

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: State Home and School for Dependent and Neglected Children Historic District

Other names/site number: Dr. Patrick I. O'Rourke Children's Center

Name of related multiple property listing: _____

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

2. Location

Street & number: Rhode Island College, East Campus, 600 Mount Pleasant Avenue

City or town: Providence State: RI County: Providence

Not For Publication: Vicinity:

3. State/Federal Agency Certification

As the designated authority under the National Historic Preservation Act, as amended, I hereby certify that this nomination request for determination of eligibility meets the documentation standards for registering properties in the National Register of Historic Places and meets the procedural and professional requirements set forth in 36 CFR Part 60.

In my opinion, the property meets does not meet the National Register Criteria. I recommend that this property be considered significant at the following level(s) of significance:

national statewide local

Applicable National Register Criteria:

A B 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	

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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:
- Public – State:
- Public – Federal:

Category of Property

(Check only **one** box.)

- Building(s):
- District:
- Site:
- Structure:
- Object:

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Number of Resources within Property

(Do not include previously listed resources in the count)

Contributing	Noncontributing	
<u>8</u>	<u>5</u>	buildings
<u> </u>	<u> </u>	sites
<u> </u>	<u> </u>	structures
<u> </u>	<u> </u>	objects
<u>8</u>	<u>5</u>	Total

Number of contributing resources previously listed in the National Register n/a

6. Function or Use

Historic Functions

(Enter categories from instructions.)

SOCIAL: civic

DOMESTIC: institutional housing

EDUCATION: school

Current Functions

(Enter categories from instructions.)

EDUCATION: college

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7. Description

Architectural Classification

(Enter categories from instructions.)

LATE VICTORIAN: Second Empire

LATE VICTORIAN: Italiante

MODERN MOVEMENT

Materials: (enter categories from instructions.)

Principal exterior materials of the property: BRICK; STONE; WOOD; CONCRETE

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 State Home and School for Dependent and Neglected Children Historic District is composed of approximately 38 acres of land in Providence, Rhode Island on what is now the East Campus of Rhode Island College. Established in 1884 by an act of the Rhode Island General Assembly, the State Home and School for Dependent and Neglected Children was a state institution that provided housing, education, and social services to children whose families were unable to care for them. Shortly after the State Home was conceived, the State of Rhode Island purchased and expanded a gentleman's farm in Providence known as the "Walnut Grove Farm." The property consisted of 43 acres, a stone farmhouse, and agricultural outbuildings that would be adapted and expanded upon for the institution's campus.¹ The State Home's physical development was based on the Michigan State Public School for Dependent and Neglected Children (1874) in Coldwater, Michigan, which prescribed domestic-scale cottages surrounding centralized community buildings; states across the country adopted this "cottage plan" model. In Rhode Island, the State Home constructed wood-frame cottages for children's dormitories and adapted existing Walnut Grove Farm buildings for administrative and community uses. In 1948, the State Home was reorganized as the Dr. Patrick I. O'Rourke Children's Center. The Children's Center constructed modern, flat-roof, brick buildings considered to be more efficient than the original wood-frame cottages, but which, in their layout and program, continued to follow the "cottage plan." The institution closed in 1979, and the property became the headquarters for the newly formed Rhode Island Department of Children and Their Families (renamed Department of Children, Youth and Families, or DCYF, after June 1991) that year. After DCYF relocated in the 1990s, Rhode

¹ "Real Estate For Sale: The Walnut Grove Farm." *The Providence Journal*, February 16, 1882: 5.

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Island College absorbed the neighboring district and adapted the buildings for administrative and academic uses.

The district is composed of eight contributing buildings: a stone farmhouse from Walnut Grove Farm that predates the State Home and was later expanded and converted into the superintendent's residence; a stone Boiler House and one wood-frame dormitory dating to the State Home period (1885-1948); and four brick dormitories and one Medical Services building dating to the Dr. Patrick I. O'Rourke Children's Center period (1948-1979). The district is also considered an area of archaeological interest, and excavations have produced artifacts related to the material culture of children in the late 19th through the mid-20th centuries. Non-contributing buildings include four brick dormitories from the Children's Center period (extant but altered) and an office building erected by Rhode Island College on the footprint of a Children's Center period dormitory. The district is a physical representation of nearly 100 years of evolving approaches to child welfare in Rhode Island that retains integrity of location, design, setting, materials, workmanship, feeling, and association.

Narrative Description

INVENTORY

The State Home and School for Dependent and Neglected Children Historic District is located near the Providence and North Providence, Rhode Island boundary line, which bisects the Rhode Island College (RIC) campus. The district composes the eastern portion of the campus and abuts early 20th century residential suburbs to the north and east and Triggs Memorial Golf Course (1932) to the south. The district is accessed via College Road, created c. 1957 during the development of the RIC campus, which connects to a north-facing remnant of the Walnut Grove Farm entry drive. The remainder of the entry drive is unpaved and survives within a now wooded area roughly parallel to College Road. The present H-shaped roadway system in the district was created by expanding the original entry drive to accommodate the construction of the Children's Center buildings between 1951 and 1963. The district's topography is slightly varied, with the entrance drive curving around both sides of a gently sloping hill, upon which the institutional buildings were constructed. To the east, a wooded area of undeveloped space includes moderate elevation changes and large boulders.

The district represents three development campaigns: Walnut Grove Farm (c. 1870-1884), the State Home and School for Dependent and Neglected Children (1884-1948), and the Dr. Patrick I. O'Rourke Children's Center (1948-1979). The George W. Chapin House (c. 1870, contributing) is the lone survivor from the Walnut Grove Farm period. When the State of Rhode Island purchased the farm in 1884 for the development of a children's home, it expanded the George W. Chapin House for use as the superintendent's residence, constructed an adjacent Boiler House (1885, contributing), and developed a "cottage plan" consisting of wood-frame cottages encircling the

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superintendent's residence. Cottage C (1885, contributing) is the only surviving wood-frame cottage from the early State Home period. Beginning in 1951, the Children's Center constructed flat roof, brick dormitories in the Modern idiom; these buildings maintained the cottage plan by creating a secondary ring around the State Home-era wood-frame cottages. The Children's Center systematically took down the State Home-era cottages during the 1950s, believing them to be out of date and incompatible with modern childcare methods. The George W. Chapin House/Superintendent's Residence retains its central place of prominence within the district, and the survival of Cottage C communicates the proximity and massing of the original wood-frame cottages. The brick Children's Center buildings - all of which survive except for Building 7, which was demolished with a new building constructed on its original footprint - maintain the secondary ring of the cottage plan that represents the final phase of the institution's development.

George W. Chapin House/Superintendent's Residence (c. 1870, 1885, c. 1918)

The George W. Chapin House/Superintendent's Residence is a south-facing, 2-story building with a stone foundation and irregularly-coursed ashlar walls, with ornamentation that draws from the Italianate and Second Empire styles. Built as a gentleman's farm house for Providence textile manufacturer George Willard Chapin c. 1870, the building originally consisted of a south-facing main block with a large rear ell. In 1885, architects Stone & Carpenter designed a utility wing with a stone foundation and stone walls off the east elevation of the ell for the State Home and School.² The original house and the utility wing have asphalt-shingled, hipped roofs which, on their north and south elevations, extend onto the wall at a steep pitch, giving the impression of a mansard roof. The building was further expanded between 1908 and 1918 with the construction of an addition with a stone foundation, stone walls, and a flat membrane roof; the addition extends south from the south elevation of the utility wing, creating the building's existing inverted U-shape plan.³ The building is sited prominently within the district atop a small hill and served as the centerpiece of the institution, around which all other buildings in the cottage plan were constructed.

The principal entrance is centered on the south elevation of the original block and consists of a single-leaf, glazed and wood-paneled door sheltered beneath a one-story, flat-roof portico supported by square, chamfered posts and ornamented with Italianate paneling, finials, and balustrades. The portico is set beneath a grouping of three round arch, double hung, 1/1 and 2/2 wood sash windows in a slightly-projecting, hip-roofed bay with an eyebrow wall dormer. Fenestration varies: a three-sided bay window located to the left of the principal entrance contains triple-hung, 2/2/2, wood sash and is ornamented with Italianate paneling that matches the principal entrance. Gable-roofed, bracketed dormers pierce the roofline, with 2/2, double hung, round arch wood sash on the original block and taller, 3/3, double hung, wood sash with a round arch transom

² "Proposals: To Contractors." *The Providence Journal*, April 14, 1885: 5.

³ Rhode Island Aerial Photographs: 1939, 1951-1952.

<https://www.arcgis.com/home/item.html?id=1dcafa7631154874bf78b408351afb9e>. (accessed September 4, 2018).

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above on the utility wing addition. Secondary elevations contain triple-hung, 2/2/2, rectangular, wood sash and 6/6, rectangular, wood sash on the first story and 2/2, rectangular, wood sash on the second story. The c. 1918 wing has 6/6, rectangular, wood sash windows on the first and second stories. A large concrete ramp with metal balustrade and railings extends off the east elevation of the utility wing, leading to an asymmetrical, double-leaf, glazed wood door.

Rhode Island College currently uses the building as the Sylvan R. Forman Center for college admissions.

Boiler House (1885)

The Boiler House is a 2-1/2 story, rectangular plan utility building with a stone foundation, irregularly-coursed fieldstone walls, and an asphalt-shingled, hipped roof. The building has four entrances: on the south elevation, a glazed, metal, asymmetrical double-leaf door; on the east elevation, a paneled wood, single-leaf door; and on the north elevation, two, glazed, wood, double-leaf doors. Most windows are 8/8, double hung, wood sash, with heavy, rectangular, rock-faced stone sills and lintels. Exceptions include a pair of 6/6, double-hung, wood sash windows under a rectangular, stone lintel on the first story of the south elevation; one 8-pane, fixed, wood sash window and one 3-pane, fixed, wood sash window on the first story of the south elevation; and two 8-pane, fixed, wood sash windows on the first story of the east elevation. Gable-roof dormers with wood siding and rectangular, 6-pane, fixed, wood sash windows pierce the roof on every slope. The Boiler House directly abuts, but is not connected to, the George W. Chapin House/Superintendent's Residence.

Rhode Island College currently uses the building for classroom and meeting space.

Cottage C (1885)

Cottage C, often referred to as the "Yellow Cottage" by Rhode Island College, is a 2-story, south-facing, Italianate-style, rectangular-plan house designed by Stone & Carpenter and built by William H. Gilbane & Bro. with a stone foundation, wood clapboard walls, and an asphalt shingle, gable roof with eaves brackets. A second story wall dormer is centered on the three-bay-wide façade. The principal entrance – consisting of a single-leaf, paneled door with glazed sidelights and a transom – is located in the center bay of the façade, sheltered beneath a shallow, one story portico with slender, turned columns and a hipped roof with modillions on its cornice. The entry portico is accessible via a single-run stair. Fenestration is symmetrical, with 6/6, double-hung, wood sash windows on the first story of the façade and the first and second stories of the west and east elevations. The second story of the façade contains an 8/8, double-hung, wood sash window in the central wall dormer, while the first and third bays each contain a short, 3/3, double-hung, wood sash window. The rear, north-facing elevation contains a secondary entrance in the same arrangement as the principal entrance, though the roof of the portico is almost flat. Fenestration on the rear elevation varies and consists of 3/3, double-hung, wood sash windows set flush with the cornice on the second

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story; one short, 6/6, double-hung, wood sash window to the east of the secondary entrance; and two 6/6, double-hung, wood sash windows to the west of the secondary entrance. A large, wood, double-run, ADA-compliant ramp provides additional access to the rear entrance. Other features include a 1-bay addition off the west elevation with 6/6, double-hung, wood sash windows and a brick chimney that pierces the roof ridge slightly off center to the west.⁴

Rhode Island College currently uses the building for office space.

Building 1/Quidnesset Cottage for Boys (1960)

Building 2/Perry Cottage for Boys (1958)

NC Building 3/Olney Cottage for Boys (1958)

NC Building 4/Massasoit Cottage for Boys (1955)

NC Building 5/Narragansett Cottage for Boys (1955)

Building 6/Kickemuit Cottage for Boys (1959)

Buildings 1, 2, 3, 4, 5, and 6 are 1-story, rectangular plan buildings designed by Barker and Turoff with concrete foundations, brick walls, and flat membrane roofs. Building 1 faces east and Buildings 2, 3, 4, 5, and 6 face southeast and are arranged parallel to each other in a north-to-south row on the western edge of the property. The buildings were originally designed with slightly projecting central blocks flanked by recessed wings: Buildings 1, 2, and 6 (all contributing) retain this arrangement. Rhode Island College altered the central blocks and the principal entrances on Buildings 3, 4, and 5 (all non-contributing). As a grouping, the buildings communicate the austere modernism of the Children's Center period of the property and its retention of the State Home's original cottage plan. Rhode Island College currently uses the buildings as classroom and office space.

Building 1 is set into a hill, with the basement story above grade on the south elevation. The principal entrance is located slightly off-center to the south in the central, projecting block and flanked to the south by a 1/1 steel sash window where the lower sash has been infilled with a metal panel and to the north the original steel sash series of four 2/2 windows with upper and lower spandrel panels. The principal entrance is accessed by a single-run of concrete stairs with metal railings. Other fenestration is arranged roughly symmetrically, with steel sash set in 2/2 configurations with glazed panes above opaque screens.

Building 2 is set into a hill, with the basement story above grade on the west elevation. The principal entrance is located slightly off-center to the west in the central, projecting block and is flanked by a square, fixed aluminum sash window to the west and a large 6-light, fixed aluminum sash window to the east. The principal entrance is accessed by a

⁴ This addition was documented in a photograph in "A Haven for the 'Merely Unfortunate.'" *The Providence Journal*, May 15, 1949: "The Rhode Islander" special insert.

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single-run concrete ramp with metal railings. Other fenestration is arranged roughly symmetrically, with aluminum sash set in an asymmetrical 3-light configuration of one vertical pane to the left of two, stacked horizontal panes.

Building 3 (NC) is set into a hill, with the basement story above grade on the west elevation. The principal entrance is located within an early 21st century glass and wood-panel projecting vestibule designed by Vision 3 Architects with a canted roof next to a projecting, paneled wall divider. The principal entrance is accessed by a graded sidewalk. Fenestration is spaced roughly symmetrically, with aluminum sash set in an asymmetrical 3-light configuration of one vertical pane to the left of two, stacked horizontal panes. The original roof trim has been extended to conform to the higher roofline of the entrance vestibule.

Building 4 (NC) is set into a hill, with the basement story partially above grade on the east elevation. The principal entrance is located slightly off center to the west in the central, projecting block which, during early 21st century renovations by Vision 3 Architects, was partially clad in asymmetrical metal paneling that extends past the roofline to form a new, asymmetrical roofline which slopes downward on the block's east side. Other renovations by Vision 3 Architects include an asymmetrically projecting bay window with asymmetrical, horizontal aluminum sash located to the east of the principal entrance and a new, projecting, low-pitched hip roof clad in asphalt shingles. Other fenestration is spaced roughly symmetrically, with aluminum sash set in an asymmetrical 3-light configuration of one vertical pane to the left of two, stacked horizontal panes.

Building 5 (NC) is set into a hill, with the basement story partially above grade on the west and east elevations. The principal entrance is located slightly off-center to the west in the central, projecting block and is flanked by a square, fixed aluminum sash window to the west and an asymmetrically projecting bay window with asymmetrical, stacked, horizontal, aluminum sash that matches Building 4, added during renovations by Vision 3 Architects. Other renovations by Vision 3 Architects include a projecting, low-hip roof clad in asphalt shingles. Other fenestration is spaced roughly symmetrically, with aluminum sash set in an asymmetrical 3-light configuration of one vertical pane to the left of two, stacked horizontal panes.

Building 6 is set on roughly flat ground. The principal entrance is located slightly off center to the west in the central, projecting block accessed via a triple-run concrete ramp with metal railings and a single run set of concrete stairs with metal railings to the east of the ramp. The principal entrance is flanked by a 1/1 aluminum sash window to the west and the original steel sash series of four 2/2 windows with upper and lower spandrel panels. Other fenestration is spaced roughly symmetrically, with aluminum sash set in an asymmetrical 3-light configuration of one vertical pane to the left of two, stacked horizontal panes.

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Rhode Island College currently uses the buildings for classrooms and offices.

NC Building 7/Paul V. Sherlock Center on Disabilities (2009)

The Building 7/Paul V. Sherlock Center on Disabilities is a 2-story, rectangular plan classroom building designed by RGB Architects with a raised concrete foundation, brick walls, and an asphalt shingle gable roof with a corrugated metal cross gable that defines a slightly projecting, glazed central block. Building 7/Slater Cottage for Girls, one of three Children's Center period girls' dormitories, was demolished and the Sherlock Center was rebuilt on its footprint by Rhode Island College in 2009. The principal entrance is located in an asymmetrical glass, aluminum, and corrugated metal entrance vestibule on the west elevation and is accessed by a single run of concrete stairs with metal railings. Fenestration is arranged in two-story bays and is composed of paired fixed aluminum sash with awning windows below. With its red brick walls, slightly projecting central block, low-pitch gable roof, and aluminum sash windows with spandrel panels, the contemporary design references that of nearby Building 8/Rochambeau Cottage for Girls.

Rhode Island College currently uses the building for classrooms and offices.

Building 8/Rochambeau Cottage for Girls (1960)

Building 8/Rochambeau Cottage for Girls is a 2-story, rectangular plan dormitory designed by Barker and Turoff with a raised parged concrete foundation, brick walls, and an asphalt shingle gable roof. The building is built into a slope, with the basement story above grade on the east elevation. The principal entrance is located slightly off center to the east in the central, projecting block with a low-slung cross gable and is composed of a glazed, aluminum frame, single-leaf door and aluminum sash windows. The principal entrance is accessed via a double-run concrete stair and a single-run concrete and metal ramp with metal railings. Fenestration is composed of paired, fixed aluminum sash with awning sash below.

Rhode Island College currently uses the building for classrooms and offices.

Building 9/Medical Services (1963, 2004)

Building 9/Medical Services is a 1-story, square plan, multi-purpose building designed by Barker and Turoff with a concrete foundation, brick walls, and a flat, membrane roof. Two entrances centered on the north and south elevations provide access to a central courtyard off which interior rooms are arranged. The existing arrangement was created by renovations by William Kite Architects, Inc. in 2004, during which time the central, open-air courtyard was enclosed with a glazed, shed roof.⁵ The south entrance is currently used as the principal entrance and is composed of a projecting, glazed addition sheltered beneath a modern wood canopy and accessible via a low-slope ramp with metal railings and wood decking. Windows are fixed, aluminum sash with spandrel panels. The

⁵ Kite Architects. "School of Social Work, Rhode Island College."
<https://kitearchitects.com/archives/aughts/school-of-social-work> (accessed August 30, 2018)

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basement level is above grade on the east elevation and contains a secondary, single-leaf metal door that provides additional access to the building.

Originally a medical services building, Rhode Island College currently uses the building as the Carol J. Guardo School of Social Work.

NC Building 10/Lewis Cottage for Girls (1953)

Building 10/Lewis Cottage for Girls is a 1-story, T-shape plan dormitory designed by Jackson, Robertson & Adams with a concrete foundation, brick walls, and a flat roof. The building was substantially renovated by Vision 3 Architects in the early 21st century, and the principal entrance is now located in an asymmetrical, glazed, entry pavilion with canted walls, a projecting canopy, and wood cladding. Windows are aluminum fixed sash in asymmetrical arrangements.

Rhode Island College currently uses the building as the Joseph F. Kauffman Center for office and meeting space.

Archaeology

In addition to its built resources and landscape, the district is considered an area of archaeological interest. In 2001, the “State Home and School Project” was organized to conduct excavations within the district. Under the direction of archaeologist and Rhode Island College professor Dr. E. Pierre Morenon, archaeological investigation documented: the footprints and foundation remnants of all previously demolished cottages, foundation remnants of several agricultural buildings (a barn, a pigpen and a water tower), sites of former gardens and landscape features, grave shafts of a former cemetery for eight children who died at the State Home between 1885 and 1920 (no longer extant; burials removed to Grace Church Cemetery in Providence c. 1957 to allow for the construction of College Road),⁶ soil profiles documenting plowing and other land uses, artifacts and historic plantings consisted with documented land uses, and material culture related to children and children’s recreation.⁷

For detailed information about archaeology on the property, see E. Pierre Morenon’s book *Rediscovering Lost Innocence: Archaeology at the State Home and School*, which recounts the archaeological investigation and relationship between archaeology, landscape, and the written and oral records on the property.

⁶ E. Pierre Morenon. *Rediscovering Lost Innocence: Archaeology at the State Home and School*. (Lanham, MD: Rowan & Littlefield, 2018): 100.

⁷ For additional information about archaeology in the district, see Morenon, 289-290.

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8. Statement of Significance

Applicable National Register Criteria

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

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

Criteria Considerations

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

- 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

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Areas of Significance

(Enter categories from instructions.)

SOCIAL HISTORY

ARCHAEOLOGY: Historic-Non-Aboriginal

Period of Significance

1884-1979

Significant Dates

1884

1948

Significant Person

(Complete only if Criterion B is marked above.)

Cultural Affiliation

Architect/Builder

Stone & Carpenter, architects

Barker and Turoff, architects

Jackson, Robertson and Adams, architects

RGB Architects, architects

Vision 3 Architects, architects

KITE Architects, architects

H. F. & F. L. Mason, builder

William H. Gilbane & Bro., builder

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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 State Home and School for Dependent and Neglected Children Historic District is eligible for listing on the National Register of Historic Places at the statewide level under Criterion A in the area of Social History and Criterion D in the area of Archaeology: Historic-Non-Aboriginal. The district is significant as a good example of a late 19th to early 20th century cottage plan state institution and for its contributions to the development of the modern child welfare system in Rhode Island. Archaeological excavations were conducted between 2001 and 2010, and the district has the potential to yield additional information about non-extant buildings and the material culture of children in state care from 1884 to 1979.⁸ The State Home and School for Dependent and Neglected Children Historic District retains integrity of location, setting, design, materials, workmanship, feeling, and association.

Period of Significance Justification:

The period of significance is defined as 1884 to 1979, beginning with the State of Rhode Island's establishment of the State Home and ending with the closure of the institution and transfer of its physical resources to the Rhode Island Department for Children and Their Families (renamed Department of Children, Youth and Families, or DCYF, after June 1991).

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

The State Home and School for Dependent and Neglected Children Historic District is a good example of a late 19th to early 20th century cottage plan state institution. Beginning in the late 1860s, states across the country addressed the socio-political fallout from the Civil War by increasing social services for dependent adults. Charitable boards and committees were formed to establish state-run almshouses, asylums, and work houses to alleviate material demands on municipalities and to centralize services. The state-run charitable model would have profound effects on both the treatment of dependent people and on the architecture of institutions; the "cottage plan," designed to approximate a homelike atmosphere, was a notable innovation in the 1870s that was particularly adaptable for the care of dependent children.

Rhode Island first codified social services as a state responsibility with a resolution to establish a State Asylum in January 1867.⁹ The General Assembly directed a committee to "examine into and report upon the whole subject of the care of the insane, paupers, and criminals, and helpless, as now exercised in this State; and to suggest such a plan for State action over the whole..."¹⁰ The committee, composed of representatives from each county, sought an existing farm to adapt

⁸ Morenon: 277.

⁹ State of Rhode Island. "First Report of the Board of State Charities and Corrections in Rhode Island, for Seven Months, June 1st to December 31st, 1869." (Cranston, RI: Sockanosset School for Boys, 1885 [reprint]): 11.

¹⁰ Ibid.

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into a complex of interrelated state institutions for the dependent. In May 1869, the committee purchased the William A. Howard Farm located on Sockanosset Hill in Cranston, Rhode Island.¹¹ Concurrently, the newly formed Board of State Charities and Corrections assumed responsibility for the adaptation of the farm and the development of the campus that included a state asylum, work house, house of corrections, and almshouse. The institutions developed there in the 1870s came to be known informally as the state institutions at Howard.

The adaptation of an existing farm for this purpose provided several benefits, among them the ability to grow food on site and to immediately adapt existing buildings to the institutions' needs. The state quickly converted the farm's "mansion house" to a superintendent's residence and adapted a second extant building for women employed by the state at the work house.¹² Four new buildings – two large pavilions to house the "incurably insane," a multi-purpose building for housekeeping services and a chapel, and a building for male inmates of the work house – were constructed at the same time but considered "temporary in nature" until permanent buildings could be constructed using labor from work house inmates.¹³ In 1870, the state retained Providence architect Alfred E. Stone to design an additional building for women sentenced to the work house.¹⁴

As the state institutions at Howard expanded, the Board of State Charities and Corrections quickly recognized that there was no space appropriate for housing children; on July 20, 1869, the board reported:

"Whereas, A boy named -----, only ten years of age, has been sentenced to the Work House on the State Farm, for one year; and

Whereas, In the opinion of this Board, the Work House is a place entirely unsuitable for such a boy, and tending to corrupt rather than to reform or benefit him, Therefore

*It is unanimously ordered, that the said boy -----, be forthwith unconditionally discharged from the Work House and sent away from the State Farm."*¹⁵

As Rhode Island grappled with this issue in the early 1870s, the state of Michigan emerged as an international leader in new approaches to child welfare. In 1871, the "Michigan State Public School Act" enabled the creation of a state institution to manage "the plan of child-saving

¹¹ Ibid: 13.

¹² Ibid: 18.

¹³ Ibid: 19.

¹⁴ Ibid: 11.

Alfred E. Stone worked as an architect in private practice from 1864 to 1873, when he and Charles E. Carpenter formed Stone & Carpenter. In about 1882, Edmund R. Willson became a junior partner, forming Stone, Carpenter & Willson. The firm, in its various forms, was retained by the state for many commissions at both the state institutions at Howard and later at the State Home and School.

¹⁵ Ibid: 14.

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combined with education.”¹⁶ The Michigan State Public School for Dependent and Neglected Children in Coldwater, Michigan, opened in May 1874 and espoused “new and radical” approaches to both the interpersonal treatment of dependent children and to the design of state institutions.¹⁷ Only children considered dependent due to the circumstances of their parents were to be admitted; this approach separated children from both adults in work houses, asylums, or almshouses and from other children admitted to reform schools due to criminal or behavioral problems. The State Public School was intended to operate “without any of the attributes of a penal institution”¹⁸ as a place where:

“...family and children congregate. The children work, eat, and school together in the main building, but in all other respects live as families do, except that the families are somewhat larger, numbering from twenty-five to thirty members. The cottages are the homes, over which preside cultivated ladies who care for the children as a mother is supposed to, though as a matter of fact much better than most of their own mothers ever did.”¹⁹

The “Michigan model” provided both administrative and physical design guidelines. Sited in a semi-rural area easily accessible to the city of Coldwater, the campus consisted of an administration building around which domestic-scale “cottage homes for children” were arranged (Figure 1). Auxiliary buildings included a school, hospital, superintendent’s residence, and agricultural buildings, which contributed to a neighborhood-like setting.²⁰ Buildings were designed in popular styles of the period, with the Second Empire style used for administrative buildings and the Italianate for children’s cottages.

The belief of the “superiority of the family home over the institution” was a central tenet of the State Public School that influenced its physical design. Children’s stays at the State Public School were intended to be temporary; domestic-scale cottages for “families” of children, a setting that included “beautiful lawns and drives and spacious play grounds,” and an emphasis on thoughtfully designed buildings served to approximate a familial setting while isolating children from the perceived negative influences in other state institutions and from their birth families – a

¹⁶ C. D. Randall, et al. “Report of the State Public School to the Paris Exposition of 1900.” Coldwater, MI: United States Commission, 1900: 11.

¹⁷ Board of Control of the Michigan State Public School. “Biennial Report of the Board of Control of the Michigan State Public School for Dependent and Ill-Treated Children.” (Lansing, MI: Wynkoop, Hallenbeck, Crawford Co, 1903): 8.

¹⁸ Crisfield Johnson. *History of Branch County, Michigan, with Illustrations and Biographical Sketches of Some of Its Prominent Men and Pioneers*. (Branch County, MI: Everts & Abbott, 1879): 103.

¹⁹ Michigan Department of Public Instruction. “Annual Report of the Superintendent of Public Instruction of the State of Michigan.” (Lansing, MI: *unknown publisher*, 1876) quoted in National Register of Historic Places, Administration Building, Michigan State Public School for Dependent and Neglected Children.

²⁰ “Report of the State Public School to the Paris Exposition of 1900.” 16.

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method known as “family breakup” popularized in the 1870s that sought to break the cycle of poverty by separating children from parents.²¹

Rhode Island drew on these ideas to address child welfare issues at Howard. In 1876, Rhode Island began to transfer some children from the state almshouse to a chaplain’s residence on the property. The state noted that arrangements should be made to provide discipline and education to “the most hopeful class of dependents upon public charity.”²² Although advocates of this approach touted a moral responsibility towards dependent children, it was also the state’s chosen strategy for preventing children from maturing into adults who would continue to require state charitable services. The Board of State Charities and Corrections suggested that “legislatures should not be too tender of the rights of parents, when those rights are exercised only in ruining their children, and imposing a burden of pauperism and crime upon society.”²³

Rhode Island began to formally develop specialized care for dependent children in 1880. In that year, the state assumed responsibility for children living at the city of Providence’s reform school, which had been established in 1850 in the Fox Point neighborhood. In doing so, the Board of State Charities and Corrections identified three divisions of dependent children: 1) “juvenile offenders and delinquents” sentenced to a reform school 2) “destitute and dependent children” living in the state almshouse or municipal poorhouses and 3) “the most important class – the neglected and exposed...who though not yet vicious or criminal, are in imminent danger of becoming so, if left to their own wayward tendencies, and the baneful influences around them.”²⁴

Representatives from Rhode Island traveled through New England and the Midwest to visit traditional reformatories as well as institutions using the “open, cottage plan” in order to assess different approaches for dependent children’s care.²⁵ As a result of this trip, the Board of State Charities and Corrections suggested the creation of three institutions for children in Rhode Island: separate “state industrial school[s]” for boys and girls and a “State Home for Children.”²⁶ Between 1880-1881, the state constructed the Oaklawn School for Girls and the Sockanosset School for Boys near Howard in “what is known as the cottage plan.”²⁷ These institutions were to accommodate children serving reform school sentences. Buildings were constructed of stone with granite trim, intended to architecturally complement the nearby work house and asylum, and designed “without bars and the grounds not enclosed by high walls or fences.”²⁸ A

²¹ For more information on the “family breakup” approach of child welfare activism from the 1870s-1890s, see: Michael B. Katz. *In the Shadow of the Poorhouse: A Social History of Welfare in America*. (New York, NY: Basic Books, Inc., Publishers, 1986): 103-109.

²² Board of State Charities and Corrections. “Seventh Annual Report of the Board of State Charities and Corrections of Rhode Island, 1875.” (Providence, RI: Providence Press, Co., 1876): 12.

²³ Ibid: 13.

²⁴ “Report of the Board of State Charities and Corrections of Rhode Island in Reference to the ‘Future and Permanent Management and Needs’ of the State Reform School.” (Providence, RI: E.L. Freeman & Co., 1880): 3.

²⁵ Ibid: 9.

²⁶ Ibid: 14.

²⁷ Board of State Charities and Corrections. “Twelfth Annual Report of the Board of State Charities and Corrections of Rhode Island, 1880.” (Providence, RI: E.L. Freeman & Co., 1881): Appendix, p. iii.

²⁸ Ibid: 19.

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description of the new buildings in *The Providence Journal* noted their intention to provide “a homelike instead of a prisonlike appearance.”²⁹

Both Oaklawn and Sockanosset were built approximately three-quarters of a mile from the other state institutions at Howard, and Oaklawn was further separated from Sockanosset. The Board of State Charities and Corrections noted that because of “the isolation of its position, the [Oaklawn] School for Girls will be as distinct and as effectually separated from the other institutions as if placed in another town.”³⁰ Boys’ facilities were housed in two buildings intended to accommodate sixty inmates each, and girls’ facilities were located in a larger, 2½ story building. Both Oaklawn and Sockanosset would be expanded in the late 19th and early 20th centuries (Figure 2).

Although the creation of the reform schools at Oaklawn and Sockanosset addressed some of the longstanding questions about children at Howard, it did not address the needs of dependent children who had not been sentenced to a reform school. In order to do so, the state passed a resolution to establish the State Home and School for Dependent and Neglected Children on April 29, 1884, to be developed at “some place to be [t]hereafter designated.”³¹ Intended to further separate at-risk children “from the surroundings of vice and poverty which would do so much toward starting them in the wrong way,” the creation of the State Home was a further evolution of the state’s attempts to address public welfare and provide for dependent children.³²

The new State Home would serve at-risk children between the ages of three and fourteen, both orphaned children and children with living biological families, and provide “protection and education, such as can no longer be justifiably withheld or neglected.” The resolution noted that these children would “not [be] recognized as vicious or criminal” and defined the institution’s mission as moving children towards “an honest, intelligent, and self-supporting manhood or womanhood—the state, so far as possible, holding to them the parental relation.”³³ The new institution was also authorized to place children out into homes, “on condition that [their] education shall be provided for by such family in the public schools of the town or city where they may reside.”³⁴

Like at Howard, the state purchased an existing farm in order to retain agricultural production and to adapt existing buildings for the new institution. The land chosen for the State Home was known by the late 1860s as Walnut Grove Farm, owned and used by Providence textile merchant

²⁹ “The State Reform School: A Description of the New Buildings at Cranston.” *The Providence Journal*, May 6, 1882: 10.

³⁰ Ibid: 8.

³¹ Rhode Island General Assembly. “An Act to Establish a State Home and School for Children.” *Acts & Resolves* (January 1884): Chapter 418: 152.

³² “The State Home and School: Visit of Inspection by the Legislative Committee and the Governor.” *The Providence Journal*, January 22, 1887: 8.

³³ “An Act to Establish a State Home and School for Children.”: 153.

³⁴ Ibid.

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George Willard Chapin (1820-1898) as a gentleman's farm by 1869.³⁵ Chapin began his career as a textile merchant at W. & G. Chapin circa 1850 and from 1860 to 1870 maintained an office at 4 Westminster Street in downtown Providence. Chapin also served as the Treasurer of the Atlantic Delaine Company in the Olneyville section of Providence and maintained city residences in the West End of Providence, which was accessible from Walnut Grove Farm via a toll route on Smith Street.³⁶

In 1870 under Chapin's ownership, Walnut Grove Farm consisted of 40 improved acres and 10 unimproved acres in a rural area of what was then North Providence. The 1870 D. G. Beers & Co. *Atlas of the State Of Rhode Island* (Figure 3) shows two buildings on the property, and the more detailed 1882 G. M. Hopkins *Atlas of the City of Providence, R.I. and Environs* (Figure 4) shows the stone Chapin house (which would later be adapted by the State Home and School), outbuildings, and a hot house complex (not extant). The 1870 Products of Industry census recorded three horses, ten cows, two swine, and two other cattle, and a production of 30 bushels of rye, 200 bushels of Irish potatoes, \$2,000 of market garden produce, 5,150 gallons of milk, and 20 tons of hay.³⁷ Chapin advertised the property for sale in *The Providence Journal* in 1882, describing it as a 43-acre farm that had been "successfully operated for market gardening the past twelve years" and included agricultural buildings and a "mansion house...of stone, [with] twelve large rooms and all the conveniences found in a first-class city residence...situated on high ground, commanding a fine view of the city."³⁸

The State purchased Walnut Grove Farm for the development of the State Home in October 1884.³⁹ Following the purchase of the property, a special committee of the Board of Education further defined the mission of the institution. The committee specifically invoked the Michigan State Public School as its model, noting that institution's guiding principles:

1. The radical separation of innocent from criminal children.
2. Education in a home by the state, under educational and moral influences; this home to be temporary.
3. Restoration to family homes as soon as children are fitted for them.⁴⁰

The committee further refined its recommendations, advising that "the 'Cottage Plan,' so-called, be adopted," with each cottage intended to house up to 25 children, a significantly smaller number than the children's quarters at Oaklawn and Sockanosset. A cottage would "constitute a 'home' for its inmates, to be under the special care and direction of a woman, resident in the

³⁵ George W. Chapin was a cousin of William W. Chapin, the secretary of the Board of State Charities and Corrections at the time the decision was made to purchase Walnut Grove Farm. Future research may identify a connection between the two men in the state's decision to purchase Walnut Grove Farm for the purpose of establishing the State Home.

³⁶ "George Willard Chapin [obituary]." *The Providence Journal*, December 7, 1898: 5.

³⁷ 1870 United States Census Products of Industry, North Providence, Providence County, Rhode Island. Rhode Island State Archives C#00198.

³⁸ "Real Estate for Sale: The Walnut Grove Farm." *The Providence Journal*, February 16, 1882: 5.

³⁹ "State Home and School for Children." *The Providence Journal*, October 23, 1884: 8.

⁴⁰ "Fifteenth Annual Report of the Board of Education, Together with the Fortieth Annual Report of the Commissioner of Public Schools of Rhode Island." (Providence, RI: E. L. Freeman & Co., 1885): 25.

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cottage, and to be known as the Cottage Manager.”⁴¹ Existing buildings from Walnut Grove Farm were to be adapted, notably through an addition to the stone “mansion house” and the conversion of existing cottages for on-site farmers’ lodging, in a direct parallel to the state’s approach in developing the state institutions at Howard.⁴²

The adaptation of Walnut Grove Farm allowed the State Home to continue farming operations on the western portion of the property, providing both financial benefits to the institution and the opportunity to train boys in agricultural production. The State Home also immediately began to expand the property: in 1885 the state again called on architect Alfred Stone, at this time in partnership with Charles E. Carpenter as Stone & Carpenter, to design a utility wing addition to the stone house. The addition included spaces for a bakery, dining room for 125 children, two storage rooms, and two pantries.⁴³ Stone & Carpenter also designed the first wood-frame cottage – Cottage C, as it would later be known under the State Home’s alphabetical naming scheme – for use as a 25-person dormitory.⁴⁴ A Boiler House, with stone walls that complement the adjacent superintendent’s residence, was constructed by the builders H. F. & F. L. Mason in 1885.⁴⁵

All three early construction projects (Figure 5) include modest, yet fashionable architectural elements like dentil molding or glazed transoms and sidelights; the inclusion of these decorative elements was a physical representation of the institution’s mission to develop domestic-scale buildings to further reduce the stigma of institutionalization for at-risk children. The 2-story, compactly massed, wood-frame Cottage C also included short and narrow stair treads scaled for children, all a distinct departure from the multi-story, imposing, masonry dormitories at Oaklawn and Sockanosset.

In the institution’s first year, the State Home received 27 children between the ages of three and thirteen: 22 from the almshouse and four from the asylum at Howard and one from the Newport City Asylum (435 Broadway, extant).⁴⁶ Eighteen of the 27 children were born in Rhode Island, while four were born in Connecticut, one in Massachusetts, and four outside the United States.⁴⁷ Three children were placed into private homes that year. Children who resided at the State Home were required both to attend school and to work part-time on the property, with girls trained in “housework, sewing and mending,” while boys “during the summer had special duties to perform in the field, barn and the house.”⁴⁸ The farm products included in the

⁴¹ Ibid.

⁴² Ibid: 26.

⁴³ Ibid: 42.

⁴⁴ “Proposals: To Contractors.” *The Providence Journal*, April 14, 1885: 5.

⁴⁵ “Sixteenth Annual Report of the Board of Education, Together with the Forty-First Annual Report of the Commissioner of Public Schools of Rhode Island, January 1886.” (Providence, RI: E.L. Freeman & Son, 1886): 44.

⁴⁶ “Sixteenth Annual Report of the Board of Education, Together with the Forty-First Annual Report of the Commissioner of Public Schools of Rhode Island, January 1886.”: 52.

⁴⁷ Ibid.

⁴⁸ Ibid: 50.

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Superintendent's Report of 1885 indicated that the State Home continued the previous production of potatoes, market garden produce, milk, and hay on the property.⁴⁹

The State Home grew rapidly during its first five years. Three additional wood-frame cottages (one to the west of Cottage C and two cottages aligned north-to-south to the east of Cottage C, none extant) seen in the 1908 L. J. Richards *Atlas of the City of Providence* (Figure 8) were constructed between 1885 and 1890, all in vernacular adaptations of revival styles and continuing the Michigan model of surrounding a central administration building (in this case the George W. Chapin House/Superintendent's Residence) with residential cottages. The choice to construct cottages in varied architectural styles (Figure 7) again differed from the approach at Oaklawn and Sockanosset, where dormitories were constructed in the same style and on the same plan.

An 1890 profile of the State Home in *The Providence Journal* expounded upon the importance of landscape; the article described the entry drive, which would provide the first impression for children and visitors, as "a narrow lane...[that] comes out at the top of the hill opposite the old Chapin house (Figure 9). This by-way is one of the charms of the place. It is a rural lane, like those so often seen in English landscapes."⁵⁰ This entry drive survives: the north-to-south section that faces the Chapin house has been paved and connected to a modern street, and the remainder survives as an unpaved dirt path now partially shielded from view by tree cover. The rural setting also provided open space for children's recreation, and the propagandizing article noted that the "sounds of children's voices and youthful laughter will be heard infringing upon the dreamy comfort and sabbatical stillness of the place."⁵¹ The eastern portion of the property, today heavily wooded, was known as "the Grove" and served as an open playground. Archaeological investigations of the Grove (notably around a large boulder nicknamed "Holy Rock") conducted in 2001, 2002, and 2006 produced children's toys – roller skates, marbles, and a toy gun – and pieces of children's clothing.⁵²

In 1892, 115 children were accepted, more than four times the first year of 1885, and 31 were placed out into homes. The dramatic increase in children living at the State Home necessitated the erection of a purpose-built schoolhouse (Figure 10; located at the north of the cottage row to the east of the George W. Chapin House/Superintendent's Residence, not extant) designed by F. J. Sawtelle and built by carpenter Robert Paterson in 1892.⁵³ The schoolhouse was designed in a shingled Queen Anne style, with a low-pitched pyramidal hipped roof with a cupola, an elegant full-height curved bay projecting from the west elevation, a deep open-air half-width porch on

⁴⁹ See Figure 11 (Topographical Map of the Rhode Island State Home and School, August 1930) for a record of agricultural production during the State Home period.

⁵⁰ "State Home and School: Forsaken Children Taught to Earn an Honest Living." *The Providence Journal*, May 25, 1890: 16.

⁵¹ Ibid.

⁵² Morenon: 208-209.

⁵³ "Eighth Annual Report of the State Home and School for Children of Rhode Island. 1892." (Providence, RI; E. L. Freeman & Sons, 1893): 122.

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the façade, and decorative scalloped shingles near the rooflines.⁵⁴ The new building allowed the State Home to consolidate school activities (and relieve the Superintendent's Residence and Cottage C of serving dual purposes) and provided additional gathering space for religious services or "any social occasion for the pleasure of the children."⁵⁵ In 1895 (Figure 6), Cottage F for boys was constructed (at the south of the cottage row to the east of the George W. Chapin House/Superintendent's Residence, not extant) to allow for the conversion of an existing building into a hospital.⁵⁶ In that year, the State Home accepted 128 children, and a report of the State Board of Education noted that the "cottages have been crowded, and the Board has often been unable to accommodate children, save as vacancies occurred."⁵⁷

As the State Home continued to develop at the turn of the century, the Michigan model upon which it had been based received international publicity. In 1900, representatives from the State of Michigan were invited to present the State Public School model, then nearly thirty years old, on behalf of the United States at the Exposition Universelle world's fair in Paris. The institution was recognized as "distinctively American," and child welfare activists from across Europe spoke in support of it. Rosa M. Barrett, a child welfare advocate and scholar from Dublin, Ireland, commented,

"I certainly think, after a comparison with various methods, you have every reason to feel [the] Michigan ways for dealing with this class are the best, least costly and most successful. I only wish I could hope to see our methods altered and yours adopted."⁵⁸

The report presented in Paris identified the Rhode Island State Home and School as one of three successful examples of a cottage plan institution that followed the Michigan model, alongside the Wisconsin State Public School for Dependent and Neglected Children (1886) and the Minnesota State Public School (1886).⁵⁹

Despite the recognition of the State Home as a benchmark institution, the physical demands intensified with every year that passed. The 1898 Annual report bemoaned that "the Board of Control has no fear of the work, but it is mainly anxious and disturbed by the increase of children..."⁶⁰ In 1901, 150 children were accepted; an increased number of 82 were placed out into homes, though the institution reported, "...it is rather disheartening to have 23 returned."

⁵⁴ "Annual Report of the State Home and School. 1898" (Providence, RI: E.L. Freeman & Sons, 1899): 4-5.

⁵⁵ "Eighth Annual Report of the State Home and School for Children of Rhode Island. 1892.": 121.

⁵⁶ "Year of Tranquility: State Has Experienced No Manifestations of Popular Unrest." *The Providence Daily Journal*, January 30, 1895: 8.

⁵⁷ "Annual Report of the Board of Control of The State Home and School for Dependent and Neglected Children. 1902." (Providence, RI: E.L. Freeman & Sons, 1903): 4.

⁵⁸ Rosa M. Barrett quoted in C. D. Randall, et al: 5

⁵⁹ Ibid: 12.

⁶⁰ "Annual Report of the State Home and School. 1898.":1

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The strain on the physical campus led to continued expansion. Completed in January 1902, the double Cottage A&B (not extant) to the west of Cottage C housed fifty children.⁶¹

Despite physical, financial, and administrative challenges, the State Home continued to emphasize moral instruction and destigmatizing children in the first decade of the 20th century. The 1902 Annual Report described the State Home's responsibility to provide "more than a shelter and mere physical comforts. Every child has its human ties, not always the best; but because they *are* human, the opportunity is always at hand to direct the heart and the hand, and, if possible, mold the life with intelligence and virtue."⁶² Notably, the 1908 Annual Report is the first to explicitly identify that the State Home accepted "every child cordially, irrespective of race or creed, and give them an equal share in the many excellent advantages the Home affords."⁶³ State and federal census records from 1900 through 1940 confirm that the State Home was integrated, which was consistent with the practices at Oaklawn and Sockanosset.⁶⁴

Some of the State Home's budgetary challenges may have been due to the state's increased expansion of social services. In 1905, Rhode Island established and constructed the State Sanatorium in Burrillville⁶⁵ and in 1907 opened the Rhode Island School for the Feeble Minded in Exeter (demolished).⁶⁶ Children were routinely moved between the institutions at Howard and the new School for the Feeble Minded based on the state's assessment of their needs, which was documented in the State Home and School's annual reports.⁶⁷

By the mid-1910s, the physical and financial strains on the State Home began to pose more significant challenges that spilled into public view. A 1914 headline in *The Providence Journal* announced, "Home and School Facing Big Crisis...Deplorable Conditions..."⁶⁸ In that year, the State Home faced extreme overcrowding, with 276 children living in cottages intended to house 180 children, which in turn led to the spread of illness.⁶⁹ The organizational structure of a woman serving as a "Cottage Manager" also came into question at this time, as new methods like the "small family plan" that housed fewer children together were seen as more modern.⁷⁰

⁶¹ "Annual Report of the Board of Control of The State Home and School for Dependent and Neglected Children. 1902.": 4.

⁶² Ibid: 3.

⁶³ "Annual Report of the Board of Control of The State Home and School for Dependent and Neglected Children. 1908." (Providence, RI: E.L. Freeman Company, 1909): 6.

⁶⁴ United States Census Bureau. *Census of the United States*. (Washington, D.C.: National Archives and Records Administration, 1900-1940, passim).

⁶⁵ "Twenty-Seventh Annual Report of the State Sanatorium at Wallum Lake for the Year Ending June 30, 1931." (Providence, RI: Howard Press, 1931): 1.

⁶⁶ "Public Laws of the State of Rhode Island: Chapter 1470: An Act for the Establishment, Maintenance, Management, and Control of the Rhode Island School for the Feebleminded." transcribed in *The Providence Journal*, September 2, 1907: 11.

⁶⁷ "Annual Report of the Board of Control of the State Home and School for Dependent and Neglected Children, 1915." (Providence, RI: E.L. Freeman Company, 1916): 7.

⁶⁸ "Home and School Facing Big Crisis: State Institution Badly Crippled by Lack of Funds." *The Providence Journal*, December 15, 1914: 3.

⁶⁹ Ibid.

⁷⁰ Ibid.

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In 1915, the 30th anniversary of the institution, 315 children were housed at the State Home. At this time, the state reflected that “the aim of our endeavors today has of necessity broadened, with the increasing material interests which demand more intelligence and more skilled labor.”⁷¹ Words like “home” and “love” – so prominent in all of the State Home reports since its establishment – were no longer used. In 1915, a new residential building (either Cottage G, to the west of Cottage C or the double Cottage I/J to the north of the school, both of which were constructed around this time, though neither survive) for 80 boys was under construction, while a new school building was requested.^{72 73}

The 1910s to 1930s were transitional decades for the State Home. Continued overcrowding led to a 1916 investigation by the Rhode Island Social Welfare League, which revealed that of the five cottages for boys, “the oldest cottage [C], built to hold 20 children is to-day housing 40” and “a double cottage [A&B] built in 1901 to hold 50 is to-day accommodating 78. Here the average age is 7. There is no room to move between the beds in these dormitories.”⁷⁴ The physical limitations of the existing buildings triggered a philosophical shift in practice; emphasis was given to placing children out into homes and educating them in the city’s public schools rather than on site. The emphasis on placing children out into private homes dominated the State Home’s approach from 1917 to 1922.⁷⁵ In 1922, Harold S. Bucklin – a Brown University professor and expert on child welfare – authored an article entitled, “State Home and School Doing Good Work, Though Badly Handicapped: Many Children Placed in Families Where They Receive Personal Attention Denied in Institution.”⁷⁶ Bucklin noted that by the 1920s:

“...all child welfare experts now agree that if possible a dependent child should be placed in a family home, his control remaining with the agency having legal guardianship over him, and the development of the placing-out department of the Home and School is in accordance with the practice of the most advanced child-caring agencies of this country.”⁷⁷

Bucklin also detailed the policy of children who arrived at the State Home receiving vaccinations and several days’ quarantine to prevent the spread of disease, reflective of the increased attention paid to hygiene and sanitation in the early 20th century.⁷⁸

⁷¹ “Annual Report of the Board of Control of The State Home and School for Dependent and Neglected Children. 1915.”: 4.

⁷² “Investigation Made by Welfare League: State Home and School Conditions Described.” *The Providence Journal*, February 22, 1916: 14.

⁷³ Morenon: 160.

⁷⁴ Ibid.

⁷⁵ “R.I. Child-Placing Policy Expanded.” *The Providence Journal*, April 18, 1928: 5.

⁷⁶ “State Home and School Doing Good Work, Though Badly Handicapped.” *The Providence Journal*, March 13, 1922: 3.

⁷⁷ Ibid.

⁷⁸ Ibid.

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By the 1930s, the State Home worked more closely with other state agencies including the Children's Bureau and the State Department of Social Welfare.⁷⁹ The influence of this increased depersonalization is evident in the evolving language used to describe the institution and its charges and reflective of national shifts in child welfare policy. In the 1930s, the Great Depression led to a nationwide peak in the number of dependent children in state care, which led to greater material demands on institutions.⁸⁰ In 1939, the State Home was described as a "reservoir to receive the children committed to the State's care [that] attempts to straighten out their physical and mental disabilities so they can be returned to the community where they rightfully belong."⁸¹

In 1942, control of the State Home was transferred to the Rhode Island Children's Service Division "as the initial step towards its ultimate closing as recommended by the special State commission on public welfare institutions."⁸² In that year, 1,200 children had been placed in foster homes while 125 resided at the State Home. Citing the preference to place children in private foster homes, Governor J. Howard McGrath recommended the streamlining of all processes related to dependent children under one authority.⁸³ Recommendations for the State Home's closure continued into the late 1940s, in part due to a general lack of funding for state social welfare services,⁸⁴ the rising cost of education,⁸⁵ and a national movement towards deinstitutionalization after WWII.⁸⁶ Although the State Home faced the possibility of closure throughout the 1940s, it was ultimately reorganized in 1948.

Following the 1946 death of Dr. Patrick Ira O'Rourke (Figure 12), a popular physician at St. Joseph's Hospital in Providence known for his charitable work, the State Home was renamed the Dr. Patrick I. O'Rourke Children's Center.⁸⁷ The 1948 renaming of the institution coincided with its reorganization and an effort to codify many of the modern childcare practices introduced between the 1920s and 1940s.⁸⁸ These changes also aligned with a national decline in dependent children after WWII, which informed a shift towards a residential treatment center model.⁸⁹ One of the pioneers of residential treatment centers, John G. Milner, wrote:

⁷⁹ "Home Will Have Recreation Plan: Sorrentino Says Program Probably at State Institution with Trained Director." *The Providence Journal*, December 28, 1939: 11.

⁸⁰ Marshall B. Jones. "Decline of the American Orphanage, 1941-1980." *Social Service Review*. (September 1993): 459.

⁸¹ Ibid.

⁸² "Governor Orders School Transfer: McGrath Moves Toward Eventual Closing of State Home." *The Providence Journal*, December 4, 1942: 11.

⁸³ Ibid.

⁸⁴ "Asks Department for Institutions." *The Providence Journal*, January 11, 1944: 6.

⁸⁵ "State Home Feels Pinch of High Education Costs." *The Providence Journal*, January 12, 1947: 10.

⁸⁶ Myra Piat. "Deinstitutionalization of the Mentally Ill: Theory, Policy, and Practice." *Canadian Social Work Review / Revue Canadienne de service social*. Vol. 9, No. 2 (Summer 1992): 202.

⁸⁷ "Would Honor Dr. O'Rourke." *The Providence Journal*, April 15, 1948: 6.

⁸⁸ The reform schools at Oaklawn and Sockanosset were also renamed at this time, becoming the Training School for Girls and the Training School for Boys in 1946.

⁸⁹ Marshall B. Jones: 460.

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“Old time institutions, and some that still exist, literally put troublesome youngsters away, on the assumption that, when they got out, they would be improved...holding them in a sterile environment, in the hope they could “outgrow” their problems, only served to exacerbate those problems. In residential treatment centers, there is recognition that growth and development constitute an ongoing process, and that children cannot go into cold storage during their struggle for maturity...Most children’s institutions now want to be known as residential treatment centers.”⁹⁰

In 1951 (Figure 13), Governor Dennis J. Roberts announced \$125,000 in funding for the construction of two “cottage-type dormitories” in an attempt to address the overcrowding and aging buildings that had plagued the institution for decades. *The Providence Journal* reported that “although it is plain from the announcement that the center is not to be abandoned, as many have urged over the years, the nature of the role it is to fill is not made clear” and suggested a shift away from the “custodial home” model into a “diagnostic center and shelter where children may be housed temporarily, to be studied before being placed into foster homes with private families.”⁹¹ This rebranding of the institution as a residential treatment center and an emphasis on diagnostics, evaluation, and placement into foster care would characterize the Children’s Center’s approach through the 1950s and 1960s.

The Providence Journal declared that a “new era in Rhode Island’s child care program” had begun with the construction of the Ida Lewis Cottage (later called Building 10/Lewis Cottage for Girls; extant, but altered) in 1953.⁹² Like the earliest days of the State Home, architecture was used as a tool to guide the services within; Edward P. Reidy, director of the state Department of Social Welfare, commented that the construction of the Lewis Cottage represented “the transition of the former State Home and School from a long-time custodial service to children to the Children’s Center, a modern, progressive study and treatment center for children on a short-time study and training basis.”⁹³ The building, designed by Providence firm Jackson, Robertson & Adams, was a T-shaped plan brick building with a flat roof that included a central living room with a “feeling of space and airiness,” a bedroom for a house mother, nine bedrooms for children, and a communal basement utility room for crafts and play.⁹⁴ The T-shaped plan was designed to accommodate both boys and girls in separate wings of the same building, in the event that siblings were admitted to the institution together.⁹⁵

⁹⁰ John G. Milner, “The Residential Treatment Center.” *The Annals of the American Academy of Political and Social Science*. Vol. 355, Programs and Problems in Child Welfare (September 1964): 99.

⁹¹ “Children’s Center.” *The Providence Journal*, March 21, 1951.

⁹² “\$152,000 Cottage is Dedicated at State Children’s Center.” *The Providence Journal*, January 28, 1953:

4.

⁹³ Ibid.

⁹⁴ Ibid.

⁹⁵ Ibid.

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The Lewis Cottage was the first in a series of new buildings that would dramatically reshape the built environment of the Children's Center. In 1953, the construction of eight buildings planned over the course of ten years was proposed to "replace...[the] outmoded wooden structures which together house some 140 children," and the 1892 school building that had been partially destroyed by fire.⁹⁶ The master plan to reshape the institution's architecture did not, however, totally abandon the principles on which the State Home had been established; the new dormitories retained the original cottage plan approach by creating a second ring around the superintendent's residence, as well as the wood-frame buildings they would supersede in the 1950s and 1960s. The gradual replacement of the original State Home wooden cottages was a physical manifestation of the institution's evolving mission. In 1955, two new boys' cottages (Buildings 4 and 5) designed by Barker and Turoff were completed to house 36 boys who had "been living sardine-fashion in a container described by one of its overseers as a 'prehistoric monstrosity.'"⁹⁷

The vernacular modernism of the Children's Center-era buildings stood in direct contrast to the wood-frame cottages constructed for the State Home. Abandoning the pretense of a "homelike" atmosphere, the new buildings intentionally used streamlined brick wall surfaces and flat roofs to identify themselves as part of a "transformation" of the Rhode Island child welfare system and of the Children's Center itself. Although lacking in ornament, the buildings were architect-designed – representing an aesthetic investment by the state – and viewed "in sharp contrast to the venerable old firetraps on the premises, [which were] of hodge-podge design, and reminiscent of the anachronistic child care system carried out under their high, steep roofs."⁹⁸ The new, rectangular-plan dormitories included central "sitting-dining rooms (with picture windows, fireplace[s], wrought iron work, flowers, soundproofing, etc.), [and] twin wings [that] extend outward, housing bedrooms (one, two, and three beds), staff rooms and bathrooms." The use of a modern architectural vocabulary for the new buildings was a deliberate choice to visually represent the institution's changing mission in the mid-20th century.

In 1958, the Rhode Island College of Education (RICE, now Rhode Island College) dedicated its new Mount Pleasant campus on the land adjacent to the Children's Center. The development of the RICE campus from 1956 through 1958 reshaped the rural Mount Pleasant neighborhood, encroaching on the Children's Center to its east and foreshadowing the 1990s expansion of the college campus. As fellow state institutions, RICE and the State Home/Children's Center were also historically linked through their leadership: Lucius A. Whipple served as the Superintendent of the State Home beginning in 1917 and later as the second president of RICE from 1939 to 1950.⁹⁹

⁹⁶ Ibid.

⁹⁷ "Dedicate New Boys' Cottages At O'Rourke Children's Center." *The Providence Journal*, May 20, 1955: 15.

⁹⁸ Ibid.

⁹⁹ Morenon: 173.

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The Children's Center continued its construction of new brick dormitories, with four additional boys' dormitories (Buildings 1, 2, 3, and 6) designed by Barker and Turoff constructed between 1958 and 1960 and two girls' dormitories (Buildings 7 and 8) also designed by Barker and Turoff constructed between 1960 and 1961. The two girls' dormitories, of which Building 8/Rochambeau Cottage for Girls (1960) is the lone survivor, shared the boys' dormitories' rectangular plans and streamlined brick walls but were further embellished with low-slung cross-gables and glazed, projecting central entrance bays.

The new construction extended the existing roadways into the more defined, H-shaped plan that survives today, incorporating the original entrance drive from Walnut Grove Farm and physically separating the six boys' dormitories on the western edge of the property from the three girls' dormitories on the eastern portion of the property. A 1962 aerial photograph (Figure 14) shows the new construction coexisting with the wood-frame dormitories not yet demolished, of which Cottage C is the only survivor, along with RIC (RICE's name had been changed to Rhode Island College in 1959) buildings and athletic fields extending up to the Children's Center's western border (Figure 15).¹⁰⁰

The final building constructed by the Children's Center was a dedicated Medical Services building (later called Building 9/Medical Services) designed by Barker and Turoff in 1963 with a square-plan and a central, open-air courtyard. The building - which was altered in 2004 to enclose the courtyard and partially alter the south-facing principal entrance - housed a clinic, infirmary, and office space for psychologists, nurses, and dentists, visitor meeting areas, and therapy rooms. The dedicated presence of medical professionals on the Children's Center property represented the new procedures of on-site evaluation and treatment of children before they were placed into foster care. In addition, the building included eighteen single bedrooms, two single isolation bedrooms, two double bedrooms, and two bedrooms for house mothers.

By the late 1960s, the Children's Center's emphasis on short-term stays and treatment naturally segued into accepting children in need of emergency, short-term care. In 1969, the state assumed responsibility for "emergency shelter for children who cannot immediately be placed in temporary foster homes" from Children's Friend and Service, a private agency.¹⁰¹ The administrator of state child welfare services at that time said, "We want to use the Children's Center only as a last resort," marking a further shift in the state's view of the relevance of the institution, as placement with foster families and/or the goal of reunification with biological families became the primary objectives.

Continued turmoil in the 1970s proved insurmountable for the Children's Center. A 1976 report stated that the Children's Center "is in such disarray that it should be closed...to protect the welfare of 122 homeless children now living there." Concerted efforts to prevent the Children's Center's conversion to a facility for "troubled adolescents" included a 1976 resolution to close the institution by a senator who represented the district in which the Children's Center was

¹⁰⁰ Rhode Island Aerial Photographs: 1962.

<https://www.arcgis.com/home/item.html?id=1dcafa7631154874bf78b408351afb9e>. (accessed September 4, 2018).

¹⁰¹ "State Plans Transfer of Foster Children." *The Providence Journal*, June 25, 1969: 4.

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located.¹⁰² The development of the Mount Pleasant neighborhood in the early-to-mid 20th century meant that residential neighborhoods – in addition to the RIC campus – abutted the Children’s Center by the 1970s. In sharp contrast to its original rural setting, the institution was by that time part of the neighborhood, and its mounting challenges led to opposition on many fronts.

The Children’s Center’s demise was part of a broader child welfare emergency in Rhode Island: a 1977 article in *The Providence Journal* implored readers, “Nineteen seventy-seven is quickly becoming the year of the child welfare crisis.”¹⁰³ A combination of factors, including financial difficulties, the decision to board older teenagers and some children convicted of crimes, and allegations of abuse led to Governor J. Joseph Garrahy’s directive to close the institution by June 1979 at the latest.¹⁰⁴ The state’s 94-year experiment in alternative approaches to child welfare ultimately succumbed to internal and external pressures, and the Children’s Center closed in the last week of May 1979.¹⁰⁵

Although the closure of the Children’s Center was surrounded by controversy, the legacy of the State Home/Children’s Center directly influenced the evolution of the modern child welfare system in Rhode Island. On May 4, 1979, the Department for Children and Their Families (renamed Department of Children, Youth and Families, or DCYF, after June 1991) was formed, with the mission to provide

“...a comprehensive continuum of care...comprised of community-based preventative supports and services to children and their families designed to maintain children safely within their families; a statewide crisis response mechanism; and a full array of residential placements, such as foster homes, group homes, shelters, residential treatment facilities, staff secure facilities, and psychiatric placements...”¹⁰⁶

The services over which DCYF now presides encompass a spectrum informed by the State Home/Children’s Center, including an emphasis on family and home-placement as well as the need for psychiatric evaluation and dedicated housing for children requiring specialized care. The Children’s Center property became the headquarters of DCF/DCYF in 1979. Rhode Island College began using the former Children’s Center Gymnasium (outside the district, heavily altered by Rhode Island College c. 2012) as the home of its School of Social Work in May 1980, beginning the college’s gradual absorption of the property into its campus in the 1990s. After

¹⁰² For the resolution to establish the RI Department of Children, Youth & Families, see Rhode Island Public Law 1979 Chapter 248 (originally Senate Bill 5355, Substitute A), “An Act Relating to Children & Family Services.” May 4, 1979. See also quoted passage in 2004 H 7659, the amendments to “An Act Relating to Delinquent and Dependent Children – O’Rourke Children’s Center” resolution. February 10, 2004.

¹⁰³ “A crisis develops in state’s child welfare system.” *The Providence Journal*, April 17, 1977: C-1.

¹⁰⁴ For more information on reasons for the Children’s Center’s closure, see Morenon: 227-236.

¹⁰⁵ “Doors to O’Rourke Center are closed but controversy over job losses persists.” *The Providence Journal*, May 27, 1979: A-15.

¹⁰⁶ Rhode Island Public Law 1979 Chapter 248, May 4, 1979.

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acquiring the property upon DCYF's relocation in the mid-1990s, Rhode Island College has conducted some alteration of buildings and landscapes – notably façade and roof alterations at Buildings 3, 4, and 5 – and constructed the sympathetically designed Paul V. Sherlock Center on Disabilities on the footprint of Building 7.

Between 2001 and 2010, renewed interest in the State Home led to the formation of a volunteer group called the State Home and School Project, led by DCYF employee Richard Hillman. The State Home and School Project conducted oral histories with former residents and staff and led archaeological field schools on the property. Archaeological investigations have located foundations of demolished cottages, middens containing architectural debris and food-related waste, a variety of toys and other children's personal objects, and remnant plantings within the footprints of former State Home period gardens.¹⁰⁷ Systematic test pit excavation in the eastern portion of the property ("the Grove") revealed a concentration of toys surrounding "Holy Rock," corroborating oral accounts that this boulder was a popular site for unsupervised play. And, though the burials they once contained were removed in about 1956 to enable the construction of College Road, archaeology has confirmed that eight grave shafts for children who died at the State Home between 1885 and 1920 are still preserved in the soil column beside the road. The property has the potential to produce additional information about non-extant buildings and the material culture of children in state care from 1885 to 1979.

¹⁰⁷ For a detailed summary of archaeological investigations at the State Home see Morenon: 58-75.

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National Register of Historic Places, Children's Village, Illinois Soldiers' and Sailors'
Children's School, McLean County, Illinois, National Register #SG100002418.

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National Register of Historic Places, Indiana Soldiers' and Sailors' Children's Home, Rush
County, Indiana, National Register #11000916.

National Register of Historic Places, Administration Building, Michigan State Public School
for Dependent and Neglected Children, Branch County, Michigan, National Register
#75001030.

National Register of Historic Places, Broadway-Armory Historic District, Providence
County, Rhode Island, National Register #74000047.

National Register of Historic Places, Virginia Industrial Home School for Colored Girls,
Hanover County, Virginia, National Register #15000926.

National Register of Historic Places, Milwaukee County Home for Dependent Children
Administration Building, Milwaukee County, Wisconsin, National Register #98001587.

National Register of Historic Places, Wisconsin Industrial School for Boys, Waukesha
County, Wisconsin, National Register #86003652.

National Register of Historic Places, Wisconsin Industrial School for Girls, Waukesha
County, Wisconsin, National Register #91001391.

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: Rhode Island College, James P. Adams Library Special Collections

Historic Resources Survey Number (if assigned): _____

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10. Geographical Data

Acreage of Property: 38 acres

Use either the UTM system or latitude/longitude coordinates

Latitude/Longitude Coordinates

Datum if other than WGS84: _____

(enter coordinates to 6 decimal places)

1. Latitude: 41°50'42.65"N Longitude: 71°27'33.25"W
2. Latitude: 41°50'43.02"N Longitude: 71°27'31.05"W
3. Latitude: 41°50'38.67"N Longitude: 71°27'29.55"W
4. Latitude: 41°50'39.29"N Longitude: 71°27'24.29"W
5. Latitude: 41°50'44.06"N Longitude: 71°27'25.11"W
6. Latitude: 41°50'45.34"N Longitude: 71°27'14.25"W
7. Latitude: 41°50'41.25"N Longitude: 71°27'13.11"W
8. Latitude: 41°50'40.67"N Longitude: 71°27'15.58"W
9. Latitude: 41°50'35.75"N Longitude: 71°27'14.68"W
10. Latitude: 41°50'36.18"N Longitude: 71°27'11.70"W
11. Latitude: 41°50'34.15"N Longitude: 71°27'11.36"W
12. Latitude: 41°50'32.85"N Longitude: 71°27'17.09"W
13. Latitude: 41°50'29.93"N Longitude: 71°27'16.55"W
14. Latitude: 41°50'29.03"N Longitude: 71°27'33.32"W
15. Latitude: 41°50'34.21"N Longitude: 71°27'33.88"W
16. Latitude: 41°50'35.40"N Longitude: 71°27'31.88"W
17. Latitude: 41°50'36.04"N Longitude: 71°27'32.71"W
18. Latitude: 41°50'40.22"N Longitude: 71°27'33.36"W
19. Latitude: 41°50'41.59"N Longitude: 71°27'34.89"W

Or

UTM References

Datum (indicated on USGS map):

NAD 1927 or NAD 1983

1. Zone: _____ Easting: _____ Northing: _____
2. Zone: _____ Easting: _____ Northing: _____
3. Zone: _____ Easting: _____ Northing: _____
4. Zone: _____ Easting: _____ Northing: _____

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Verbal Boundary Description (Describe the boundaries of the property.)

The State Home and School for Dependent and Neglected Children Historic District encompasses approximately 38 acres on the East Campus of Rhode Island College. As shown on the scaled district map submitted with this nomination, the district includes all of Plat 121/Lot 4 and portions of Plat 121/Lot 3 and Lot 257 in the City of Providence.

Beginning in the district's northwest corner, the boundary begins in the northwest corner of Rhode Island College Parking Lot E1, conforming to the parking lot and extending eastward to meet the east side of Cole Road, just south of the terminus of Sheffield Avenue. The boundary then follows the east side of Cole Road south to the northwest corner of Rhode Island College Parking Lot E3 and continues west-to-east along the northern side of the parking lot until it reaches the west side of Salisbury Drive. From the point where the parking lot and road meet, the boundary moves north following the west side of Salisbury Drive until it reaches the rear lot lines of Basswood Avenue. The boundary then follows the rear lot lines of Basswood Avenue east to the corner of Mount Pleasant Avenue, where it extends south along that street until it reaches the northern lot lines of 654 Mount Pleasant Avenue; the boundary then follows the rear lot lines of 654 Mount Pleasant Avenue south along rear lot lines to 612 Mount Pleasant Avenue, where it runs east along the southern lot line of 612 Mount Pleasant Avenue until it reaches Mount Pleasant Avenue. From that point, the boundary briefly follows Mount Pleasant Avenue south to include the institution's original entry gates, and then turns west, following the institution's original entry drive now unpaved and sheltered within a wooded area, until it reaches the northwest corner of the parking lot at the Rhode Island College Welcome Center. From there, the boundary line runs south until it meets College Road and then continues west along the north side of College Road until it reaches the west side of Rhode Island College Parking Lot A. From the southwest corner of Rhode Island College Parking Lot A, the boundary extends north until it reaches the north side of Cole Road near the southeast corner of Rhode Island College Parking Lot B. The boundary conforms to the east side of Rhode Island College Parking Lot B until it returns Rhode Island College Parking Lot E1 to complete the boundary.

Boundary Justification (Explain why the boundaries were selected.)

The boundaries include all extant resources adapted or constructed by the State Home and School for Dependent and Neglected Children and the Dr. Patrick I. O'Rourke Children's Center, with the exception of the Children's Center Gymnasium (1954) that was heavily altered and expanded by Rhode Island College and no longer retains integrity. Otherwise, the boundary follows the original property lines of the State Home and School, deviating only to exclude minor 20th century construction not related to the institution's development on the district's edges. The resources included within the boundary of the State Home and School for Dependent and Neglected Children Historic District effectively communicate the property's physical evolution from an agricultural property to a state institution for the care of dependent children from 1884-1979.

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Providence, Rhode Island
County and State

11. Form Prepared By

name/title: Elizabeth Warburton Rochefort, Principal Architectural Historian
organization: Rhode Island Historical Preservation & Heritage Commission
street & number: 150 Benefit Street
city or town: Providence state: RI zip code: 02903
e-mail: elizabeth.rochefort@preservation.ri.gov
telephone: 401-222-4132
date: October 25, 2019

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.)

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. Key all photographs to the sketch map. Each photograph must be numbered and that number must correspond to the photograph number on the photo log. 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

Name of Property: State Home & School for Dependent and Neglected Children
Historic District
City or Vicinity: Providence
County: Providence State: Rhode Island
Photographer: Elizabeth W. Rochefort
Date Photographed: July 11, 2018 and November 28, 2018
Location of Original Digital Files: Rhode Island Historical Preservation & Heritage
Commission, 150 Benefit Street, Providence, RI 02903
Number of Photographs:

Photo #1 RI_Providence Co._State Home and School HD_0001.
South-facing façade of the George W. Chapin House/Superintendent's
Residence, photographer facing northwest. (July 11, 2018)

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- Photo #2 RI_Providence Co._State Home and School HD_0002.
South-facing façade of the George W. Chapin House/Superintendent's Residence, wider view showing additions and adjacent Boiler House, photographer facing northwest. (July 11, 2018)
- Photo #3 RI_Providence Co._State Home and School HD_0003.
Additions to the George W. Chapin House/Superintendent's Residence, showing south-facing façade of the original block on the left/west, 1885 addition in the center/north, and c. 1918 flat roof addition on the right/east, photographer facing north. (July 11, 2018)
- Photo #4 RI_Providence Co._State Home and School HD_0004.
Circa 1940s addition to the George W. Chapin House/Superintendent's Residence; adjacent Boiler House seen in background, photographer facing northwest. (July 11, 2018)
- Photo #5 RI_Providence Co._State Home and School HD_0005.
East elevation of the 1885 addition to the George W. Chapin House/Superintendent's Residence, photographer facing west. (July 11, 2018)
- Photo #6 RI_Providence Co._State Home and School HD_0006.
North elevation of the 1885 addition to the George W. Chapin House/Superintendent's Residence, photographer facing southwest. (July 11, 2018)
- Photo #7 RI_Providence Co._State Home and School HD_0007.
Three-quarter view of the north and west elevations of the George W. Chapin House/Superintendent's Residence, photographer facing southeast. (July 11, 2018)
- Photo #8 RI_Providence Co._State Home and School HD_0008.
South-facing façade of the Boiler House, photographer facing northeast. (July 11, 2018)
- Photo #9 RI_Providence Co._State Home and School HD_0009.
Three-quarter view of the east and south elevations of the Boiler House, photographer facing southwest. (July 11, 2018)
- Photo #10 RI_Providence Co._State Home and School HD_0010.
South elevation of the Boiler House, photographer facing southwest. (July 11, 2018)

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- Photo #11 RI_Providence Co._State Home and School HD_0011.
South-facing façade of Cottage C, photographer facing northwest. (July 11, 2018)
- Photo #12 RI_Providence Co._State Home and School HD_0012.
Three-quarter view of the east and south elevations of Cottage C, photographer facing southwest. (July 11, 2018)
- Photo #13 RI_Providence Co._State Home and School HD_0013.
North elevation of Cottage C, photographer facing south. (July 11, 2018)
- Photo #14 RI_Providence Co._State Home and School HD_0014.
Three-quarter view of the north and east elevations of Cottage C, photographer facing southeast. (July 11, 2018)
- Photo #15 RI_Providence Co._State Home and School HD_0015.
Three-quarter view of the north elevation and the east-facing façade of Building 1, photographer facing northwest. (November 28, 2018)
- Photo #16 RI_Providence Co._State Home and School HD_0016.
Southeast-facing façade of Building 2, photographer facing northwest. (November 28, 2018)
- Photo #17 RI_Providence Co._State Home and School HD_0017.
Southeast-facing façade of Building 3, photographer facing northwest. (November 28, 2018)
- Photo #18 RI_Providence Co._State Home and School HD_0018.
Southeast-facing façade of Building 4, photographer facing northwest. (November 28, 2018)
- Photo #19 RI_Providence Co._State Home and School HD_0019.
Southeast-facing façade of Building 5, photographer facing northwest. (November 28, 2018)
- Photo #20 RI_Providence Co._State Home and School HD_0020.
Southeast-facing façade of Building 6, photographer facing northwest. (November 28, 2018)
- Photo #21 RI_Providence Co._State Home and School HD_0021.
View of Buildings 2 (foreground), 3 (center), 4 (background), showing parallel arrangement, photographer facing northwest. (November 28, 2018)

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- Photo #22 RI_Providence Co._State Home and School HD_0022.
Southwest-facing façade of Building 7/Paul V. Sherlock Center on
Disabilities, photographer facing northeast. (July 11, 2018)
- Photo #23 RI_Providence Co._State Home and School HD_0023.
Southwest-facing façade of Building 8, photographer facing northeast.
(July 11, 2018)
- Photo #24 RI_Providence Co._State Home and School HD_0024.
View of Building 7/Paul V. Sherlock Center on Disabilities (background)
and Building 8 foreground), showing parallel arrangement, photographer
facing northeast. (July 11, 2018)
- Photo #25 RI_Providence Co._State Home and School HD_0025.
Three-quarter view of the north and west elevations of Building 9,
photographer facing southeast. (July 11, 2018)
- Photo #26 RI_Providence Co._State Home and School HD_0026.
Three-quarter view of the west and south elevations of Building 9,
photographer facing northeast. (July 11, 2018)
- Photo #27 RI_Providence Co._State Home and School HD_0027.
Northwest facing façade of Building 10, photographer facing southeast.
(July 11, 2018)
- Photo #28 RI_Providence Co._State Home and School HD_0028.
Surviving entrance drive to Walnut Grove Farm, adapted by the State
Home and School, and later paved; drive approaches the south-facing
façade of the George W. Chapin House/Superintendent's Residence.
Photographer facing north. (July 11, 2018)
- Photo #29 RI_Providence Co._State Home and School HD_0029.
Surviving entrance drive to Walnut Grove Farm, closer crop showing
convergence of Cole Road to the left/west and Salisbury Drive to the
right/east; drive approaches the south-facing façade of George W. Chapin
House/Superintendent's Residence. Photographer facing north. (July 11,
2018)
- Photo #30 RI_Providence Co._State Home and School HD_0030.
Contextual view of gently rolling landscape with specimen trees and
boulder seen in the 1890 photograph of the property (see "Additional
Information," Figure 5.). Photographer facing northwest.

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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.

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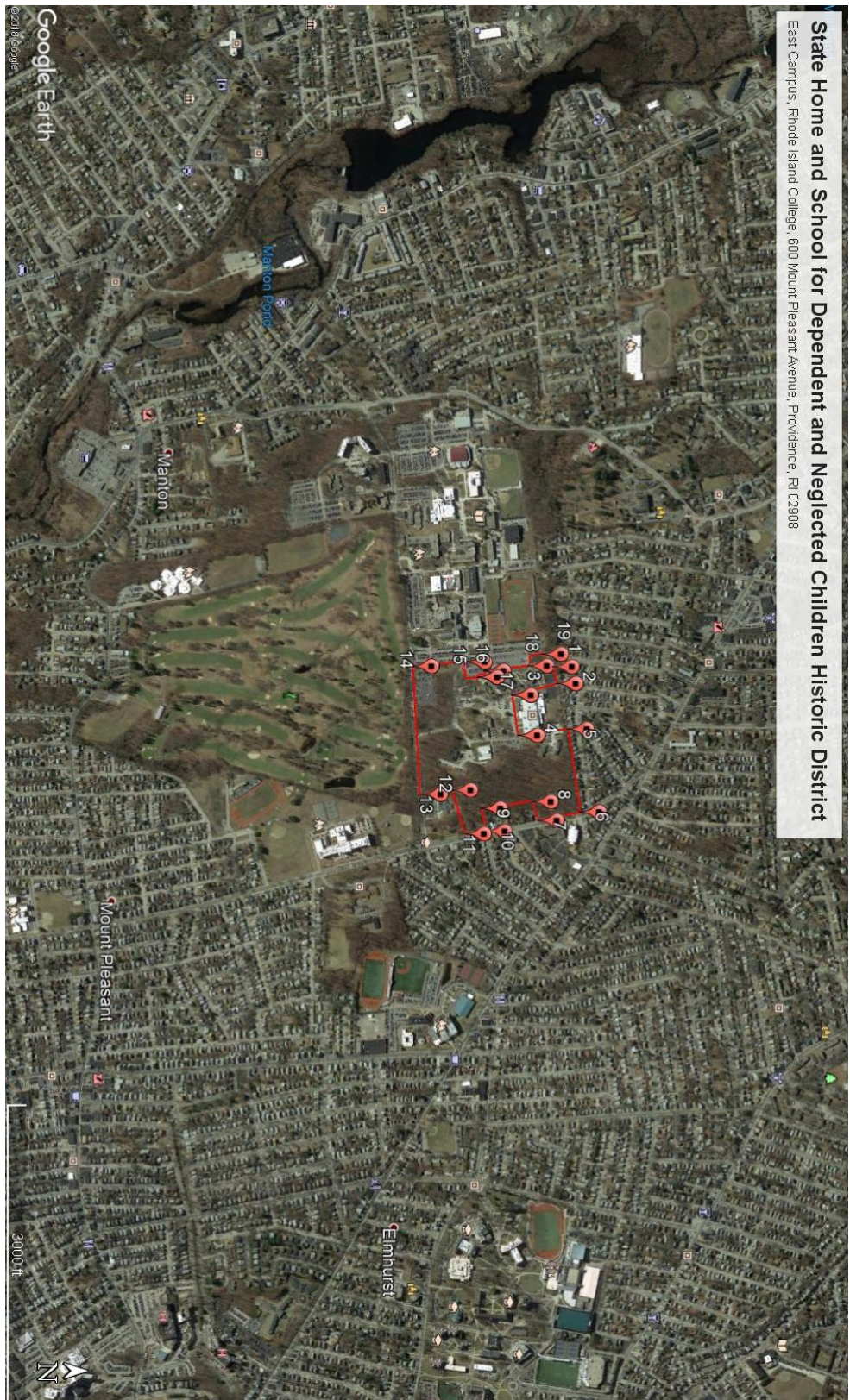
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State Home and School for Dependent and Neglected Children Historic District
East Campus, Rhode Island College, 600 Mount Pleasant Avenue
Providence, RI 02908



State Home and School for Dependent and
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State Home and School for Dependent and Neglected Children Historic District
East Campus, Rhode Island College, 600 Mount Pleasant Avenue
Providence, RI 02908

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Coordinates

1. Latitude: 41°50'42.65"N Longitude: 71°27'33.25"W
2. Latitude: 41°50'43.02"N Longitude: 71°27'31.05"W
3. Latitude: 41°50'38.67"N Longitude: 71°27'29.55"W
4. Latitude: 41°50'39.29"N Longitude: 71°27'24.29"W
5. Latitude: 41°50'44.06"N Longitude: 71°27'25.11"W
6. Latitude: 41°50'45.34"N Longitude: 71°27'14.25"W
7. Latitude: 41°50'41.25"N Longitude: 71°27'13.11"W
8. Latitude: 41°50'40.67"N Longitude: 71°27'15.58"W
9. Latitude: 41°50'35.75"N Longitude: 71°27'14.68"W
10. Latitude: 41°50'36.18"N Longitude: 71°27'11.70"W
11. Latitude: 41°50'34.15"N Longitude: 71°27'11.36"W
12. Latitude: 41°50'32.85"N Longitude: 71°27'17.09"W
13. Latitude: 41°50'29.93"N Longitude: 71°27'16.55"W
14. Latitude: 41°50'29.03"N Longitude: 71°27'33.32"W
15. Latitude: 41°50'34.21"N Longitude: 71°27'33.88"W
16. Latitude: 41°50'35.40"N Longitude: 71°27'31.88"W
17. Latitude: 41°50'36.04"N Longitude: 71°27'32.71"W
18. Latitude: 41°50'40.22"N Longitude: 71°27'33.36"W
19. Latitude: 41°50'41.59"N Longitude: 71°27'34.89"W

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SKETCH MAP
 State Home and School for Dependent and Neglected Children Historic District
 East Campus, Rhode Island College, 600 Mount Pleasant Avenue
 Providence, RI 02908



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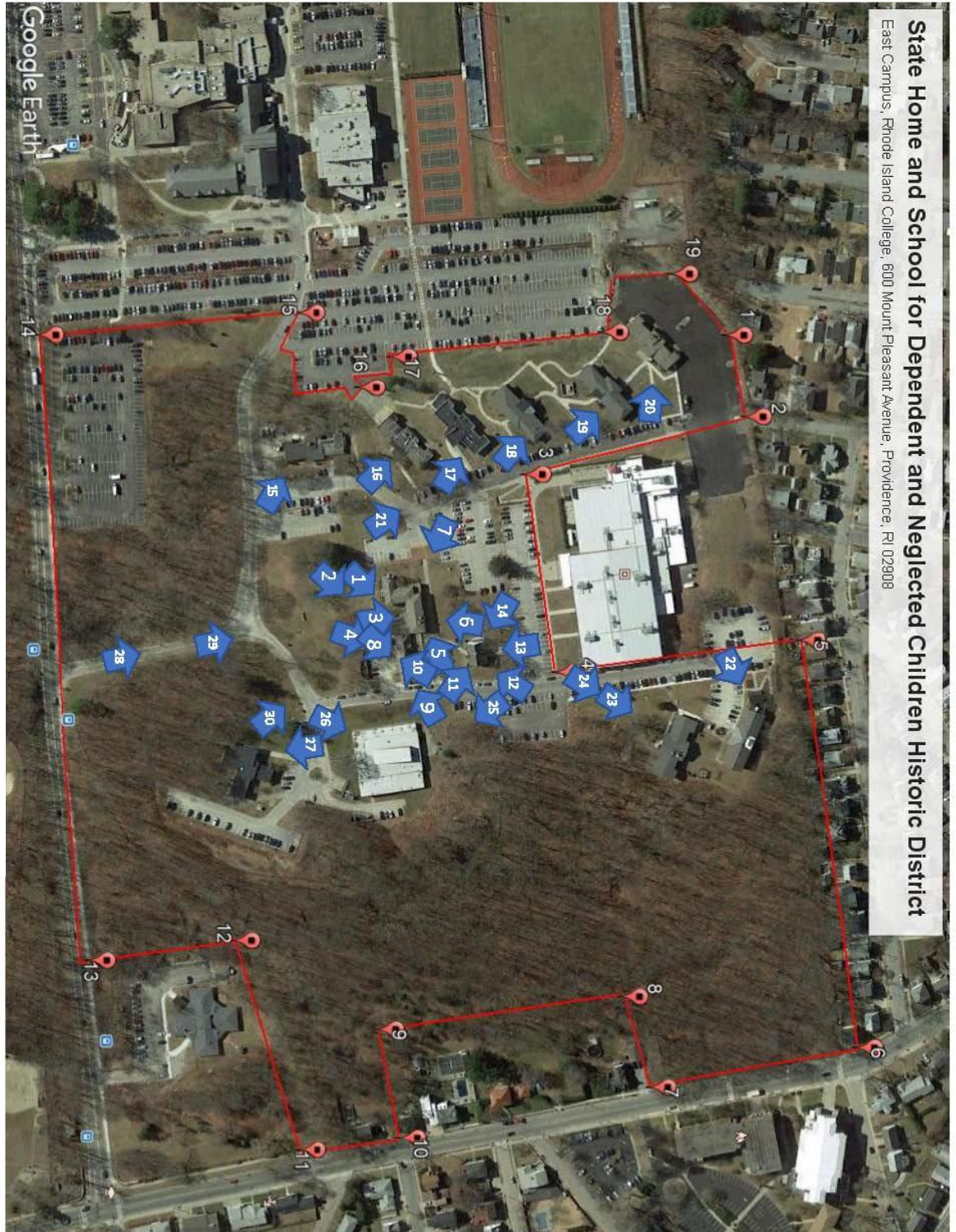


PHOTO KEY
State Home and School for Dependent and Neglected Children Historic District
East Campus, Rhode Island College, 600 Mount Pleasant Avenue
Providence, RI 02908

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Additional Information

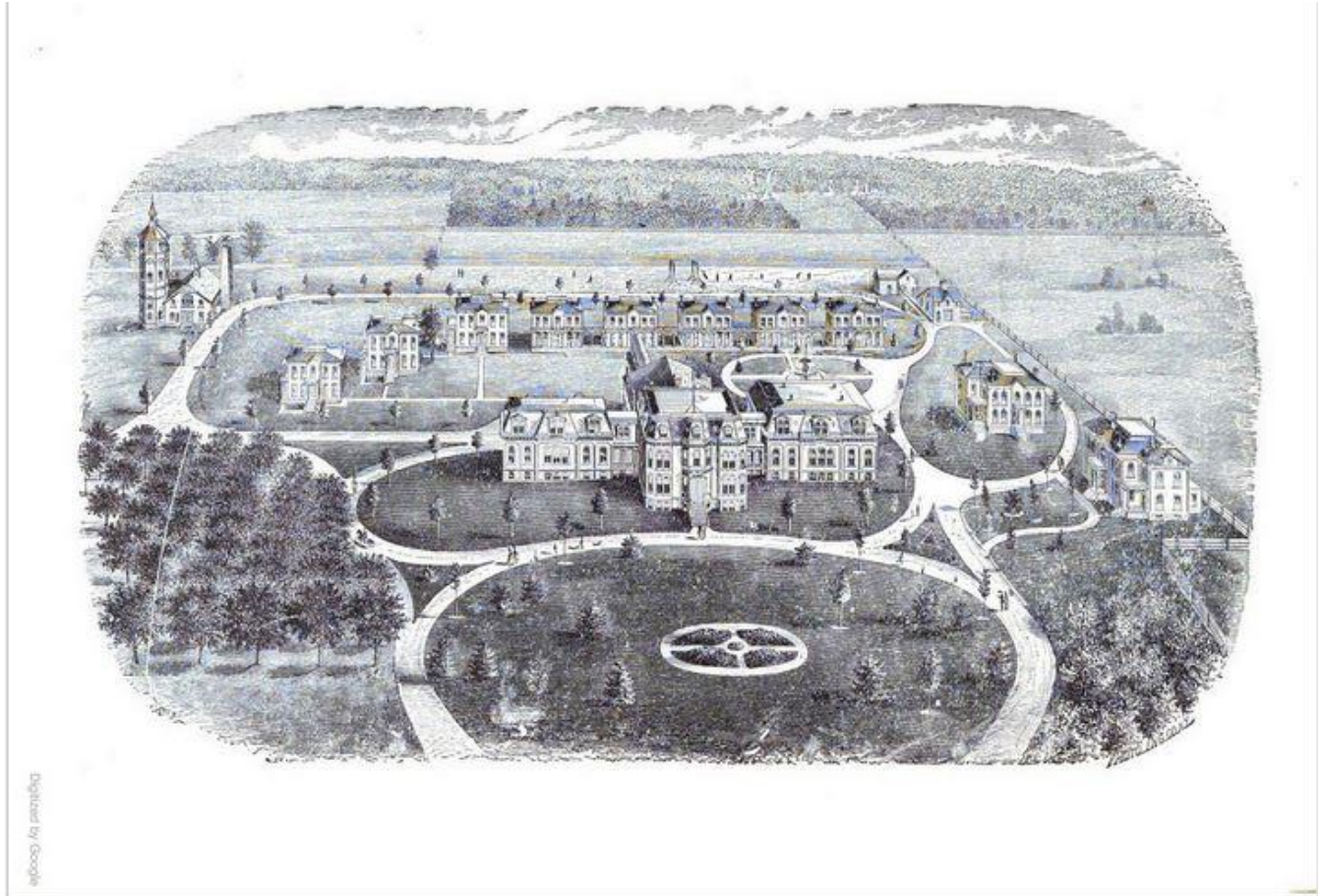


Figure 1 View of the campus of the Michigan State Public School (established 1874), which would become the national model for cottage plan state institutions and inform the State of Rhode Island's institutional planning from the 1880s to the mid-20th century.

Biennial Report of the Board of Control of the Michigan State Public School for Dependent and Ill-Treated Children for the Years Ending June 30, 1903 and June 30, 1904, with the Reports of the Treasurer, Superintendent, State Agent, and Physician. Lansing, MI: Wynkoop Hallenbeck Crawford Co., 1903.

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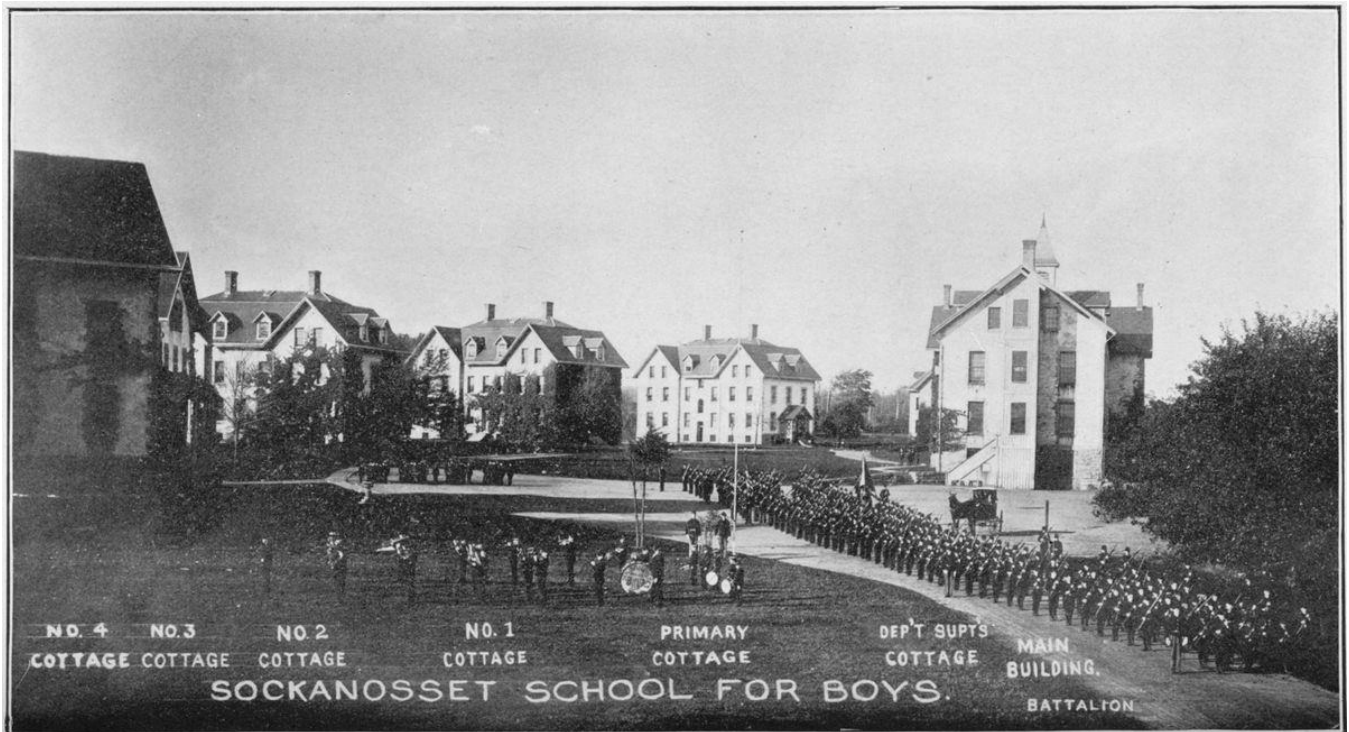


Figure 2 Undated view of the Sockanosset School for Boys, showing multi-story cottage dormitories, a superintendent's residence, and an administration building constructed in the cottage plan.

Rhode Island Department of State, Nellie M. Gorbea, Secretary of State. "View of the Sockanosset School for Boys."
<http://sos.ri.gov/virtualarchives/items/browse?tags=Sockanosset+School+for+Boys> (accessed November 27, 2018).

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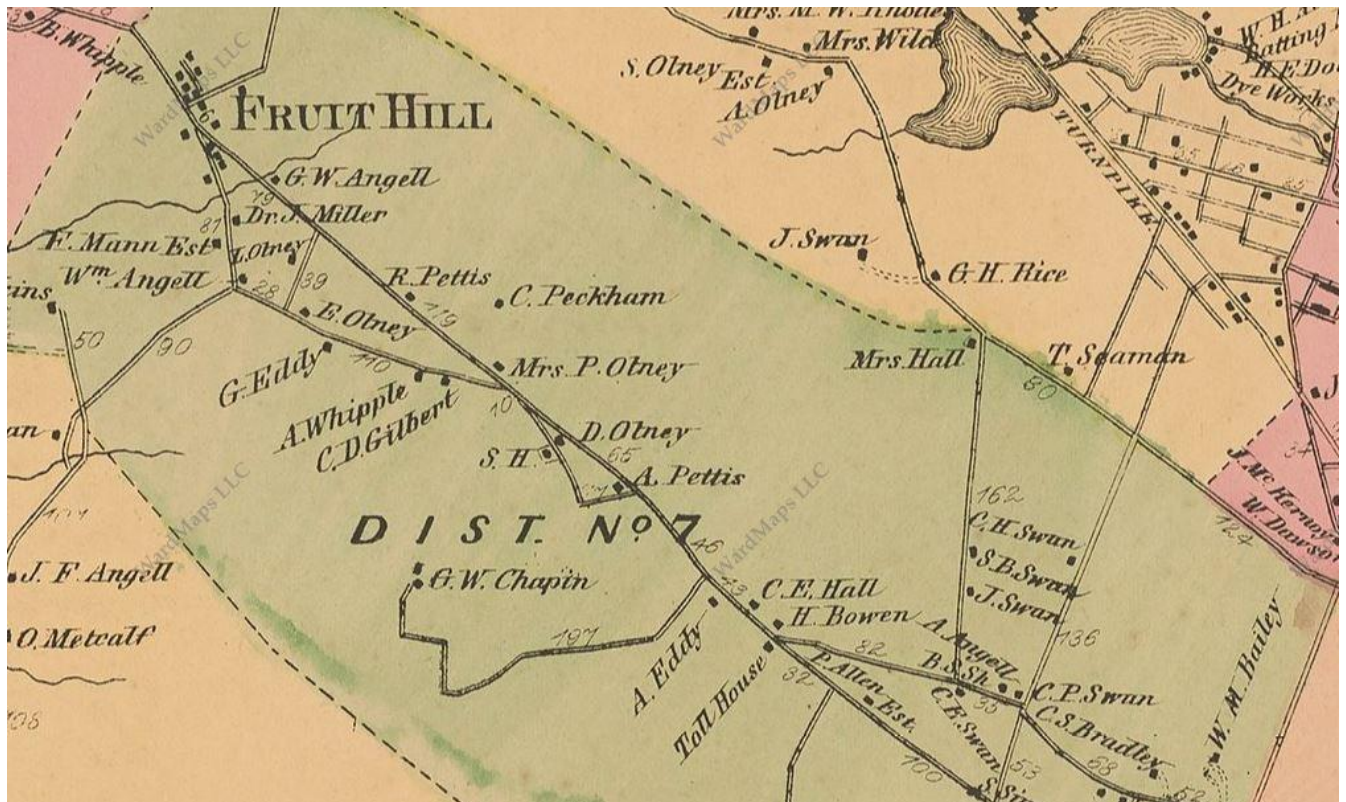


Figure 3 Beers, D. G. & Co., *Map of the State of Rhode Island and Providence Plantations*. Philadelphia, PA: D. G. Beers & Co., 1870.

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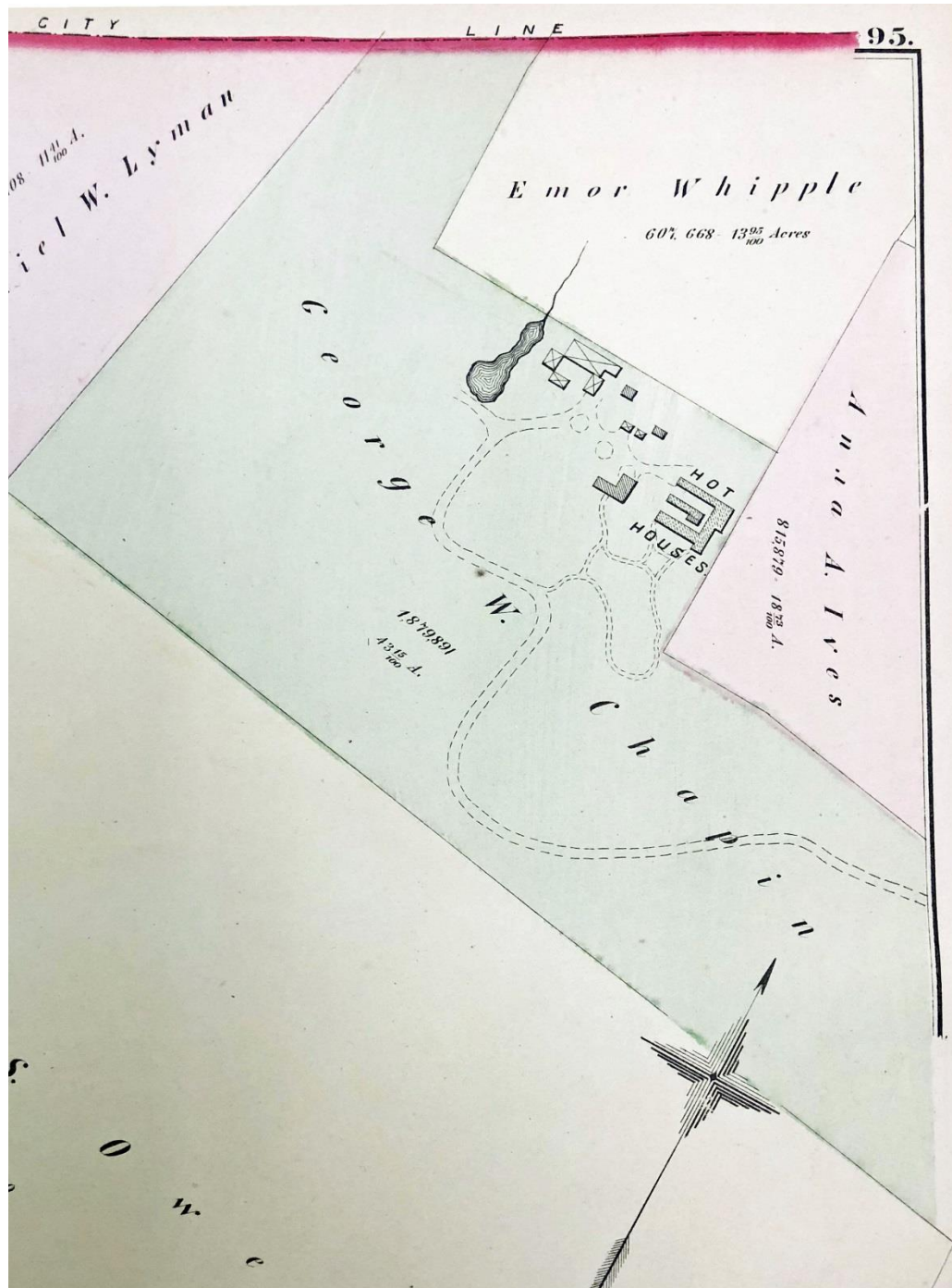


Figure 4 Hopkins, G. M. *Atlas of the City of Providence, R.I. and Environs*. Philadelphia, PA: G. M. Hopkins, 1882.

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Figure 5 The earliest known photograph (c. 1890) of the State Home and School for Dependent and Neglected Children property showing the George W. Chapin House (left) after its conversion to a superintendent's residence and the completion of a wing addition to house a dining room and multi-purpose space for children. Cottage C (1885), the first wood-frame cottage purpose-built for the State Home and School, is seen to the right. This image also displays pathways and road systems which partially survive today. The boulder in the foreground is extant and provides a placemaker for the property.

Photograph printed in Sandra L. Enos. "The Emergence of Child Welfare at the State Home and School, Rhode Island's Public Orphanage." *Rhode Island History*, Vol. 65, No. 3 (2007).

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Figure 6 Everts & Richards. *New Topographical Atlas of Surveys, Providence County, Rhode Island*. Philadelphia, PA: Everts & Richards, 1895.

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TWO OF THE BOYS' COTTAGES.

Figure 7 Photograph of Cottage D and Cottage E (not extant) included in 1898 annual report for the State Home and School.

Annual Report of the Board of Control of the State Home and School for Dependent Children. Providence, RI: E. L. Freeman & Sons, 1898.

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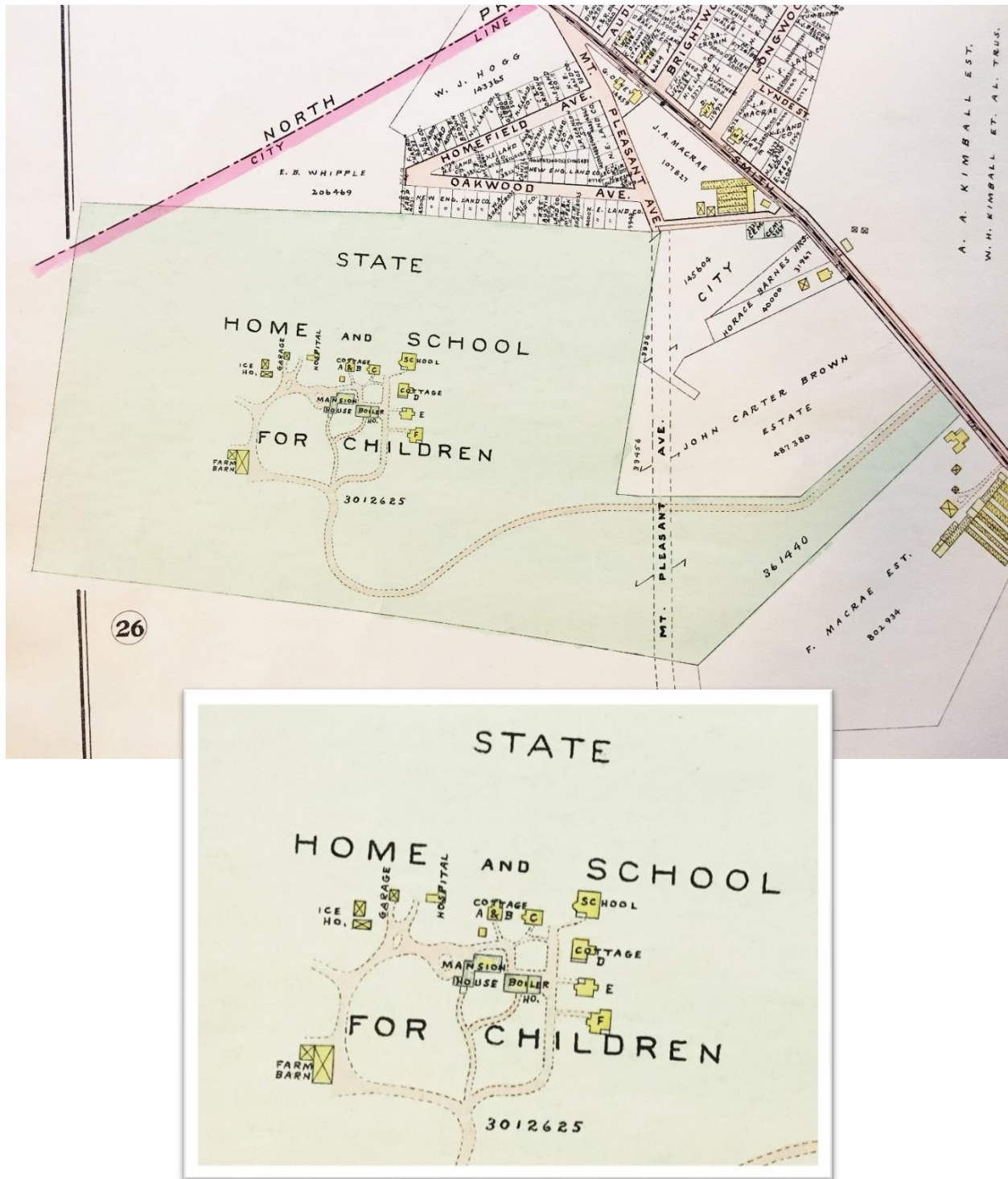
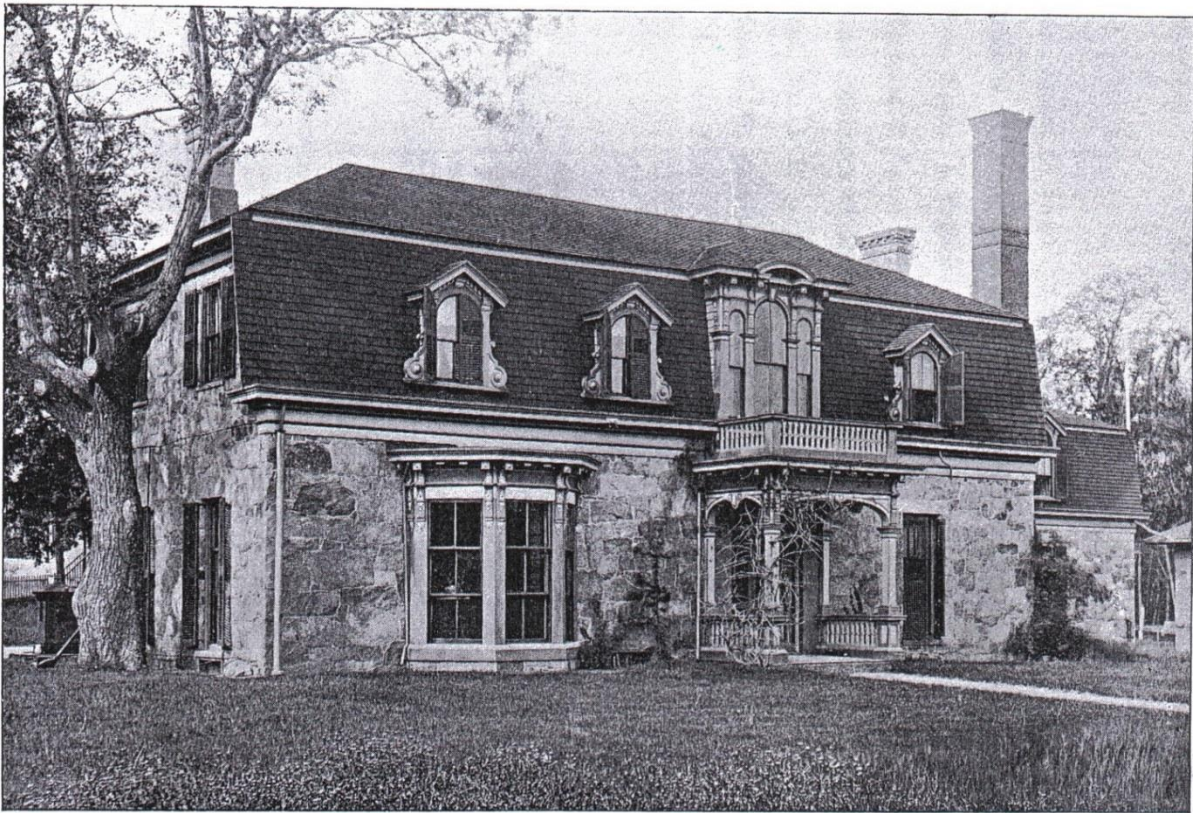


Figure 8 L. J. Richards & Co. *Atlas of the City of Providence, Rhode Island*. Springfield, MA: L. J. Richards & Co., 1908.

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SUPERINTENDENT'S HOUSE.

Figure 9 Photograph of the George W. Chapin House/Superintendent's Residence included in the 1900 annual report for the State Home and School.

Annual Report of the Board of Control of the State Home and School for Dependent Children. Providence, RI: E. L. Freeman & Sons, 1901.

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SCHOOL BUILDING: THREE SCHOOL ROOMS. AUDIENCE ROOM ON SECOND FLOOR

Figure 10 Photograph of the School (not extant) included in the 1898 annual report for the State Home and School.

Annual Report of the Board of Control of the State Home and School for Dependent Children. Providence, RI: E. L. Freeman & Sons, 1898.

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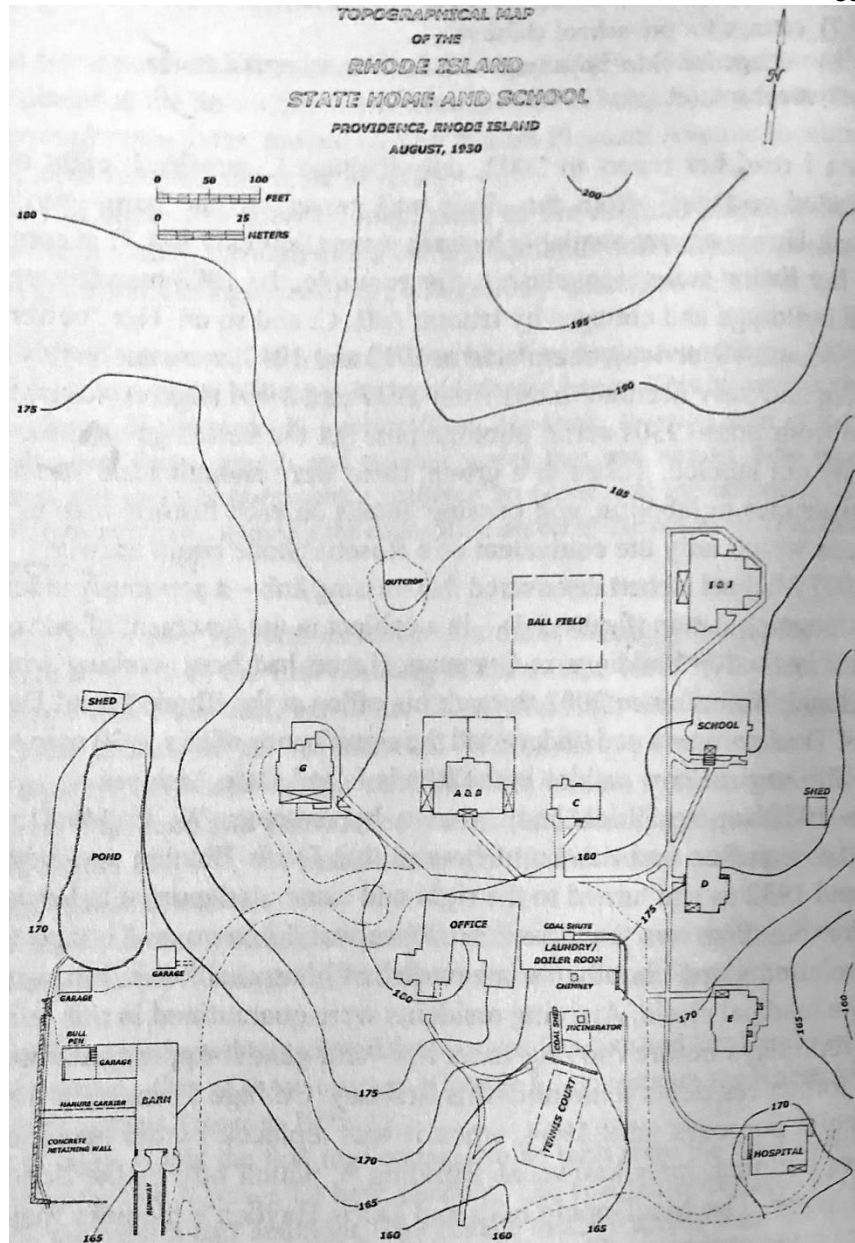


Figure 11 Topographical Map of the Rhode Island State Home and School, August 1930.

Reprinted in E. Pierre Morenon. *Rediscovering Lost Innocence: Archaeology at the State Home and School*. (Lanham, MD: Rowan & Littlefield, 2018).

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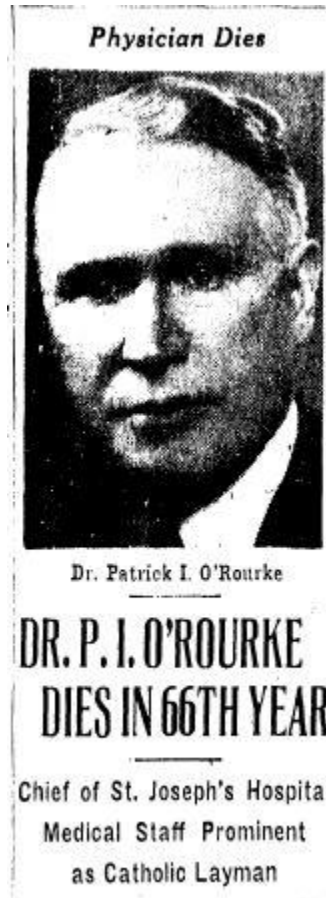


Figure 12 Providence physician Dr. Patrick I. O'Rourke (c. 1880-1946), after whom the institution was renamed in 1948.

"Dr. P. I. O'Rourke Dies in 66th Year." *The Providence Journal*, April 4, 1948.

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Figure 13 1951 aerial photograph showing property prior to construction of the Children's Center brick dormitories.

Rhode Island Aerial Photographs, 1939-2014.
<https://www.arcgis.com/home/item.html?id=1dcafa7631154874bf78b408351afb9e> (accessed November 27, 2018).

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Figure 14 1962 aerial photograph showing property with original wood-frame cottages coexisting with Children’s Center brick dormitories.

Rhode Island Aerial Photographs, 1939-2014.
<https://www.arcgis.com/home/item.html?id=1dcafa7631154874bf78b408351afb9e> (accessed November 27, 2018).

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Figure 15 1972 aerial photograph showing the property following the completion of the Children’s Center brick dormitories and Medical Services building. Note the Rhode Island College campus to the west, separated from the Children’s Center by the north-to-south Parking Lot B, which survives and serves as the western boundary of the dsitrit.

Rhode Island Aerial Photographs, 1939-2014.
<https://www.arcgis.com/home/item.html?id=1dcafa7631154874bf78b408351afb9e> (accessed November 27, 2018).