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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: Model School Building and College Hall of the Winona Normal School

Other names/site number: Phelps Hall and Somsen Hall of Winona State University

Name of related multiple property listing: N/A

2. Location

Street & number: 416 Washington Street and 151 W. Sanborn Street

City or town: Winona State: Minnesota County: Winona

Not For Publication: n/a

Vicinity: n/a

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

Burton Howard September 23, 2013

Signature of certifying official/Title: Deputy SHPO, MHS **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:)

For Edson H. Beall
Signature of the Keeper

12.3.13
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>2</u>	_____	buildings
_____	_____	sites
_____	_____	structures
_____	_____	objects
<u>2</u>	_____	Total

Number of contributing resources previously listed in the National Register 0

6. Function or Use

Historic Functions

(Enter categories from instructions.)

EDUCATION/college

Current Functions

(Enter categories from instructions.)

EDUCATION/college

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7. Description

Architectural Classification

(Enter categories from instructions.)

- a. The Model School Building:

LATE 19TH AND 20TH CENTURY REVIVALS:
Jacobethan Revival

- b. College Hall:

LATE 19TH AND 20TH CENTURY REVIVALS:
Collegiate Gothic

Materials: (enter categories from instructions.)

Principal exterior materials of the property: BRICK AND STONE

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 Model School Building and College Hall are large brick and stone buildings adjacent to each other on the campus of Winona State University on the edge of downtown Winona. The Winona Normal School built the Model School Building in 1915 to house its "laboratory school." It is a three story Jacobethan Revival style building with a formal entrance centered on its western façade. This façade originally faced Washington Street which later became a pedestrian mall. College Hall was built in 1924 to serve as the main administrative building as well as the site of the auditorium, gymnasium and the junior high school program of the laboratory school. It is a three-story Collegiate Gothic style building facing Sanborn Street. The buildings were designed by Clarence H. Johnston in his role as chief architect for the State Board of Control. Both buildings continue to be used for educational purposes and retain their historic integrity. The architectural detailing of the exteriors has been carefully preserved. Some interior spaces have been renovated to meet contemporary needs, but hallways, stairways, classrooms, and especially the auditorium, generally retain their original finishes.

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Narrative Description

Model School Building

Exterior

The Model School Building, today called Phelps Hall, is a large brick three-story Jacobethan Revival structure built in 1915 with a H-shaped floor plan.¹ The concrete foundation is high so that the lower level, delineated the “basement” in the original plans, is only about 6 ½ feet below grade.² The front or west elevation of the building (Photo #1) runs for about 180 feet facing Washington Street (now a pedestrian mall) between Sanborn and King Street (now also pedestrian malls).

At the center of this elevation is a stairway to the main entrance on the first floor level, which is about 7 ½ feet above grade. Paired doors are surrounded by stone pilasters which are Tuscan style columns set against a stone background dressed in quoins. The pilasters support platforms upon which sit stone urns. The paired doors are topped by a stone lintel, which supports decorative stone spandrels below a set of paired windows. These windows are surrounded by squared pilasters which echo the Tuscan style. Above the windows is a stone panel with the words “MODEL SCHOOL” carved in large block letters. The pilasters are topped by finials, and joined together by a cornice and decorative stone strapping. The entrance bay is capped by a parapeted Flemish gable which is a smaller version of the projecting end gables.

The north and south ends of the central façade are marked by 27-foot wide wings which project out about six feet from both the front (west) and rear (east) facades. The west and east elevations of these wings feature paired windows on each floor and a single window at the attic level. Both are capped by a parapeted curvilinear Flemish gable with a finial at the top and a finial on each end of the gable.

The rear or east façade also has a central 85 foot bay which projects out about 25 feet from the main line of the façade (Photo #2). This area originally held the auditorium/gymnasium. To the north and south of this large bay there are rear exit doors at the basement level which allow easy access to College Hall (now Somsen Hall) whose west façade is about 30 feet to the east.

The north façade extends about 80 feet and is divided in half by a three sided projecting bay which runs from the ground to the roof line where it is capped by a parapeted Flemish gable similar in shape and size to the one over the main entrance on the west (Photo #3). The first and second levels of this bay originally had windows, one each in the two side panels, and two in the outer panel. Like all the windows, they originally had 12 over 12 double hung wooden sash. To the left and right of this central bay are two bays of three double hung windows on the first and

¹ According to the “Campus Comprehensive Plan—Winona State University” (2010), Phelps Hall is measured at 41,068 gross square feet (p 3:30).

² Based on the section and floor plans of the original blue prints labeled “Model School Building—State Normal School Winona, C. H. Johnston, Architect” held by the Facilities Office of Winona State University under the file Phelps Original Plans 02-2-C1\1. The section plan is #2 and the “Basement” floor plan is #4

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second floors. On the basement level, there are four single windows to the east of the bay and four to the west. According to Clarence Johnston's original drawing, the south façade should replicate the north façade. However, there is no projecting bay on the south façade, and no evidence of major alternation to the brickwork. Most likely, the central projecting bay on the south façade was never built as a cost saving measure.³

The main body of the building is covered by a ridged tile roof running on a north/south axis. The wings on either end of the east and west facades are joined by gabled roofs which run on an east/west axis and connect the parapeted gables noted above and form cross gables with the main body of the roof. A flat roof covers the rear area which originally housed the gymnasium/auditorium.

Interior

According to Johnston's original plans, the main entrance on the first floor led through a short vestibule to the main corridor, ten feet wide, which ran north and south for the length of the building on all three floors, except that on the first and second floors the hallway ended in offices for the laboratory schools four supervising teachers (Figure 5).⁴ At least on the south façade, each of these offices had the benefit of the four windows of the projecting bay.⁵ The first and second floors had large "assembly rooms" in the four corners, for a total of eight, one for each grade. Each floor had a number of smaller "recitation rooms" and other offices. There were two stairwells each accessed on the east side of the main corridor, one just north of the gymnasium, and one just to its south (Photo #4).

The floor of the two story gymnasium/auditorium was on the basement level but at grade and therefore about 6 ½ feet above the level of the basement corridor. There was originally also a wraparound gallery for spectators on the north, east and south sides of the gymnasium. The gymnasium floor and the gallery were accessible from either of the two stairways. Above the gymnasium were three large rooms accessed from the second floor corridor--the library, the home economics room, and the "observation" room where Normal School students could observe senior teachers instruct children or perhaps be observed as they practiced teaching (Figure 5). The basement also included a swimming pool, the locker, toilet and shower rooms for girls and boys, the manual training room, and the lunch room.

³ A topographical survey prepared by an architect in 1923 clearly indicates the projecting bay on the north but a flat façade on the south. "State Teachers College: Topographical and Location Survey, Morell & Nicholls, Landscape Architects and Engineers, March 1923." Held by the Facilities Office, Winona State University.

⁴ See the First and Second Floor plans in "Model School Building—State Normal School Winona, C. H. Johnston, Architect" held by the Facilities Office of Winona State University under the file Phelps Original Plans 02-2-C1\1.

⁵ As noted in Section 8, the model school was originally divided into four divisions each composed of two of the elementary grades. Each division had a supervising teacher called the "critic" teacher. As a result, Johnston's plans mark each of these as a "critic's office." Of course, as noted above, the offices on the south end did not have the benefit of the projecting bay. For reasons noted below, only the second floor office at the north end retains its original form. This office features built-in wooded cabinets below the bay windows.

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Integrity

During its first forty years the Model School Building was not changed in any substantial way. Then in 1955 the college built Howell Hall a few feet to the north of the Model School facing Sanborn Street (Figure 8). This was a modernist brick and glass two story rectangular building joined to the Model School by a narrow glass and steel passageway. This passageway extended the Model School's main corridors on the basement and first floor into the new building. As a result, the first floor "critic's office" in the projecting bay on the south side was lost. Howell was built to expand the usable space of the laboratory school and allowed the junior high school program, which had been housed in College Hall since 1924, to be moved into the new complex, (called Phelps-Howell Hall). In addition to traditional classrooms and offices, Howell featured an observation room with a second floor gallery (allowing students to observe classes in progress) and a cafeteria and kitchen.⁶

In 1971, the State College Board ended the Phelps Laboratory School, as the model school had come to be called. As a result, the college moved several academic departments into the two buildings. This required some reconfiguration of space in the Model School Building. For example, the swimming pool and locker rooms in the basement were converted to other uses. The original gymnasium, a two-story space, was adapted for reuse as the campus television studio. It retained its shape and finishes although the spectator gallery was removed. In 1979, an elevator was added. Generally, the wood trim on the stairways, doorways, and windows have been preserved (Photo #4). Some doors retain their original glass transoms (Photo #5).

There have been few alterations to the Model School Building's exterior. The three-sided projecting bay on the north façade where the passageway to Howell once joined the Model School Building is now sheathed in concrete except that the original window openings on the second floor are still in place. At the main entrance stairway, the original stone balustrade has been replaced by metal handrails. The original 12 over 12 wood windows have been replaced by aluminum sliding windows with the upper half of the window opening filled by panels. Original wood doors have also been replaced by metal and glass.

The building retains its integrity because it exhibits the essential physical features that convey its historic identity, including design, materials, and workmanship. The exterior, for example, retains all the original brick and stone work of its Jacobethan Revival style. The interior retains the same floor plan and the same wood trim as it did in 1915. Moreover, when the university demolished Howell Hall in 2009, the historic integrity of the Model School Building was enhanced because the original setting of the building was restored. Just as it was between 1924 and 1956, the Model School Building is once again a free-standing structure most closely associated with College Hall, its nearest neighbor.

⁶ Jean Talbot, *First State Normal School 1860—Winona State College 1960* (Winona: Winona State College, 1959, 1960, 1961) p 43.

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College Hall

Exterior

College Hall, today called Somsen Hall, is a very large, nearly square, brick Collegiate Gothic style structure built in 1924.⁷ Except for the tower, the building has three levels. The lower level, delineated the “ground floor” in the original plans, is at street grade, and above that is the first floor, through which the public accesses the auditorium, and the second floor.⁸

The symmetrical front elevation faces north towards Sanborn Street and stretches for about 210 feet (Photo #6). At the center of this façade is a 36-foot wide four story tower which projects out 12 feet from the main façade (Photo #7). At the base of the tower is a wide stone ballustrated stairway which leads to the main entrance on the tower’s first floor, a double door flanked by two side doors, originally of wood with a multi painted transom, under a compound segmental arch. The stone here and elsewhere is locally quarried dolomite limestone, sometimes called Winona travertine.

Above the arch are three panels, the center of which has the inscription “State Teachers College 1924” in relief, along with an explanation that the original main building was destroyed by fire in 1922.⁹ The panel to the left has an oil lamp and the right a torch, each surrounded by strap work. There are sets of four rectangular windows separated by stone mullions on the second and third and floors. The brickwork of the tower is enhanced by a diamond pattern and stone quoins at the corners. The tower is topped by a crenelated parapet guarded by a series of grotesques. There are also grotesques at either end of the entrance archway (Photo #10).¹⁰

To the east of the tower are three sets of tripled windows on each of the three floors and then a projecting corner bay with paired windows on each floor. These paired windows have stone surrounds and spandrels. The pattern to the west of the tower is the same. A belt course of stone

⁷ According to the “Campus Comprehensive Plan—Winona State University” (2010) at 3:35, the current gross square feet of the building is 176,221.

⁸ See the floor plans of the original blue prints labeled “College Hall—State Normal School Winona, C. H. Johnston, Architect” held by the Facilities Office of Winona State University under the file New Main Building 04/4B. The “ground floor” plan is marked “Dest. 2168.” Below the ground floor there is a sub-basement (See #3 in 04/4B). There are no public spaces on this level; it was designed only for mechanicals and storage and it provided access to the tunnels that connected College Hall to Ogden hall and the Model School Building.

⁹ The legislature renamed the Normal School as the State Teachers College in 1921. See Section 8 below.

¹⁰ Beginning in the 13th century, a common characteristic of Gothic architecture was the use of gargoyles, elaborate stone waterspouts which both decorated cathedrals and prevented rainwater from running down the masonry walls. Gothic stonemasons carved them in a variety of shapes--human, animal, human-animal combinations, and monstrous dragons and demons. When similar forms are used purely for ornamentation, as they are here, they are called grotesques or chimeras. Art historians have long debated their meaning. Were they meant to guard churches and believers from evil or were they intended to amuse? See the discussion in Janetta Rebold Benton, *Holly Terrors: Gargoyles on Medieval Buildings* (New York: Abbeville Press, 1997), p. 21. It is not clear why Johnston added them or who created them, but they were certainly in the spirit of the Gothic Revival in architecture. Johnson had used grotesques elsewhere, e.g. Folwell Hall at the University of Minnesota. His original plans suggest that they were ordered from a catalogue because they are marked by model number, e.g. “Model #52” etc.

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joins the lintels of the second floor windows and encircles the entire building. A similar belt course joins the lintels of the ground floor level windows and encircles the building.

The west façade is about 192 feet long and features two projecting bays which mark entrances on the ground floor level, one near the northwest corner and one near the southwest corner of the building (Photo #8). These entrances allowed easy access to the rear entrances of the neighboring Model School Building. Both have compound segmental arches under a checkerboard pattern of soldier brick flanked by grotesques in the form of shield-bearing lions atop brick projections. Paired windows divided by a stone mullion light the first and second floors directly above the entry. The windows have a stone surround dressed in quoins and a stone spandrel between them. At the top corners of the second floor windows are two more grotesques. There are one set of tripled windows on each of the three floors to the left of the northwest entrance. Between the northwest and southwest entrance are five sets of tripled windows on each floor, and to the right of the southwest entrance, two more sets of tripled windows. The lintels of the ground floor and second floor windows are joined by the belt course described above.

The east façade is also about 192 feet long but has only one entrance at the northeast corner (Photo #9). This entrance bay was identical to the west side entrances, including the window surrounds and grotesques. However, when Memorial Hall was built just east of College Hall in 1952, a one story passageway was built on the ground floor which covers the original door opening, although the windows and grotesques are still in place. There is no entrance at the southeast corner, but there is a bay with the same detailing as the entrances on the east and west facades, complete with grotesques. The window pattern of the east façade is otherwise the same as the west.

The rear or south façade features a central bay about 100 feet long which projects out about 10 feet from the main façade. This area originally accommodated the large gymnasium and had five bays of tripled windows on the first and second level and ten single windows on the ground floor level. To the west of the central bay are three sets of windows, two of which are tripled, and the middle group paired. To the east of the central bay is an entrance bay which repeats the detailing of the four other ground floor entrances, flanked by sets of tripled windows.

The roof throughout is flat but marked with a series of skylights which illuminate the hallways on the second floor. In addition, there were originally two light courts, approximately 25 x 60 feet, which were open to the sky (described below). The building originally had a tall smokestack exactly on the east-west center line of the building and about 100 feet south of the central entrance tower. It served the boiler room which was on the ground floor level below the gymnasium (described below).

Interior

A visitor climbing the stairway to the main entrance passes through an interior stairway decorated by the John Socha murals (described in Section 8) and reaches the main corridor of the

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first floor running east and west (Photo #11). Beyond the corridor is a shallow foyer connected to the auditorium by three double doors (Photo #13).

The auditorium is a large two-story space about 80 feet wide, seating about 900, split between about 660 seats on the gently raked main floor and 240 in the balcony accessible from the second floor (Photo #12). The seats, which are original, are wrought iron with wood trim. The side panels of the seats facing the aisles are engraved with "STC," for State Teachers College, the official name of the institution in 1924. The stage is about 48 feet wide and 20 feet deep. Originally, there was an orchestra pit in front of the stage. The east and west walls of the auditorium originally had two banks of tripled 12 over 12 windows, stacked three high. These windows allowed daylight to enter the auditorium from the light courts, which ran along the east and west sides of the side of the auditorium for about 60 feet. The ceiling is coffered and the sidewalls of each sunken panel are decorated by a continuous scrollwork frieze. There are four grotesques, two on each of the side walls where they meet the ceiling. There are large ornate grillwork designs to the left and the right of the proscenium to hide the organ pipes (See Section 8 below). These large grills are bordered with scrollwork friezes which echo the ceiling friezes. A similar frieze frames the proscenium.

The main corridor of the first floor completely surrounds the auditorium and the area of the original light courts forming a large rectangle (Figure 6) The ground floor and the second floor have the same continuous corridor. There are four sets of stairways accessed by the main corridors, one at each of the four corners of the auditorium. The floors in all hallways are finished with 1 x 1 inch square tiles edged by terrazzo which flows into the door openings and also curves up the wall to form six inch high baseboard. Separating the tile from the terrazzo are three inch strips of polished granite. The treads and risers of the stairways are entirely terrazzo.

In Johnston's original plans, the east corridor of the first floor was dedicated to the junior school program of the Model School, including a large assembly room, recitation rooms, and administrative offices. The front and east corridors led to the offices and common areas of the Model School (Figure 6). The second floor featured offices and classrooms dedicated to particular subjects, such as history, English, modern languages, psychology, etc. The ground floor held the classrooms for industrial arts, home economics, and art, as well as the cafeteria, faculty dining room, and kitchens. The area below the auditorium held the locker and shower rooms for boys and girls.

Across the southern corridor from the auditorium stage was the large gymnasium, 65 feet by 88 feet. The gymnasium floor was accessed from the south corridor on the first floor. A gallery for spectators wrapped around the north, east and west sides and was reached from the second floor corridor. In the ground floor below the gymnasium was the boiler room and fuel room. The base of the smokestack noted above was in this room.

Johnston used the top floor of the four-story entrance tower for the music department, including its practice rooms, apparently so that there might be some distance between student music-

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making and other offices and classrooms. The ground floor of the tower, below the stairway, was used as the institution's vault.

Integrity

Overall, College Hall looks very much as it did in 1924. All the architectural detailing of the exterior remains in place except that the original 12 over 12 wood windows have been replaced by two over two double hung metal windows with the upper third of the window opening filled by shaded glass transoms. The exterior wood doors which were topped by multi-pane transoms have also been replaced by metal doors. However, at each entrance there are a set of inner wooden doors with multi-pane transoms which appear to be original. A few window openings in the rear façade have been enclosed in brick and a single garage door added at the east end of the central projecting bay. Several first floor windows on the far southern end of the west façade have also been enclosed in brick.

The expansion of the campus has led to some interior changes. The college built Memorial Hall, the new athletic complex, immediately to the east of College Hall in 1952, and joined the two buildings with an unobtrusive one-story passageway which attached to the ground floor east entrance of College Hall. Fortunately, this passageway retained the stone decoration of the east entrance including the grotesques. With a new athletic complex in place, the college converted the College Hall gymnasium into science classrooms. This area also contained a campus social center, known as "the smog" for its smoky atmosphere, which served as the *de facto* "student union" until Krysko Commons was built in the 1960s.¹¹ The construction of a central campus power station in 1962 eventually led to the removal of the boiler and smoke stack. The area occupied by the smokestack was then used for an elevator.¹²

In 1956, as noted above, the college built Howell Hall and the junior high school program of the laboratory school was moved out of College Hall into the new Phelps-Howell complex. This opened the way for repurposing some of the space on the west side of the building. In 1980, a roof was installed over the light courts. Conference rooms and classrooms were built into most of the area of the former light courts on the first and second floors. However, this renovation retained narrow open courts lit by skylights and light fixtures, about six feet wide, running along the east and west corridors.

The wide corridors which form a large rectangle on each floor are largely unchanged. After almost ninety years of use, the tile, granite and terrazzo floors and the terrazzo stairways are wearing well. On the second floor the wood framed skylights which brought natural light are still in place. In 2006, the Winona State University Foundation funded the cleaning and restoration

¹¹ Talbot, p. 43. Nancy Kay Peterson and Rill Ann Reuter, *Winona State University Scrapbook 1858-2008* (Virginia Beach, VA.: The Donning Company, 2008) p 15.

¹² "Heating Plant Plans Revealed," *Winona Daily News*, July 7, 1960, p 3; "Smokestack goes down, elevator goes up," *The Winonan*, September 28, 1983, p 8.

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of the Socha murals.¹³ The large pieces of Italian sculpture donated by the Watkins family in 1923 still occupy the same places near the entrance to the auditorium (See Section 8 below).

The auditorium retains the original decoration and seating described above (Photo #12). Audiences, for example, can still enjoy the coffered ceilings decorated by friezes and the four grotesques. The 12 over 12 windows on the east and west walls were replaced by glass blocks in 1950. Today, these window openings are permanently covered by curtains. In any case, behind the glass blocks are the sheetrock walls of the conference rooms and classrooms that were added when the light courts were enclosed. The orchestra pit has been covered and the stage extended about five feet into the auditorium. The foyer between the main corridor and the entrance to the auditorium retains its coffered ceilings and friezes (Photo #13).

The building retains its integrity because it exhibits the essential physical features that convey its historic identity, including design, materials, and workmanship. The stone and brick work which mark the building as Collegiate Gothic are almost completely retained, including, for example, every one of the original grotesques. Some interior spaces have been remodeled for new educational uses but the original floor plan is largely intact. The corridors, especially the tile, granite and terrazzo floors, are unchanged. The central entrance with its Socha murals, the foyer, and the auditorium, the most important public space, exhibit essentially the same design, material and workmanship as they did in 1924.

¹³ Kari Knutson, "WSU mural gets a touch up," *WDN*, December 7, 2006, p 1.

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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.)

EDUCATION

Period of Significance

1915-1963

Significant Dates

1915

1924

Significant Person

(Complete only if Criterion B is marked above.)

n/a

Cultural Affiliation

n/a

Architect/Builder

Johnston, Clarence H.

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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 Model School Building (now Phelps Hall) and College Hall (now Somsen Hall) on the campus of Winona State University are historically significant under Criterion A in the area of education as distinctive local examples of the Normal School movement in Minnesota, a movement that helped shape public education in the state. The Winona Normal School was Minnesota's first teacher training school when it opened in 1860. The school fostered many pedagogical innovations, including the state's first "laboratory school" program, the primary grades of which were housed in the Model School Building after it was built in 1915. The Normal School became the State Teachers College in 1921. When College Hall was built in 1924, it housed the junior high school program of the laboratory school as well as the main offices and auditorium of the Teachers College. The model school program ended in 1971, but these two buildings continued to serve as core campus buildings as the institution evolved into Winona State College in 1957 and Winona State University in 1975. The period of significance begins in 1915 with the construction of the Model School Building and continues to 1963, as the passage of fifty years is the minimum threshold for considering the eligibility of a property for the National Register. These properties are related to the statewide historic contexts of "Early Agriculture and River Settlement, 1840-1870" and "Urban Centers, 1870-1940."

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

Winona organizes the state's first Normal School

In the second half of the nineteenth century, settlers from the eastern United States and Europe streamed into the midland prairies where they homesteaded farms, built cities, and created the transportation systems that stimulated further economic development and population growth. River towns, especially those on the Mississippi River, were at the center of this great American expansion.

Euro-Americans first settled the land that became the city of Winona in 1851, occupying land ceded to the U.S. government by the Mdewakanton Dakota even before the Treaty of Mendota was ratified in 1853. Winona was incorporated as a city in 1857, and thanks to lumber, grain, steamboats and railroads, this small settlement on a Mississippi sandbar grew quickly into a commercial center for the upper Midwest. Winona never grew to the size of Minneapolis or St. Paul, but during its "golden age" of economic expansion in the last three decades of the nineteenth century it was Minnesota's third largest city.

The founders and early entrepreneurs of Winona were primarily "Yankees" who intended to settle permanently in Winona and build a city that had all the cultural amenities they had experienced in the East. Accordingly, Dr. John Ford, an easterner who came to Winona to

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practice medicine, began campaigning for public education soon after his arrival in 1856.¹⁴ In particular, he was an advocate of the “normal school” as the best approach to bringing education to a frontier community which lacked trained teachers.

The purpose of the “normal school” was to prepare elementary school teachers by training them in methods of instruction that would effectively develop their students’ ability to read, write and do basic math. The “normal school” idea reached the United States from Germany and Britain, where the American educational reformer Horace Mann encountered them in the 1820s.¹⁵ Mann brought the concept back to Massachusetts where the first normal school in the United States was organized in 1839. Normal schools soon appeared throughout New England, including one in Connecticut in 1849.¹⁶ Dr. Ford grew up in that state and very likely was exposed to the normal school movement before he migrated to Winona.

In the summer of 1858, Dr. Ford traveled to St. Paul to lobby the new Minnesota Legislature to establish a Winona Normal School. The legislature decided to set up three normal school districts in the state and ruled that it would charter and fund a normal school in the first district that raised \$5,000 locally to support it. After Governor Henry Sibley signed the bill, Ford returned to Winona where he quickly raised more than the required amount in cash and land. Ford then successfully petitioned the new State Normal School Board to charter the state’s first normal school in Winona in 1859.¹⁷

Ford hired John Ogden, a normal school advocate from Ohio, to be the first principal. The city of Winona built a small building in downtown Winona at Fourth and Lafayette and donated it to the Normal School for a period of eight years.¹⁸ When the school offered its first classes to about twenty students in September 1860, Ogden shared the teaching duties with William Stearns, a Harvard graduate, and a local doctor who taught the chemistry classes. Applicants were not required to be high school graduates but had to pass a basic examination in English, mathematics

¹⁴ C. O. Ruggles, C. O. *Historical Sketches and Notes: Winona State Normal School 1860-1910* (Winona: Winona Normal School Board, 1910) p 185; Jean Talbot, *First State Normal School 1860—Winona State College 1960* (Winona: Winona State College, 1959, 1960, 1961) p 1; R.A. DuFresne, *Winona State University: A History of One Hundred Twenty-Five Years* (Winona: Winona State University, 1985) p 21ff; Peter Henderson, *Her Star Shall Not Dim: a sesquicentennial history of Winona State University*. (Virginia Beach, VA: The Donning Company, 2007) p 17ff.

¹⁵ An early reformer associated with the normal school idea, and perhaps its creator, was John Baptist de LaSalle, founder of the Institute of the Brothers of the Christian Schools. He organized what is generally considered the first normal school, the *École Normale*, in Reims in 1685. The religious order he founded, now called the Lasallian Christian Brothers, operate hundreds of schools and universities around the world including Saint Mary’s University of Minnesota in Winona. It is an interesting coincidence that the two higher education intuitions in Winona are both derived from the same educational reform movement. Ruggles, p. 12, DuFresne, p. 14, Henderson, p. 17. See also W. Battersby, *De la Salle, A Pioneer of A Modern Education* (London: Longmans, Green, 1949)

¹⁶ James W. Fraser, *Preparing America’s Teachers: A History* (New York, Teachers College Press, 2007) p. 57.

¹⁷ Franklin Curtiss-Wedge, *History of Winona County*, p 1102. In fact, the Winona school predated the normal schools of Indiana, Ohio, Missouri, and Wisconsin. In the Midwest, only the normal schools at Ypsilanti, Michigan, and Normal, Illinois were earlier. O. W. Snarr, “The Education of Teachers in the Middle States,” Ph.D. Dissertation, University of Chicago, 1945, p. 119.

¹⁸ Curtiss-Wedge, p 1102-3. After the Normal School left, the Winona Public Library used this building.

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and geography. Tuition was free but students had to pledge to teach in Minnesota for two years. The three-year curriculum began with reading, writing and math and moved on to courses in history, chemistry, law, and instructional methods. Consistent with the European roots of the normal school movement, there were oral exams.¹⁹

By the time the second school year opened, the Civil War had broken out and some of the male students had already enlisted. In December 1861 John Ogden himself resigned as principal and joined a Wisconsin regiment as a captain. He wrote a stirring letter to the Normal School Board stating that he “must rush into the breach and with my life if necessary stay, if possible, the impious hands that are now clutching at the very existence of our free institutions.”²⁰ With the staff and many of the students gone, and funding a problem, the winter term was abbreviated and the school closed formally in March, 1862. It did not open again until the fall of 1864.

While the school was closed, Dr. Ford actively worked behind the scenes to strengthen it. He successfully lobbied the legislature in 1864 to establish permanent funding of the normal school.²¹ He conducted a nationwide search for a new principal, looking for an experienced innovator associated with the normal school movement in the East. Fortunately, he found William F. Phelps, a well-known educational reformer who was at that time principle of a normal school in Trenton, New Jersey. Phelps was associated with the Oswego Movement which advocated reform based on an educational theory grounded in a developmental view of childhood and a belief that learning should be grounded in concrete experiences. He was seeking a new opportunity and agreed to come to Winona. An integral part of his innovative agenda was the “model school,” a lab or training school in which Phelps and his staff taught local children whose parents paid a small tuition. The advanced students of the Normal School learned to be teachers by observing the senior faculty teach and by practice teaching themselves.²² Under this new curriculum, the Normal School’s first graduation class passed its oral examinations in 1866.²³

Early Growth of the Winona Normal School

The success of the Normal School and the popularity of the model school, along with the general population growth of Winona itself, meant that the four-room building that the city had provided was quickly outgrown. Phelps lobbied the legislature to fund a permanent building large enough to house all the aspects of his system, including classrooms, a library, and the model school. The

¹⁹ Henderson, p 21.

²⁰ Quoted in Ruggles, p 41-2. During the war Ogden was captured in Tennessee while recruiting an African-American regiment. He spent one year in a Confederate prisoner of war camp. After the war he worked for the Freedman’s Bureau in Tennessee and organized the school that became Fisk University in Nashville. Ruggles, p. 187. Fraser, p 106.

²¹ Curtiss, Wedge, p. 1104

²² Fraser, p. 123.

²³ Ruggles, p. 49. The Oswego movement was rooted in the educational theory of Swiss educator Johaan Heinrich Pestalozzi. It is sometimes summarized as a belief that “education has to work on the hand, the head, and the heart.” Quoted in Henderson, p 24.

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school had been allocated a plot of land then outside the city (near the present Amtrak Station), but Henry Huff, one of the city's leading entrepreneurs, donated a parcel in central Winona near downtown, which is in fact the present location of College Hall and the Model School Building. A combination of legislative appropriations and local donations led to the construction in 1869 of a large, brick, three-story building in French Second Empire style.²⁴ This building apparently never had a formal name, perhaps because it was the school's only building, and later was referred to as the "old main" building (Figure 1).

Phelps resigned in 1876 during a spat with the legislature over funding, and the next presidents, Charles Morey, Irwin Shepard, and Jesse Millsbaugh, continued to expand and strengthen the Normal School. All these presidents lobbied the legislature to strengthen teaching in Minnesota both by increasing admission requirements to the Normal School and raising the bar for becoming a teacher. For example, they campaigned to make a high school diploma a requirement of admission (which was finally established in 1918). In 1890, they succeeded in making the Normal School diploma the equivalent of a teaching license. Even as the standards were increased the Normal School's enrollment continued to grow. Two wings were added to the school's building in 1894 to allow for an expansion of the Model School as well as more laboratories and classrooms.

Irwin Shepard, who had earlier been Winona's superintendent of schools, continued the school's tradition of pedagogical innovation by adding a kindergarten to the model school program. Shepard was influenced by progressive school reformers who were campaigning for early childhood education in the 1860s and 1870s. Shortly after he became president in 1879, he founded the first kindergarten in the state as part of the model school program. Once the kindergarten was in place, the Normal School Board authorized the first training program for kindergarten teachers in the state.²⁵

Shepard resigned as president of the Normal School because of increasing deafness in 1898. However, he continued to play a major role in the national movement for educational reform. While he was president, he had been elected the secretary of the National Educational Association, the professional association of public school teachers. The NEA was founded in 1857 when the head of the New York State teachers' group organized a nationwide group to advocate for the public schools. It eventually grew into today's NEA which is the largest professional organization in the United States. When he left the Normal School, he was appointed the fulltime permanent secretary of the NEA and his home at 118 W. Wabasha, just a block from the Normal School, served as the organization's headquarters. By 1902, the membership and correspondence of the NEA had grown so large that he and his staff needed more space. He then built an addition to his home and rented the space to the organization for it

²⁴ Curtiss-Wedge, p. 1105, Ruggles, p. 57-59.

²⁵ Ruggles, p 153ff; DuFresne, p 101, 131ff.; Henderson, p. 34. Early childhood education was a very new idea at that time, and Irwin Shepard was a pioneer in this area. Fraser, pp 168-172.

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offices. When he retired in 1912, the headquarters were moved to Michigan, where the new secretary lived, and eventually to Washington, DC where it is today.²⁶

In 1904 Guy Maxwell became president and during his 35 year tenure the Normal School expanded its physical presence in Winona and eventually was transformed into the State Teachers College. His first move was to lobby the legislature to fund a new building to house the library, gymnasium, and kindergarten. In 1908, the cornerstone was laid just east of the main building for what was then called “the library building” but which was later renamed Ogden Hall after the Normal School’s first principal (Figure 2). Maxwell next won an appropriation for the school’s first dormitory, Morey Hall, which was built in 1910 about one block west of the main building to house women students.

The Model School Building and the golden age of the Normal School

The biggest project of this period was the Model School Building, a three-story brick and stone structure built in 1915 just west of “Old Main” (Figure 3). This building was designed by St. Paul architect Clarence H. Johnston and constructed by local contractors Seidlitz and Werner. It was Johnston who had designed the Normal School’s library building in 1909. He had used the Jacobethan Revival style for that building, and he now returned to this style for the Model School Building, perhaps to bookend the Second Empire styled main building with two similar buildings.²⁷

During Johnston’s fifty year career, he was responsible for more than 3000 projects in a variety of styles. He first made his mark as a residential architect in the 1880s and 1890s, designing thirty eight homes on St. Paul’s elegant Summit Avenue alone.²⁸ In 1901 he was appointed the architect for the State Board of Control, the government board responsible for the state’s physical plant, including prisons, hospitals, asylums, as well as the building of the University of Minnesota and the normal schools. For the next thirty years he was the state’s chief architect, responsible for hundreds of public buildings many of which are still used today. Meanwhile, he kept up a private practice designing homes, schools, churches and commercial buildings.

²⁶ DuFresne, 360-361; Henderson, p 38.

²⁷ Paul Clifford Larson, *Minnesota Architect: the Life and Work of Clarence H. Johnston* (Afton, MN: Afton Historical Press, 1996) p. 122. Jacobethan style was an important part of Johnston’s repertoire during this period, exemplified most famously by Glensheen, the Duluth mansion he designed for Chester Cogdon, in 1908. In 1911, he designed the Hanna Rutledge Home for the Aged in Chippewa Falls which uses a Jacobethan plan similar to the Model School Building. Larson, 102, 139. He also designed two other Normal School buildings in this style, “Old Main” at Mankato (1922-1924) and the Maxwell Library at Winona (1939). Patricia Murphy, *Public Buildings of the State of Minnesota: An Architectural Heritage* (St. Paul: SHPO, 1986), p 52.

²⁸ Larson, p. xiii.

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When it opened, the Model School Building housed the elementary school program, grades one through eight.²⁹ The kindergarten remained in the “library building.” The new building contained classrooms for 200 children, an auditorium/gymnasium, a library, a home economics room, an industrial arts shop and a swimming pool.³⁰ The school was organized into four divisions each led by a supervising teacher called the “critic teacher.” Each division had two grades (e.g. the primary grades division included the first and second grades). Offices for the four critic teachers were at the ends of the long corridors that ran the length of the building on the first and second floors (Figure 5). The new building had an observation room where student teachers could observe classes being taught. The school thought of itself as a laboratory of teaching where new methods were tried and evaluated and was occasionally called a “laboratory school.”³¹ The experimental nature of the school is perhaps reflected in the fact that in 1915 the administration inverted the normal gender divisions in the Sixth Grade curriculum: the girls took the manual training class and the boys took cooking lessons.³²

College Hall as the center of the State Teachers College

After weathering World War I, the Normal School continued its expansion with the addition of a second dormitory for women, Shepard Hall, in 1920. The following year, the governor signed an act which changed the state’s normal schools into State Teacher’s Colleges authorized to award a Bachelor of Education degree based on a four-year curriculum.³³ In 1926, the Winona Teacher’s College graduated its first students with a four-year degree, although a two year degree for elementary school teachers continued to be offered for some time.³⁴ In 1929, a separate curriculum was developed to specifically prepare teachers for secondary school teaching.³⁵

²⁹ Subsequently, the model school program developed a junior high school (grades 7-9) which was housed after 1924 in College Hall. Grades 1-6 remained in the Model School Building. Ervin S. Selle, ed., *The Winona State Teachers College: Historical Notes, 1910-1935*. (Winona, no publisher, 1935), p. 85, 106.

³⁰ Original plans for the “Model School Bldg., State Normal School, Winona, Minn, C. H. Johnston, Architect” in possession of the Facilities Office, Winona State University.

³¹ Selle, 86, 106. “Elementary School Fills All Demands.” *Winona Republican Herald*, February 19, 1916, p 6.

³² “Hundreds Visit Model School on Friday Evening,” *WRH*, November 13, 1915, p 7.

³³ G. Theodore Mitau, *Minnesota’s Colleges of Opportunity* (n.p. Alumni Association of the Minnesota State University System, 1977), p. 25; O. W. Snarr, “The State Teachers College in Minnesota’s Program of Higher Education,” pp 241 in Minnesota Commission on Higher Education, *Higher Education in Minnesota* (Minneapolis: University of Minnesota Press, 1950). By this time, there were six normal schools in the state. In addition to Winona, there was the normal school at Mankato (founded in 1868), St. Cloud (1869), Moorhead (1888), Duluth (1902), and Bemidji (1919). Each of these evolved into a State University except the Duluth Normal School which became a branch of the University of Minnesota in 1947.

³⁴ Talbot, p 32.

³⁵ Snarr, p. 247.

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The uninterrupted success of the school was shattered on an early Sunday morning in December of 1922 when the main building was completely destroyed by fire. No one was injured (fortunately the fire occurred during the break between terms) but everything in the main building was lost except for student records which were in a fireproof vault. When the firefighters arrived, they determined that the main building could not be saved and concentrated their efforts on protecting the library building (by then called Ogden Hall), just east of the main building and downwind of the fire. They saved this building although the contents of the library suffered extensive water damage. The Model School Building and the two dormitories, all to the west and upwind of the fire, survived unscathed.³⁶

The fire reaffirmed the long standing bonds between the State Teachers College and community it called home. Many public and private organizations quickly offered help. The day after the fire the college held an assembly in the First Congregational Church just two blocks away on Broadway. Offices and classrooms were set up in a nearby vacant Methodist Church and in the Masonic Hall. The kindergarten was moved to Parish House of St. Paul's Episcopal Church. The city library, the public high school and Central Methodist Church all contributed temporary space.³⁷

In January 1923, the legislature appropriated \$632,000 for a new main building, College Hall, and in October of that year the work of removing the debris of the old main began. Like the Model School Building, this structure was designed by state architect Clarence H. Johnston under the direction of the State Board of Control. Here, however, he used a variant of the Collegiate Gothic style then popular for school architecture. Johnston's first Collegiate Gothic school building was the massive St. Paul Central High School built in 1909. He also used this style for Weld Hall at the Normal School at Moorhead in 1916.³⁸

The size and complexity of College Hall reflected the new status of the former Normal School as a four year college. Although the legislature had officially rebranded the normal schools as the State Teachers Colleges in 1921, the destruction of the old main building and most of its contents marked, as one historian put it, the "definite and final close to the Normal School era."³⁹ College Hall, and a similar building erected the same year on the Mankato campus, announced to the public that a new stage in the development of public education had been reached.⁴⁰

³⁶ Selle, p 120-122; Talbot, p 28-29; DuFresne, 171-174; Henderson, p 63ff; "College Fire Causes \$500,000 Damage," *WRH*, December 4, 1922. p 1, 10 (two pages of coverage with multiple stories.)

³⁷ Talbot, 30.

³⁸ Murphy, p. 51.

³⁹ Talbot, 29.

⁴⁰ Remarkably, the "Old Main" at the Mankato Normal School, built in 1874, also burned down in 1922. Just as in Winona, Clarence Johnston designed a new main building, and just as in Winona, it opened in 1924. This building was listed on the National Register in 1983. However, whereas College Hall still serves as the main administration building of the Winona State campus, Mankato State University abandoned its "old Main" in 1977 when the "lower campus" was closed in favor of the Highland campus.

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Although the general contractor for the project was MacDonald Construction of Minneapolis, local architect B.O. Boyum was appointed superintendent of construction. Boyum was a partner in Boyum, Schubert and Sorenson, a firm which was responsible for a number of Winona buildings which are today on the National Register, including the Winona City Hall and the four surviving neighborhood elementary schools (Jefferson, Washington-Kosciusko, Madison, and Central). The building's local roots were also reflected in the external limestone which was supplied by the Biesanz Stone of Winona.⁴¹

A ceremony marked the laying of the corner stone on March 28, 1924 and the building was ready for partial occupation by September of that year. On October 17, the college invited the community to an open house to inspect the completed structure. The newspaper reporter who covered the event wrote that the building was "beautiful" and "complete in all details."⁴² The reporter went on to note that after climbing the large stairway to the first floor, the public passed through a foyer into the auditorium which sat 900 on its sloped main floor and balcony. The theater was equipped with a pipe organ and an orchestra pit. A wide corridor completely surrounded the auditorium, and there were stairways at each corner of the building, as well as light courts on the east and west corridors. Across the southern corridor from the stage of the auditorium was a large gymnasium, complete with a second level gallery on three sides. The eastern corridors on all three floors led to classrooms, offices and common areas of various departments, and the Model School's kindergarten. The southeast corner of the building and most of the western corridor contained the model school's junior high school (Figure 6).

While under construction, College Hall was the recipient of two major gifts. Local philanthropists Paul and Florence Watkins gave the college a massive collection of approximately 200 paintings, sculptures, prints, photographs many of which were gathered during their numerous trips to Europe, especially Florence and Rome. The gifts included a group of heroic busts of Roman emperors in multi-colored marble and an eight-foot fluted marble vase.⁴³ The Normal School's Alumni Society organized a fund drive to purchase a pipe organ for the auditorium. Called the Memorial Pipe Organ, it was intended to replace the many alumni-donated memorials which had been destroyed when the original main building burned.⁴⁴

In 1933, the building was renamed Somsen Hall, as it is called today, in honor of Stephen H. Somsen, who served as resident director (trustee) from 1909 to 1933 and was a major benefactor to the college.⁴⁵ During the Depression years, however, there was little to celebrate, as higher education experienced stagnant enrollments and flat or decreased legislative funding. Nevertheless, President Maxwell found a way to leverage a New Deal building program into a

⁴¹ "Corner Stone Laid of New College Hall," *WRH*, March 29, 1924, p 1, 4.

⁴² "\$600,000 Teachers College Hall is Finest in State," *WRH*, October 16, 1924, p 12. This is a full page of coverage with several related stories gathered under this headline.

⁴³ Selle, p. 111-114. "Art Day at College to Recognize Watkins Gift," *WRH*, April 18, 1925, p 2. Paul Watkins was the president of the Watkins Medical Products Company of Winona. In 2012, Winona State was awarded a Minnesota Historic and Cultural Heritage grant to hire a conservator to document and organize the collection.

⁴⁴ DuFesne, p 212. "Selection of College Organ is Undertaken," *WRH*, March 1, 1924, p 1.

⁴⁵ Talbot, p. 36.

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new library by cobbling together a Public Works Administration grant of \$41,000 with aggressive fundraising in the local business community. This two-story Jacobethan Revival building across Sanborn from College Hall opened in September 1938. When President Maxwell died suddenly from pneumonia in January 1939, the new library was named in his honor.⁴⁶

A New Deal program also led to the enhancement of College Hall. During the Depression, the artist John Socha painted murals in the main entrance to College Hall, financed by the Federal Arts Project of the Works Projects Administration. Socha was a Minnesota born artist influenced by Diego Rivera and the other Mexican muralists. In addition to his work in Winona, his murals can be seen today in the Kiehle Auditorium at the University of Minnesota at Crookston and New Ulm High School.⁴⁷ The WPA muralists tended to represent idealized regional themes in ways that would be recognizable to mass audiences. Socha's murals in College Hall represent various aspects of Winona history, including the legend of the Sioux princess Wenonah, a riverboat captain, European settlers building the railroads, hauling grain, and working in a sawmill, and the Europeans and Indians coming together in peace (Photo #9).

From a teachers college to a university

After World War II, the state's teachers colleges became comprehensive multi-purpose institutions, a process which had been quietly going on for some time. In 1946, they were officially authorized to broaden their curriculum beyond teacher education. Meanwhile, enrollments were growing rapidly on all campuses, especially the teacher's colleges at Mankato and St. Cloud, but also at Winona, where the enrollment of 908 in 1940 had grown to 4027 by 1971. For the most part, enrollment growth came from first-generation college students of European ancestry whose lower middle class families had not previously sent their children to college. For these families at least, the state teacher's colleges were, in the words of a leading administrator of the period, "Minnesota's colleges of opportunity."⁴⁸ In 1957, the legislature bowed to this *fait accompli* and renamed the teachers colleges the State Colleges.

At Winona State College, the growing enrollment stretched the capacity of the physical plant, and the legislature was now willing to fund new buildings and infrastructure. In 1951, the old library building east of College Hall, then called Ogden Hall, was demolished and the following year a new physical education complex called Memorial Hall was built in its place, attached to the east façade of College Hall by a breezeway on the ground floor level. This building housed the Talbot Gymnasium, and as a result, the gymnasium in College Hall was eventually converted

⁴⁶ Talbot, p 36-37, DuFresne, 222. This building was not included in the present nomination because two major additions have greatly altered its appearance.

⁴⁷ Kenneth E. Hendrickson, Jr. "The WPA Federal Art Projects in Minnesota, 1935-1943," *Minnesota History* (Spring 1993), 170-183. Socha was also a printmaker whose prints are in the collections of the Minneapolis Institute of the Arts and the Walker Arts Center. Robert L. Crump, *Minnesota Prints and Printmakers: 1900-1943* (St. Paul: Minnesota Historical Society Press, 2009), p 163-4.

⁴⁸ This was the title of Mitau's short history of the evolution of Minnesota's normal schools. See note 21.

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to other uses as noted above.⁴⁹ In 1956, the college built a modernist addition on the north side of the Model School Building, and the new complex was called Phelps-Howell, with Phelps referring to the old Model School building, and Howell referring to the new addition (Figure 8). Howell was joined to the Model School Building by a passageway which continued the north south corridor into the new building. Howell provided new space for the model school, by then commonly called the Phelps Laboratory School, including more observation rooms and a kitchen and cafeteria. The junior high school program of the model school was moved from College Hall into the Phelps-Howell complex which was then the site of all the model school programs as well as the education department.⁵⁰

Throughout the 1950s and 1960s, the laboratory school continued to thrive as an innovative teaching institution. The faculty experimented with new approaches such as departmentalized instruction, modular scheduling and outdoor education (including a four night field trip to a state park). The laboratory school faculty also prized the level of collaboration among teachers and the control they had over their school's curriculum.⁵¹ Nevertheless, the historic model school was nearing its end. In 1968, the Phelps Laboratory School dropped its ninth grade program, and the rest of the junior high school program (grades seven and eight) were ended in 1970. By then the State College Board had commissioned a state-wide study of the sustainability of the model schools programs. In December 1970 the board voted to end the Winona model school, and the last classes were taught in June 1971.⁵²

The model school concept was a victim of the college's continued growth. There were many more student teachers than could be accommodated in the laboratory school and much competition for space and resources across the departments. In response to the growing number of students seeking degrees in an expanding number of fields, the college added new dormitories, classroom buildings, two additions to Maxwell Library, a student union, a performing arts center, a new heating plant, and other buildings. In 1975, the legislature decided to designate the state colleges as state universities, and in 1995 the legislature merged the state universities, the community colleges and the technical schools into a single system called Minnesota State Colleges and Universities (MnSCU).

In 2009, Howell Hall was razed and Model School Building once again stood alone as Clarence Johnston had designed it in 1916. Today the Model School Building is the home of the Psychology and Mass Communications departments. The campus television studio is housed in

⁴⁹ Talbot, p. 43. In 1972, a major addition to Memorial Hall replaced Talbot Gymnasium with a larger hall, called McGown Gymnasium, which is still in use.

⁵⁰ Talbot, p 43

⁵¹ According to interviews with five former laboratory school teachers recorded in a video entitled "Winona State University Phelps Lab School Living History 2007" produced by WSU Mass Communication Department and available from the WSU Retiree Center at Winona State University.

⁵² "State College official calls for closing of Phelps School." *WDN*, November 20, 1970, p 3; "Expect Phelps to close next June," *WDN*, December 20, 1970, p. 3. In the 1970-71 school year, Phelps had 284 students registered in kindergarten through sixth grade, almost all of them from Goodview, a suburb of Winona. The Winona school district opened a new elementary school in Goodview in the fall of 1971.

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the two story space which was formerly the gymnasium, and the campus radio station also is located in the building.

College Hall continues to serve as the main administration center as well as the home of the College of Business. As it has been since 1924, its auditorium is the main venue for major campus events, especially those to which the local community is invited, including lectures and readings by famous authors. Here are two examples. In 1934, Vera Brittain, the British author who won international recognition for *Testament of Youth*, one of the great memoirs of World War I, gave a lecture in the auditorium.⁵³ More than a half a century later, another full house in the auditorium heard a reading by Maya Angelou, famous poet and author of the memoir *I Know Why the Caged Bird Sings*.⁵⁴ From the beginning, the auditorium has also been a major performance venue, especially for classical music. Continuing this tradition, the Minnesota Beethoven Festival has used the auditorium in recent years to showcase acclaimed artists including Yo-Yo Ma, Andre Watts and Branford Marsalis.

The Winona Normal School was the first in Minnesota, and its laboratory school, which eventually included the state's first kindergarten and kindergarten teacher training program, was a pioneering innovation in the state. The institution built the Model School Building in 1915 to house the laboratory school, and it served that function until 1963, the end of the period of significance, and continued to serve in this way until the end of the laboratory school in 1971. In 1921, the legislature changed the normal schools into the State Teachers Colleges. When it was built in 1924, College Hall housed the laboratory school's junior high program and in addition was the administrative center of the Winona Teachers College. It continued to be the main administration building as the institution evolved into a multipurpose State College in 1957 and a State University in 1975. From its beginning, the auditorium in College Hall has served as an important venue for cultural events. For these reasons, the Model School Building and College Hall are historically significant under Criterion A as distinctive local examples of an important aspect of the development of education in the state of Minnesota.

⁵³ "Youth Eager to Sacrifice, says Vera Brittain," *WRH*, December 4, 1934; "Vera Brittain's Latest Book Is Popular in City," *WRH*, November 24, 1934.

⁵⁴ Jessica Adsit, "Maya Angelou, an inspiration to all," *The Winonan*, January 19, 1994, p. 7.

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Model School Building and College Hall
of the Winona Normal School
Name of Property

Winona County,
Minnesota
County and State

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Model School Building and College Hall
of the Winona Normal School
Name of Property

Winona County,
Minnesota
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Previous documentation on file (NPS):

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

Primary location of additional data:

- State Historic Preservation Office
 - Other State agency
 - Federal agency
 - Local government
 - University (The Library and Facilities Office of Winona State University)
 - Other
- Name of repository: Winona County Historical Society

Historic Resources Survey Number (if assigned):

Model School Building: WN-WAC-0109
College Hall: WN-WAC-0108

10. Geographical Data

Acreage of Property Less than one acre

UTM References

Datum (indicated on USGS map):

NAD 1927 or NAD 1983

- 1. Zone: 15 Easting: 608730 Northing: 4877900
- 2. Zone: 15 Easting: 608780 Northing: 4877880

Model School Building and College Hall
of the Winona Normal School
Name of Property

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

Blocks 3 and 4 of the Sanborn Addition to the City of Winona, bounded by Sanborn, Washington, King and Main Streets, and also Johnson Street between Blocks 3 and 4 which has been vacated, except for the easterly 254 feet of Block 4 currently occupied by Memorial Hall.

Boundary Justification (Explain why the boundaries were selected.)

The Winona Normal School was originally built on Blocks 3 and 4 of Sanborn Addition, with the original main building in the middle, the library building on the east, and the Model School Building on the west. College Hall was built in the middle of the property on the site of the original main building which was destroyed by fire in 1922. The old library building was razed in 1951 and Memorial Hall built on the eastern portion of Block 4.

11. Form Prepared By

name/title: Greg Gaut
organization: Historic Preservation Consultant
street & number: 673 E. Wabasha
city or town: Winona state: MN zip code: 55987
e-mail greggaut@gmail.com
telephone: 507-452-0536
date: May 17, 2013

Additional Documentation

- **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.

Photographs

Name of Property: Model School Building and College Hall of the Winona Normal School
City or Vicinity: Winona **County:** Winona **State:** Minnesota
Photographer: Greg Gaut **Date Photographed:** February-May 2013
Location of original digital file: The Minnesota State Historic Preservation Office and the author each have copies of the digital photographic files.
Number of photographs: 13

Model School Building and College Hall
of the Winona Normal School
Name of Property

Winona County,
Minnesota
County and State

Description of Photographs and Number

Photo #1: (MN_Winona County_Winona Normal School_0001)
Model School Building, west façade, camera facing east.

Photo #2: (MN_Winona County_Winona Normal School_0002)
Model School Building, south and east (rear) facades, camera facing northwest.

Photo #3: (MN_Winona County_Winona Normal School_0003)
Model School Building, north façade, camera facing southwest.

Photo #4: (MN_Winona County_Winona Normal School_0004)
Model School Building, north stairway, camera facing southeast.

Photo #5: (MN_Winona County_Winona Normal School_0005)
Model School Building, south end of 1st floor, classroom doorway, camera facing southeast.

Photo #6: (MN_Winona County_Winona Normal School_0006)
College Hall, north (main) façade, camera facing southwest.

Photo #7: (MN_Winona County_Winona Normal School_0007)
College Hall, north (main) façade, entrance tower, camera facing south.

Photo #8: (MN_Winona County_Winona Normal School_0008)
College Hall, west façade, camera facing northeast.

Photo #9: (MN_Winona County_Winona Normal School_0009)
College Hall, east façade, camera facing north.

Photo #10: (MN_Winona County_Winona Normal School_0010)
College Hall, detail of grotesque, north façade, on arch over main entrance doors.

Photo #11: (MN_Winona County_Winona Normal School_0011)
College Hall, John Socha mural, main entrance stairway, east wall, camera facing east.

Photo #12: (MN_Winona County_Winona Normal School_0012)
College Hall, auditorium, camera in balcony facing southwest.

Photo #13 (MN_Winona County_Winona Normal School_0013)
College Hall, auditorium foyer, camera on stairway landing facing east.

United States Department of the Interior
National Park Service

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Continuation Sheet

*The Model School Building & College Hall
of the Winona Normal School*

Name of Property

Winona County, Minnesota

County and State

Section number Additional Information Page 1

Historic Photos

- Figure 1: The original “main building” of the Winona Normal School, built in 1869 and destroyed in a massive fire in December, 1922 (Winona County Historical Society photo archives, undated).
- Figure 2: The “library building,” later Ogden Hall, a Jacobethan Revival building designed by Clarence H. Johnston for the Normal School, not long after it opened in 1909. It was just east of the old main building (after 1924, just east of College Hall). Johnston’s 1915 design for the Model School Building, which was just west of the main building, echoed the style of the library building. Ogden Hall was razed in 1951 (Winona State University Rare Book Room, Photo Archive, P550)
- Figure 3: The Model School Building, today called Phelps Hall, designed by Clarence Johnston in 1915, as it appeared c 1920. (Winona State University Rare Book Room, Photo Archive, P488)
- Figure 4: College Hall, designed by Clarence H. Johnston, shortly after it was finished in 1924. It was built on the site of the original main building which had been destroyed by fire in 1922. The library building was to the east and the Model School Building to the west. College Hall was renamed Somsen Hall in 1933. Note original 12 over 12 windows and the multi-paned transom over the main door (Winona State University Rare Book Room, Photo Archive, P604).
- Figure 5: Clarence H. Johnston’s original plans for the Second Floor of the Model School Building, 1915. The projecting bay on the south end of the main corridor (to the far right of the drawing) was apparently never built. (“Model School Building, State Normal School, Winona, C. H. Johnston, Architect,” held by the Facilities Office, Winona State University)
- Figure 6: Clarence H. Johnston’s original plans for the First Floor of College Hall, 1923 (“College Hall-State Normal School Winona, C. H. Johnston, Architect,” held by the Facilities Office, Winona State University)
- Figure 7: Phelps Laboratory School junior high students give gymnastics demonstration in the Somsen Hall gymnasium in 1937 (Winona County Historical Society, Photo Archives, A5137).
- Figure 8: Howell Hall, a modernist addition to the Model School Building built in 1956 and razed in 2009. The Model School Building, then called Phelps Hall, is in the background. The Phelps-Howell complex was the home of the Phelps Laboratory School until it was closed in 1971 (Durfey Studios Photo, April. 27, 1960, Winona States University Library Rare Books Room, Photo Archive, P 40381).

United States Department of the Interior
National Park Service

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*The Model School Building & College Hall
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Name of Property

Winona County, Minnesota

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Page 2



Figure 1



Figure 2

United States Department of the Interior
National Park Service

National Register of Historic Places
Continuation Sheet

*The Model School Building & College Hall
of the Winona Normal School*

Name of Property

Winona County, Minnesota

County and State

Section number Additional Information

Page 3



Figure 3

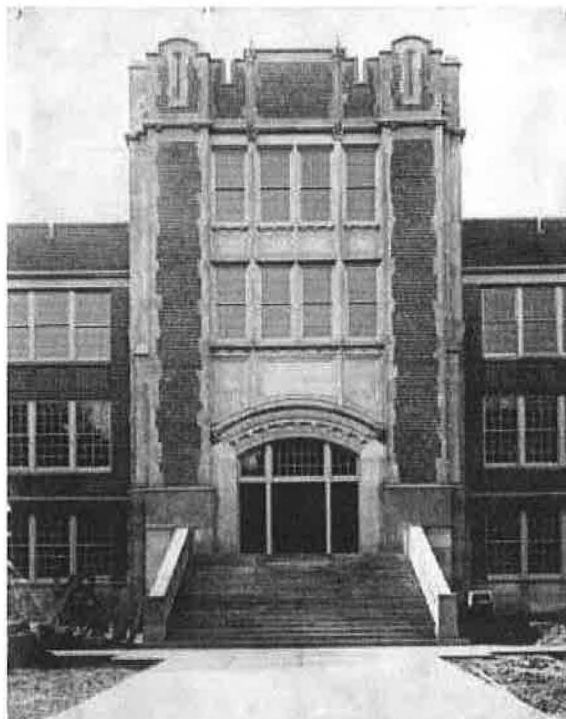


Figure 4

United States Department of the Interior
National Park Service

National Register of Historic Places
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The Model School Building & College Hall
of the Winona Normal School

Name of Property

Winona County, Minnesota

County and State

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Page 4

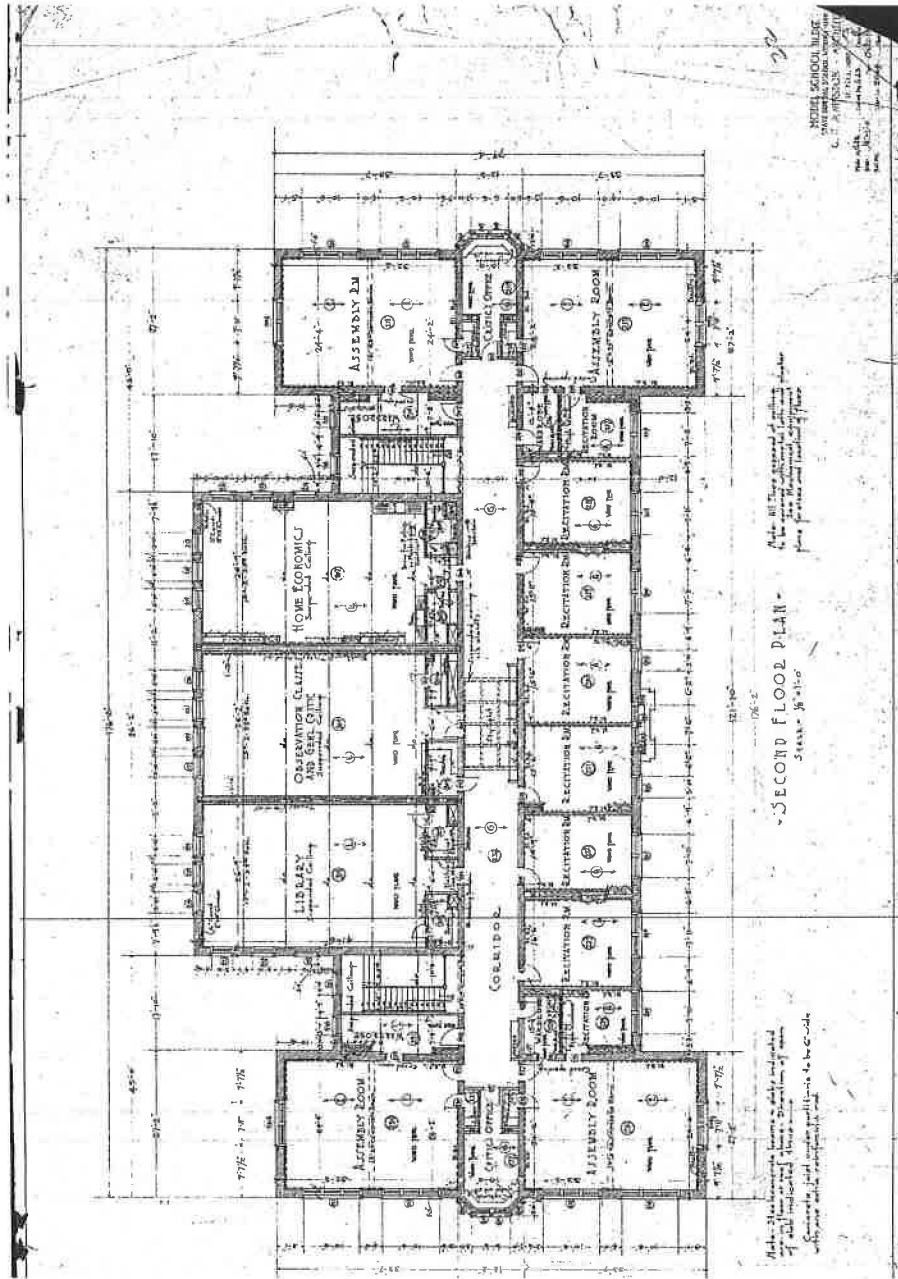


Figure 5

United States Department of the Interior
National Park Service

*The Model School Building & College Hall
of the Winona Normal School*

Name of Property

National Register of Historic Places
Continuation Sheet

Winona County, Minnesota

County and State

Section number Additional Information Page 5

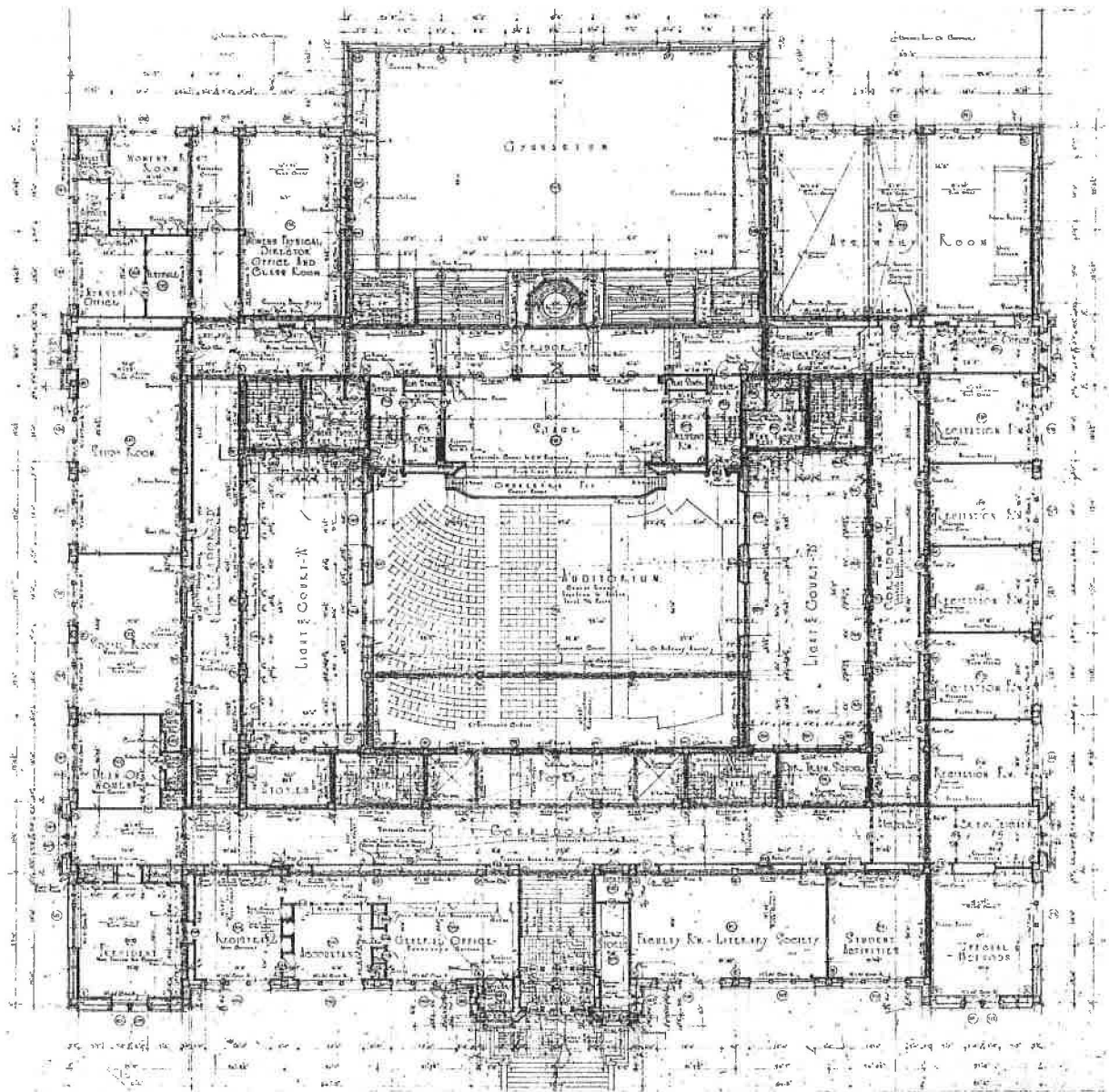


Figure 6

**United States Department of the Interior
National Park Service**

**National Register of Historic Places
Continuation Sheet**

*The Model School Building & College Hall
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Name of Property

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Page 6

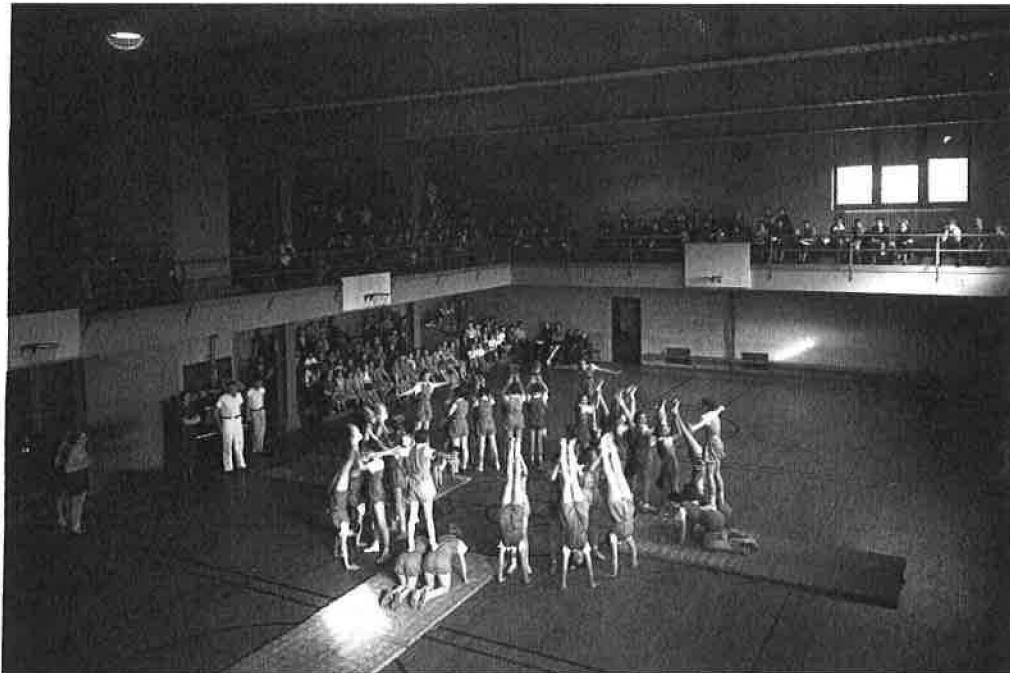


Figure 7

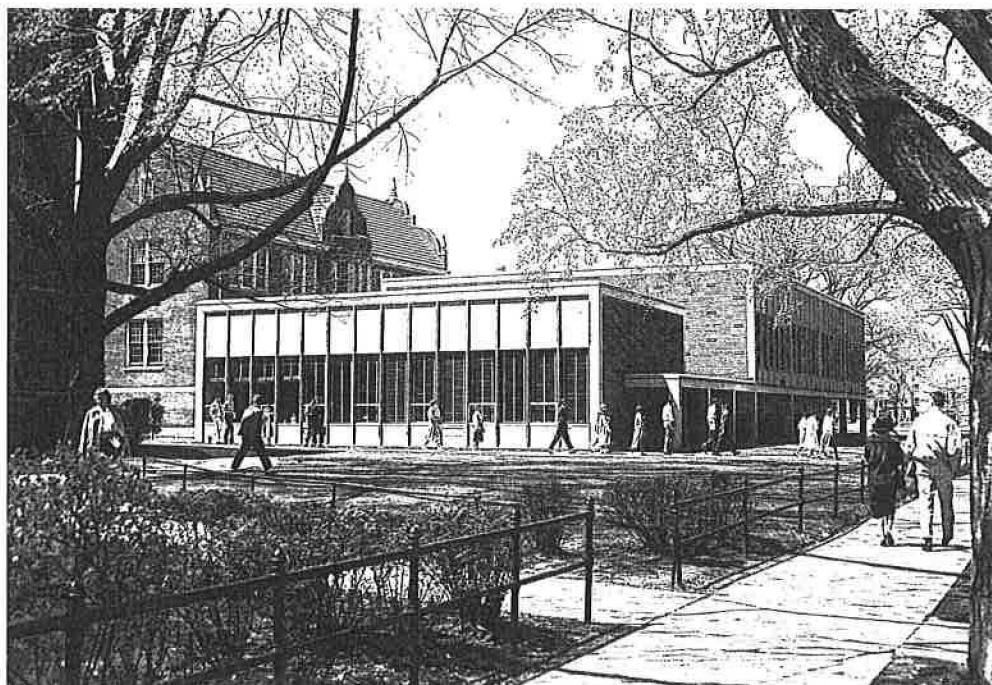


Figure 8

United States Department of the Interior
National Park Service

National Register of Historic Places
Continuation Sheet

The Model School Building & College Hall
of the Winona Normal School

Name of Property

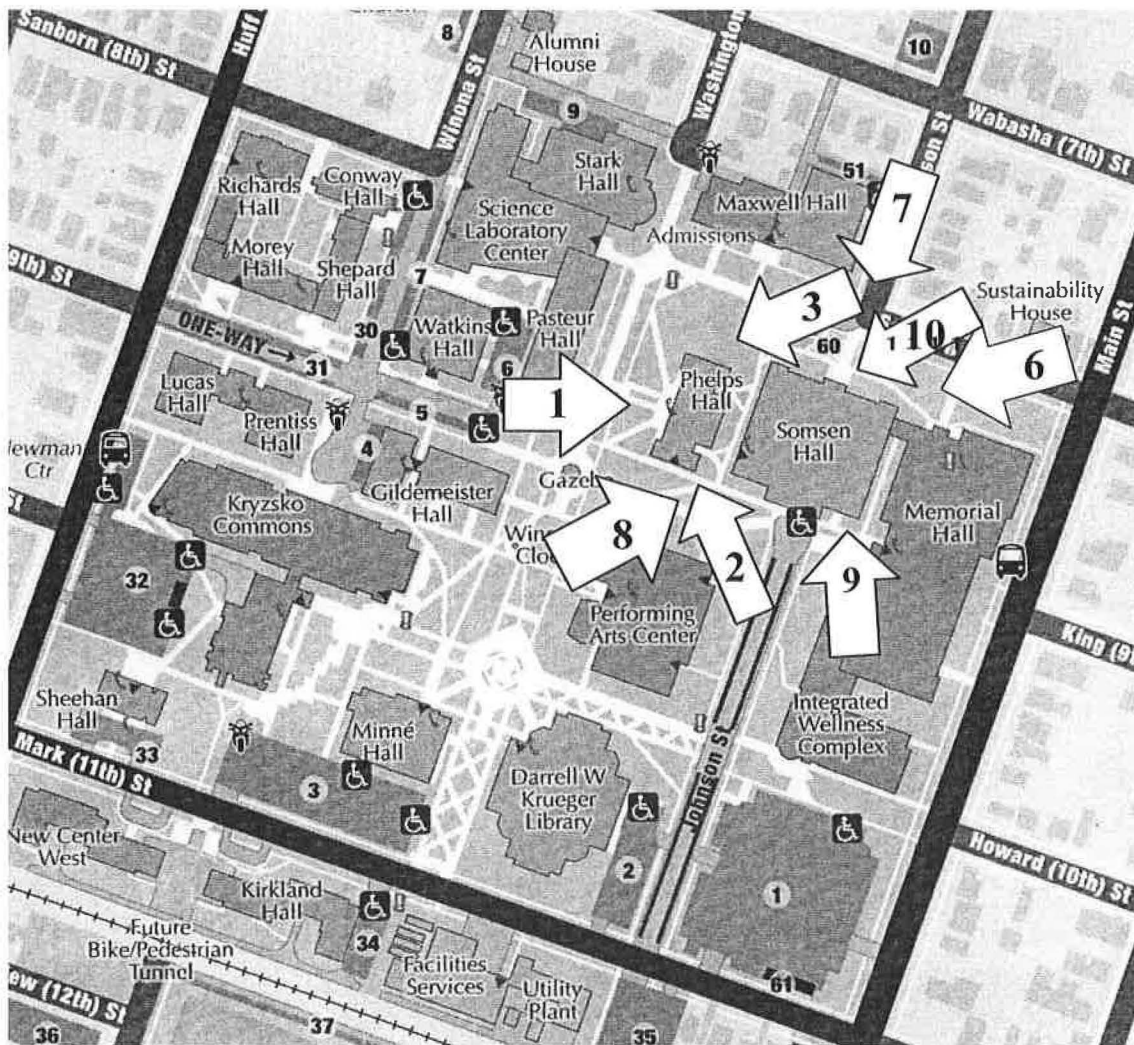
Winona County, Minnesota

County and State

Section number Additional Information

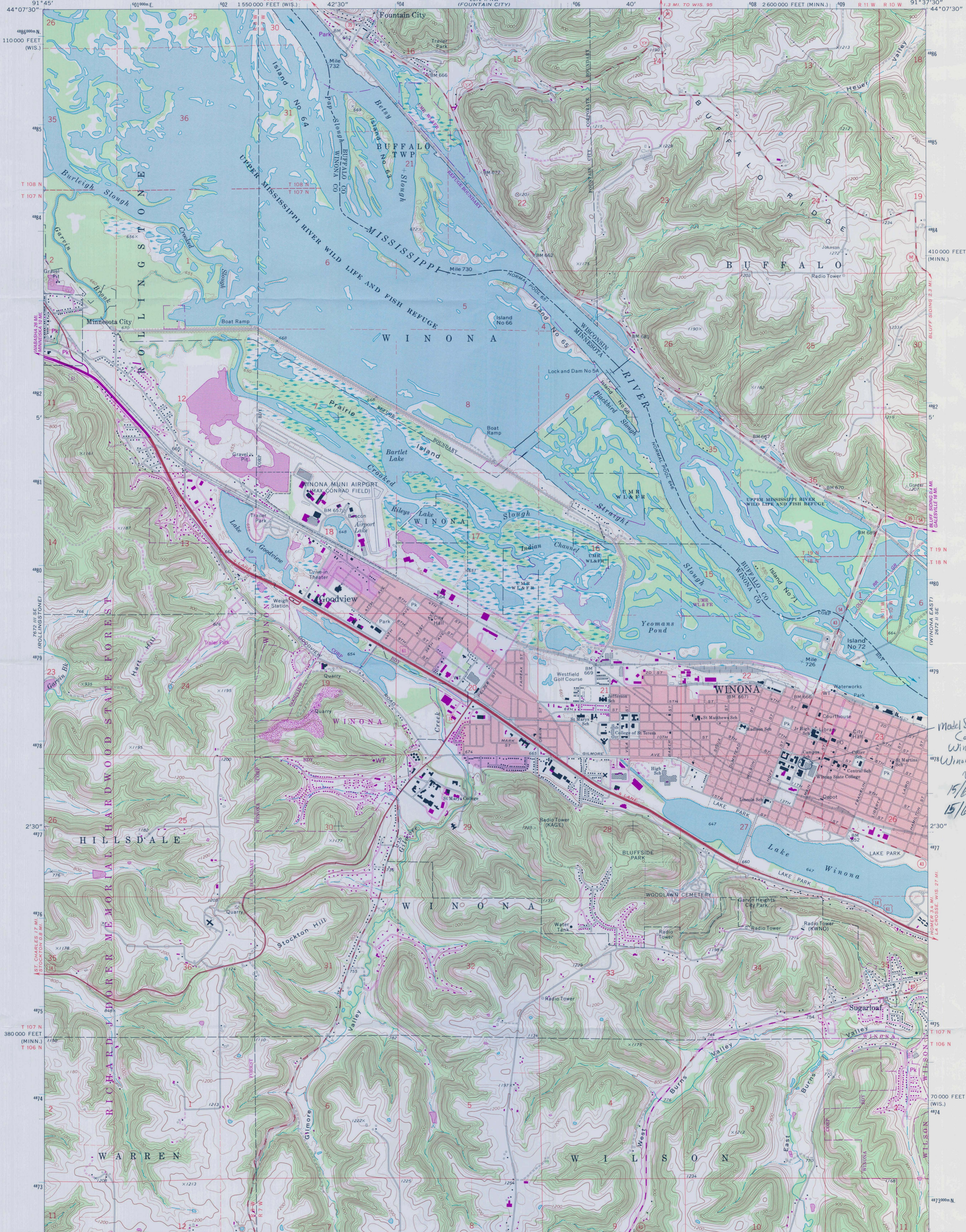
Page 7

Winona State University Campus Map
indicating camera direction for exterior photographs #1-3, 6-10



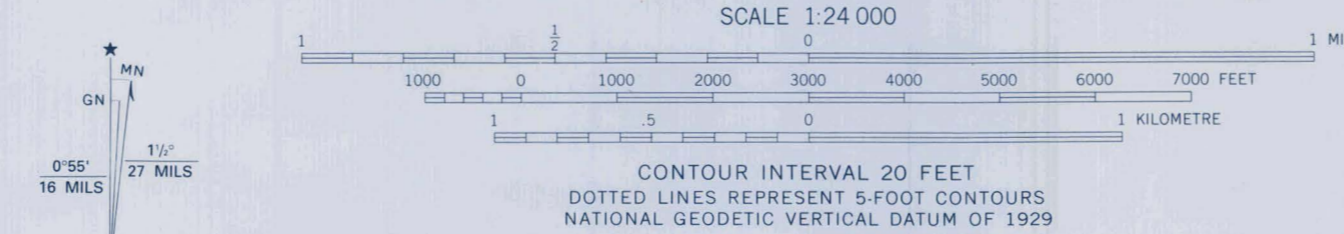
North





Model School Building and
College Hall of the
Winona Normal School
Winona, Winona County, Minn
UTM references:
15/608730/4871900
15/608760/4877880

Produced by the United States Geological Survey
Control by USGS and NOS/NOAA
Topography by photogrammetric methods from aerial photographs
taken 1972. Field checked 1972
Projection: Minnesota coordinate system, south zone
(Lambert conformal conic)
10,000-foot grid ticks: Minnesota coordinate system,
south zone and Wisconsin coordinate system,
central zone
1000-meter Universal Transverse Mercator grid ticks, zone 15, shown in blue
1927 North American Datum (NAD 27)
1927 North American Datum of 1983 (NAD 83) is shown by dashed corner ticks
The values of the shift between NAD 27 and NAD 83 for 7.5-minute
intersections are given in USGS Bulletin 1875
There may be private inholdings within the boundaries of
the National or State reservations shown on this map
Red tint indicates areas in which only landmark buildings are shown
Fine red dashed lines indicate selected fence and field lines where
generally visible on aerial photographs. This information is unchecked



CONTOUR INTERVAL 20 FEET
DOTTED LINES REPRESENT 5-FOOT CONTOURS
NATIONAL GEODETIC VERTICAL DATUM OF 1929

THIS MAP COMPLIES WITH NATIONAL MAP ACCURACY STANDARDS
FOR SALE BY U.S. GEOLOGICAL SURVEY, RESTON, VIRGINIA 22092
AND BY THE WISCONSIN GEOLOGICAL AND NATURAL HISTORY SURVEY, MADISON, WISCONSIN 53706
A FOLDER DESCRIBING TOPOGRAPHIC MAPS AND SYMBOLS IS AVAILABLE ON REQUEST

ROAD CLASSIFICATION
Primary highway, hard surface
Secondary highway, hard surface
Light-duty road, hard or improved surface
Unimproved road
Interstate Route
U.S. Route
State Route



WINONA WEST, MINN.-WIS.

44091-A6-TF-024
1972
REVISED 1993
DMA 7672 II SW-SERIES V872

Revisions shown in purple and woodland compiled in
cooperation with State of Minnesota agencies from
aerial photographs taken 1991 and other sources
Contours not revised. This information not field checked
Map edited 1993
Purple tint indicates extension of urban area



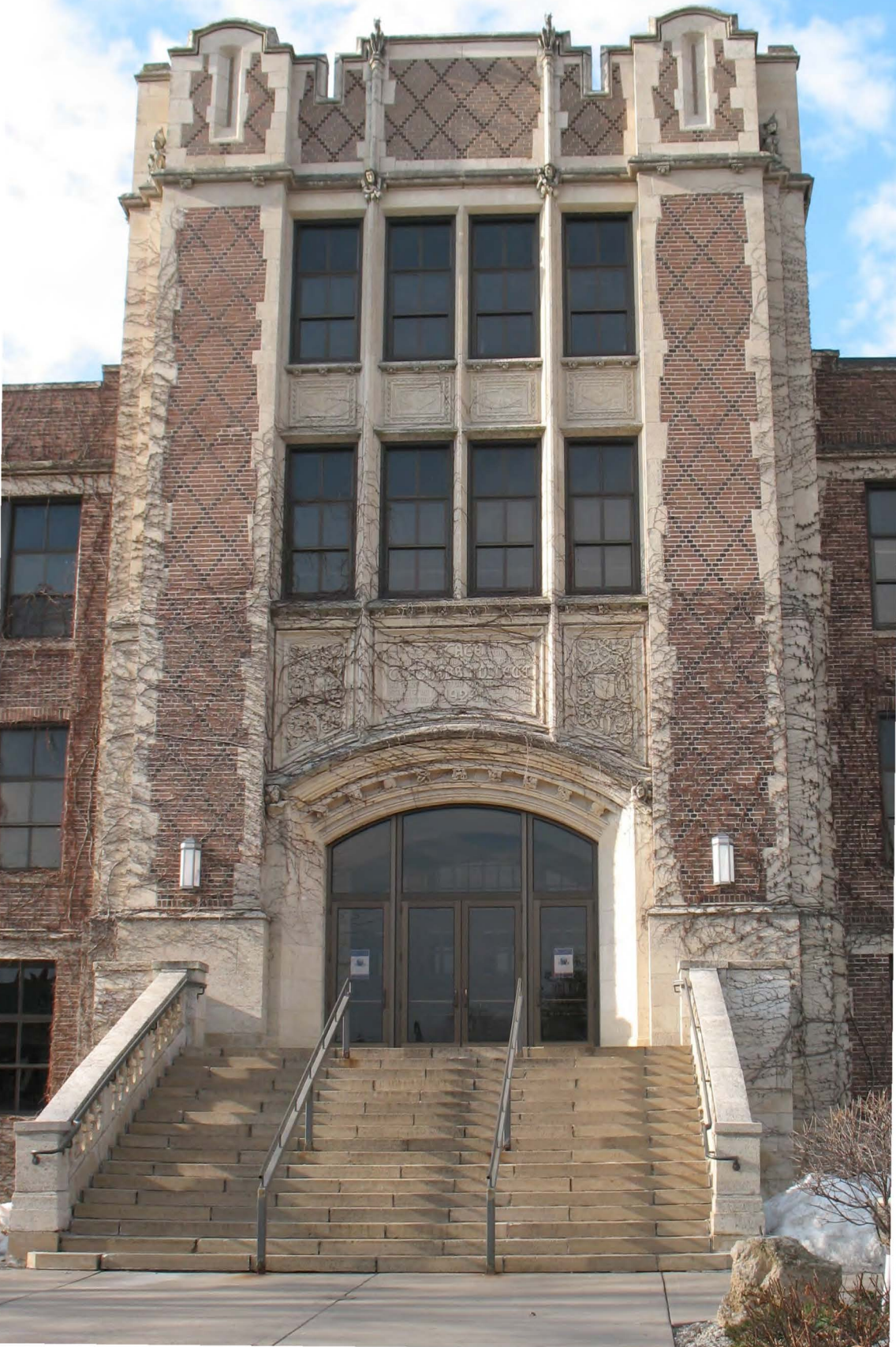
Phelps Hall













Somsen Hall

SOMSEN HA



SOMSEN HALL



W. PRINCE NEW
TRAVEL STU







EXIT



UNITED STATES DEPARTMENT OF THE INTERIOR
NATIONAL PARK SERVICE

NATIONAL REGISTER OF HISTORIC PLACES
EVALUATION/RETURN SHEET

REQUESTED ACTION: NOMINATION

PROPERTY Model School Building and College Hall of the Winona Normal
NAME: School

MULTIPLE
NAME:

STATE & COUNTY: MINNESOTA, Winona

DATE RECEIVED: 10/18/13 DATE OF PENDING LIST: 11/14/13
DATE OF 16TH DAY: 11/29/13 DATE OF 45TH DAY: 12/04/13
DATE OF WEEKLY LIST:

REFERENCE NUMBER: 13000884

REASONS FOR REVIEW:

APPEAL: N DATA PROBLEM: N LANDSCAPE: N LESS THAN 50 YEARS: N
OTHER: N PDIL: N PERIOD: N PROGRAM UNAPPROVED: N
REQUEST: N SAMPLE: N SLR DRAFT: N NATIONAL: N

COMMENT WAIVER: N

ACCEPT RETURN REJECT 12-3-13 DATE

ABSTRACT/SUMMARY COMMENTS:

Entered in
The National Register
of
Historic Places

RECOM./CRITERIA _____

REVIEWER _____ DISCIPLINE _____

TELEPHONE _____ DATE _____

DOCUMENTATION see attached comments Y/N see attached SLR Y/N

If a nomination is returned to the nominating authority, the nomination is no longer under consideration by the NPS.

Minnesota Historical Society
State Historic Preservation Office
345 Kellogg Blvd West, St. Paul, Minnesota 55102
651/259-3451



TO: Carol Shull, Keeper
National Register of Historic Places

FROM: Denis P. Gardner

DATE: September 23, 2013

NAME OF PROPERTY: Model School Building and College Hall of the Winona Normal School

COUNTY AND STATE: Winona County, Minnesota

SUBJECT: National Register:
 Nomination
 Multiple Property Documentation Form
 Request for determination of eligibility
 Request for removal (Reference No.)
 Nomination resubmission
 Boundary increase/decrease (Reference No.)
 Additional documentation (Reference No.)

DOCUMENTATION:

Original National Register of Historic Places Registration Form
 Multiple Property Documentation Form
 Continuation Sheets
 Removal Documentation
 Photographs
 CD w/ image files
 Original USGS Map
 Sketch map(s)
 Correspondence
 Owner Objection
The enclosed owner objections
Do Do not constitute a majority of property owners

STAFF COMMENTS: