

United States Department of the Interior
National Park Service

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National Register of Historic Places
Inventory—Nomination Form

received APR 25 1986

date entered MAY 22 1985

See instructions in *How to Complete National Register Forms*
Type all entries—complete applicable sections

1. Name

historic Northern Arizona Normal School Historic District

and/or common Northern Arizona University

2. Location

street & number Northern Arizona University

N/A not for publication

city, town Flagstaff

N/A vicinity of

state Arizona

code 04

county Coconino

code 005

3. Classification

Category	Ownership	Status	Present Use
<input checked="" type="checkbox"/> district	<input checked="" type="checkbox"/> public	<input checked="" type="checkbox"/> occupied	<input type="checkbox"/> agriculture
<input type="checkbox"/> building(s)	<input type="checkbox"/> private	<input type="checkbox"/> unoccupied	<input type="checkbox"/> commercial
<input type="checkbox"/> structure	<input type="checkbox"/> both	<input type="checkbox"/> work in progress	<input checked="" type="checkbox"/> educational
<input type="checkbox"/> site	Public Acquisition	Accessible	<input type="checkbox"/> entertainment
<input type="checkbox"/> object	<input checked="" type="checkbox"/> in process	<input type="checkbox"/> yes: restricted	<input type="checkbox"/> government
	<input type="checkbox"/> being considered	<input checked="" type="checkbox"/> yes: unrestricted	<input type="checkbox"/> industrial
		<input type="checkbox"/> no	<input type="checkbox"/> military
			<input type="checkbox"/> museum
			<input type="checkbox"/> park
			<input type="checkbox"/> private residence
			<input type="checkbox"/> religious
			<input type="checkbox"/> scientific
			<input type="checkbox"/> transportation
			<input type="checkbox"/> other:

4. Owner of Property

name Arizona Board of Regents

street & number 1535 West Jefferson

city, town Phoenix

N/A vicinity of

state Arizona

5. Location of Legal Description

courthouse, registry of deeds, etc. Coconino County Courthouse

street & number Corner of Birch Avenue and San Francisco Street

city, town Flagstaff

state Arizona

6. Representation in Existing Surveys

title Flagstaff Historic Sites Inventory has this property been determined eligible? yes no

date 1976 - 1979 federal state county local

depository for survey records City of Flagstaff Historic Sites Commission

city, town Flagstaff

state Arizona

7. Description

Condition		Check one	Check one	
<input type="checkbox"/> excellent	<input type="checkbox"/> deteriorated	<input type="checkbox"/> unaltered	<input checked="" type="checkbox"/> original site	
<input checked="" type="checkbox"/> good	<input type="checkbox"/> ruins	<input checked="" type="checkbox"/> altered	<input checked="" type="checkbox"/> moved	date Herrington House (Bldg.9)
<input type="checkbox"/> fair	<input type="checkbox"/> unexposed			moved 1921

Describe the present and original (if known) physical appearance

SUMMARY STATEMENT

The Northern Arizona Normal School Historic District encompasses slightly more than fourteen acres on the northern-most area of the Northern Arizona University campus in Flagstaff. The district includes a portion of land deeded by the township in 1894, and adjacent acquisitions made from 1907 through 1919. Seven of nine district buildings were constructed of locally quarried sandstone between 1894 and 1935. Additionally, each building serves as a significant reflection of contemporaneous architectural styles beginning with mid-nineteenth century Richardsonian Romanesque tastes and extending to the early twentieth century era of Period Revival styles.

Once situated in an open area surrounded by forest, and near the base of the 12,633 foot San Francisco Peaks, the district is now within a city of 41,000 inhabitants and a university population of 12,000 students. Dupont Avenue and a campus parking lot separate the northern border of the district from the City of Flagstaff. Milton Road, a major thoroughfare and commercial strip, borders the district to the west. The east border follows Humphreys Street, residential areas and businesses oriented to the campus community. The remainder of the Northern Arizona University campus extends from the district border to the south. The physical relationship of the buildings form a larger rectangular area enclosing an inner park area of mature, landscaped vegetation planted in the 1920's and 1930's. See Table 1 for a list of contributing elements in the district (continuation sheet i).

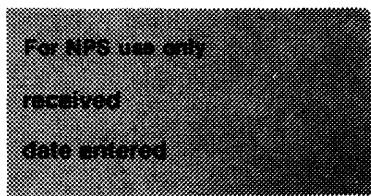
DESCRIPTION

The general appearance of the district is characterized by heavy, rustic, quarry-faced sandstone masonry. The locally quarried red sandstone exteriors are executed in a variety of architectural styles exemplifying timely adaptation of new ideas by local architects and builders. The buildings are either two or three stories in height and, except for Old Main, are rectangular in shape. The largest historic building is Gammage Library with 44,077 gross square feet, and the Blome Building is the smallest with 13,061 gross square feet. The eight structures enclose a total of 231,066 gross square feet. The district contains a total of nine buildings, one of which is considered a non-contributor, the University Union.

Old Main, constructed between 1894 and 1899, set the standard for sandstone construction on the campus and embodies the representative features of the then popular Richardsonian Romanesque style. This style is readily evident in the rough faced masonry, a large round arched entry without columns, and two prominent vertical towers. Bearing walls are built of coursed ashlar Moenkopi sandstone. The sandstone blocks on the west bearing wall are randomly coursed. The interior two floors were finished in 1900, and

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Addendum to "Summary" paragraph

Northern Arizona Normal School Historic District

TABLE 1

Contributing elements to Northern Arizona Normal School Historic District

<u>Property</u>	<u>Number of Contributing Elements</u>
Building 1	1
Building 2	1
Building 3	1
Building 4	1
Building 5	1
Building 6	1
Building 7	1
Building 8	noncontributor
Building 9	2
Landscaping/ Rock Wall	1
TOTAL	<u>10</u>

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included an assembly room, library, classrooms, recitation rooms, office, and cloak rooms. The next year a practice teaching area was added. The third floor interior was not completed until 1912. For the first six years of the institution, Old Main was the Normal School's sole building for twenty-three to fifty-four students and a handful of staff.

Despite meager enrollments and finances, the Normal School planned for gradual expansion of its facilities. Partially reflecting the need for economy, Taylor Hall, a dormitory, was built to the east of Old Main in 1905 with red fired brick rather than native sandstone.

To accommodate new growth in the student population, another residence hall, Bury Hall, was constructed to the east of Taylor Hall in 1908; followed by a dining facility, Hanley Hall, built to the east of Bury in 1912. Bury Hall exhibited characteristics of the Western Colonial style, and Hanley Hall was built as a Bungalow. Both of these styles were being used extensively elsewhere in the western United States. Two years later a third dormitory, Morton Hall, was completed to the North, employing a Georgian Revival format. Bury, Hanley, and Morton Halls were fashioned from the more expensive red sandstone and the assemblage of buildings lent a sense of permanency and promise to the institution which was lacking when a single building served all purposes. The use of local sandstone had by this time become a primary architectural theme of the campus.

Throughout the 1900s and 1910s, wooden boardwalks stretched from Old Main to Taylor, Bury, and Hanley Halls. Wooden fences were installed around Old Main to prevent the intrusion of horses and cattle grazing in the nearby forest.

Growth of the campus hastened in the latter half of the 1910s and the early 1920s. Buildings constructed during this time continued the theme of native red sandstone and were distinctive examples of the styles of the period. Campbell Hall, completed in 1916, was poised directly east of Morton Hall and was the only structure to face away from the center of the campus. Built in the Colonial Revival style, Campbell Hall features a massive central portico with four large wooden Tuscan columns supporting a large pediment with a bulls-eye window. The construction of Campbell Hall as a dormitory further established the Normal School as a resident campus.

The center of activity at the school focused on Ashurst Auditorium after its completion in 1920. Construction of the auditorium had begun in 1918. The structure was located west of Old Main and contained three connecting hallways to the earlier building. Both the Late Georgian style characteristics of the auditorium and its sandstone construction were architecturally compatible with Old Main and gave the original structure more of a symmet-

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rical appearance. Old Main was originally intended to be symmetrically massed but a west wing detailed on the original construction plans was removed to reduce cost.

The prominence of the institution was further enhanced with the construction of a training school for elementary teachers in 1919 and 1920. The site for the structure was obtained through the purchase of land on the northwest border of the campus. Currently known as the Blome Building, the training school incorporated a Neo-Classical and Georgian Revival format and features a Greek Revival portico with four Tuscan columns. The training school, like all but one of its predecessors on the campus, was executed in local sandstone.

A Queen Anne cottage, built circa 1904, was acquired by the Normal School in 1919. Located on land designated for the training school building, the cottage was moved south of Ashurst Auditorium in 1921. Normal School President, Lynn McMullen, was a bit of a craftsman and did the majority of work in relocating the cottage and remodeling it as a Bungalow. This house served as the residence for presidents of the institution for the next thirty-seven years.

Lynn McMullen was also responsible for initiating campus beautification projects that would continue for two more decades and enrich the area with landscaped vegetation. The nearly treeless and grassless campus experienced the first phase of environmental improvements in 1921, when McMullen and numerous students hauled in tons of topsoil and planted a variety of trees including Ponderosa pine, Colorado blue spruce, Douglas fir, elms, and poplars. At the same time, concrete sidewalks and curbs were installed, light standards and fixtures were placed along the roadways, and flower beds and a fountain were constructed. A tennis court originally located in front of Old Main was reconstructed approximately three hundred feet further north to make way for a new west to east campus street, McMullen Circle. Also that year, the main north entrance and boundary of the campus was outlined by an uncoursed two-and-a-half foot high basalt and sandstone wall which displayed five decorative light standards mounted on eight foot piers made of the same material.

The array of educational facilities was a substantial asset to the institution being designated as the Northern Arizona State Teachers College on July 1, 1925. Concurrently, plans were being designed for a gymnasium to be constructed from red sandstone and situated south of Old Main. Finished in 1926, the Physical Education Building included the first indoor swimming pool in northern Arizona. The structure exhibited Renaissance Revival characteristics through the use of round arches and quoins of contrasting colored sandstone on the north entrance and triple hung sash windows along the other three sides.

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It would be four years before another structure would be constructed on the campus due to small enrollments and a delicate financial condition. In 1929, under the guidance of college president, Grady Gammage, a library and administration building was planned for. The Gammage Library was completed the following year and furthered the campus theme of sandstone construction. The building was erected in Georgian Revival plan and featured an Italian Renaissance Revival entry architrave of ornate cast stone.

The Great Depression brought campus development to a near standstill. In 1935, however, financial assistance from the Public Works Administration spurred expansion of the campus with the construction of North Hall. This Colonial Revival style building was also laid out in a Georgian Revival plan, and features a Jeffersonian frontispiece. The building contained both a residence and dining hall and completed the quadrangle of red sandstone dormitories started twenty-one years earlier with Morton Hall. In 1931, a U-shaped assembly of dormitories had been created by an extension from Morton to Campbell Hall on the southern exposure. North Hall spanned the northern distance between Morton and Campbell and formed an inner courtyard shared by the three residence halls. Although built in four stages, the "North Quad" is unified through the use of sandstone and the adherence of its components to classical architectural forms. North Hall was the last building constructed on the campus during the historic period, and it provided a graceful presence on the northern border of the campus.

After North Hall, another permanent campus building would not be constructed for fourteen years. The lingering Great Depression, and later the Second World War mobilization, were primarily responsible for the extended halt to campus development. The post-war era beckoned institutions of higher education to meet the expanded needs of the citizenry. To assist in the preparation of teachers, scientists, and individuals possessing trained skills and educated perceptions, the institution became Arizona State College of Flagstaff on July 1, 1945. In 1948, the Science Building was constructed directly south of Gammage Library to accommodate growing enrollments. This was the last building on the campus using sandstone, and was consciously designed to be compatible with the earlier structures. Sensitivity to the campus architectural theme of sandstone construction is also present in an addition to the Gammage Library. Completed in 1958, the addition used a sandstone veneer replicating the exterior of the original building. This addition was the last use of sandstone on the campus and it is highly compatible with the Library.

As a four year institution, Arizona State College experienced tremendous growth during the late 1950s and early 1960s. A student headcount enrollment of less than a thousand in the fall of 1955, increased to over five thousand ten years later. The campus greatly expanded to the south, with

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an array of modern steel and brick buildings being constructed. Further major campus expansion occurred after the institution became Northern Arizona University on July 1, 1966. Undeveloped forest land on the southern border of the campus was purchased soon thereafter to situate a complex of steel and brick buildings known as the South Academic Campus. Today, the Northern Arizona University campus comprises seven hundred and nineteen acres and eighty-eight primary buildings. Continuing its tradition as an academic community, twenty-three buildings or complexes are residential quarters. Twenty-three campus buildings, including some of the earliest and the most recent, are named after associates and supporters of the institution over the past eighty-six years.

BOUNDARIES

The boundaries for the Northern Arizona Normal School Historic District have been drawn to encompass the significance historic resources which evidence the origins and development of the institution. Taylor Hall, Bury Hall, Hanley Hall, and the Physical Education building are excluded due to loss of integrity. All but Taylor Hall were, and are, built exclusively of sandstone. The Science Building, now known as the Forestry Building, is excluded primarily because it is less than fifty years of age. Built in 1948, this structure is considered a potential future contributor to the district. Within a larger context, the district is framed by commercial and residential areas to the north, east, and west, and the remainder of the campus to the south.

The district boundaries form an irregular triangle within the North Campus of Northern Arizona University. These boundaries commence at the southwest corner of Humphreys Street and Dupont Avenue then following the south curblineline of Dupont Avenue west 850 feet to Milton Road, then southwest 531 feet along the east curblineline of Milton Road, then southeast 231 feet to the south edge of the sidewalk south of Gammage Library, then 106 feet along the south edge of the sidewalk to a point on the sidewalk, then south 322 feet along the west curblineline of Tormey Drive to a point on the curve of Tormey Drive, then east 157 feet to a point past the Herrington House, then north 123 feet to the south curblineline of the access road, then east 176 feet to the south curblineline of the access road, then north 184 feet to the south edge of the pedestrian walkway, then following the south edge of the pedestrian walkway in front of Taylor, Bury, and Hanley Halls to a point on the south curblineline of McMullen Circle, then following the south curblineline of McMullen Circle east 126 feet to the west curblineline of Humphreys Street, then north 359 feet along the west curblineline of Humphreys Street to the point of beginning at the southwest corner of Humphreys Street and Dupont Avenue.

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INTEGRITY

The district contains a high degree of integrity of location, setting, and feeling of an evolving normal school of the early 1900s. Nearly all of the modifications occurring since the period of significance have been to building interiors. Several interiors still retain good integrity, and only one has received substantial change. For the most part the building exteriors have retained their primary historic architectural qualities. The buildings which are excluded for reasons of integrity and age are nevertheless compatible by virtue of their form, scale, proportions and materials of construction. The sole non-contributor in the district is the University Union which was constructed seventeen years after the historic period. Streets and sidewalks used today are original. The rock wall constructed in 1921 still maintains a stately presence on the district's northern border. The roadways were paved in 1950, and older light standards were replaced with more recent models. The fountain fell into disuse and was converted into a flower bed in the late 1940s. This change is supposedly attributed to the short summer months the fountain could be operated. Landscaping undertaken in the 1920s and 1930s has produced a varied mixture of mature trees and shrubbery which provide the district with an aesthetic blend of nature and manmade structures.

One building in the district does demonstrate an alteration in location and design. The school acquired the Herrington House in 1919 and in 1921 moved it to the campus. At that time the building underwent remodeling from a Queen Anne style cottage to a Bungalow style. Rear and side dormers were added in 1935 and further gave the house a Bungalow appearance. Although these changes may have compromised the integrity of the original Queen Anne building, first constructed circa 1904 several blocks north of the school, the modifications to the Herrington House occurred during the period of significance for the district. The changes to the building have gained significance over time and today exhibit sufficient integrity of design, materials, and setting to warrant contributing status.

Current institutional efforts are being directed at preservation and rehabilitation of the buildings within the Northern Arizona Normal School Historic District. A district preservation plan has been prepared under sponsorship of Northern Arizona University and the State Historic Preservation Office to provide guidelines for proper maintenance and rehabilitation. The plan is based on the Secretary of the Interior's Standards for Rehabilitation. Additionally, rehabilitation funds for Old Main and the Ashurst Auditorium exceeding five million dollars are likely within two years. Rehabilitation plans include restoration of several classrooms to their appearance and furnishing at the turn of the century, informational areas concerning the history of the institution, and an art gallery. Reflecting a desire to continue the building's historic use as classroom and office space, and to keep student activity there alive on a daily basis, several academic programs will be housed in Old Main and Ashurst.

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The buildings included within the boundaries of the district are:

Building 1 (Old Main), a three-story classroom and office structure constructed between 1894 and 1899 by Brown and Fisher of Los Angeles, California.

Building 2 (Morton Hall), a two-story residence hall built by Joseph Schloser in 1914.

Building 3 (Campbell Hall), a two-story residence hall designed by J.O. Craig and constructed in 1916.

Building 4 (Ashurst Auditorium), a two-story structure built by local contractor Dan L. Hogan, 1918 - 1920.

Building 5 (Blome Building), a two-story structure built by Edwards, Wildley, and Dixon, in 1919 and 1920.

Building 6 (Gammage Library), a two-story library and administration building designed by L. M. Fitzhugh and Lester Byron of Phoenix, and constructed in 1930. A three-story addition of complimentary design and materials was designed by Lester Byron, and completed in 1958.

Building 7 (North Hall), a two-story residence hall designed by Lescher and Mahoney, and was constructed during 1935.

✓ Building 8 (University Union), a structure of red brick designed by Lescher and Mahoney, and completed in 1952.

Building 9 (Herrington House), a residence constructed 1904 ca., and moved to its campus location in 1921.

8. Significance

Period	Areas of Significance—Check and justify below			
<input type="checkbox"/> prehistoric	<input type="checkbox"/> archeology-prehistoric	<input type="checkbox"/> community planning	<input type="checkbox"/> landscape architecture	<input type="checkbox"/> religion
<input type="checkbox"/> 1400-1499	<input type="checkbox"/> archeology-historic	<input type="checkbox"/> conservation	<input type="checkbox"/> law	<input type="checkbox"/> science
<input type="checkbox"/> 1500-1599	<input type="checkbox"/> agriculture	<input type="checkbox"/> economics	<input type="checkbox"/> literature	<input type="checkbox"/> sculpture
<input type="checkbox"/> 1600-1699	<input checked="" type="checkbox"/> architecture	<input checked="" type="checkbox"/> education	<input type="checkbox"/> military	<input type="checkbox"/> social/
<input type="checkbox"/> 1700-1799	<input type="checkbox"/> art	<input type="checkbox"/> engineering	<input type="checkbox"/> music	<input type="checkbox"/> humanitarian
<input checked="" type="checkbox"/> 1800-1899	<input type="checkbox"/> commerce	<input type="checkbox"/> exploration/settlement	<input type="checkbox"/> philosophy	<input type="checkbox"/> theater
<input checked="" type="checkbox"/> 1900-	<input type="checkbox"/> communications	<input type="checkbox"/> industry	<input type="checkbox"/> politics/government	<input type="checkbox"/> transportation
		<input type="checkbox"/> invention		<input type="checkbox"/> other (specify)

Specific dates 1894 - 1935 **Builder/Architect** Various - See inventory forms

Statement of Significance (in one paragraph)

SUMMARY

The Northern Arizona Normal School Historic District is significant for its contribution to the development of higher education in Arizona. It is further significant as the largest and best preserved collection of historic sandstone structures in the State. As well, the buildings within the district embody the distinctive characteristics of nationally vogue historic architectural styles over four decades of change. The district is also significant for its association with the lives of various individuals who made major contributions within each of these themes.

HISTORIC BACKGROUND/CONTEXT

At the beginning of the period of significance for the historic district in 1894, the creation of an educational institution in Flagstaff was a challenging idea held by community leaders and a few territorial officials. Their goal was to bring formal learning to the northern Arizona frontier. By the end of the period of significance, forty-one years later, a viable state teacher's college had evolved and had trained thousands of educators carrying out careers throughout Arizona and the nation.

In 1894, establishment of a normal school was not the intention of Territorial Governor N. O. Murphy or the Territorial Legislature when a 40.92 acre building site was purchased from the citizens of Flagstaff. By the fall of that year, construction started on a large structure intended to house a reform school. Only the walls and roof were completed with the available funds.

The following year, a new governor, Louis C. Hughes, proposed that the Department of the Interior should complete the building and fund operation of a summer school in science. In his report, Hughes noted the abundance of nearby natural wonders of interest to science, including: the Grand Canyon, the San Francisco Peaks, vast pine forests, extinct volcanoes, ancient Indian dwellings, a petrified forest, and a multi-colored "painted" desert. Hughes' proposal for a summer school gained added attention and credibility due to the establishment of an astronomical observatory in Flagstaff the previous year. Percival Lowell, astronomer, diplomat, linguist, writer, and member of the Boston Lowells and Lawrences, was responsible for having built the new scientific facility, which he and community leaders hoped would also lead the unfinished building to an educational purpose. The Department of the Interior declined Hughes' recommendation.

9. Major Bibliographical References

See Continuation Sheet

10. Geographical Data

Acreeage of nominated property 14.1

Quadrangle name Flagstaff West

Quadrangle scale 1:24,000

UTM References

A

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

B

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

C

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

D

1	2	4	4	0	2	3	0	3	8	9	4	3	1	0	1	0
Zone	Easting			Northing												

E

1	2	4	4	0	2	0	0	3	8	9	4	4	8	0	1	0
Zone	Easting			Northing												

F

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

G

Zone	Easting			Northing												

H

Zone	Easting			Northing												

Verbal boundary description and justification

The district is bound on the west by Milton Road, the north by Dupont, the east by Humphreys and the south by the remainder of campus. Sec 21, R7E T21N.

See continuation sheet 4 (Item 7).

List all states and counties for properties overlapping state or county boundaries

state N/A code county N/A code

state code county code

11. Form Prepared By

name/title Steve Chambers, Ph.D.

organization Office of the Associate Vice President for Administration and Finance Northern Arizona University date April 1986

street & number Box 4132 telephone (602) 523-2708

city or town Flagstaff state Arizona

12. State Historic Preservation Officer Certification

The evaluated significance of this property within the state is:

national state local

As the designated State Historic Preservation Officer for the National Historic Preservation Act of 1966 (Public Law 89-665), I hereby nominate this property for inclusion in the National Register and certify that it has been evaluated according to the criteria and procedures set forth by the National Park Service.

State Historic Preservation Officer signature Donna J. Schuber

title State Historic Preservation Officer date April 21, 1986

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I hereby certify that this property is included in the National Register

Delores Byers
National Register

date 5-22-86

Keeper of the National Register

Attest:

date

Chief of Registration

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The proposed summer school in science was dealt further setbacks when Hughes was replaced in 1896 by Benjamin J. Franklin, a descendant of the colonial forefather, who saw little value in using the Flagstaff building for this purpose. Local leaders were not dissuaded and sought to lobby the capitol. Ardent supporters for a school included territorial legislators Henry D. Ross, T. G. Norris, and Henry Fountain Ashurst; local merchant George Babbitt, lumber mill owners Dennis and Michael Riordan, and attorney Everett E. Ellinwood. Scientists of national prominence contributed to the prospects of a school by participating in a series of lectures held in Flagstaff during the summer of 1896. The series had been organized by Dennis Riordan, and included such noted speakers as: William Berryman Scott, Princeton University paleontologist; C. Hart Merriam, head of the U. S. Biological Survey; R. E. Fernow, head of the U. S. Bureau of Forestry; and Percival Lowell.

By 1897, the Flagstaff citizenry had made it well known at the capitol that they did not desire a reform school. Three years after construction had started, the structure originally designed as a reformatory stood empty still awaiting funds to complete the interior. That \$35,000 had been spent for a facility which served no purpose was a source of embarrassment and controversy within the territory. The territory was also struggling to provide adequate funds for the construction of a capitol building in Phoenix. The Arizona capitol was eventually completed in 1901 for approximately \$136,000. The drain of fiscal resources for the unfinished reform school may have delayed the construction of the capitol. However, funds were availed in 1897 to finish work on the Flagstaff building as a branch of the hospital for the insane, not as a reformatory or a normal school. Few were convinced that the building would actually become an asylum.

In April 1898, prospects for a normal school appeared more optimistic when a new territorial governor, Myron T. McCord, visited Flagstaff to inform the residents that the building would be put to an appropriate use. Again, hopes seemed dashed when McCord resigned in August, 1898, to command a regiment in the Spanish-American War, and N. O. Murphy, the governor who had first recommended the reform school, returned to his former office. However, from pressure brought by local citizens and the inconsistent handling of the building during the recent past, Murphy announced in January 1899, that the building in Flagstaff should be sold or become a normal school. Finally, and for the first time during the long struggle, territorial politics swung in favor of establishing a normal school in Flagstaff. On March 11, 1899, Governor Murphy signed House Bill No. 41 creating the Northern Arizona Normal School.

Almon Nicholas Taylor, a New York attorney and educator, accepted the presidency of the normal school in 1899. Besides directing the interior design of Old Main, Taylor traveled the region that summer recruiting

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students. In character with over three hundred normal schools established across the country by that time, the northern Arizona institution offered four years of high school and additional training leading to a life teaching certificate. Also typical to the evolution of many other normal schools, the northern Arizona school later discontinued high school studies, adopted one and two year teacher training programs, and eventually gained baccalaureate degree status.

The Northern Arizona Normal School continued to grow from an initial enrollment of twenty-three students in September 1899. However, meager territorial appropriations, and proposals in the legislature to discontinue funding, placed the school in a position of uncertainty. Many local citizens had fought hard to attain the school for Flagstaff and their efforts did not wane after its establishment. Among those early supporters was George Babbitt, who lobbied for new residence halls at the Normal School. Taylor and Bury Halls resulted, being constructed in 1905 and 1908, respectively. Babbitt was also instrumental in the construction of Ashurst Auditorium a decade later.

From the first semester onward, Lowell Observatory played an important role in the development of the institution. Through the generosity of Percival Lowell, an advertised attraction of the new school was instructional access to the observatory's twenty-four inch telescope. Furthermore, Dr. Lowell also often lectured informally to the students on astronomy and the research being conducted at the observatory. Andrew E. Douglass, another early Lowell associate, enhanced the school's instructional program and was listed as the "resident astronomer" in the 1901 catalog. Several years later Douglass became a Spanish instructor at the normal school. He went on to become the founding director of the Steward Observatory at Tucson in 1911, and gained added notoriety by founding the science of dendrochronology. Not forgetting the time devoted to the infant normal school, Douglass returned to Flagstaff in the summer of 1920, to teach astronomy.

Rudolph H.H. Blome became the normal school's second president in the spring of 1909, and placed the institution on a more firm financial base. He planned for and oversaw completion of additional buildings which would establish the school as a residential campus. The Dining Hall, later named after Margaret Hanley, the first dining room superintendent and long-time employee of the school, was constructed in 1912. Another dormitory, Morton Hall, was added in 1914, followed by Campbell Hall in 1916. Dr. Blome presided over the normal school during the First World War, but was asked to leave because of his German education. By the fall term of 1917, there were nearly three hundred students registered. Under Blome, the institution was beginning to achieve a reputation as a fine teachers school.

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The years 1918 and 1919 became marked by two imaginative institutional leaders who would make individual contributions, and leave soon afterwards for other challenges. Guy Edward Cornelius, a former vice president of the National Education Association, oversaw the institution during the 1918-19 academic year and expanded the faculty. His successor, Yale educated John Oscar Creager, also stayed only one year, but in that time increased the campus area, supervised the construction of the training school (Blome Building), and began efforts to phase-out the high school program.

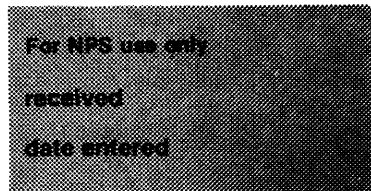
In 1920, Lynn Banks McMullen became president of the Normal School. He was well-known as an educator, scientist, executive and athlete. In 1921, McMullen saved the State's taxpayers nine thousand five hundred dollars allocated for a new building by using, as a residence, a cottage acquired in 1919. McMullen moved the building in 1921 to its present location south of Ashurst Auditorium. From that year forward until 1959, every school president resided in the "President's Cottage" as the building was referred to during that period. McMullen used his skill as a designer to remodel the Queen Anne cottage into a Bungalow, known today as the Herrington House after its original owner. Much of the landscaping which exists today is the result of his interest in improving the physical appearance of the campus. He also conceived the idea for what was to become a residence complex known as Cottage City (now demolished) during the days of the Works Progress Administration. He was responsible for the development of a student government, and an athletic program which would result in the construction of a gymnasium in 1926. McMullen went on to earn a Ph.D. from Columbia University in 1927, and soon afterwards became the founding president of Eastern Montana College, staying in that position for eighteen years.

Fassett Allen Cotton, who had served as the founding president of the normal school at La Crosse, Wisconsin, succeeded McMullen in 1925. Although holding the position for a single year, Cotton was successful in achieving McMullen's goal of obtaining four-year baccalaureate status for the institution. Commensurate with these new responsibilities, the institution's name changed to Northern Arizona State Teachers College on July 1, 1925.

After four presidents in eight years, the institution gained greater stability under the direction of Grady Gammage. He assumed the presidency in 1926, and continued to build the enrollment, improve faculty standards, and expand the physical plant. His efforts were instrumental in the designation of the institution as the Arizona State Teachers College at Flagstaff on July 1, 1929. During Gammage's administration, the Physical Education Building and the Gammage Library were built. Harold S. Colton, University of Pennsylvania zoologist, convinced Gammage to assist him in spearheading the establishment of the Museum of Northern Arizona in 1927. Within a few years, Colton, his wife, Mary Russell Ferrell Colton, and the museum gained national recognition

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for their ethnological studies of the prehistoric civilizations of northern Arizona. Gammage left in the summer of 1933 to become president of the teachers college at Tempe, which he developed into Arizona State University before his death in 1959.

Grady Gammage had also continued McMullen's work towards beautifying the campus, and oversaw the planting of a larger variety of trees and shrubs. Also, two vegetation types of a historic nature were acquired around this time. The first of these was an American elm sprig donated in April 1931 by the Daughters of the American Revolution. The elm slip was from the tree that George Washington is believed to have stood under as he assumed command of the Continental Army in Cambridge, Massachusetts, on July 3, 1775. The gift was placed in front of Old Main in recognition of the two hundredth anniversary of the birth of the first president of the United States. College student, Mary George Washington, a collateral descendant, cared for the growing elm sprig during 1932 and 1933. The second historic vegetation type, a pink French Boursault rose, was planted only a few yards away from the "Washington" elm. It is a clipping from an original rose planted in 1865 by Margaret McCormick, wife of the second territorial governor, at the governor's mansion in Prescott. The rose clipping is said to have been a gift to the institution by the class of 1934.

Association with the Lowell family and the Lowell Observatory continued to benefit the institution. In 1918, the family began to sponsor an annual scholarship prize in honor of Percival Lowell. Since then, the annual Lowell Prize has been bestowed to sixty-seven honor students. Further distinction came on March 13, 1930, the seventy-fifth anniversary of the birth of Percival Lowell, when Dr. C. O. Lampland, director of the Lowell Observatory, announced at a special college assembly that the observatory had discovered a ninth planet to the solar system. Lampland's announcement at Ashurst Auditorium was timed in conjunction with announcement of the discovery by the Harvard University Observatory. Percival Lowell had researched the possibility of another planet from 1905 until his death in 1916, but it was Clyde W. Tombaugh, a twenty-one year old Lowell astronomer, who would be credited for proving the existence of Pluto. Recognizing the early work of Percival Lowell, the symbol given the new planet was PL. Clyde Tombaugh returned to Flagstaff in the early 1940s, as a physics instructor for Navy cadets in the college's V-12 training program.

The last college president during the period of significance was Thomas J. Tormey, who did much to see the institution through the Great Depression. To deal with the difficult times, Tormey stressed economizing internal resources, fighting cuts in state appropriations for higher education, and consistently applying for and receiving federal assistance to further campus development. Public Works Administration grants gained by Tormey would

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pay the majority of costs for construction of North Hall, building an addition to Taylor Hall, and other improvements in facilities.

Expansion of facilities to the south of the original campus continued to modern times, with substantial development being undertaken in the 1960s and early 1970s. Today, Northern Arizona University is an educational center for over 12,000 students, half of which reside on the campus. NAU is governed by the Arizona Board of Regents and is one of only three state universities. The university has maintained a tradition of quality of instruction at the undergraduate level, and has developed a number of established programs at the masters and doctoral levels. NAU has evolved into a comprehensive university with academic divisions including: Business administration, arts and science, creative and communication arts, design and technology, education, engineering, forestry, health professions, and the social and behavioral sciences. The institutions recent history has also witnessed tremendous progress in developing diversified research and public service capacities.

EDUCATION

The Northern Arizona Normal School Historic District is significant for its historic association with the development of higher education in Arizona. As a normal school and a teachers college, the Flagstaff campus was one of only three institutions of higher education established in the Arizona territory, following the establishment of the University of Arizona at Tucson and a normal school at Tempe, both in 1885. The Tempe Normal School later became Arizona State University. Because of this status, the Northern Arizona Normal School Historic District has played a fundamental role in the educational history of America's last continental state. Thousands of alumni produced between 1899 and 1935 have individually and collectively made, and continue to make, nationwide contributions to the field of education. The students, faculties, and administrations between 1899 and 1935 also helped create the necessary conditions that have allowed the institution to achieve the expansion and progress realized in the past fifty years.

Various historic personages made important contributions in founding this educational facility. Prominent local citizens of Flagstaff struggled with Territorial politics and priorities throughout the last half of 1890's to establish the Northern Arizona Normal School. The most ardent local supporters for the school included George Babbitt, store owner and trader; Dennis and Michael Riordan, lumber mill owners, and Everett E. Ellinwood, lawyer. Those overseeing passage of measures to fund the Normal School included Territorial legislators, such as Henry D. Ross, T. G. Norris, and Henry Fountain Ashurst. Four Territorial governors were associated with

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events leading to the creation of the Northern Arizona Normal School, these being: N. O. Murphy, Louis C. Hughes, Benjamin J. Franklin, and Myron T. McCord.

Further association with historic personalities is evident in the expansion of the institution after beginning operation in 1899. Foremost in directing the growth that would occur during the historic period were eight institutional presidents: Almon M. Taylor, Rudolph H.H. Blome, Guy E. Cornelius, John O. Creager, Lynn B. McMullen, Fassett A. Cotton, Grady Gammage, and Thomas J. Tormey. Faculty members such as Andrew E. Douglass, and Clyde W. Tombaugh, gained added recognition for the institution's quality of instruction. Local distinguished scientists Percival Lowell and Harold S. Colton, were among those who substantially contributed to furthering development of the institution. Several of the students from the historic period have also made significant contributions to our culture and society; perhaps the best known of these are movie actor and entertainer, Andy Devine, who attended college here in 1926, and Howard W. Cannon, class of 1933, who served as United States Senator from Nevada between 1958 and 1982.

ARCHITECTURE

The Northern Arizona Normal School Historic District is architecturally significant in two aspects: 1) the extensive use of native red sandstone as the primary construction material, and 2) the diversity of styles executed in sandstone which reflect historic changes in American architecture between 1894 and 1935.

Historically, wood and brick predominated as building materials throughout Arizona; sandstone was rarely used. The other two state institutions of higher education followed this trend by building with brick during the period of significance. However, peak extractions of the Moenkopi sandstone from the Arizona Sandstone Company quarry at Flagstaff coincided with and was capitalized upon the expansion of the Northern Arizona Normal School from 1894 to 1935. By the 1890s the red Moenkopi sandstone was becoming well-known to designers and builders throughout the western United States. Such structures as H.C. Brown's Palace Hotel in Denver, the Whittier Mansion in San Francisco, the Los Angeles and Santa Ana County Courthouses, the Grant Block in San Diego, and the Oregonian Block in Portland, among other buildings in the West, were constructed from this material.

Wood and brick were also used in northern Arizona as primary building materials during the historic period. Volcanic Tufa stone and Malpais rock were also used to a considerable extent in the Flagstaff area. Despite the local availability, only a few Flagstaff builders employed sandstone. The

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Bank Hotel (1888), the original Santa Fe Depot (1889), and the Coconino County Courthouse (1894), stand out among the few examples of other historic Flagstaff buildings constructed from the locally quarried sandstone.

The Northern Arizona Normal School Historic District is the largest assemblage of sandstone buildings to be found in Arizona and embody the distinctive characteristics of this type and method of construction. The workmanship embodied in the sandstone structures is of a quality no longer found in America. Consistency among the builders of the northern Arizona institution over four decades is exhibited in the tooling of the rough-cut sandstone blocks, and in the characteristics of the beaded mortar joints.

The sandstone campus is also significant as a reflection of nationwide architectural trends. Old Main is the best preserved and largest example of the nineteenth century Richardsonian Romanesque style in northern Arizona. Other buildings in the area of this style include the Coconino County Courthouse and the Navajo County Courthouse. The Richardsonian Romanesque style is as much of a rarity elsewhere in Arizona. The architectural styles of district buildings constructed in this century also mirror national trends. Stylings during this period include Georgian Revival, Colonial Revival, Greek Revival, and Italian Renaissance Revival. Such as the case with Old Main, these structures are the largest and most formal expressions of their individual style in the region. Individuals who played prominent roles in the physical development of the campus include local contractors Dan L. Hogan, Joseph Schloser, Ole Soleberg, and P.W. Wommack. In most instances the buildings on the campus represent their major endeavors within Flagstaff. Also, the historic district is associated with architects of the period whose work is well represented in the State, but not in northern Arizona. They include the firms of Fitzhugh and Byron, and Lescher and Mahoney, both of Phoenix.

The Herrington House provides an example of adaptive use during the historic period. Originally constructed as a Queen Anne cottage, the building was moved, and remodeled in 1921 and 1935 into the Bungalow style. The Herrington House is a good example of local expression of the Bungalow style. Bungalow characteristics present are the gable roof form, projecting eaves with exposed rafter ends, a craftsman-influenced rock chimney, and wood shingle sheathing.

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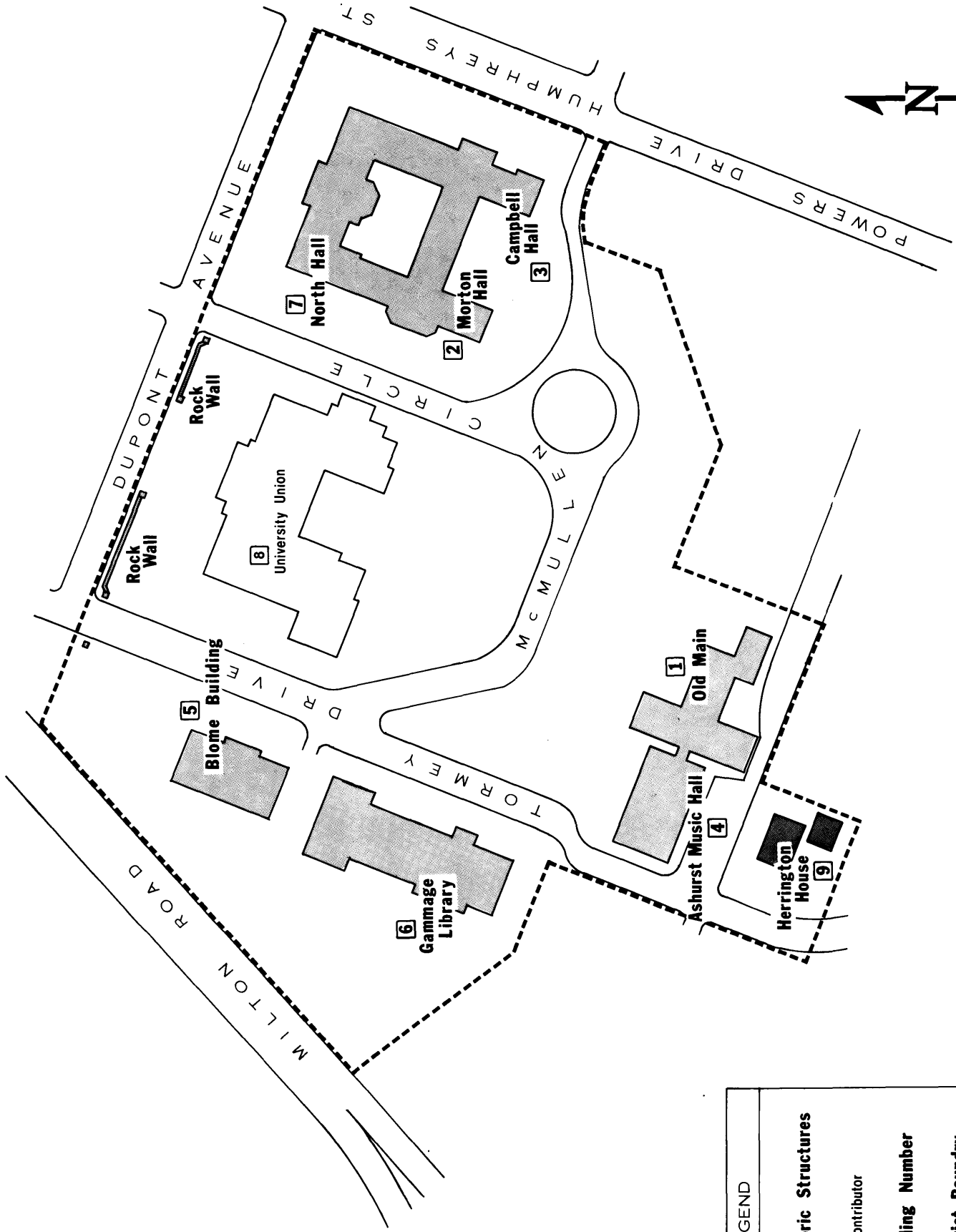
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


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NORTHERN ARIZONA NORMAL SCHOOL HISTORIC DISTRICT



LEGEND	
	Historic Structures
	Non-contributor
	Building Number
	District Boundary

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Northern Arizona Normal School Historic District

Coconino County, Arizona

ADDITIONAL DOCUMENTATION APPROVAL

Alvina Byers 10/22/92

NPS Form 10-900-a
1024-0018
(8-86)

OMB No.

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**NATIONAL REGISTER OF HISTORIC PLACES
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Herrington House
name of property

Coconino County, Arizona
county and State

Northern Arizona Normal School
Historic District

=====

Request for change in status due to demolition :

Herrington House, also known as the President's Cottage,
Northern Arizona University (NAU), Flagstaff, Arizona
Northern Arizona Normal School Historic District

Documentation has been provided to SHPO that this property has been demolished. (See also attached copy of letter from Dr. Eugene M. Hughes, President of NAU.) The Historic Sites Review Committee concurs with SHPO staff that the status of this property should be changed from contributor in the above historic district to non-contributor.