

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

1. Name of Property

historic name NORTH-WEST SCHOOL
other names/site number N/A

2. Location

street & number 1240 Albany Avenue ☐ not for publication
city or town Hartford ☐ vicinity
state Connecticut code CT county Hartford code 003 zip code 06112

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
☐ nationally ☐ statewide ☒ locally. (☐ See continuation sheet for additional comments.)


Signature of certifying official/Title

4-28-10
Date

CCT / SHPD
State or Federal agency and bureau

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

Signature of certifying official/Title

Date

State or Federal agency and bureau

4. National Park Service Certification

I hereby certify that the property is:

☐ entered in the National Register.

☐ See continuation sheet.

☐ determined eligible for the
National Register.

☐ See continuation sheet.

☐ determined not eligible for the
National Register.

☐ removed from the National
Register.

☐ other (explain): _____

Signature of the Keeper

Date of Action

North-West School
Name of Property

Hartford County, CT
County and State

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

Number of Resources within Property

(Do not include previously listed resources in the count)

Contributing

Noncontributing

1 0 buildings

0 0 sites

0 0 structures

0 0 objects

1 0 Total

Name of related multiple property listing

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

N/A

Number of contributing resources previously listed in the National Register

0

6. Function or Use

Historic Functions

(Enter categories from instructions)

EDUCATION: school

Current Functions

(Enter categories from instructions)

VACANT/NOT IN USE

7. Description

Architectural Classification

(Enter categories from instructions)

LATE VICTORIAN

Materials

foundation STONE

walls BRICK

roof STONE: slate

other

Narrative Description

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

North-West School
Name of Property

Hartford County, CT
County and State

8. Statement of Significance

Applicable National Register Criteria

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

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

Criteria Considerations

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

Property is:

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

Narrative Statement of Significance

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

Areas of Significance

(Enter categories from instructions)

EDUCATION

Period of Significance

1891 – ca. 1920

Significant Dates 1891

Significant Person

(Complete if Criterion B is marked above.)

N/A

Cultural Affiliation

N/A

Architect/Builder

Cook, Hapgood & Co., architects
Watson H. Bliss, contractor

9. Major Bibliographic References

Bibliography

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

Previous documentation on file (NPS):

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

Primary location of additional data:

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

Name of repository:

North-West School
Name of Property

Hartford County, CT
County and State

10. Geographical Data

Acreage of Property less than one acre

UTM References

(Place additional UTM references on a continuation sheet.)

1 18 691370 4628010
 Zone Easting Northing

2

3
 Zone Easting Northing

4
☒ See continuation sheet

Verbal Boundary Description

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

Boundary Justification

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

11. Form Prepared By

name/title Bruce Clouette, Ph.D., Historian

organization _____ date November 24, 2009

street & number 483 Woodland Road telephone 860-429-0046

city or town Storrs state CT zip code 06268

Additional Documentation

Submit the following items with the completed form:

Continuation Sheets

Maps

A **USGS map** (7.5 or 15 minute series) indicating the property's location.

A **Sketch map** for historic districts and properties having large acreage or numerous resources.

Photographs

Representative **black and white photographs** of the property.

Additional Items

(Check with SHPO or FPO for any additional items.)

Property Owner

(Complete this item at the request of SHPO or FPO.)

name City of Hartford, Connecticut

street & number 550 Main Street telephone (860) 522-4888

city or town Hartford state CT zip code 06103

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. 470 *et seq.*).

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

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National Register of Historic Places Continuation Sheet

North-West School
Hartford, Hartford County, CT

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Description:

Hartford's North-West School* is a 2 ½-story red-brick building built in 1891 as an addition to an earlier school on the property. The building is sited about 100 feet back from Albany Avenue (U. S. Route 44), a busy urban thoroughfare of small businesses, restaurants, churches, and institutional buildings. The school's immediate neighbors are a large 1998 building housing the Artists Collective, Inc., a performing and visual-arts cultural organization, and the Albany Branch of the Hartford Public Library; the latter, a one-story brick building built about 1950, partly obscures the front or south elevation of the North-West School. The school occupies part of a larger parcel, the address of which is 305 Greenfield Street, on which other public-school facilities are located, separated from the North-West School by a chain-link fence.

The front part of the school measures 64 feet by 33 feet in plan and is oriented with the ridge of its slate-covered gable roof parallel to Albany Avenue (Photographs 1 and 2). At the rear, the school is extended by a 60-feet-by-16-feet ell, the shallow-pitched gable roof of which is perpendicular to that of the front part (Photograph 3). The ell is original to the building and provides secondary entrances on the east and west sides and, inside, cloakrooms and stairways to the second story. A 20-feet-by-26-feet one-story portion further extends the school to the north; it was built in 1914 when the building was moved from its original location about 100 feet to the east during a school-expansion project (see Figure 7). A large brick chimney rises from the center of the front part, with a smaller exterior chimney where the rear ell and small one-story extension meet. Around the turn of the century, the roof had a metal ventilator in this location (see Figures 2 and 3); the present chimney probably dates from the time the building was shifted from its original location.

The main entrance (Photograph 4) is in the center of the broad-side south elevation and projects about one foot beyond the plane of the wall. The doorway is recessed within a wide brick arch that springs from brick pilasters with stone capitals. The arch is outlined by a stone drip molding. On either side of the arch, a header's-width of brickwork is stepped back to form a decorative recess. Above the arch is a stone tablet bearing the building's name. A prominent cornice embellished with large modillions completes the entry. The doorway's current doors are modern, and the sidelights and arched transom have been blocked up.

On either side of the entrance are three tall window openings. The current aluminum windows are replacements for the original four-over-four wooden sash (see Figures 1, 2 and 4). On the second story, a pair of similar aluminum windows is located above the entrance; originally this opening had a four-over-four window flanked by sidelights. Side elevations have three windows grouped together toward the front. Window openings have brownstone lintels and sills finished with a pattern of closely-spaced narrow vertical grooves. The building's wooden cornice, which consists of a

*The hyphenated form was chosen as the historic name because it appears in this form carved in stone above the school's main entrance. "North West" and "Northwest" were also common designations for both the school building and the school district.

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**North-West School
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stepped architrave, plain frieze, and cyma moldings, forms a full return across each gable end, defining the attic level as a tympanum, within which appears a single circular window.

The school rests on a high basement story built of random-ashlar, quarry-faced brownstone (Photograph 5). The stone in the top course of the foundation is finished like the window sills and lintels. Photographic evidence (see Figure 1) indicates that the original foundation materials were re-used when the building was shifted to the west in 1914. Six broad granite steps lead from grade up to the level of the front entrance.

The interior plan features a central front-to-back corridor, with a large classroom on either side; the second-floor west classroom has been partitioned for offices. The interior of the rear ell has two stairways leading to the second floor. Interior details include wide molded window and door surrounds, paneled oak doors, plaster walls and ceilings, and linoleum floors. Within the classrooms, the walls are painted-brick below a low chair rail and plaster above. An additional broad molding runs along the walls about halfway up (Photographs 6 and 7). The stairways feature a dado of narrow matched boards, slender round balusters, and cast-iron fluted newel posts (Photograph 8). Other notable interior details include white-marble steps and floor (Photograph 9) in the vestibule leading from the front doors to the level of the first-floor corridor, where the marble floor continues, and, on the second-floor landing, a large oak cabinet with glass-fronted shelves on top and drawers below, an early if not original furnishing.

The building was part of a large school complex that had grown to 50 classrooms by 1915 (see Figure 7). In 1978, instruction at the school was discontinued and all the buildings, with the exception of the nominated property, were demolished. The building remained in use as offices for some time thereafter.

The school appears to be in fair condition overall. Displaced bricks, missing mortar, and some exfoliation of the brownstone trim will need to be addressed to prevent further deterioration.

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North-West School
Hartford, Hartford County, CT

Figure 1: The “E Pluribus Unum Club” at North-West School, 1897, posed outside the east side of the school (Connecticut Historical Society).



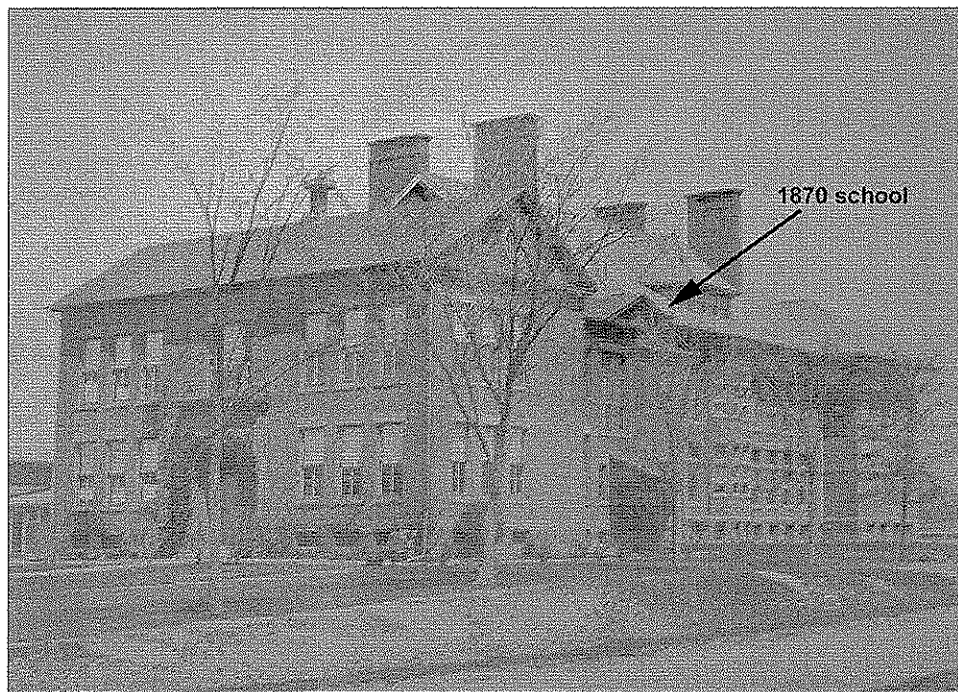
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North-West School
Hartford, Hartford County, CT

Figure 2: Photograph of North-West School, from the frontispiece of the 1900 Board of School Visitors report. An arrow has been added to indicate the original 1870 building that stood between the addition of 1891 (the present building) and the addition of 1899.



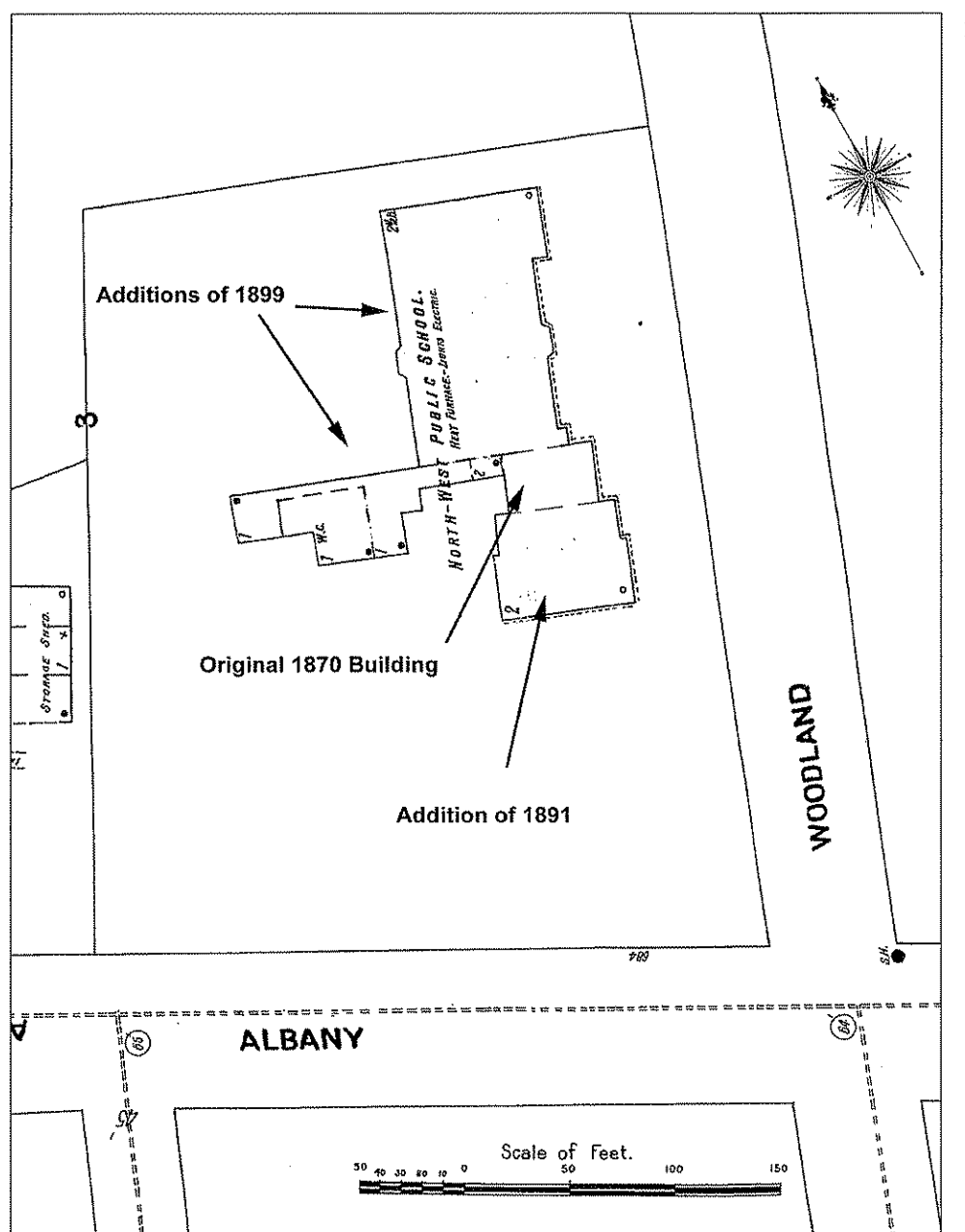
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North-West School
Hartford, Hartford County, CT

Figure 3: Sanborn insurance map, 1900, annotated to indicate the original 1870 school, the 1891 addition (the present building), and the 1899 additions.



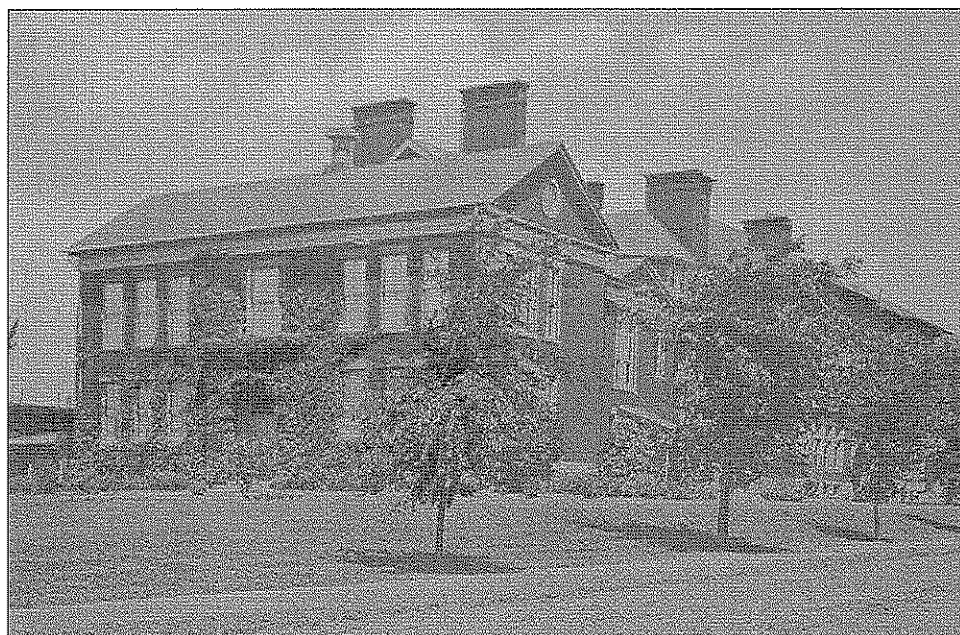
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North-West School
Hartford, Hartford County, CT

Figure 4: Postcard view of the North-West School, ca. 1905 (Connecticut State Library). The school is in its original location closer to the corner of Woodland Street and Albany Avenue. The 1899 addition is visible at the right.



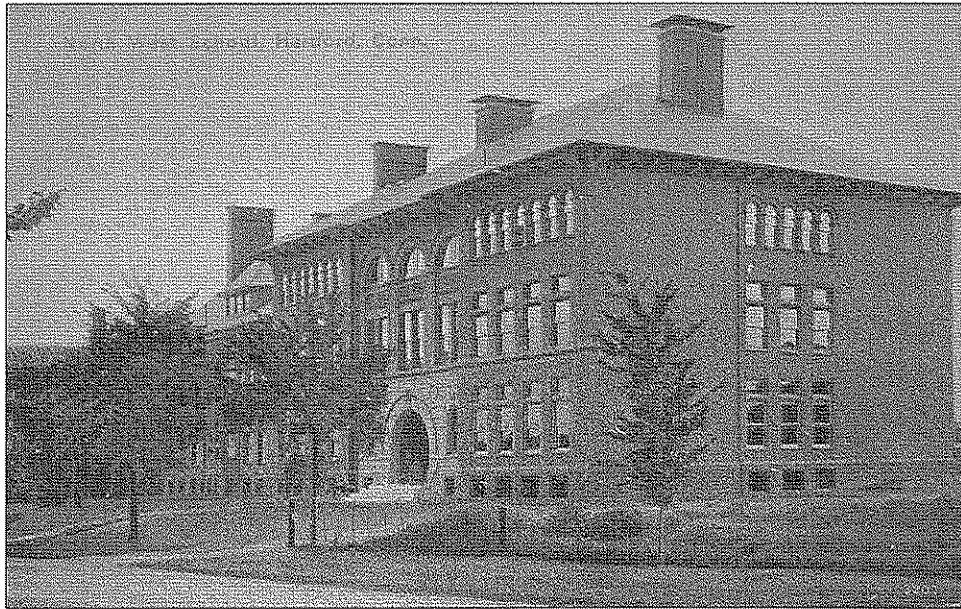
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North-West School
Hartford, Hartford County, CT

Figure 5: Postcard view, ca. 1910, showing the addition to the North-West School along Woodland Street built in 1906 (Connecticut State Library).



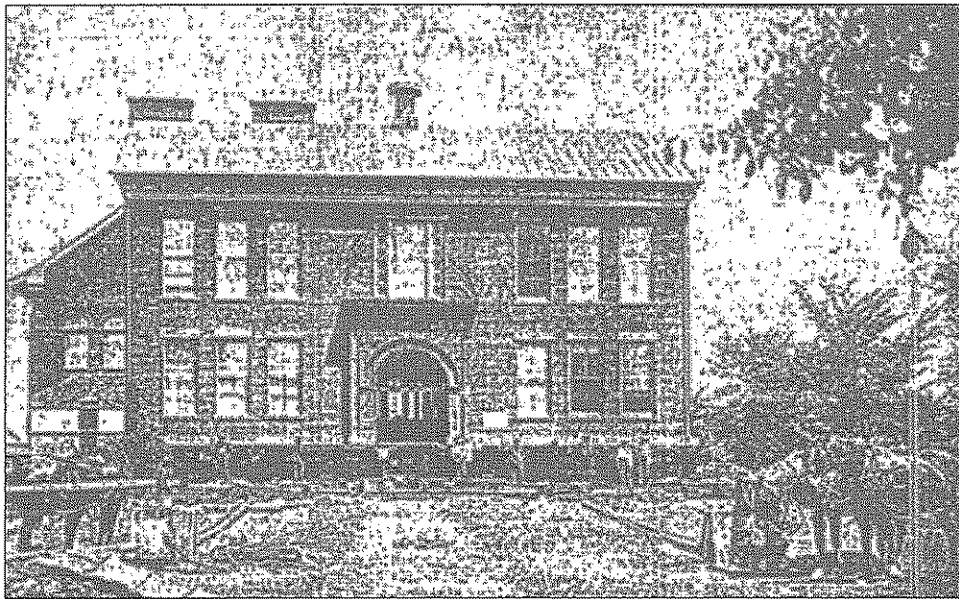
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North-West School
Hartford, Hartford County, CT

Figure 6: Photograph of North-West School jacked up and ready to be moved, August 1914. Scan from microfilm, *Hartford Courant*, August 2, 1914.



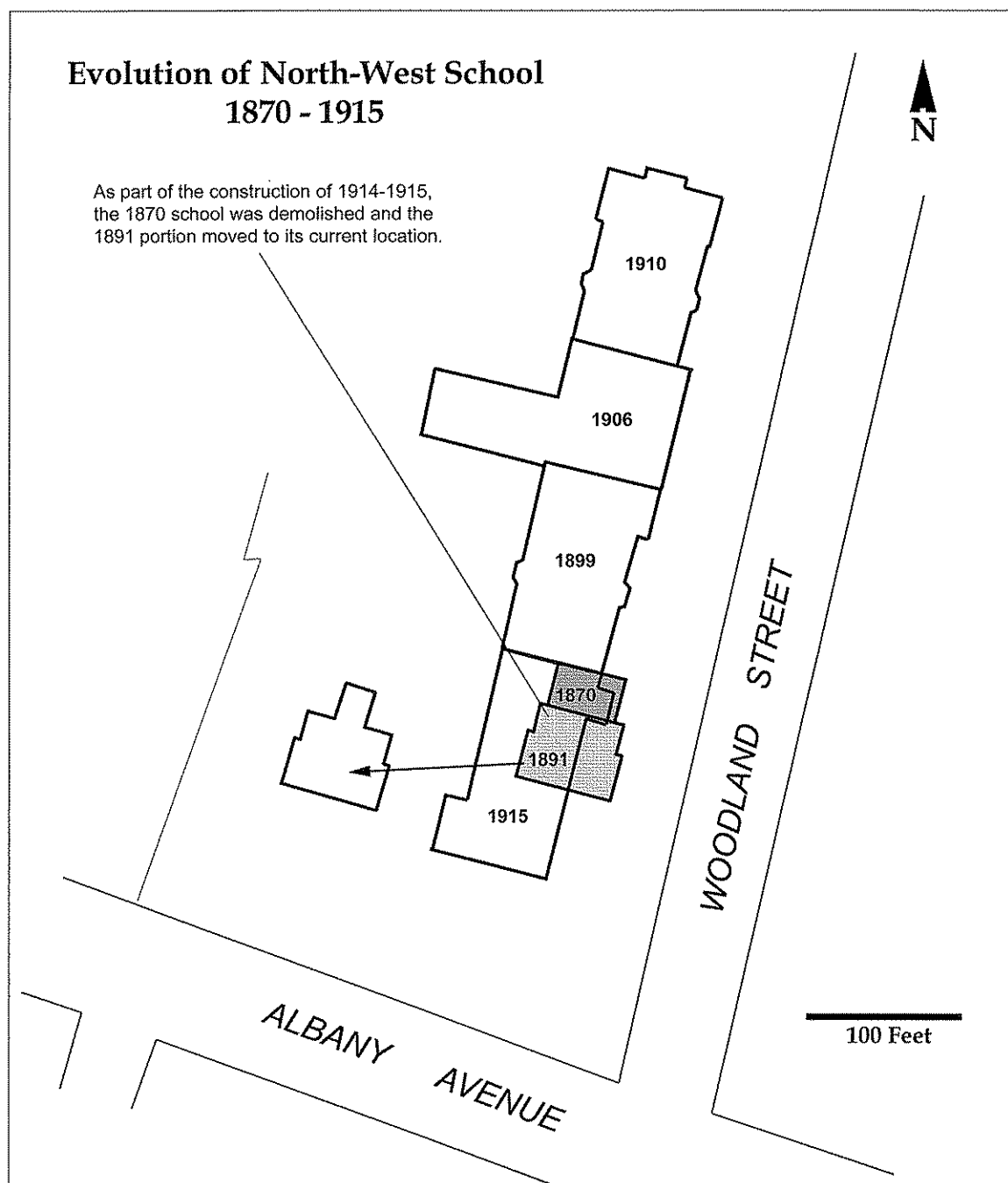
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North-West School
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Figure 7: Schematic showing the physical evolution of the North-West School buildings, 1870 to 1915. Minor appendages and outbuildings are not shown. All but the current building were demolished in 1978.



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North-West School
Hartford, Hartford County, CT

Statement of Significance:

Summary

The North-West School is significant for its association with a major theme in the history of education in Hartford: the constant effort on the part of local education officials to keep up with the city's growing population of school-age children (Criterion A). Beginning in the years immediately following the Civil War, Hartford undertook a school-construction program that replaced nearly all its pre-existing elementary schools. Not long after they were completed, however, the new schools themselves had become overcrowded, and substantial additions were built onto nearly every one in the 1880s and 1890s, in many cases increasing their capacity by a factor of three, four, or more. The process was repeated at intervals of only a few years through the World War I period. The North-West School's spacious classrooms, large windows, and masonry construction represent then up-to-date concepts of school architecture, and for this reason, the building is significant under Criterion C as an example of a particular type of construction.

The North-West School well illustrates the pattern. In 1870, a dilapidated one-room schoolhouse was replaced by a two-story, two-room brick building. In 1891, the present North-West School was added to the front of that building, increasing the number of classrooms from two to six and introducing up-to-date features that embodied the period's educational ideas about light, ventilation, and fire safety. Subsequent additions in 1899, 1906, 1910, and 1915 (see Figure 7) each substantially enlarged the school, until it was a complex of 50 classrooms serving nearly 2,000 students. World War I, immigration restriction, and economic uncertainties slowed Hartford's growth thereafter, and few additions to Hartford's school system were needed. The North-West School as expanded in 1915 operated until 1978, when new schools in the area opened and all but the present building were demolished. Today, the North-West School is one of the oldest surviving buildings from Hartford's school expansion efforts of the late 19th and early 20th centuries.

Historical Background

Hartford had both city and town governments at the time the 1891 North-West School was built. The city, governed by a mayor, board of aldermen and city council, had jurisdiction over the most densely populated, built-up portions of the town, where it provided paved streets, sidewalks, police and fire protection, courts, and other municipal services. Education and most social-welfare functions remained the responsibility of the Town of Hartford, which like other Connecticut towns was governed by selectmen and the town meeting. Hartford was divided into school districts, with the schools in each district supervised by an independent school committee. The schools were funded by in part by the Connecticut School Fund and in part by taxes on real and personal property raised on a district-by-district basis. Some districts were more prosperous than others, and as a result, the tax rate varied considerably among districts. Overseeing all the schools was a town-wide Board of School Visitors, which reported on the condition of the schools and made recommendations

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North-West School
Hartford, Hartford County, CT

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to the individual school committees. Although the boundaries of the City and Town of Hartford were made co-terminus and the governments consolidated in 1896, the district-school system of education persisted well into the 20th century.

The North-West School District served the northwest corner of Hartford, abutting the towns of West Hartford and Bloomfield. Until the end of the 19th century, the area lay well outside the city center and was relatively sparsely built up, though it was undoubtedly obvious to everyone that the city's explosive population growth would eventually affect every corner of the town. The population of Hartford (city) was 13,555 in 1850, more than doubling to 29,152 in 1860, and nearly tripling by the following census in 1870, when it reached 37,543. The city's growth occurred as a result of both foreign immigration, particularly from Ireland and Germany, and from people moving from the rural countryside to the city, including a small but steady stream of African Americans from southern states. The attraction of Hartford was a vibrant economy with major manufacturers in the firearms, machine-tool, leather-goods, and foundry industries, as well as numerous banks, insurance companies, and publishers. The city's retail and wholesale commercial sectors were buoyed by its location at the head of navigation on the Connecticut River and by its status as a junction of several railroad lines. Construction alone employed hundreds of workers, laying out new streets and building tenements and business blocks. Hartford's cultural, educational, and humanitarian institutions served not only city residents but people from the entire state and beyond. These included the Wadsworth Athenaeum art museum and library, Trinity College, the Hartford Theological Seminary, Hartford Hospital, the Connecticut Retreat for the Insane, and the American Asylum for the Deaf and Dumb.

Yet because of the district-school system dating back to the Colonial period, Hartford's schools had not kept pace with its reputation as one of the most beautiful, cultured, and progressive places in America. Of the many aging, cramped, poorly maintained district schoolhouses, that of the North-West District was the worst. Year after year, the Board of School Visitors lamented the condition of the district's schoolhouse, which stood nearby on the south side of Albany Avenue, and threatened to withhold state funds if it was not replaced. The Board's displeasure is evident in its report of 1869:

The North West District School House and surroundings have long been an opprobrium to its resident population. The school house . . . is a shabby and almost worthless structure, and by a recent change in the avenue is literally within two feet of the curbing of the road-way and consequently in the midst of the dust, mud and noise of this thoroughfare, and hence less suited for school purposes than ever before.

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North-West School
Hartford, Hartford County, CT

Fifty-five children belonging in this district drew money from the School Fund within the last six months, while its wealthy tax payers are living contentedly, year after year, with scarcely an apology for a school house to save their children from ignorance and the risks of returning barbarism. We know there is a deep feeling of discontent prevailing in the district, and are quite certain that the present state of things will not long be permitted to continue (Board of School Visitors, Annual Report, 1869).

Finally, in 1870, the district was able to agree upon a course of action. A spacious parcel was purchased on the north side of Albany Avenue and a large new building, two stories tall with a spacious classroom on each level, was erected well back from the street. It cost \$10,000, a substantial sum for that time. At last, the Board of School Visitors was satisfied: "We think this building fully meets the present needs of the District and will for some time to come (*Annual Report*, 1872).

When the new building opened, only one of the two classrooms was occupied, but soon the growing school-age population in this part of town filled up the other room as well, and by 1890 the two-room school could no longer serve the district's needs. That year, the school registered 188 children but had seats for only 105. Moreover, the North-West district had become one of the fastest growing in Hartford. Several new industries had located along the Central New England & Western Railroad line in the southern end of the district, adding to the existing pressure for residential expansion beyond the city's crowded core. Albany Avenue was in the process of becoming a densely-built area of two- and three-family houses. The population of the city as a whole surpassed 50,000 in 1890, more than half of whom were either foreign-born or children of foreign-born parents. New sources of immigration developed—Italy, Poland, and the Pale of Eastern Europe—and as the years went by, nearly every corner of the city experienced growing ethnic diversity.

In 1891, the district voted to construct an addition that would provide the school with four more classrooms, increasing its capacity to 250. Because the 1870 school had been constructed near the rear of its lot, the new school was appended to its south elevation, facing Albany Avenue and providing the expanded school with a new main entrance. The building's large classrooms incorporated the latest thinking with regard to light and ventilation and allowed the student body to be partly separated into grades (some classrooms must have still had two grades). The district received the compliments of the Board of School Visitors for its efforts:

The Northwest District has erected a fine addition to its house, which will give opportunity for more satisfactory grading of the school, thus bringing it into greater harmony with our school system and giving better school facilities to that part of town (Annual Report, 1891).

Yet despite a substantial expenditure of public funds (\$16,000), the district was faced with the same problem just a few years later. In response, the district purchased more property to the north and

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**North-West School
Hartford, Hartford County, CT**

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west and drew up plans to expand the school progressively as the enrollment rose. The next addition, in 1899, cost \$50,000 and added eight more classrooms (see Figure 5), increasing the school's capacity to 700 students. Another eight rooms were added in 1906 and twelve more in 1910. Still the enrollment increased, reaching nearly 1,400 in 1914. That year and the following, the final expansion took place, creating 17 new classrooms, including a special separate wing for six kindergarten rooms, at the southern end of the complex. The 1870 school, which had lower ceilings and smaller windows, was demolished to make way for the new construction. The 1891 portion (the nominated property), however, was too recently-constructed to waste, so the project moved the building a short distance westward, with it ending up about 40 feet from the rest of the expanded school. The relocated building was used to accommodate the second-grade classes. This arrangement allowed the kindergartners on the first floor of the new south addition, the first-graders on the second floor, and the second-graders in the 1891 school to be segregated from the older children in the rest of the complex, with access to separate playgrounds.

Moving the 1891 school was a major undertaking that was said to have been the largest relocation to date of a brick building in New England. Hundred of jack-screws, cross-beams, cables, and pulleys were employed. Hartford mason Richard Johnson was the contractor for rebuilding the school's foundation in the new location, and the move was undertaken by Matthew T. Brazel of Brazel Brothers, Inc., a local firm specializing in moving buildings. The major part of the work was the preparation. The move itself was accomplished in a short time with just four horses. None of the plaster or marble cracked, and all the doors were found to swing freely. The clocks were not even removed from the walls.¹

Architectural Qualities

The North-West School is an eclectic combination of elements reflecting both the Greek Revival and later Victorian styles. The Classical cornice was probably intended to complement that of the 1870 two-room school that remained in service at the rear of the building. Although the pedimented end gable of the older portion does not appear to have had one (see Figure 2), circular attic-story windows appear in photographs of other Hartford schools from the late 1860s and early 1870s, so this feature may be a reference to the older style as well. The Classical theme was furthered by the fluted stairway newels and the cornice over the main entrance, the Romanesque arch of which made for an impressive façade.² These details, along with the use of expensive materials—marble and granite steps, tooled stone trim—suggest a concern for creating a substantial building that would symbolize a serious commitment to education.

¹"Four Horses Move 800-Ton Building, *Hartford Courant*, August 2, 1914.

²The students used the entrances at the rear of the school, boys on one side and girls on the other, that led to their respective stairways.

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North-West School
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It appears that the first plans for the school had even more extensive architectural detailing. The round-arched entry was to be set within a pedimented pavilion carried on six pilasters, and an octagonal cupola was to provide ventilation. Financial considerations prevented the full implementation of the concept. As the *Hartford Courant* commented in reporting on the final design,

Although on account of the appropriation (\$16,000) elaborate ornamentation is not possible, still the building is well-adapted to the intended use and will, when finished, be a credit to the district (May 18, 1891).

In any case, the building's chief architectural significance lies not in its style, details, or artistic composition, but rather in how its physical aspects fulfilled the educational expectations of the period. Brick construction, advocated by school reformers such as Hartford's Henry Barnard since the 1830s, offered greater safety for its occupants in case of fire, and not incidentally, promised resistance to the decay that had characterized the wood schoolhouses of an earlier age. The building's large classrooms were spacious by comparison to those of earlier schools, especially considering that a single teacher was expected to instruct fifty or more pupils in one room. The numerous large windows on two of the four walls provided plenty of light and, in combination with the transoms over the classroom doors and rooftop ventilation, fresh air and good circulation. Finally, the provision of four more classrooms allowed the district to divide its students into separate grades. Graded classes were a departure from the 6-to-16-year-olds classrooms traditionally maintained by district schools and a major element of school reform in the 19th century.

The North-West School of 1891 was designed by the prolific Hartford firm of Cook, Hapgood & Company, a partnership of Charles C. Cook (1857-1940), Edward T. Hapgood (1866-1915), and Melvin H. Hapgood (1860-1899). Cook, Hapgood & Company both designed buildings and sometimes also undertook their construction. At the same time the North-West School was going up, the firm was working on Hartford's Second North District School, a third school in Simsbury, Connecticut, two factories, a brick commercial block, a railroad office building, a home for indigent women, 12 houses, and an addition to Hartford Hospital, not to mention alterations and additions. Surviving examples of Cook, Hapgood & Company's work suggest a decidedly eclectic approach that combined Romanesque arches with elements from other styles such as Classical cornices and Palladian windows.³

³ "Building in Hartford—Another Great Year for New Structures," *Hartford Courant*, March 18, 1891. For additional information on the Hapgoods, see Gregory E. Andrews and David F. Ransom, *Structures and Styles: Guided Tours of Hartford Architecture* (Hartford: Connecticut Historical Society, 1988), 239-240.

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North-West School
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In 1893, the Hapgoods, who were cousins, withdrew to form Hapgood & Hapgood. In addition to serving as architects for a kindergarten for the West Middle School District in 1894, extensions that tripled the size of the Lawrence Street School in 1895, and the 1899 expansion of the North-West School (Figure 2, right), Hapgood & Hapgood enjoyed considerable success designing large houses for clients from the well-to-do neighborhoods of the west end of Hartford. Edward T. Hapgood continued the business after the death of Melvin Hapgood at age 39 in 1899. He was the local associate of Donn Barber in two of Hartford's most notable early 20th-century buildings, the Traveler's Tower (1906) and the Connecticut State Library and Supreme Court Building (1910).

The contractor for the North-West School's 1891 addition, Watson H. Bliss, was a busy Hartford builder, real-estate developer, and landlord; he also operated his own lumber yard, kiln, and steam-powered millwork factory. Among the large works he is known to have built are the granite G.A.R. Memorial Hall, still standing in Windsor Locks, and a hydroelectric plant on the Farmington River.

Today, North-West School is one of relatively few surviving buildings from Hartford's school-expansion efforts of the late 19th and early 20th centuries, and it is the second-oldest intact building. The oldest part of the Wethersfield Avenue School (Dwight School) dates from 1883, the former Washington Street School at the corner of New Britain Avenue has a portion dating from 1895, and the Noah Webster School at the corner of Whitney and Cone streets and the Wilson Street School date from 1900 and 1902, respectively. The Second North District School (Henry Barnard School) was built in 1891, the same year as the North-West School, with which it shares some common architectural details (both were designed by the same architectural firm). However, at this time that school is a roofless shell with only three walls standing.

Criteria Consideration B

Ordinarily, buildings "that have been moved from their original location" are not considered eligible for the National Register. The North-West School was moved about 100 feet westward on the property in 1914 as part of a school-expansion project, but that move is not substantial enough to categorize the building as having been "moved from [its] original location," and so Criteria Consideration B need not be invoked. This relatively insignificant shift maintained the building's integrity of location at the center of the former North-West School District, as well as its orientation and general setback vis-à-vis Albany Avenue. The relocation was also directly related to an aspect of its historical significance, the necessity to constantly expand the city's schools, and it occurred within the period of significance. The 1914 shift affirmed the building's value to the district. Although then almost 25 years old, the building's spacious and well-lighted classrooms justified the expense of moving the structure, rebuilding the chimney, and re-roofing it with slates.

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Verbal Boundary Description:

The North-West School occupies a portion of the large public-school parcel known as 305 Greenfield Street. Beginning at the southeast corner of the property of the Hartford Public Library, Albany Branch (1250 Albany Avenue), the boundary of the nominated property runs in an east-southeasterly direction along Albany Avenue to the western line of the Artists Collective, Inc. (1200 Albany Avenue). It then turns and follows the dividing line between the school property and 1200 Albany Avenue first north-northeasterly to a corner, then west-northwesterly to another corner. The boundary then continues in a straight line to the fence between the part of the parcel on which the North-West School is situated and a parking lot. It follows the fence in a generally west-southwest direction to the northwest corner of the library property at 1250 Albany Avenue, then runs along that lot's property lines east-southeasterly and south-southwesterly to the first point.

Boundary Justification:

The property's boundary includes the school and the lawn along Albany Avenue in front of the school. A perimeter around the sides and rear of the school excludes the parking areas to the west and north, the modern Artists Collective building to the east, and the branch library to the southwest. Although the parcel that historically was associated with the school was larger, the modern uses that now occupy the excluded part of that parcel do not add to the visual qualities of the school's setting.

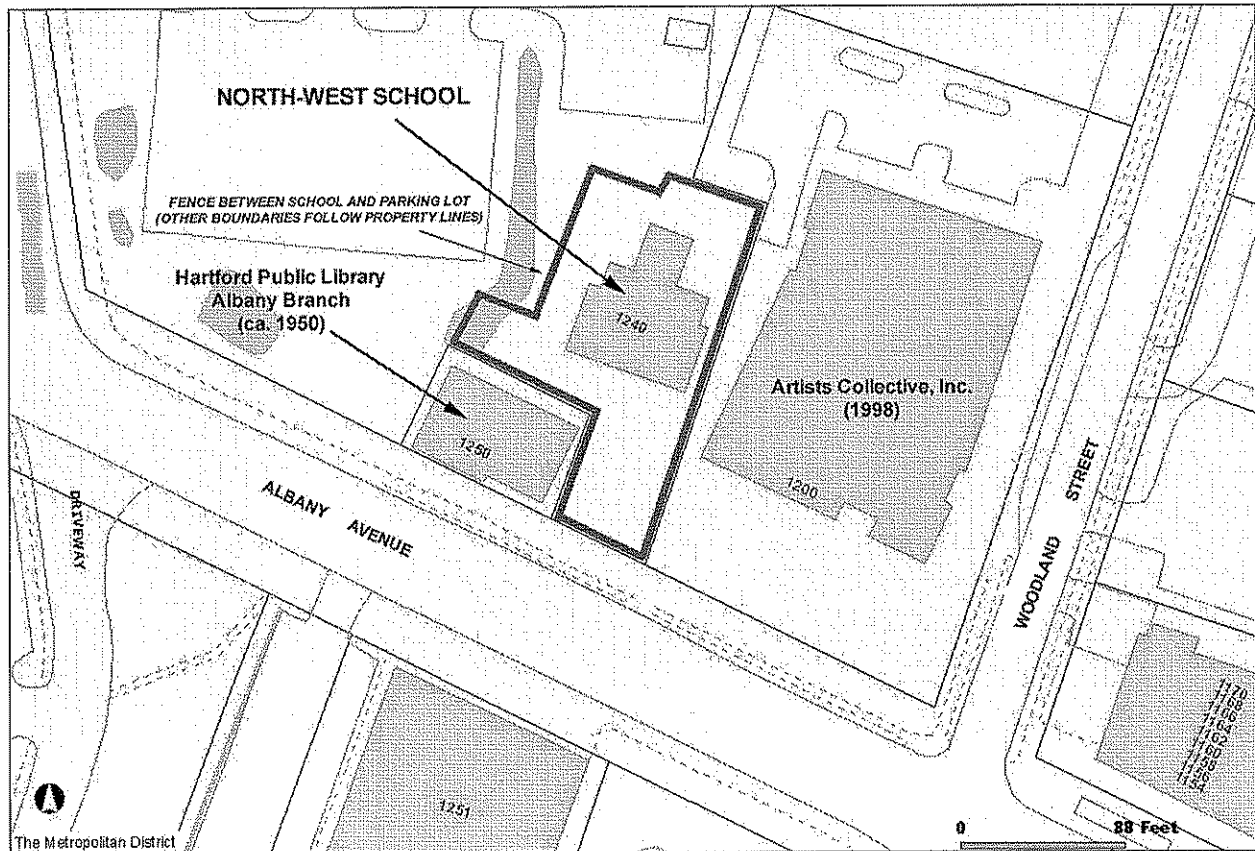
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Map Showing Boundary:



(Adapted from the Metropolitan District Commission GIS online database, 2009).

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Location of property shown on U.S.G.S. Hartford North Quadrangle, Scale 1:24000.



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All Photographs:

1. North-West School
2. Hartford, Hartford County, CT
3. B. Clouette photograph
4. October 2009
5. Digital photographs (.tifs) submitted to NPS

Captions:

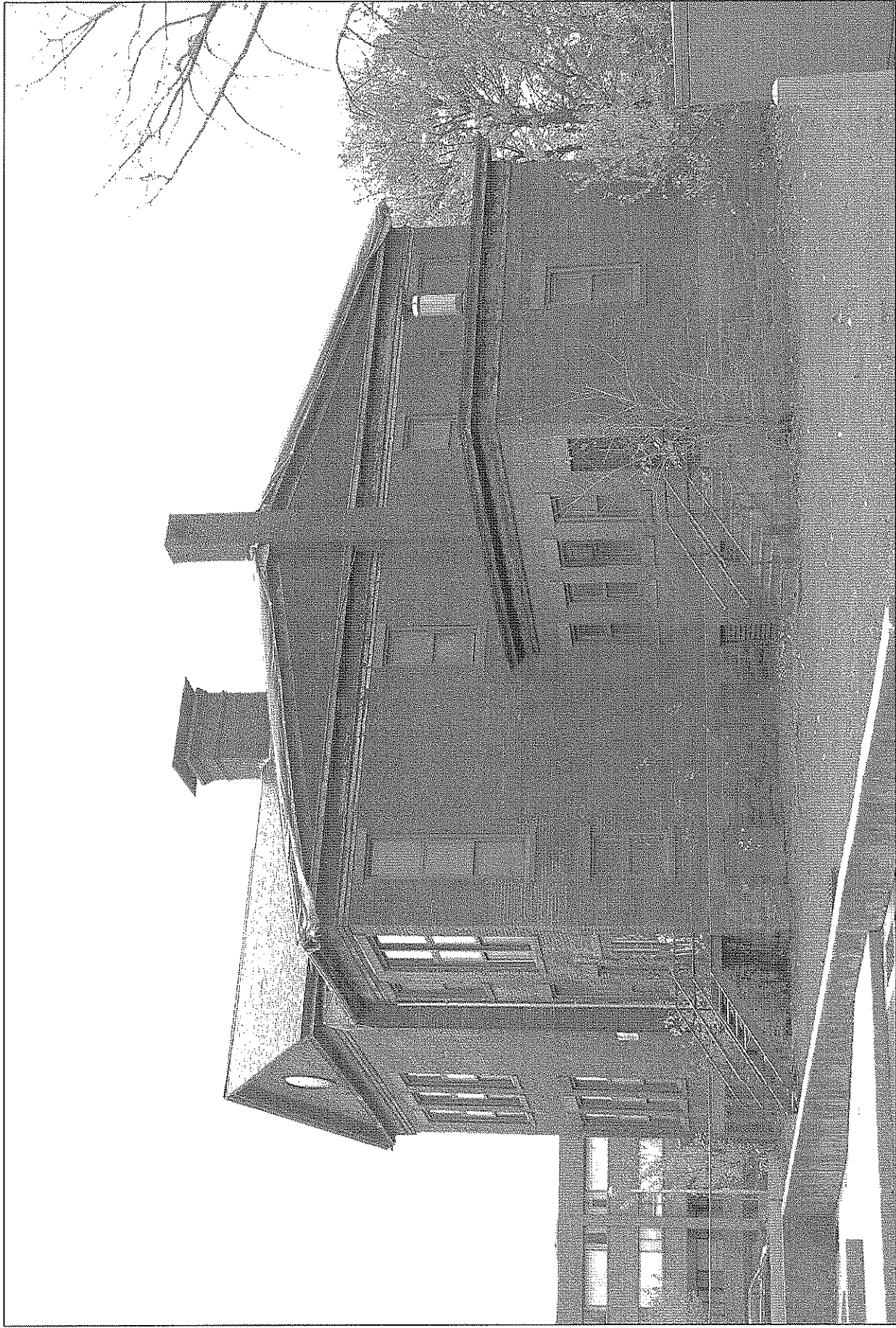
1. South elevation facing Albany Avenue, camera facing north.
2. West and south elevations, camera facing northeast.
3. Rear (north) elevation, camera facing southwest.
4. Detail of main entry, south elevation, camera facing north.
5. Masonry details, south elevation, camera facing northwest.
6. Interior, second-floor east classroom, camera facing northeast.
7. Interior, second-floor east classroom, camera facing southeast.
8. Interior, detail of east stairway, camera facing southeast.
9. Interior, detail of white-marble steps inside front entrance, camera facing east.
10. Interior, cabinet along north wall, second-floor, camera facing north.



Photograph 1: South elevation facing Albany Avenue, camera facing north.



Photograph 2: West and south elevations, camera facing northeast.



Photograph 3: Rear (north) elevation, camera facing southwest.



Photograph 4: Detail of main entry, south elevation, camera facing north.



Photograph 5: Masonry details, south elevation, camera facing northwest.



Photograph 6: Interior, second-floor east classroom, camera facing northeast.



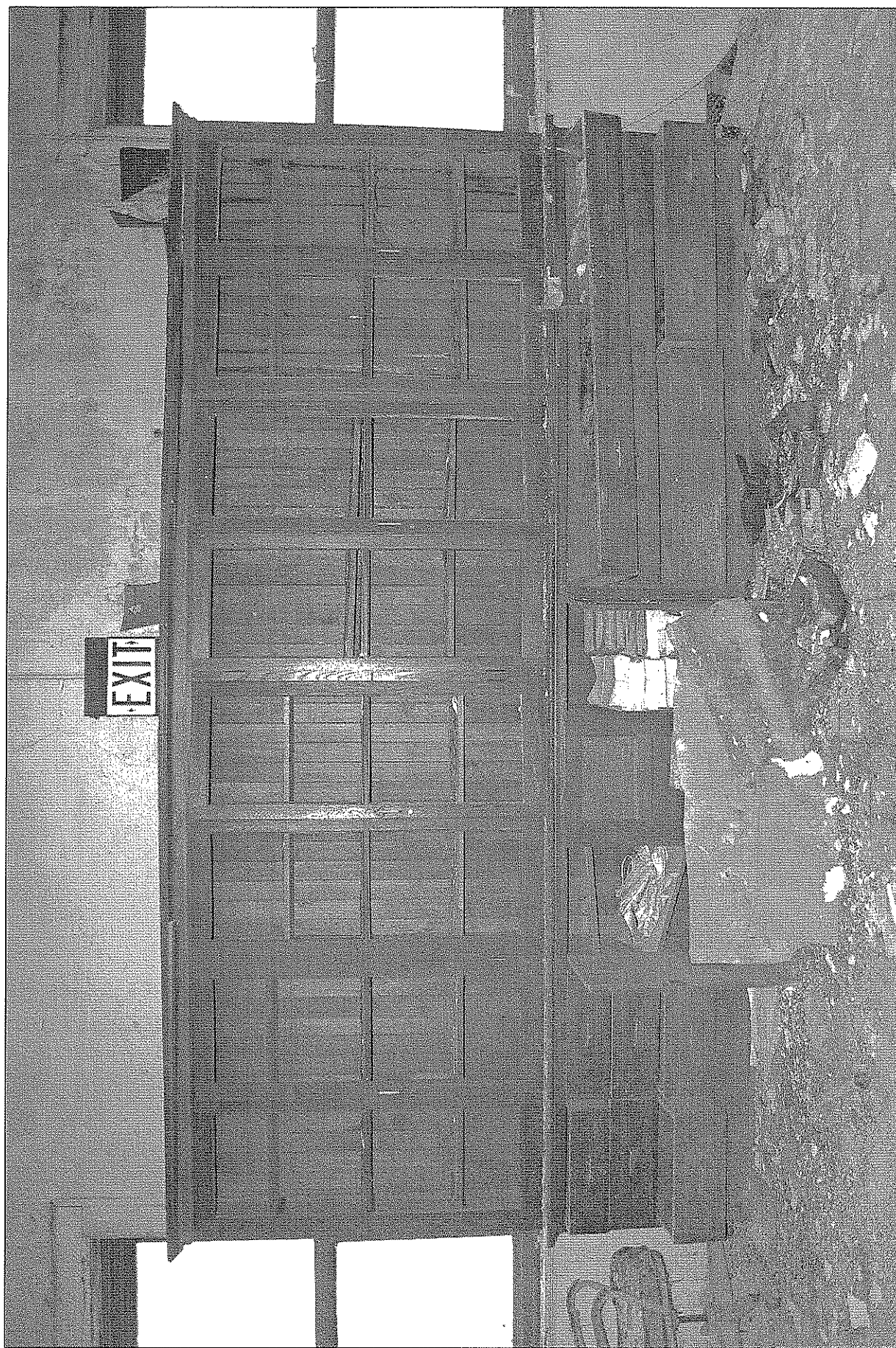
Photograph 7: Interior, second-floor east classroom, camera facing southeast.



Photograph 8: Interior, detail of east stairway, camera facing southeast.



Photograph 9: Interior, detail of white-marble steps inside front entrance, camera facing east.



Photograph 10: Interior, cabinet along north wall, second-floor, camera facing north.