want to contend."[38] Legislators and Boulder school leaders responded to the public's call for downsizing. By 1983, the institution's population had declined to 209 and the hospital closed.

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[35] *Report of the Special Committee Appointed to Supervise Planning and Construction of Buildings at the Montana State Training School and Hospital* (1964), MHS Research Center.

[36] Boulder River School and Hospital, *Seventy-Sixth Annual Report* (1970), 14.

[37] Ibid., 1.

[38] "Us and Them: Mental Health Care in Montana," *Independent Record*, Jan. 5, 1975, 35.

The Montana Developmental Center

Renamed the Montana Developmental Center (MDC) in 1985**,** the institution continued to shrink, abandoning the label "institution" as it became an increasingly stigmatized term. The year 1995 marked a consolidation of building use that located all of MDC's operations on the north side of the Boulder River.[39] As the decade concluded, Jefferson County acquired the buildings and surrounding land of the south campus. North of the river, the Montana Development Center still operates, serving approximately fifty patients. Many of those currently at the MDC "have a complex mixture of developmental disabilities, mental illnesses and behavioral problems." Following sexual assault allegations toward and the subsequent conviction of an employee in 2010, MDC's leadership was replaced. The new leaders immediately undertook a drastic redesign and began making changes as rapidly as possible in efforts to overcome the allegations and to ensure MDC operated as a short-term intensive treatment facility rather than as a custodial institution. Substantial debate surrounded the center in 2013 as state Senator Mary Caferro proposed a bill to require MDC's closure by 2015. She argued that its residents should be in community-based programs, where their treatment would be less expensive and where they would be better incorporated into community life. Ultimately, legislators rejected Caferro's bill, electing to give the new MDC more time to repair itself and once again bring itself into alignment with national cultural and political expectations.[40] The south campus's fate remains as unsure as that of the north. The Jefferson Local Development Corporation has held a lease on the property since 2001, and is currently engaged in evaluating what remains and designing new uses for the campus.

Significance C

Historic adaptations of the original property render the district eligible for the National Register under Criterion C. The gradual evolution of the district reflects patterns of institutional growth taking place at not only the Training School but throughout the nation. Cottage #5 embodies the optimism of institutional leaders in the early twentieth century, who believed they could create a true home for those who society rejected, but they eventually confronted overcrowding, budget shortfalls, and the reality of insufficient medical knowledge. The X style buildings of the fifties represent the school's heyday under Superintendent Westwell, while the buildings of 1964 mark the beginning of the end for mass institutionalization.

The district's buildings followed not only institutional trends, but also architectural trends. Its buildings reflect design trends popular during their construction era. The design of the buildings accurately reflects popular trends in architecture across the period of significance.

Cottage #5 is an excellent example of the Italian Renaissance Revival style of architecture. Its welcoming arcaded porch, clay tile roof, and decorative brick panels all exemplify this style, popular in the 1920s. While other cottages of similar style were constructed on the campus

[39] "Downsizing MDC," *Independent Record,* August 27, 1995.

[40] "Montana Developmental Center Looks to Recover From Sex Assaults, Complaints," *The Missoulian*, Aug. 5, 2012; "Montana Developmental Center is State's Most Expensive Institution," *The Missoulian*, Aug. 6, 2012.

during the same timeframe, all were demolished in the seventies and eighties, rendering this the area's last example.

The X buildings feature the flat roofs, smooth unornamented surfaces, and façade compositions of large window groupings all characteristic of the International Style popular in the mid-twentieth century.

The Food Center and Ranch Boys' Dormitory are both proud contributors to the state's Modernist architectural legacy. Both possess wide overhanging eaves with exposed glulam roof beams and window walls that incorporate flush doors and large single windowpanes.

Link & Haire

The historic district gains significance for its association with premier Montana architects C.S. Haire and J.G. Link. One of Montana's most prestigious and influential firms in the state in the late 19th and early 20th centuries, by 1910, the company operated offices out of Billings, Butte, Lewistown, Miles City, and Missoula. Born in 1857 in Hamilton County Ohio, Charles S. Haire began his career by simultaneously studying architecture and teaching for three years prior to working as a draftsman for the Union Pacific Railroad. After relocating to Butte in 1887 with the Great Northern Railroad, Haire became associated with the realty firm of Wallace and Thornburg the following year. Haire soon practiced his architectural profession exclusively, leading him to Helena in 1893 where he served as the State Superintendent of Buildings. In January of 1906, Haire formed a partnership with John G. Link, resulting in the firm of Link & Haire. The firm proved so successful and influential that a number of noted Montana architects passed through their doors to receive their training.

Haire's early partner, J. G. Link, was born in Bavaria around 1863. After studying architecture at the Royal Academy in Landau, Link immigrated to the United States in 1887. Upon his arrival, he worked for Frank Kidder, another noted architect, until 1890.[41] After his tenure with Kidder, Link moved to Denver, and then on to Butte in 1896. While in Butte, Link partnered with W. E. Donavan, and later with Joseph T. Carter until relocating to Helena in 1905, where he and Haire established one of the best known architectural firms in the state.

In addition to designing a wide variety of the Boulder campus's historic buildings, Link and Haire designed numerous institutional and educational buildings across the state (in addition to private residences, courthouses, jails, and churches) including two buildings on the Montana State University campus, dormitories at the University of Montana, St. Mary's Academy in Deer Lodge, a gymnasium for Mount St. Charles (Carroll College) in Helena, and the Ursuline Convent in Great Falls.[42]

Norman J. Hamill

Born in New Rochell, New York, on Aprill 22, 1906, Hamill received his education at Carroll College in Helena, Montana, followed by Montana State College. His early work focused on

[41] Kidder authored *The Architect's Handbook*, a standard text on building construction.

[42] Northwest Digital Archives, *Guide to Link and Haire, Architects, Records, 1904-1926. Found at:* http://nwda.orbiscascade.org/ark:/80444/xv73544, accessed June 17, 2014.

Idaho Falls, Idaho, while much of his work occurred in Montana. Two of his Montana designs include the Cooley Chevrolet dealership in Lewistown, and work at the Montana Children's Home in Twin Bridges. While in Butte, he also teamed with fellow architect Walter Arnold. Their firm designed numerous state buildings in Warm Springs, Galen, Twin Bridges, Butte, and of course, Boulder. The firm also designed numerous other public and private commissions. Some of their better known designs include the Auditorium and Shop building on the campus of Western Montana College of Education (now known as the University of Montana Western) in Dillon, the Ben Franklin Grand Silver Store in Butte, Hellgate High School, the post office in Bozeman, and Butte Central High School. Hamill passed away on April 2, 1966.[43]

[43] http://public.aia.org/sites/hdoaa/wiki/Wiki%20Pages/ahd1017952.aspx.

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Previous documentation on file (NPS):

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

Primary location of additional data:

____ State Historic Preservation Office
____ Other State agency
____ Federal agency
____ Local government
____ University
____ Other
Name of repository: _____

Historic Resources Survey Number (if assigned): _____

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10. Geographical Data

Acreage of Property _30.856535_____

Use either the UTM system or latitude/longitude coordinates

Latitude/Longitude Coordinates
Datum if other than WGS84:_____
(enter coordinates to 6 decimal places)

A. Latitude: 46.229150	Longitude: -112.122245
B. Latitude: 46.226608	Longitude: -112.121837
C. Latitude: 46.226162	Longitude: -112.116886
D. Latitude: 46.228341	Longitude: -112.116574
E. Latitude: 46.229269	Longitude: -112.116016
F. Latitude: 46.228520	Longitude: -112.117205
G. Latitude: 46.228643	Longitude: -112.119972

Verbal Boundary Description (Describe the boundaries of the property.)
The boundary begins at the intersection of Highway 69 and Odyssey Lane (A). It runs in a southerly direction for approximately 1000 ft. (B) where it turns southeast for about 1300 ft. (C). It proceeds north up Riverside Road for 1000 ft. (D) and then turns northeast and runs about 275 ft. (E) paralleling the east side of the bridge, ending at the north end of the structure. It proceeds southeast along the west side of the bridge for about the same distance as the proceeding distance, approximately 275 ft. (F) where it turns west-northwest for 750 ft. (G). From this point it turns northwest back to point A. Please see accompanying topographic map.

Boundary Justification (Explain why the boundaries were selected.)

The boundary includes the institution's highest concentration of historic resources. The eastern boundary, Riverside Road, separates the district's buildings from the more modern residential complex currently used as a correctional facility. Montana Highway 69 clearly delineates the campus's western and southern boundary. The district includes the bridge north because the connection between north and south campuses was critical to the institution's operations but does

not extend to include northern buildings. Modern expansion, renovation, and demolition complicate the north campus's historic integrity, leaving the more intact collection of southern buildings the logical selection for a district representing the institution's life.

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11. Form Prepared By

name/title: _Chelsea D. Chamberlain, Intern_____
organization: _SHPO_____
street & number: __3000 S Higgins Ave #B12_____
_____
city or town: Missoula_____ state: _MT_____ zip code:__59801___
e-mail_chelsea.chamberlain@umontana.edu_____
telephone:__(208)412-1468_____
date:_____

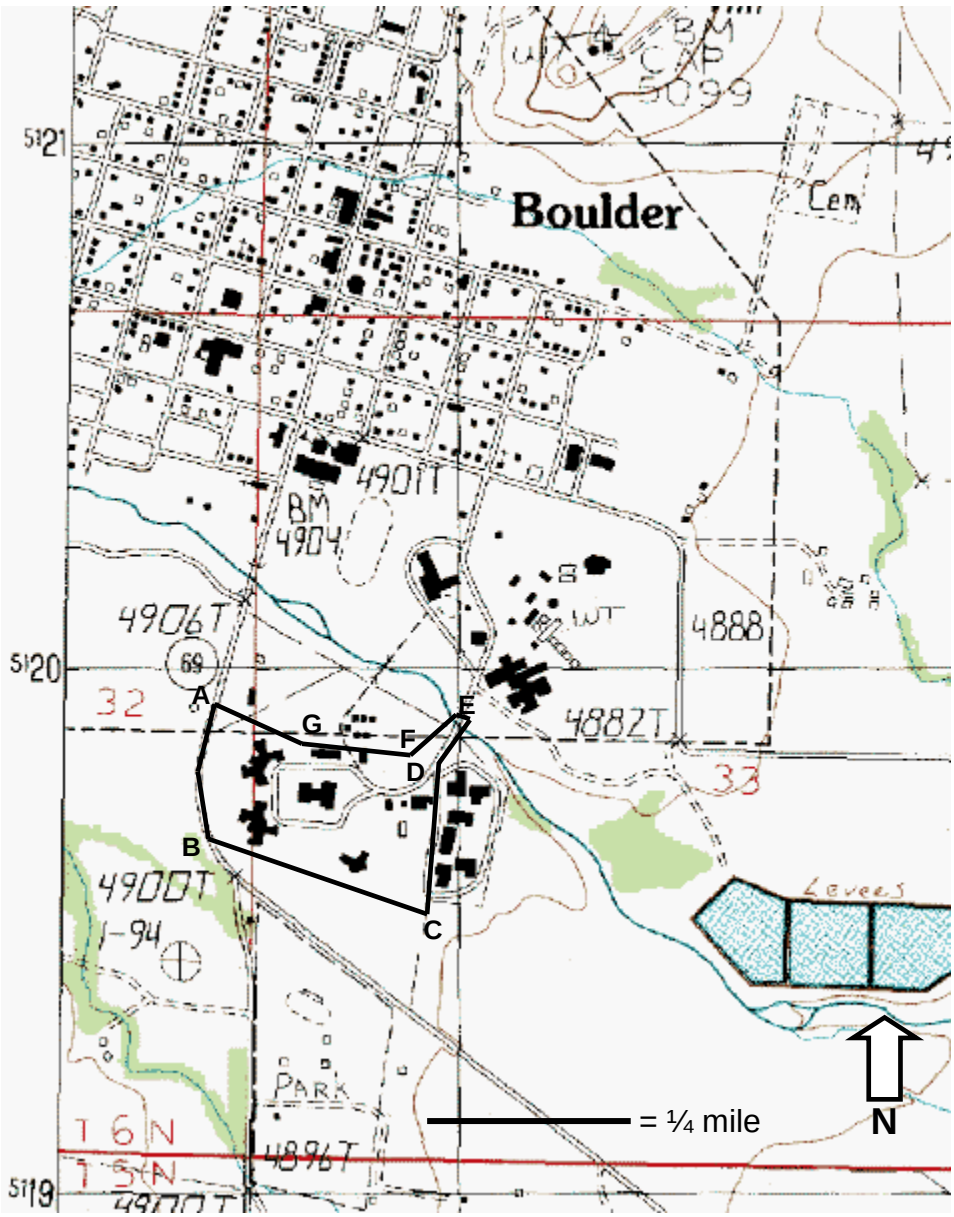
Additional Documentation

Submit the following items with the completed form:

- **Maps:** A **USGS map** or equivalent (7.5 or 15 minute series) indicating the property's location.
- **Sketch map** for historic districts and properties having large acreage or numerous resources. Key all photographs to this map.
- **Additional items:** (Check with the SHPO, TPO, or FPO for any additional items.)

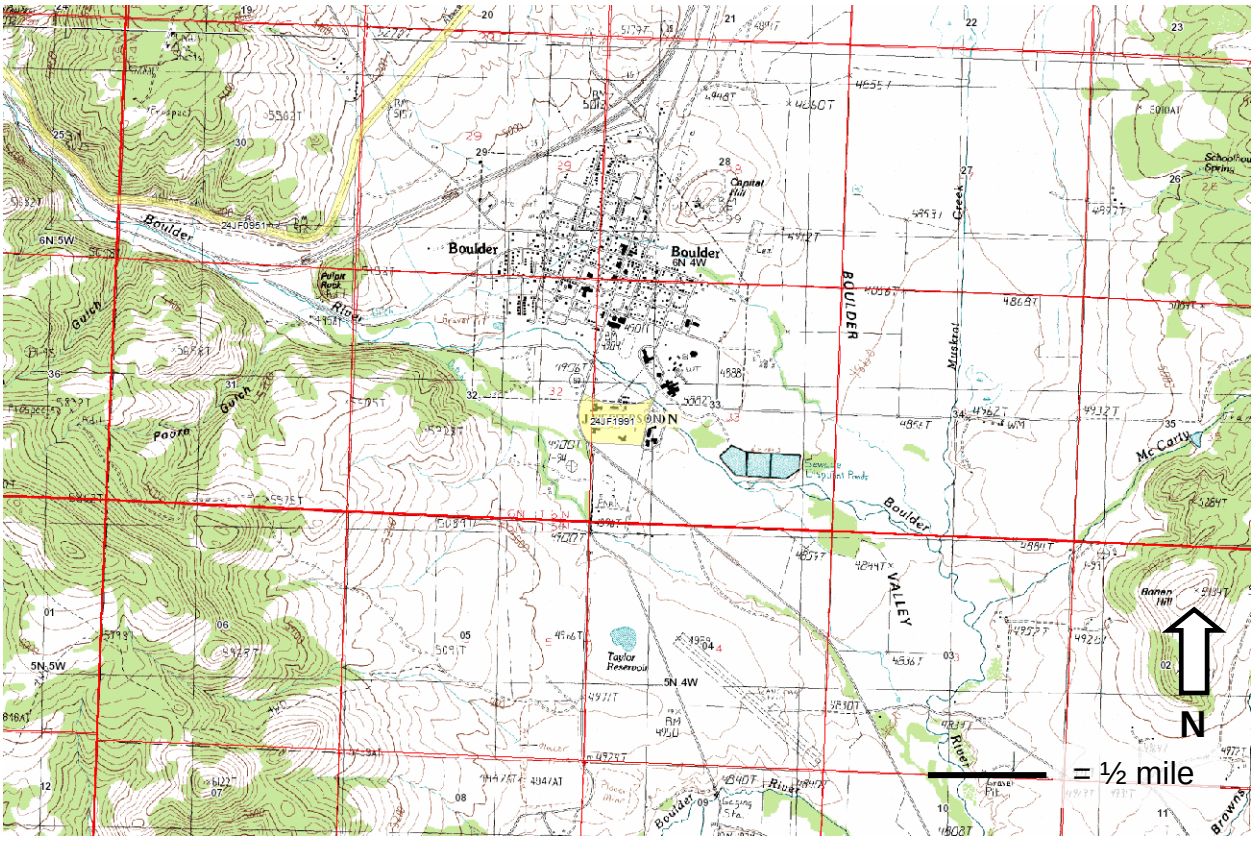
Paperwork Reduction Act Statement: This information is being collected for applications to the National Register of Historic Places to nominate properties for listing or determine eligibility for listing, to list properties, and to amend existing listings. Response to this request is required to obtain a benefit in accordance with the National Historic Preservation Act, as amended (16 U.S.C.460 et seq.).

Estimated Burden Statement: Public reporting burden for this form is estimated to average 100 hours per response including time for reviewing instructions, gathering and maintaining data, and completing and reviewing the form. Direct comments regarding this burden estimate or any aspect of this form to the Office of Planning and Performance Management. U.S. Dept. of the Interior, 1849 C. Street, NW, Washington, DC.

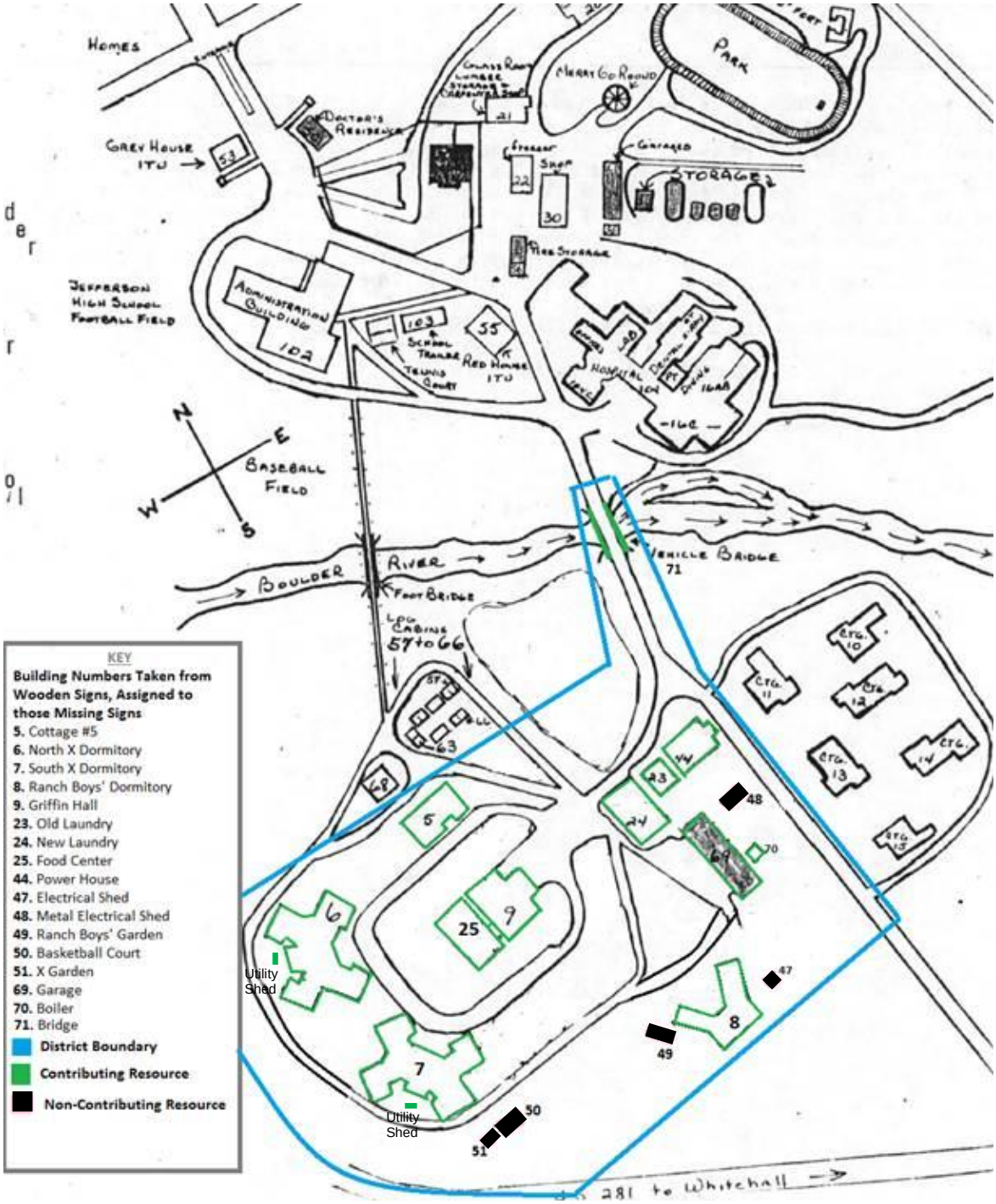


Close up showing Location of the Montana State Training School Historic District. Found on the Boulder East, MT Provisional Edition (1985) 7.5' USGS Topographic map. T6N R4W, S32 (SE ¼) and 33 (SW ¼)

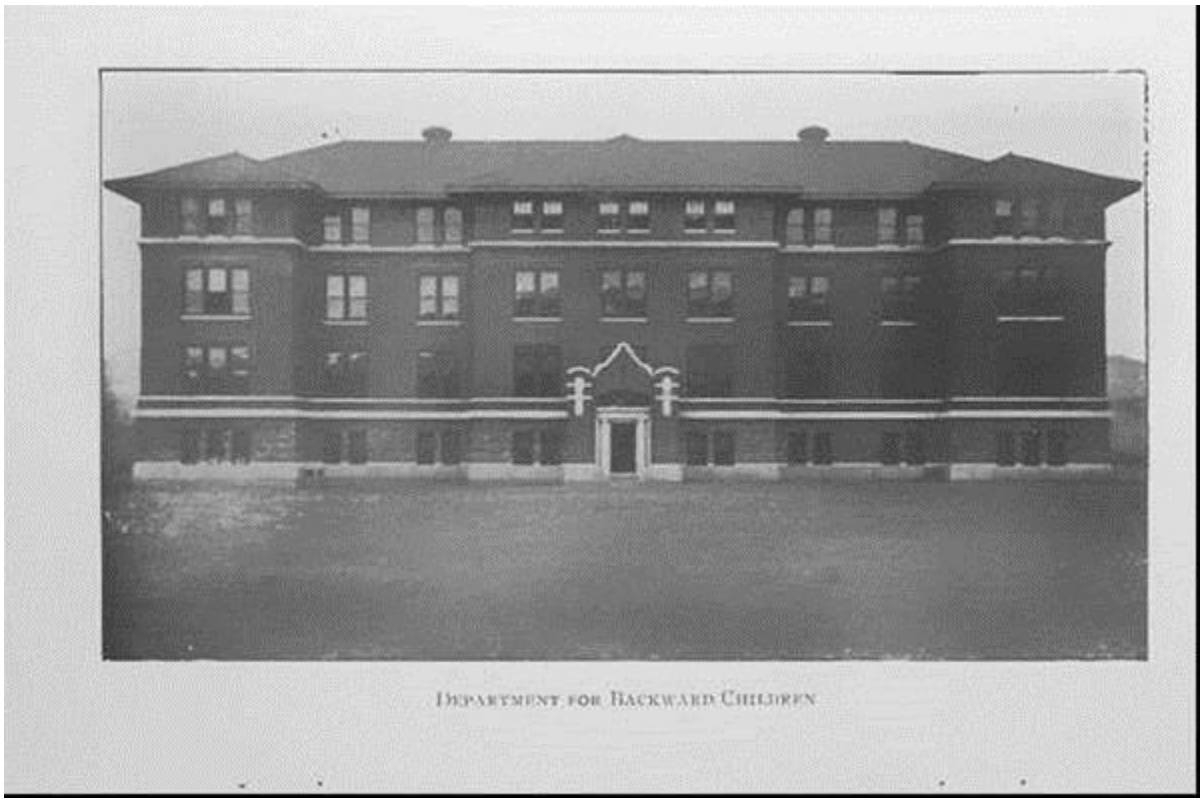
Aerial View showing boundary of the Montana State Training School Historic District



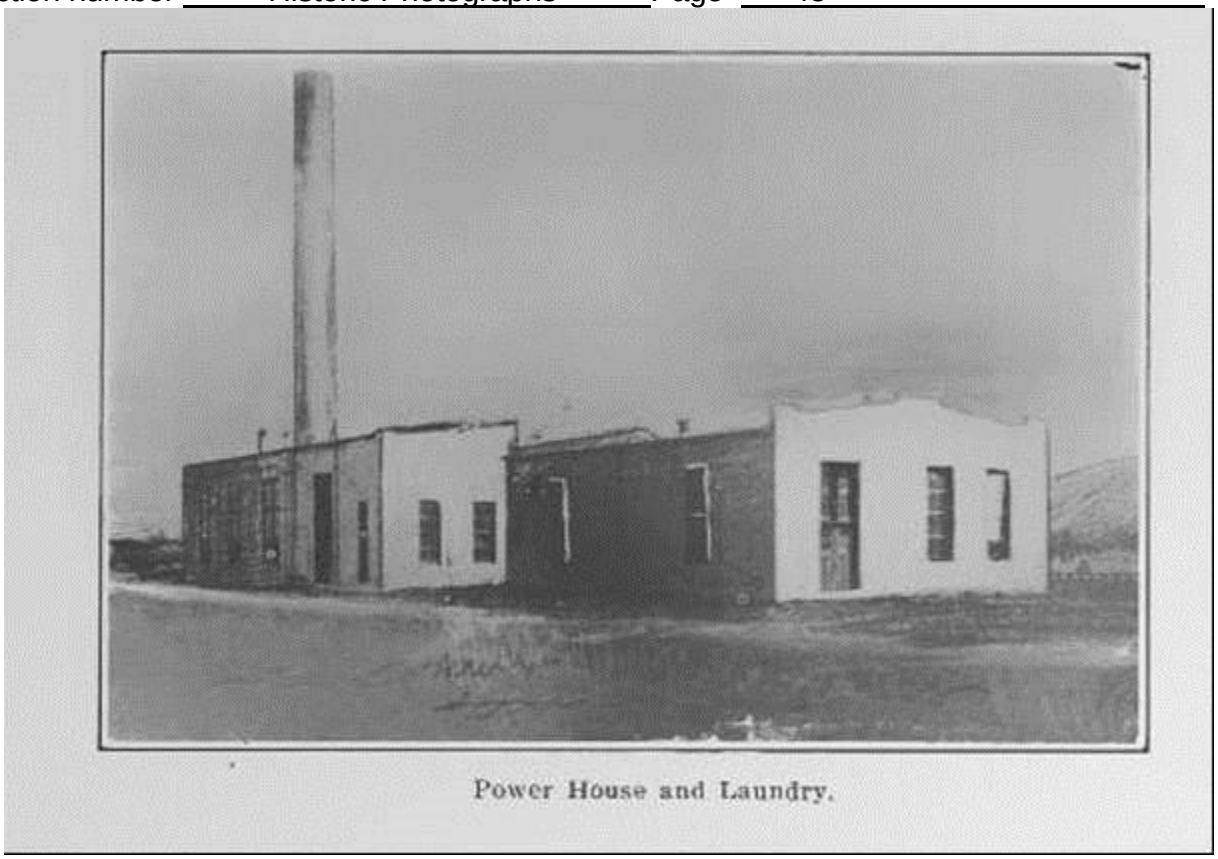
Large Scale showing Location of the Montana State Training School Hiostoric District. Found on the Boulder East, MT Provisional Edition (1985) 7.5' USGS Topographic map. USGS Map- District Location (center of map, in yellow): 6N 4W S32 (SE ¼) and 33 (SW ¼)



Sketch Map (not to scale): Montana State Training School Historic District campus



Griffin Hall ca. 1912



Power House and Laundry Complex ca. 1912-1923

Photographs

Submit clear and descriptive photographs. The size of each image must be 1600x1200 pixels (minimum), 3000x2000 preferred, at 300 ppi (pixels per inch) or larger. For simplicity, the name of the photographer, photo date, etc. may be listed once on the photograph log and doesn't need to be labeled on every photograph.

Photo Log

All Photographs:

Name of Property:	Montana State Training School	
City or Vicinity:	Boulder	
County:	Jefferson	State: Montana
Photographer:	Kate Hampton	
Date Photographed:	June 24, 2014	

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

0001 of 0039 Griffin Hall (background) and Food Center (foreground), West elevations, view to east.

0002 of 0039 Griffin Hall (left) and Food Center (right), North elevations, view to southwest.

0003 of 0039 Griffin Hall (right) and Food Center (left), South elevations, view to northeast.

0004 of 0039 Griffin Hall, East elevation, view to northwest.

0005 of 0039 Griffin Hall, East elevation, view to east-southeast.

0006 of 0039 Griffin Hall, North elevation, view to south.

0007 of 0039 Cottage #5, South elevation, view to north-northeast.

0008 of 0039 Cottage #5, North elevation, view to south.

0009 of 0039 Cottage #5, East elevation, view to southwest.

0010 of 0039 Cottage #5, West elevation, view to the east.

0011 of 0039 Northern X Dormitory, Southeast elevation, view to northwest.

0012 of 0039 Northern X Dormitory, Southwest elevation, view to northeast.

0013 of 0039 Northern X Dormitory, West elevation, view to north-northeast.

0014 of 0039 Northern X Dormitory, West elevation (N1/2), view to southeast.

0015 of 0039 Northern X Dormitory, North elevation, view to south-southwest.

0016 of 0039 Southern X Dormitory, Northeast elevation (N1/2), view to northwest.

0017 of 0039 Southern X Dormitory, Northeast elevation (S1/2), view to west.

0018 of 0039 Southern X Dormitory, Northwest elevation, view to southeast.

0019 of 0039 Southern X Dormitory, Southwest elevation, view to northeast.

0020 of 0039 Ranch Boys' Dormitory, Southeast and East elevations, view to northwest.

0021 of 0039 Ranch Boys' Dormitory, Southwest and West elevations, view to northeast.

0022 of 0039 Ranch Boys' Dormitory, Northwest and Northeast elevations, view to southeast.

0023 of 0039 Garage, West and South elevations, view to northeast.

0024 of 0039 Garage, West elevation, view to northeast.

0025 of 0039 Boiler, view to northeast.

0026 of 0039 New Laundry, North and West elevations, view to southeast.

0027 of 0039 New Laundry, East elevation, view to southwest.

0028 of 0039 New Laundry, South elevation, view to north.

0029 of 0039 Old Laundry, West and South elevations, view to northeast.

0030 of 0039 Old Laundry (foreground) and Power House (background), North elevations, view to southeast.

0031 of 0039 Power House, West and South elevations, view to northeast.

0032 of 0039 Bridge, view to the southwest

0033 of 0039 Bridge, view to the west-southwest

0034 of 0039 Ranch Boys' Dormitory Garden, view to northwest.

0035 of 0039 X Building Garden, view to the southeast.

0036 of 0039 Basketball Court, view to northeast.

0037 of 0039 Electrical Shed, North and West elevations, view to southeast.

0038 of 0039 Electrical Shed, South and East elevations, view to northwest.

0039 of 0039 Metal Electrical Shed, North and West elevations, view to southeast.

0001 of 0039 Griffin Hall (background) and Food Center (foreground), West elevations, view to east.

0002 of 0039 Griffin Hall (left) and Food Center (right), North elevations, view to southwest.

0003 of 0039 Griffin Hall (right) and Food Center (left), South elevations, view to northeast.

0004 of 0039 Griffin Hall, East elevation, view to northwest.

0005 of 0039 Griffin Hall, East elevation, view to east-southeast.

0006 of 0039 Griffin Hall, North elevation, view to south.

0007 of 0039 Cottage #5, South elevation, view to north-northeast.

0008 of 0039 Cottage #5, North elevation, view to south.

0009 of 0039 Cottage #5, East elevation, view to southwest.

0010 of 0039 Cottage #5, West elevation, view to the east.

0011 of 0039 Northern X Dormitory, Southeast elevation, view to northwest.

0012 of 0039 Northern X Dormitory, Southwest elevation, view to northeast.

0013 of 0039 Northern X Dormitory, West elevation, view to north-northeast.

0014 of 0039 Northern X Dormitory, West elevation (N1/2), view to southeast.

0015 of 0039 Northern X Dormitory, North elevation, view to south-southwest.

0016 of 0039 Southern X Dormitory, Northeast elevation (N1/2), view to northwest.

0017 of 0039 Southern X Dormitory, Northeast elevation (S1/2), view to west.

0018 of 0039 Southern X Dormitory, Northwest elevation, view to southeast.

0019 of 0039 Southern X Dormitory, Southwest elevation, view to northeast.

0020 of 0039 Ranch Boys' Dormitory, Southeast and East elevations, view to northwest.

0021 of 0039 Ranch Boys' Dormitory, Southwest and West elevations, view to northeast.

0022 of 0039 Ranch Boys' Dormitory, Northwest and Northeast elevations, view to southeast.

0023 of 0039 Garage, West and South elevations, view to northeast.

0024 of 0039 Garage, West elevation, view to northeast.

0025 of 0039 Boiler, view to northeast.

0026 of 0039 New Laundry, North and West elevations, view to southeast.

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