

United States Department of the Interior
National Park Service

DEC 19 1988

National Register of Historic Places
Registration Form

NATIONAL
REGISTER

This form is for use in nominating or requesting determinations of eligibility for individual properties or districts. See instructions in *Guidelines for Completing National Register Forms* (National Register Bulletin 16). Complete each item by marking "x" in the appropriate box or by entering the requested information. If an item does not apply to the property being documented, enter "N/A" for "not applicable." For functions, styles, materials, and areas of significance, enter only the categories and subcategories listed in the instructions. For additional space use continuation sheets (Form 10-900a). Type all entries.

1. Name of Property

historic name Connecticut Agricultural School
other names/site number University of Connecticut Historic District (use for publication)

2. Location

street & number See continuation sheet. not for publication
city, town Mansfield (Storrs) vicinity
state Connecticut code CT county Tolland code 013 zip code 06268

3. Classification

Ownership of Property	Category of Property	Number of Resources within Property	
<input checked="" type="checkbox"/> private	<input type="checkbox"/> building(s)	Contributing	Noncontributing
<input type="checkbox"/> public-local	<input checked="" type="checkbox"/> district	<u>47</u>	<u>11</u> buildings
<input checked="" type="checkbox"/> public-State	<input type="checkbox"/> site	<u>1</u>	_____ sites
<input type="checkbox"/> public-Federal	<input type="checkbox"/> structure	_____	_____ structures
	<input type="checkbox"/> object	_____	_____ objects
		<u>48</u>	<u>11</u> Total

Name of related multiple property listing: N/A
Number of contributing resources previously listed in the National Register 0

4. State/Federal Agency Certification

As the designated authority under the National Historic Preservation Act of 1966, 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. See continuation sheet.

[Signature] December 14, 1988
Signature of certifying official Date
Director, Connecticut Historical Commission
State or Federal agency and bureau

In my opinion, the property meets does not meet the National Register criteria. See continuation sheet.

Signature of commenting or other official Date

State or Federal agency and bureau

5. National Park Service Certification

I, hereby, certify that this property is:

entered in the National Register.
 See continuation sheet.

determined eligible for the National Register. See continuation sheet.

determined not eligible for the National Register.

removed from the National Register.

other, (explain:)

[Signature] 1-31-89
Signature of the Keeper Date of Action

6. Function or Use

Historic Functions (enter categories from instructions)
EDUCATION/school/college/education-related
housing/library
AGRICULTURE/animal facility
DOMESTIC/single dwelling
RELIGION/religious structure

Current Functions (enter categories from instructions)
EDUCATION/college/education-related housing/
library
AGRICULTURE/animal facility
DOMESTIC/single dwelling/multiple dwelling
RELIGION/religious structure

7. Description

Architectural Classification
(enter categories from instructions)

LATE 19TH AND 20TH CENTURY REVIVALS/
Colonial Revival/ Classical Revival
other: Collegiate Gothic
COLONIAL/postmedieval English

Materials (enter categories from instructions)

foundation limestone
walls brick/limestone/weatherboard
roof slate
other asphalt shingle/sandstone

Describe present and historic physical appearance.

The University of Connecticut Historic District comprises the historic center of the main university campus at Storrs, a village in eastern Connecticut (part of the Town of Mansfield). The district is located on both sides of State Route 195, also known as Storrs Road, and includes some of the network of secondary roads which extend to the east and west from this major thoroughfare. It contains all the principal institutional buildings associated with the historic development of the university and a number of associated residential buildings. Only three resources in the district are not state-owned: the Storrs Congregational Church, its Community Building, and the cemetery to the rear of the church.

The contributing institutional architecture belonging to the university consists of 23 large masonry buildings in the Colonial Revival, Collegiate Gothic, and Neo-Classical styles, along with four utilitarian buildings, and two barns, all constructed between 1906 and 1942. With the exception of the large barns which are wood framed, most of these buildings are three-to four-story, loadbearing brick structures with limestone architectural detailing. Many display antique brick laid in a Flemish or English bond with header courses at regular intervals. Polychrome slate roofs are a common feature, as are limestone or granite foundations and water tables.

Of the 18 associated residential buildings in the district dating from 1757 to 1940, 12 were built by the university. The remainder were built by others and acquired by the state, either through purchase or bequest. All of the residential architecture contributes to the district. With the exception of the President's House, which was constructed of brick in 1940, all of the houses are wood framed and set on stone or concrete foundations. A variety of styles are represented by these houses, ranging from a few examples of the Colonial and Greek Revival, mostly found along Storrs Road, to a group of very similar shingled, Colonial Revival-style cottages on the campus. This latter group, located on what was originally called Faculty Row, today Whitney and Gilbert roads, were built as faculty housing between 1912 and 1918.

The historic appearance of the campus has changed over time, keeping pace with the development of the institution. The original buildings of the Storrs Agricultural School, as it was first known, were all built of wood; most of these were destroyed by fire and none of them remain. The earliest masonry buildings in the district, the 1906 Storrs Hall and the 1908 Horticultural Building (Gulley Hall), were incorporated into a master plan drawn in 1910 by Charles N. Lowrie, the noted

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Location

Center Campus: University of Connecticut, Storrs, Connecticut.

Gilbert Road: 3, 5, 6, 8, 9, 11, 15.

Horsebarn Hill Extension

North Eagleville Road: 2.

Storrs Road: 1310.

Oak Hill Road

Whitney Road: 4, 6, 8-10.

Willowbrook Road: 1.

Owners of Property in University of Connecticut Historic District

Storrs Congregational Church, 2 North Eagleville Road, Storrs CT 06268

State of Connecticut, University of Connecticut, Storrs, CT 06268

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landscape architect. The core of the Lowrie plan was an axial quadrangle of major buildings running perpendicular to the main road. They were grouped around a library/auditorium to the south of an existing pond (Swan Lake).

The present campus has expanded beyond the boundaries of the original plan. Three historic residential halls and the Agriculture Quadrangle were built on the east side of Storrs Road. There has been very little modern intrusion into the historic core, however, as defined by the present district boundaries. The open space between Storrs Road and the original center quadrangle remains, but modern buildings have been constructed on the other three sides of the historic campus. They include a number of modern dormitories, along with expanded facilities for education and sports, including a second library.

A comparison of the Lowrie plan with both the one drawn in 1920 and the present-day map of campus (Exhibits A, B, and C) demonstrates that campus development followed the proposed Lowrie design to a remarkable degree. By 1920, most of the major buildings of the main quadrangle were in place, with the notable exception of the library, which would not be constructed for 15 years. Two other academic buildings nearer Storrs Road and a gymnasium/armory south of the main quadrangle were constructed in these locations. Further south was a residential street for faculty housing which corresponds to Faculty Row, with other small houses lining present-day Mansfield Road to Storrs Road. Lowrie also called for a man-made pond (the present Mirror Lake) between the faculty housing and the main road, the only major landscape feature of his plan.

Some of the early buildings of the Lowrie campus were built in the Colonial Revival style. These include the first large dormitories, Storrs and Koons halls, identical buildings that are on either side of the main quadrangle (Inventory #s 32, 24; Photograph # 1). Storrs Hall, designed by Davis and Brooks, set the pattern for the rest of the historic residence halls. Three stories in height, it was built of brick in an H plan. Limestone is used extensively in the quoining, cornice, and watertable. Radiating brick voussoirs with limestone key blocks and sills define the fenestration. Koons Hall is an identical building constructed in 1913, undoubtedly by using the same plans. With its Georgian detailing, Gulley Hall is more elaborate and almost residential in appearance and scale (Inventory # 17; Photograph # 2). It displays Palladian windows, along with a combination of arched and trabeated window openings, originally containing wooden double-hung sash. All of the windows have been replaced with modern casements glazed with reflecting glass. The only other institutional buildings of the Colonial Revival style are the 1931 Lakeside Apartments and the 1919 School of Nursing, both located near Swan Lake at the north end of the campus (Inventory #s 30, 25; Photographs # 3, 4). The main block of the apartments is quite similar to Gulley Hall and utilizes some of the same design elements. The School of Nursing, designed by the firm of Unklebach and Perry, is a long one-story brick structure with a gabled roof. Its length is broken

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up by the brick parapets of the main center block.

Delbert Perry, one of the principals of Unklebach and Perry, became the major architect for the university, designing ten major buildings between 1922 and 1942, primarily in the Collegiate Gothic style. These include six large residence halls, the armory, the dining hall (now a museum), and the Home Economics Building. The residence halls are similarly massed buildings, often utilizing the H plan, but each one is individually detailed. They include Holcomb Hall, the first women's dormitory, the William Henry Hall Dormitory, and Manchester, Sprague, Wood, and Beach halls (Inventory #s 22, 18, 27, 31, 37, 4). Whitney Hall, the only other major dormitory of this style, was not designed by Perry (Inventory # 34).

The Hall Dormitory and Wood Hall, the east and west boundaries of the historic center quadrangle respectively, are typical and share some common features. Both have recessed, arched double doors set in tall gabled entrance pavilions; that of Wood Hall is quite elaborate with a three-tiered carved limestone face. Wood and Manchester halls are another pair built in 1940 with corner buttresses and stepped parapeted gables (Photograph # 5).

Holcomb, Whitney, and Sprague halls are located on Storrs Road on the east side, facing the main campus. Built between 1922 and 1942 as separate buildings, they are now joined together with small covered loggias. Sprague and Holcomb, at either end of this grouping and both designed by Perry, are similar with shouldered parapeted gables and polychrome slate shingles. Whitney (architect not known), the middle and last-constructed building of the group, is differentiated by its monochrome green slate roof and its large center cupola (Inventory #34; Photograph #6). This latter feature is a reflection of the larger cupola of the Wilbur Cross Library on the main campus, almost opposite this grouping.

The rest of Perry's major campus buildings are dissimilar in massing and plan. The earliest, the armory, has the typical towers of the Military Gothic at either end of the building, each with recessed, segmental-arched limestone entrances (Inventory # 19; Photograph # 7). False buttresses and limestone belt courses enrich the brick surfaces. Beach Hall and the Home Economics Building (now Design and Resource Management) occupy prominent positions on the west campus and both can be seen from the road (Inventory #s 4, 10; Photographs #8, 9). Both buildings have more elaborate limestone frontispieces at the main entrances; the entrance of Beach Hall is located in a tower which connects the two wings of the building. The William Benton Museum, formerly the dining hall, also has unusual massing with its crossplan and lower height (Inventory #5; Photograph #10). While it echoes the design of some of Perry's larger buildings with its shouldered parapets and buttressed corners, the east entrance, with its large oriel and cul-de-lampe, makes this building distinctive.

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Neo-Classical-style buildings were constructed in the district from 1935 to 1953. The two earlier buildings of this style are contributing resources, the 1935 Wilbur Cross Library and the 1941 Castleman Engineering Building (Inventory #s 7, 8; Photographs #11, 12). Only the recent construction date of the other two buildings classifies them as non-contributing since they both are architecturally compatible additions to the campus's historic district (Inventory #s 15, 29). The library, by far the largest building on the historic campus, was designed by the Connecticut Department of Public Works under architect Frederick Dixon. It has a nine-bay colossal portico surmounted by a full limestone balustrade on the east facade which displays smooth limestone columns with stylized composite capitals. A large 1968 addition on the west side has a simplified entrance with a recessed arched opening set in a slightly projecting pedimented pavilion, all constructed of limestone (Photograph #13).

The Storrs Congregational Church and its Community Building, both designed in the Colonial Revival style by Delbert Perry, are the last major buildings located on the west side of the historic campus (Inventory #s 48, 49; Photograph #14). Prominently sited on its corner lot above the intersection of Storrs and North Eagleville roads, the church displays a colossal portico and a clocktower, surmounted by a large rooster weathervane, underscoring the church's long association with the university when it was still the Storrs Agricultural School.

A number of utilitarian brick buildings complete the institutional core of the district. They range from small structures such as the 1917 Fire Department, to the more massive 1925 Office of Facilities and the 1938 Heating Plant, all grouped together at the northwest corner of the older campus (Inventory #s 13, 11, 20).

The Agriculture Quadrangle on the east side of Storrs Road, contains the last institutional architecture in the district. Its most prominent feature is the large wood-framed Dairy Barn (37' x 371') with its three tiled silos, built between 1913 and 1920 (Inventory #9; Photograph #15). A somewhat smaller 1922 barn, now used as the Landscaping Building, lies to the east and further back from the road (Inventory # 26). Most of the rest of the buildings in this quadrangle were built after 1950 with the exception of 1915 Farm Machinery Building (Inventory #12) and a small circa 1890 house now used by the university (Inventory #47).

Representative examples of the original faculty housing on the campus include the cottages shown in a streetscape of the north side of Gilbert Road (Inventory #s 45, 46; Photograph #16). Both were designed by H.C. Preston of Norwich and built in 1918. All of these houses have wood-shingled walls and open porches or porticos; each is individually designed. There are similar cottages on Whitney Road, a parallel street just to the north; two of these were designed by Delbert Perry (Inventory #s 56, 58; Photograph #17). The President's House built of brick in 1940, a more formal interpretation of the Colonial Revival style, is the only other

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small-scale residential building built by the college. It sits above Storrs road on the east side overlooking the historic campus (Inventory # 55).

Below the President's House, immediately adjacent to Storrs Road, are several of the residences that predate the founding of the agricultural school and are now used by the university. The earliest of these is a good example of a mid-eighteenth-century Colonial, the Cordial Storrs House, now called Honors House (Inventory #53; Photograph #18). Across the road in front of Mirror Lake is International House, built in the Federal style (Inventory #52; Photograph #19). Its plain facade is highlighted by an original doorway with a fanlight, pediment, and side pilasters. The splayed window lintels are an unusual feature. The Blake House, an 1820 Greek Revival just south of the Storrs House, completes the historic group of houses in this section of the campus (Inventory # 51).

A complete inventory of the contributing and non-contributing resources in the district follows. The institutional buildings owned by the university are listed first in alphabetical order, followed by the remaining residences and religious properties in order by street address. A building less than 50 years old is not usually classified as contributing but several major buildings, built up through 1942, are compatible in style with the rest of the historic campus and contribute to the district.

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INVENTORY OF CONTRIBUTING AND NON-CONTRIBUTING RESOURCES

<u>#</u>	<u>Address/Location</u>	<u>Name*/Style/Date</u>	<u>C/NC</u>	<u>Photo #</u>
1.	Center Campus	Admissions/Mechanic Arts Utilitarian, 1910	C	
2.	"	Arjona Building, Modern, c.1970	NC	
3.	"	Atwater Laboratory Colonial Revival, 1930	C	
4.	"	Beach Hall Collegiate Gothic, 1929	C	9
5.	"	William Benton Museum/Dining Hall Collegiate Gothic, 1920	C	10
6.	"	John J. Budds Building 20th-c. Institutional, c. 1950	NC	
7.	"	F.L. Castleman/Engineering I Neo-Classical, 1941	C	12
8.	"	Wilbur Cross Library Neo-Classical, 1935, 1965	C	11, 13
9.	"	Dairy Barn, 1913	C	15
10.	"	Design & Resource Management/ Collegiate Gothic, 1942	C	8
11.	"	Office of Facilities Utilitarian, 1925	C	
12.	"	Farm Machinery Building Collegiate Gothic, 1915	C	
13.	"	Fire Department/Power Plant Utilitarian, 1917	C	
14.	"	Gentry Building Modern Institutional, c. 1970	NC	
15.	"	Grange Hall Modern Neo-Classical, 1950	NC	

* Where a building has more than one name, the current name precedes the historic name to conform with the campus directory.

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32.	Center Campus	Storrs Hall Colonial Revival, 1906	C	1
33.	"	Waring Chemistry Laboratory Modern Institutional, 1959	NC	
34.	"	Whitney Hall Collegiate Gothic, 1939	C	6
35.	"	White Building Modern Institutional, c. 1965	NC	
36.	"	Williams Health Services Modern Institutional, c. 1965	NC	
37.	"	Wood Hall Collegiate Gothic, 1940	C	5
38.	"	W.B. Young Building Modern Neo-Classical, 1953	NC	
39.	2 Gilbert Road	Cottage #22 & 23 Colonial Revival, 1917	C	
40.	3	"		
		Cottage #15 & 16 Colonial Revival, 1918	C	
41.	5	"		
		House 28 Colonial Revival, c.1918	C	
42.	6	"		
		Cottage #11 Shingle/Craftsman, 1912	C	
43.	8	"		
		Cottage #21 Colonial Revival, 1919	C	
44.	9	"		
		Cottage #9 Colonial Revival, c. 1918	C	
45.	11	"		
		Cottage #10 Colonial Revival, 1918	C	16
46.	15.	"		
		Cottage #22 Colonial Revival, c. 1918	C	16

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16.	Center Campus	Grange Shelter pavilion, 1937	C	
17.	"	Gulley Hall/ Horticulture Bldg. Georgian Revival, 1908	C	2
18.	"	William Henry Hall Dormitory Collegiate Gothic, 1927	C	
19.	"	Hawley Armory Gothic, 1915	C	7
20.	"	Heating Plant Utilitarian, 1938	C	
21.	"	Elizabeth Hicks Hall Modern Institutional, 1950	NC	
22.	"	Holcomb Hall/ Women's Bldg. Collegiate Gothic, 1922	C	
23.	"	Jones Building Modern Institutional, c. 1965	NC	
24.	"	Koons Hall Colonial Revival, 1913	C	
25.	"	Lakeside Apartments Colonial Revival, 1931	C	3
26.	"	Landscaping Bldg./Motor Pool Colonial Revival Barn, 1922	C	
27.	"	Manchester Hall Collegiate Gothic, 1940	C	
28.	"	Planetarium, c. 1940	C	
29.	"	Radcliff-Hicks Building Neo-Classical, 1951-55	NC	
30.	"	School of Nursing/Infirmary Colonial Revival, 1919	C	4
31.	"	Sprague Hall Collegiate Gothic, 1942	C	

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47.	Horsebarn Hill Ext.	Phelps House/House #41 Victorian vernacular, c. 1890	C	
48.	2 North Eagleville Rd.	Storrs Congregational Church Colonial Revival, 1926	C	14
49.	"	Congregational Community House Colonial Revival, 1927	C	
50.	"	Old Storrs Cemetery 18th c.	C	
51.	1310 Storrs Road	Blake House/Prof. Prattmen House Greek Revival, c. 1830	C	
52.	___ "	International House/John Gilbert Jr., House, 1802-1807	C	19
53.	___ "	Honors House/Cordial Storrs House Colonial, c. 1757	C	18
54.	(rear Sprague Hall)	House #1/Baker Cottage Vernacular, c. 1905	C	
55.	___ Oak Hill Road	President's House Colonial Revival, 1940	C	
56.	4 Whitney Road	Whitney House #2/E.M. Whitney Hse. Colonial Revival, 1917	C	
57.	6 "	Urban Research/Cottage #7 & 14 Shingle/Craftsman, 1919	C	17
58.	8-10 "	Cottage #15/Cottage #8 & 9 Colonial Revival, 1917	C	17
59.	1 Willowbrook Road	Esten House/House #6 Shingle, 1917	C	

8. Statement of Significance

Certifying official has considered the significance of this property in relation to other properties:

nationally statewide locally

Applicable National Register Criteria A B C D

Criteria Considerations (Exceptions) A B C D E F G

Areas of Significance (enter categories from instructions)

EDUCATION
ARCHITECTURE
LANDSCAPE ARCHITECTURE

Period of Significance

1906 - 1942
1757 - 1942
1910 - 1942

Significant Dates

N/A

Cultural Affiliation

N/A

Significant Person

N/A

Architect/Builder

Various: See Item 8
Lowrie, Charles N. (landscape architect)

State significance of property, and justify criteria, criteria considerations, and areas and periods of significance noted above.

The University of Connecticut at Storrs, the major institution of the state system for higher education, is historically significant as the first state-supported school for the study of agriculture, one of many such populist schools which were established in the United States as a result of the educational reforms of the nineteenth century and the Federal Land Grant Act of 1862 (Criterion A). The district contains a significant, exceptionally well-designed and-preserved collection of twentieth-century revival institutional architecture of the Colonial, Gothic, and Neo-Classical styles. The buildings include a major body of work by Delbert K. Perry, one of the state's well-known institutional architects. Added significance is derived from the exceptional design and integrity of the campus plan created by the landscape architect, Charles N. Lowrie (Criterion C). A significant component of the district is the residential architecture, either built or acquired by the university, which adds historical and architectural diversity to the district through its association with the development of the school and the wider community.

Historical Significance

In the last half of the nineteenth century, the traditional American system of higher education with academic curricula that produced professionals in law, theology, and education was believed to be inherently undemocratic and often challenged as irrelevant to contemporary society.¹ Populists called for new types of institutions to provide training for the common man in useful occupations, even though some agricultural schools had been in place since the 1840s, for example, Farmer's College of Ohio. Writers such as Henry David Thoreau questioned the value of their formal education at such colleges as Harvard, Thoreau's alma mater. Horace Greeley believed that the problems of the national economy could be directly attributed to the lack of training for the "people."

Years of this ideological rhetoric resulted in the establishment of the Land Grant Act, or the Morrill Act, of 1862. Federally mandated and supported agricultural and technical schools were founded to provide an education for all social classes. Funding was provided by the sale of government land and allotted to each state to

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establish or expand its agricultural and technical programs. Although land-grant institutions were more common in the Midwest, three were located in the New England states of Maine, Massachusetts, and Connecticut. Most of the new land grant colleges went on to become the principal institution of a state-supported university system for higher education, the role that the University of Connecticut has today.

In 1880 Charles and Augustus Storrs offered 170 acres of land and \$5000 to the State of Connecticut for the establishment of a school of agriculture in the community bearing their name. The brothers were long-standing residents of the area, descendants of Samuel Storrs, who settled in the village of Storrs in 1719. The Storrs Agricultural School opened in 1881 with 13 students. In keeping with the general philosophy of providing an opportunity for the farmers' sons to receive an education in the agricultural arts, entrance requirements were not rigorous and most courses were of a practical nature.

Unlike the larger land grant colleges established in the Midwest, the Storrs Agricultural School functioned for the first decade supported only by state funds. Land grant funds for Connecticut had originally been assigned to Yale in violation of the populist spirit of the act. It was not until 1893 that the school at Storrs was successful in its battle with the Connecticut General Assembly to have this source of federal funding. Much of its case was based on the fact that no farmland was available to Yale, an urban institution, but there was abundant land in the rural village of Storrs right on the campus. Despite this additional funding, the school remained small, with a limited student body, a policy established by the General Assembly. By 1897, the physical plant was a collection of wood-framed buildings in the Shingle and Queen Anne styles, randomly grouped around the south shore of Swan Lake, as shown on the campus map of that year; there were less than 50 students in attendance.

An active building program, combined with an expansion of the curriculum, began in 1906 and continued through the 1920s, a period when the agricultural school was becoming a more influential political force in the state. Although the agricultural curriculum became more diversified, academic training in less practical fields was still considered neither necessary nor appropriate for an agricultural school. For example, "classical studies" such as English or history were taught as single courses, but specialized programs in the new "science" of agriculture were housed in separate buildings. Professor Albert Gulley of the department of horticulture had expressed a need for a building for his department as early as 1894; Gulley Hall was erected in 1908 (Inventory # 17). In response to the new complexity of combustion engines, Mechanic Arts, the study of farm machinery, was introduced and had its own building by 1910 (Inventory #1). Since dairy farming was one of the principal types of agriculture in the state in the early twentieth century (along with poultry and

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tobacco farming), a large dairy barn was constructed by 1913, the nucleus of the so-called Ag Quad on the east side of Storrs Road (Inventory #9). In addition to training new farmers, the school worked with its logical political constituency, the Connecticut Grange and key farmers in the state, to consolidate its political position and improve farm production. A standing committee for agriculture was formed in the state senate. The Connecticut Agricultural Experiment Station was established to improve crop and dairy production; its board was composed primarily of prominent farmers.

Most of the colleges and universities in the United States in the early twentieth century were developing master plans to either modify and expand existing campuses or create new ones; the Connecticut Agricultural School, as it was known in this period, was no exception.² Although there have been notable landscape architects in the field, such as Frederick Law Olmsted, most campus planning throughout the country traditionally has been done by architectural firms. The Board of Trustees, however, apparently found it more in keeping with the purpose of the institution to consult with Charles N. Lowrie of New York, a founding member of the Society for Landscape Architects, on a new site plan for the campus. His report and landscape plan, published in the Biennial Report of 1908-1910, was approved by the General Assembly.³ Although it took 25 years to complete, the implementation of this plan marked the coming of age of the school. The construction of a number of substantial masonry buildings confirmed a long-range commitment on the part of the trustees and the General Assembly to a viable institution, one that had begun to take its rightful place among the other institutions for higher learning in the state. The effectiveness of the Lowrie plan can be demonstrated. It has endured and served the needs of an institution that grew from less than 500 students in 1910 to 3500 by 1945. This growth was accommodated by a plan that carried the agricultural school from a state college to a fully fledged university.

When the historic campus was finally completed in 1935 with the building of the Wilbur Cross Library (Inventory #8), the Connecticut Agricultural School had a new status as a state college. Agriculture remained a major field of study, but non-related academic departments were becoming more important, requiring the expansion of the physical plant. The field of agriculture itself had become more specialized; a laboratory for the study of animal disease and breeding was built in 1930 (Inventory #3). Within a few years other departments would have their own buildings on campus. The Castleman Building for engineering was constructed in 1941 (Inventory #7). A building for the study of home economics, one of the few fields open to women since they were admitted in 1893, was completed the following year (Inventory #10). The enduring importance to the state of the study of agriculture can be demonstrated, however, by the fact that of the nine major buildings of the "Ag Quad," all but two were built after the college became a university in 1939. The University of Connecticut at Storrs continues to be a leader in agricultural study, with most of the east campus given over to pasture for the active dairy

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farm and extensive modern animal facilities.

During its early years, the Agricultural School had a special relationship with the Storrs Congregational Church. Walter Stemmons, in his history of the school, states that attendance at the church was required of all students.⁴ Indeed, the faculty and the student body were apparently major contributors to the building campaign for the church and the community house (Inventory #s 48, 49). It is notable that the church elders turned to Delbert Perry to design both these buildings to harmonize with the evolving campus.

Architectural Significance

The significance and integrity of the historic institutional architecture of the district as a whole is exceptional. Although executed in several different styles over a period of years, all the buildings are architecturally compatible twentieth-century revivals. A harmonious continuum is maintained through the use of similar materials and architectural forms. As a group, the buildings are well balanced with the similar massing of the forms and spatial relationships. While they vary in height and size, their relative scale and mass is coordinated. Some of this balance is achieved by Lowrie's siting of the buildings, but much of it can be attributed to the skills of the architects. None of them was working from a clean slate. In addition to the masonry buildings being built or commissioned through 1929, a number of the original wood-framed buildings were still in place during that period.

The contribution of Delbert K. Perry and his firm of Unklebach and Perry is extraordinary. Delbert Perry was trained in the offices of the B. Hubbard Company of New Britain in the early 1900s and joined Unklebach as a partner in 1910. He specialized in academic buildings throughout his career. His school designs include buildings in New Britain, Newington, Plainville, and Wethersfield, Connecticut, along with campus buildings at Connecticut College in New London and Middlebury College in Vermont. His buildings at the university at Storrs are a tour de force and can be considered his best and largest body of work. It is his Gothic buildings that are the most distinctive. A picturesque and harmonious grouping, they are individualized by his creative use of Gothic elements, illustrated best by Beach Hall and the William Benton Museum, where the entrances are particularly unusual and impressive (Inventory #s 4, 5). The variety of embellishment introduced into his residential halls is noteworthy. Building on the pattern established by the first of these buildings, Storrs and Koon halls, which were designed by others, he carried the design forward, introducing subtle variations in the form and elaborating the surfaces to make each an individually significant building.

The Wilbur Cross Library, designed by architect Frederick Dixon, is much more traditional in its plan and style, falling back on the established convention of a

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colossal portico to create an imposing academic building (Inventory #8). That this building succeeds as well as it does is due in some measure to its siting, which gives its added presence. The west wing is a subtle variant of the neo-classical theme, a worthy addition to this key historic building which is visible from many parts of the campus.

The integrity of the historic campus plan has survived through a period of record growth. The university has expanded dramatically since 1945, with 18,000 students now in attendance. For the most part this growth has been accommodated by the construction of modern buildings around the historic core, leaving it substantially intact. The newer buildings for both residential and academic use have been compatibly scaled. Like most of the non-contributing buildings in the district, some have been designed in a compatible architectural style. Two notable exceptions have been constructed; one inside the district and the other to the southeast. The juxtaposition of the Arjona Building next to the cottages of Faculty Row is unfortunate as this massive building is overwhelming and is a visual intrusion on the original intimate scale of this group. The Homer Babbidge Library outside the district is even less sensitive to the scale and architecture of the campus as a whole, but because of its placement, it does not have a direct impact on the district.

It is particularly fortunate that the cottages of Faculty Row have survived. These rather curious buildings in the shadow of large institutional structures recall the more human scale of the early campus. Well-preserved and maintained, they still display their special individual features which give this group added significance, a reminder of a period in the history of the university when time and money could be expended on the architectural design of a modest house.

Campus Planning and Landscape Architecture

Charles N. Lowrie's plan for the Connecticut Agricultural School evolved from a long tradition of campus planning extending back to the colonial period and embodied a whole set of educational and social values developed in the nineteenth century.⁵ Historical precedents can be found for its conceptual basis, as well as its individual features. The fundamental American concept of a college as a close knit, self-contained community where students and teachers lived together, Thomas Jefferson's "academical village," typically English in origin rather than European, has been the basis of campus planning in the United States from the beginning. Such a plan requires dormitories, dining halls, and other support facilities, as well as academic buildings, all the elements of Lowrie's plan. Often these elements were arranged, as they are in the district, in a quadrangle, based on a medieval monastic precedent. American institutions rarely used the fully enclosed quadrangle, preferring the more open expanded plan used by Lowrie. In Connecticut, Yale approaches the monastic enclosure; Trinity was designed as a series of such

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plans, but only partly built in this manner. A final value-laden precedent illustrated by this plan is the "city on a hill," an informing metaphor for American society derived from the Puritan ethos. It was quite literally developed in some colleges, such as Tufts University in Massachusetts; there are suggestions of this concept at the Storrs campus. Lowrie himself made this concept explicit with his reference to the siting of the library, the focal point of his quadrangle "on the highest ground where it would be seen to its best advantage."⁶ The general siting of the historic campus is appropriately located on a broad slope, overlooking the town of Storrs and the rest of the campus.

Nineteenth-century influences are more directly applicable to an understanding of the Lowrie plan. Directly, or indirectly, he was influenced by the planning of other land grant institutions and Beaux Arts Classicism. Of particular interest here is the impact of Frederick Law Olmsted. His campus plans for a number of land grant schools embodied the principles of the educational revolution lead by the populists of the period. Olmsted believed that the appropriate setting for the new schools for the common man was an informal naturalistic park, designing the plan for the Massachusetts Agricultural School (later the University of Massachusetts) in this manner. Although unplanned, the 1897 campus of the Storrs school exemplifies the human scale and the accessibility of Olmsted's democratic campus. It is realized in the Lowrie plan by the incorporation of such features as the man-made lake, which contributes to the park-like setting, and by the surrounding of his formal quadrangle with an informal pattern of roads and paths with broad sweeping lawns, both ideas espoused by Olmsted. The small faculty houses, along with the existing residential architecture now incorporated in the campus, could stand for the residential "cottages" that Olmsted preferred over large dormitories. In believing that all of these campus features would instill proper values in the students, Olmsted was in accord with the philosophy of other nineteenth-century reformers. Educators, along with administrators of other public institutions, such as hospitals or prisons, all shared a common faith in the social benefits that could be derived from appropriate architectural design.

The final influence in the Lowrie plan is derived from Beaux Arts Classicism. His formal axial quadrangle with a large central building is typical of the campus planning of this style. The preponderance of Gothic architecture, a seeming contradiction in a classical plan, was commonly used by campus planners at this time. The nineteenth-century perception that institutional Gothic buildings were elitist had given way to the almost universal popularity of the style for college buildings in the twentieth century, regardless of a school's function, or expressed educational policy.

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Notes:

1. The history of educational reform is drawn from Turner, Paul Venable. Campus: An American Planning Tradition. (Cambridge: MIT Press, 1984), pp. 134-140.
2. Ibid., p. 215 ff.
3. Charles N. Lowrie, "General Plan for Conn. Agricultural College, Storrs, Conn.," Biennial Report of the Trustees of the Connecticut Agricultural School at Storrs, Connecticut For the two Fiscal Years ended September 30, 1910, and for the two years in other matters ended November 30, 1910, Public Document No. 29. (Hartford: State of Connecticut, 1911).
4. Walter Stemmons, Connecticut Agricultural College: A History. (New Haven: Tuttle, Morehouse & Taylor Co., 1931), p. 129.
5. The historial influences on Lowrie were taken from Campus, passim. For Olmsted's participation in the planning of land grant schools, see p. 140 ff.
6. Biennial Report of 1910.

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UTM References

USGS Coventry Quad 1:24,000

USGS Spring Hill Quad 1:24,000

A 18 728170 4632550

B 18 728570 4632240

C 18 728860 4631860

D 18 728760 4631800

E 18 728820 4631650

F 18 728600 4631680

G 18 728400 4631510

H 18 728320 4631590

I 18 728450 4631720

J 18 728360 4631900

K 18 728160 4631920

L 18 728030 4631850

M 18 727960 4631890

N 18 728050 4631970

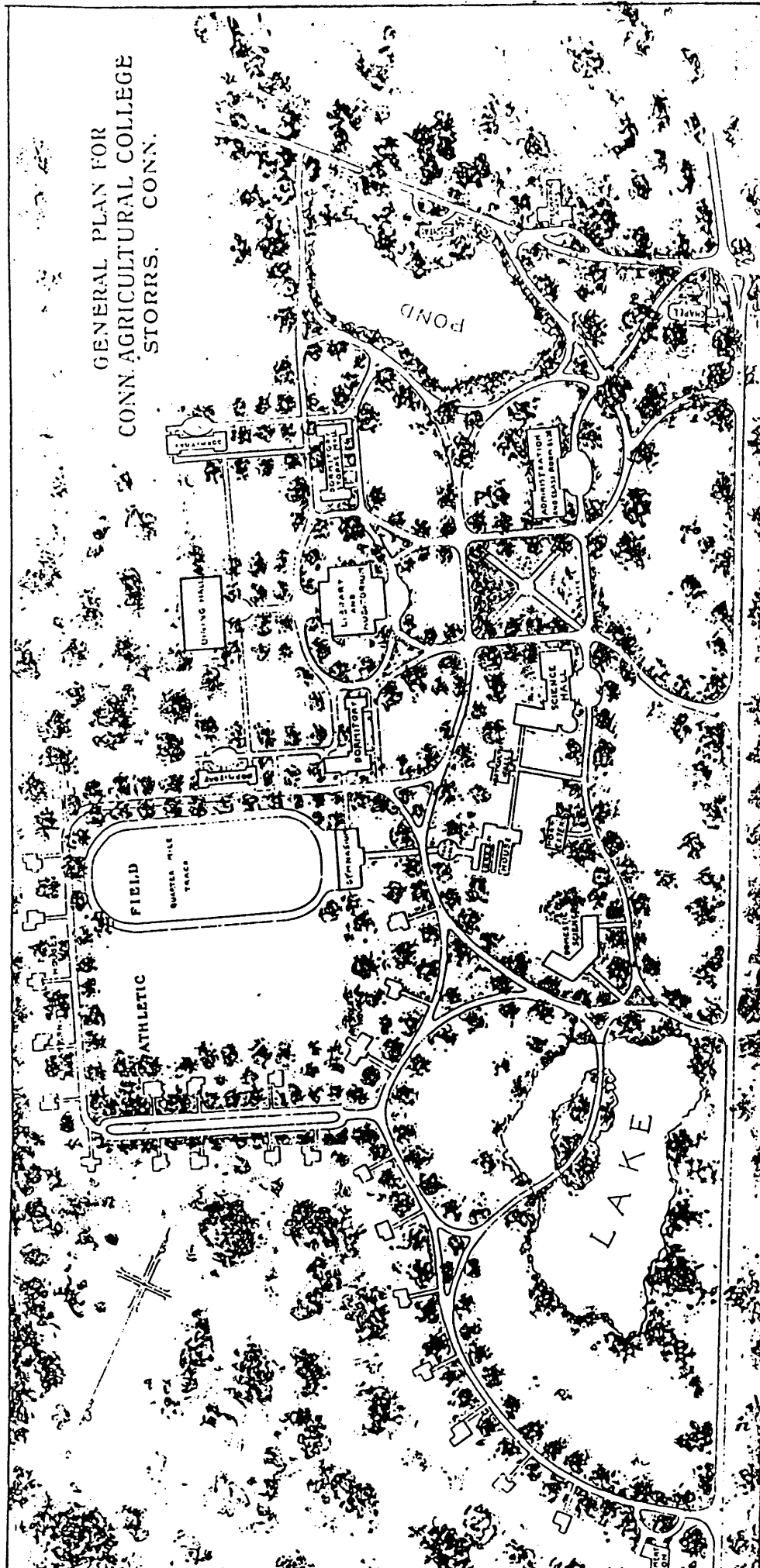
O 18 728000 4632120

P 18 727940 4632210

Q 18 728200 4632260

R 18 728300 4632440

GENERAL PLAN FOR
CONN. AGRICULTURAL COLLEGE
STORRS, CONN.



UConn Historic District
Storrs, Connecticut

EXHIBIT A: Charles Lowrie's
Plan for the Campus, 1910

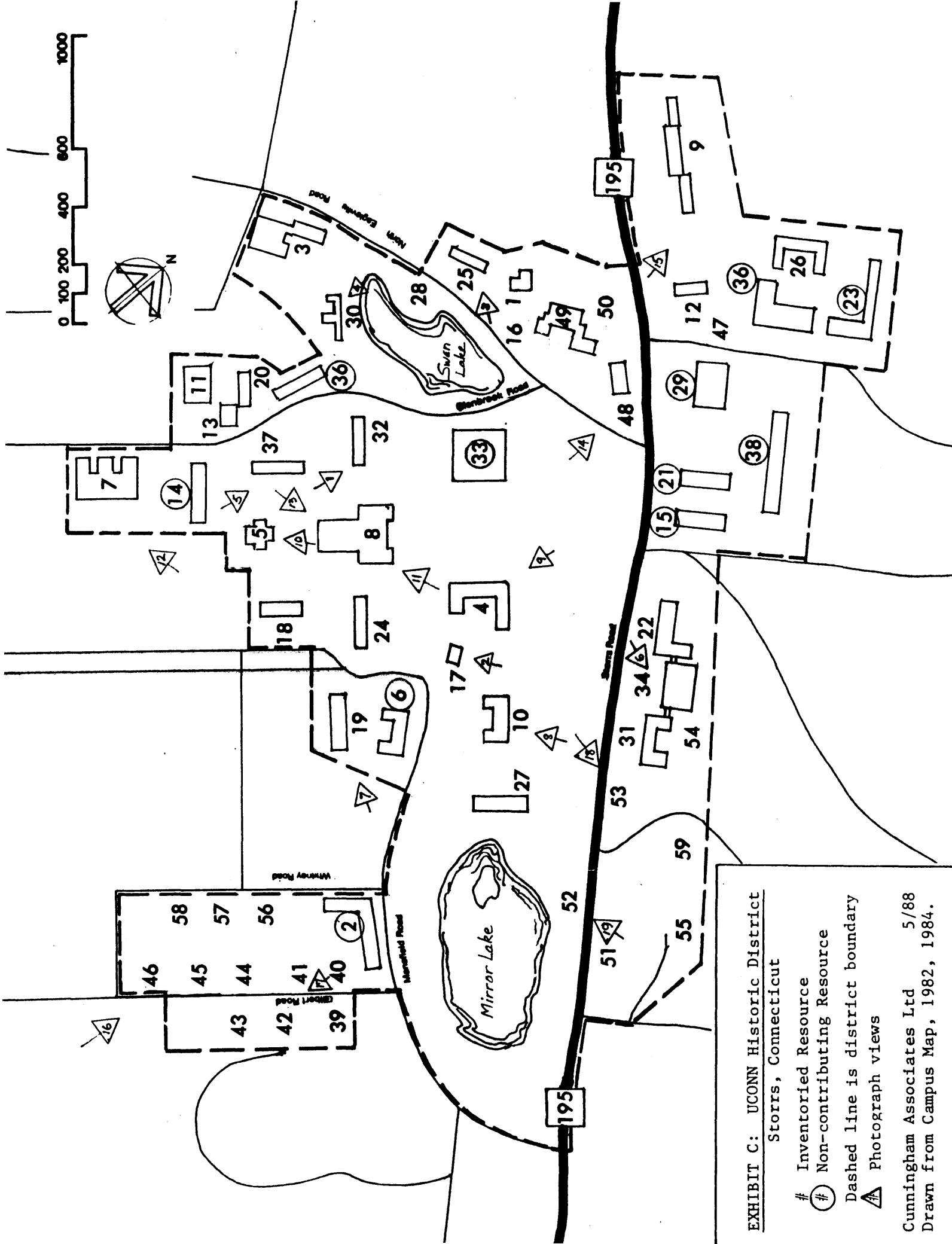


EXHIBIT C: UCONN Historic District
 Storrs, Connecticut

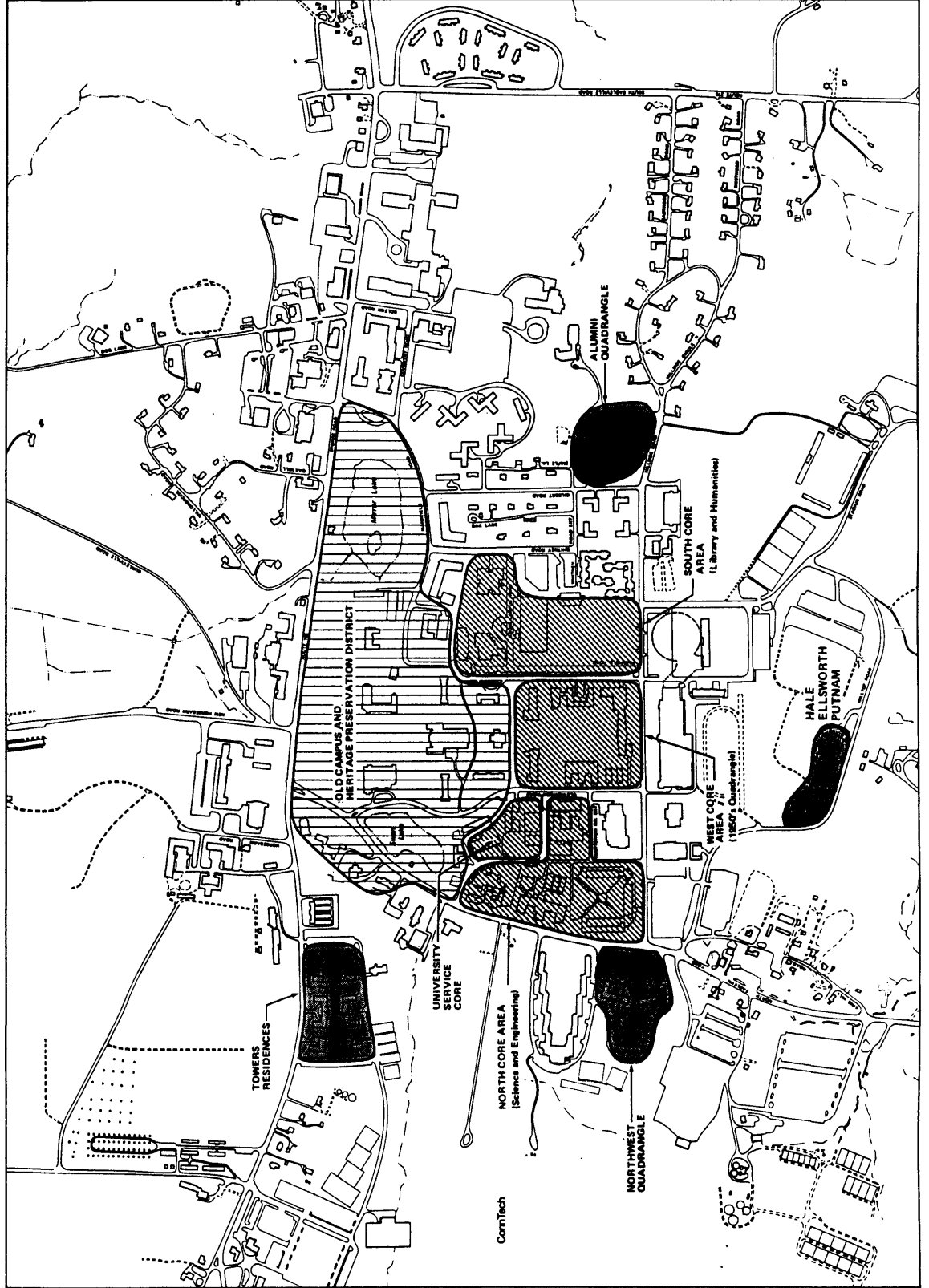
- # Inventoried Resource
- ⊕ Non-contributing Resource
- Dashed line is district boundary
- ▲ Photograph views

Cunningham Associates Ltd 5/88
 Drawn from Campus Map, 1982, 1984.

University of Connecticut
Storrs, Connecticut
Comprehensive Long-Range Facilities Master Plan

FIGURE 4-11
Landscaping Opportunities and Constraints

- LANDSCAPE PRESERVATION REQUIRED
- LANDSCAPE IMPROVEMENTS NEEDED
- RESIDENCE COMPLEXES NEEDING LANDSCAPE IMPROVEMENTS



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List of Photographs: University of Connecticut Historic District, Storrs, CT

All photographs listed below were taken by Cunningham Associates Ltd. in April, 1988. The negatives are on file at the Connecticut Historical Commission, Hartford, Connecticut.

1. Storrs Hall (facing north)
2. Gulley Hall (facing west)
3. Lakeside Apartments (facing northwest)
4. School of Nursing/Infirmary (facing southwest)
5. Wood Hall (facing north)
6. Whitney Hall (foreground) Sprague Hall (rear) (facing southeast)
7. Hawley Armory (facing northwest)
8. Design & Resource Management (facing west)
9. Beach Hall (facing south)
10. William Benton Museum (facing west)
11. Wilbur Cross Library (east facade) (facing west)
12. Castleman Building (facing west)
13. Wilbur Cross Library (west facade) (facing east)
14. Storrs Congregational Church (facing north)
15. Dairy Barn (facing north)
16. 15 & 11 Gilbert Road (L-R) (facing north)
17. 6, 8-10 Whitney Road (L-R) (facing south)
18. Honors House/ Storrs House (facing southeast)
19. International House/ Gilbert House (facing west)