

United States Department of the Interior
National Park Service

NATIONAL REGISTER OF HISTORIC PLACES
REGISTRATION FORM

1. Name of Property

historic name Alabama Agricultural and Mechanical University Historic District

other names/site number Normal Hill College Historic District

2. Location

street & number Chase Road not for publication N/A
city or town Normal vicinity N/A
state Alabama code AL county Madison code 089 zip code 35762

3. 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. I recommend that this property be considered significant nationally X statewide locally. (See continuation sheet for additional comments.)

Timothy J. Brown

Signature of certifying official

November 20, 2001

Date

Alabama Historical Commission (State Historic Preservation Office)

State or Federal agency and bureau

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

Signature of commenting or other official

Date

State or Federal agency and bureau

4. 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 of the Keeper

Date of Action

12/31/01

Signature of the Keeper

Date of Action

USDI/NPS Registration Form

Property Name Alabama A&M University Historic District

County and State Madison, Alabama

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5. Classification

Ownership of Property (Check as many boxes as apply.)	Category of Property (Check only one box.)	Number of Resources within Property (Do not include previously listed resources in the count.)	
		Contributing	Noncontributing
<input type="checkbox"/> private	<input type="checkbox"/> building(s)	<u>28</u>	<u>10</u> buildings
<input type="checkbox"/> public-local	<input checked="" type="checkbox"/> district	<u>3</u>	<u>0</u> sites
<input checked="" type="checkbox"/> public-state	<input type="checkbox"/> site	<u>4</u>	<u>0</u> structures
<input type="checkbox"/> public-Federal	<input type="checkbox"/> structure	<u>0</u>	<u>0</u> objects
	<input type="checkbox"/> object	<u>35</u>	<u>10</u> Total

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

N/A

Number of contributing resources previously listed in the National Register

1

6. Function or Use

Historic Functions (Enter categories from instructions)

Cat: <u>Education</u>	Sub: <u>School</u>
	<u>College</u>
	<u>Educational Related</u>
	<u>Library</u>
	<u>Research Facility</u>
<u>Agricultural/Subsistence</u>	<u>Processing</u>
	<u>Storage</u>
	<u>Animal Facility</u>
	<u>Agricultural Outbuilding</u>
<u>Funerary</u>	<u>Cemetery</u>
<u>Health Care</u>	<u>Hospital</u>

Current Functions (Enter categories from instructions)

Cat: <u>Education</u>	Sub: <u>School</u>
	<u>College</u>
	<u>Educational Related</u>
	<u>Library</u>
	<u>Research Facility</u>
<u>Agricultural/Subsistence</u>	<u>Processing</u>
	<u>Storage</u>
	<u>Animal Facility</u>
	<u>Agricultural Outbuilding</u>
<u>Funerary</u>	<u>Cemetery</u>
<u>Vacant/Not in use</u>	

7. Description

Architectural Classification (Enter categories from instructions)

Late 19th and Early 20th Century Revivals: Neoclassical Revival

Modern Movement

Other: Massed Plan Cottage, No style, quonset hut, Minimal Traditional

Materials (Enter categories from instructions)

foundation brick, stone, concrete, concrete block

roof asphalt

walls brick, concrete,

other wood, glass, metal, stone

Narrative Description (Describe the historic and current condition on continuation sheet/s)

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8. Statement of Significance

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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 a grave.
- ☐ D a cemetery.
- ☐ E a reconstructed building, object, or structure.
- ☐ F a commemorative property.
- ☐ G less than 50 years of age or achieved significance within the past 50 years.

Areas of Significance (Enter categories from instructions)

Education

Architecture

Community planning and Development

Ethnic History: African American

Period of Significance 1904-1951

Significant Dates N/A

Significant Person (Complete if Criterion B is marked above) N/A

Cultural Affiliation N/A

Architect/Builder Warren, Knight & Davis Olmsted Brothers

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

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9. Major Bibliographical References

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

Previous documentation on file (NPS)

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

Primary location of additional data:

- ☒ State Historic Preservation Office
- ☐ Other state agency
- ☐ Federal agency
- ☐ Local government
- ☒ University
- ☐ Other
- Name of repository
Alabama Agricultural and Mechanical University

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10. Geographical Data

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Acreage of Property approx. 291 acres

UTM References (Place additional UTM references on a continuation sheet)

	Zone	Easting	Northing	Zone	Easting	Northing
1	16	_____	_____	3	_____	_____
2	_____	_____	_____	4	_____	_____

_____ See continuation sheet.

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

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

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11. Form Prepared By

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name/title Gene A. and Linda Ford, Architectural Historians/Trina Binkley & Christy Anderson, AHC Reviewers

organization Private consultant/Alabama Historical Commission date January, 2001

street & number 10 Lakeview/468 S. Perry Street telephone (205)752-4599/ (334)242-3184

city or town Tuscaloosa/Montgomery state Alabama zip code 35401/36130-0900

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Additional Documentation

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Submit the following items with the completed form:

Continuation Sheets

Maps

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

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

Photographs

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

Additional items (Check with the SHPO or FPO for any additional items)

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Property Owner

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

name Dr. John T. Gibson, President Alabama A&M University

street & number Box 1357 telephone (256) 851-5000

city or town Normal state AL zip code 35762

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NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET

Section 7 Page 1

Name of Property: Alabama Agricultural and Mechanic University Historic District
County and State: Madison, Alabama

VII. Narrative

Within the Huntsville city limits is Alabama Agricultural and Mechanical (A&M) University. The campus is located on property acquired in 1891 in Madison County, Alabama. The area is known as Normal, Alabama and "Normal's Hill," is home to the historic campus. To the east of the campus is the Monte Sano ridge. The southern boundary of the campus is Chase Road and a residential area. Meridian Street divides the campus proper from the experimental research farm run by the University. Alabama A&M University is the center of the historic corridor connecting Normal Depot, Chase Depot and the Huntsville Depot.

The Alabama A&M University Historic District is concentrated on "Normal's Hill." The hill rises 924 feet above sea level. The majority of the buildings are located on the main thoroughfare, Chase Road, which follows the topography of the land. Several resources are located on a patch of contiguous land that lies at the base of Normal Hill and extends toward U.S. Highway 231/431. The Alabama A&M University Historic District consists of forty-six historic resources, thirty-six of which are considered contributing resources, and ten are non contributing resources. Of this total, seven are academic buildings (Resources 2, 8, 12, 13, 14, 39, and 41); fifteen are residences (Resources 1, 4, 5, 6, 9, 15, 18, 19, 30, 31, 32, 42, 43, 44, and 45); two are athletic facilities (Resources 27 and 28); eight are agricultural buildings (Resources 20 through 26 and 40); two are maintenance buildings (Resources 29 and 33); and two are dining facilities (Resources 7 and 10). Additionally, the Alabama A&M University Historic District features two cemeteries (Resources 11 and 34); one hospital (Resource 3); one security building (Resource 16); two utility buildings (Resources 36 and 37); one post office (Resource 38); an ornamental gate (Resource 35), and an agricultural experiment field (Resource 46).

The aesthetics of Neoclassical Revival architecture dominate the designs of the principle buildings in the Alabama A&M University Historic District. One of the oldest buildings on campus, James H. Wilson Hall (Resource 2) epitomizes the Neoclassical Revival style with its two-tiered, pedimented portico, Ionic columns, modillionated and denticulated cornices, piano nobile floor, overall emphasis on symmetry, and three-part, temple with wings plan. This style is also carried out in Walker Wood Hall (Resource 19). The brick men's dormitory includes a three-part plan with central block with gable roof, segmental arch louvered ventilators and a portico with columns. The temple style pedimented portico and symmetry of the Carnegie Library (Resource 8) recalls the composition of Greek and Roman temples of antiquity. That William Council Hall (Resource 4), Joseph F. Drake Dining Hall (Resource 7), Hurt Hall (Resource 5), Bibb Graves Hall (Resource 12), and the Frank Lewis Gymnasium (Resource 28) feature classical motifs is no coincidence. Warren, Knight, and Davis, the architectural firm of record for these edifices, based the designs of many buildings at Alabama State University, the University of Alabama, Auburn University, and Birmingham Southern University on an archetypal Neoclassical formula. Virginia McCormick Hospital (Resource 3), George C. McCallister Vocational Building (Resource 14), Grayson Hall (Resource 15), Buchanan Hall (Resource 43), Thomas Hall (Resource 44), Resource 45 (a men's dormitory), and Hillcrest (Resource 1) draw from this architectural vocabulary as well.

The agricultural buildings situated in the Alabama A&M University Historic District feature wood frame, concrete, concrete block, or hollow tile construction. Resource 40, a dairy barn, consists of a concrete block barn capped by a gambrel roof with an ell and an attached silo built of hollow tiles. Another dairy barn, Resource 24, is built of concrete blocks and has a gambrel roof. A nearby silo, Resource 26, was constructed of poured concrete. Four other barns (Resources 20, 22, 23, and 25) are constructed of concrete blocks.

Built in the 1940s, the Old Council Training School (Resource 39) diverges from the architectural style of the Normal Hill buildings. With its streamlined forms and lack of stylistic embellishment, the building epitomizes modern architecture of the mid twentieth century.

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With the exception of the Eugene Kendrick Maintenance Facility (Resource 33), the auxiliary maintenance, security, and sundry outbuildings located in the Alabama A&M University Historic District are utilitarian in design. These buildings are typically rectangular boxes constructed of concrete block or wood framing and are topped by a gable roof. Resource 17, a research building, also fits into this category. It is a wood frame building with a concrete block ell addition and little or no stylistic characteristics. The Eugene Kendrick Maintenance Facility (Resource 33) is actually an amalgamation of six Quonset huts.

Built in 1967, the Home Management House is actually just that: a split level house made of brick and wood framing.

Inventory

Resource 1. Hillcrest. Alabama A & M. Ca. 1946. One and a half story, brick presidential residence with side gable roof of asphalt shingles, interior chimney, shed dormer with three sets of 6/6 double hung sash windows, gables with lunettes, and cornice returns, first floor facade with off center, wood panel door with transom, flanking 8/8 double hung sash windows, partial width porch with shed roof, wood columns, covered breezeway, one story, brick conference room with side gable roof of asphalt shingles, skylight, off center wood panel door, flanking windows, partial width portico with pediment with wood columns; pergola, brick gazebo with pyramidal roof and decorative gables; detached, brick, three car garage with side gable roof of shingles, three decorative gables with lunette shaped louvered ventilators, dentilated cornice, three automobile bays with retractable doors, off center wood panel door. Contributing Resource.

Resource 2. Councill Domestic Science Building-James H. Wilson Hall. Ca. 1911. Three story, brick educational edifice with cross gable roof of tile, shed roof dormers with eight pane fixed lights, interior chimneys, dentilated cornice, third story facade with central wood and glass panel door with 12 pane transom, flanking 12/12 double hung sash windows, second floor facade with central wood and glass panel door with 12 pane transom, ten (five on either side) flanking 9/9 double hung sash windows with stone lintels and sills, stone belt course, first story facade with wood and glass panel door with semicircular arch transom, two flanking windows with semicircular arch transom, eight flanking 6/6 double hung sash windows with stone sills and lintels, three tiered tetra style restyle portico with pediment, dentilated raking cornice, circular louvered ventilator, four Ionic columns, third story deck with wrought iron open rail balustrade, second story deck with wrought iron open rail balustrade, first floor with triportal arcade, the spaces of which are enclosed with glass. Contributing Resource. The building is listed in the NRHP.

Resource 3. Virginia McCormick Hospital. Ca. 1917. Two story, brick educational edifice with hip roof of tiles, two interior chimneys, wrap around dentilated cornice, second floor facade with nine 6/6 double hung sash windows with stone sills, first floor facade with central double leaf glass panel door with elliptical transom and sidelights, six flanking 6/6 double hung sash windows with stone sills, segmental arch stoop with cornice returns, flanking Doric columns. Contributing Resource.

Resource 4. William Councill Hall. Ca. 1929. Three part plan, brick residence hall with central block with side gable roof of tile, parapets, interior chimneys, open rail cross buck balustrade, third floor facade with nine pairs of 4/4 double hung sash windows with stone sills, brick voussoirs and stone keystone, second floor facade with nine pairs of 4/4 double hung sash windows with stone sills, brick voussoirs and stone keystone, piano nobile first floor with eight pairs of 4/4 double hung sash windows with stone sills, brick voussoirs and stone keystone, central double leaf plate glass door with transom and entablature, four flanking pilasters with entablature, stone plinth, basement floor with six pairs of 4/4 double hung sash windows with stone sills, brick voussoirs and stone keystone, two single leaf plate glass doors, brick steps, flanking wings of two stories with side gable roof of tile, second floor with four pairs of 4/4 double hung sash windows with stone sills, brick voussoirs and stone keystone, first floor with four pairs of 4/4 double hung sash windows with stone sills, brick voussoirs and stone keystone, stone plinth, basement floor with single pair of 4/4 double hung sash windows with stone sills, brick voussoirs and stone keystone. Contributing Resource.

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The architectural firm of Warren, Knight, and Davis designed the building.

Resource 5. Hurt Hall. Ca. 1948. Two story, brick women's residential hall with side gable roof of asphalt shingles, gable dormers with louvered ventilators, interior chimneys, second floor facade with 15 sets of 1/1 double hung sash windows, first floor facade with 12 sets of 1/1 double hung sash windows, central double leaf plate glass doors with entablature, two off center double leaf plate glass doors, four pilasters, entablature, pediment with raking dentilated cornice, lunette. Contributing Resource.

The architectural firm of Warren, Knight, and Davis designed the building.

Resource 6. Palmer Hall. Ca. 1981. Four story, brick veneer women's dormitory with flat roof, floors 2, 3, and 4 with 16 two pane windows, first floor with plate glass door, flanking two pane windows, partial width portico, exterior stair and elevator wells. Non Contributing Resource.

Resource 7. Joseph F. Drake Hall. Ca. 1929. Three part plan, one story, brick educational dining hall with side gable roof of slate, interior chimneys, segmental arch dormers with louvered ventilators, central part with entablature, projection with arcade, three single pane windows with segmental arch tops, brick voussoirs, keystone, flanking pilasters, two exterior double leaf plate glass doors with transom, entablature, flanking wings with four 8/8 pane double hung sash windows with stone sills, brick voussoirs, keystone, basement floor. Contributing Resource.

The architectural firm of Warren, Knight, and Davis designed the building.

Resource 8. Carnegie Library. Ca. 1904. Two story, brick education library with side gable roof of asphalt shingles, cornice, second floor facade with ten 6/6 double hung sash windows with stone sills and lintels, first floor facade with nine 6/6 double hung sash windows with stone sills and lintels, central double leaf plate glass door with fanlight, four pilasters, tetrastyle prostyle portico with four Doric columns, entablature, pediment with raking dentilated cornice, porthole with louvered ventilator, stone plinth. Contributing Resource.

Resource 9. Emily Thigpen Hall. Ca. 1956. Three story, three part plan, brick women's dormitory with central block with gable roof, segmental arch louvered ventilators, second and third floors with 7 windows, first floor with central plate glass door, flanking windows, portico with pilasters and pediment, flanking wings with hip roof, segmental arch louvered ventilators, floors with 8 windows. Non Contributing Resource.

Resource 10. Robert B. Prentice Dining Hall. Ca. 1963. One story, brick dining hall with flat roof, central plate glass doors, flanking metal frame windows, portico with flat roof and columns. Non Contributing Resource.

Resource 11. Founder's Grave Site. Ca. 1909, 1910. Concrete vault with concrete cover, two internments: the bodies of the University's founder and his wife. Contributing Resource.

Resource 12. Bibb Graves Hall. Ca. 1929. Three part plan, three story, brick education building with central block with side gable roof of asphalt shingles, cornice, third floor facade with seven 15/15 double hung sash windows with stone sills, brick voussoirs, and keystone, second floor facade with seven 15/15 double hung sash windows with stone sills, brick voussoirs, and keystone, first floor facade with recessed central double leaf plate glass door with transom, flanking Ionic columns and pilasters, entablature, six 15/15 double hung sash windows with stone sills, brick voussoirs and keystone, four pilasters, entablature, pediment with porthole window, basement floor, flanking wings with side gable roof, segmental arch dormers with louvered ventilators, second floor facade with

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eight 15/15 double hung sash windows with stone sills, brick voussoir and keystone, first floor facade with eight 15/15 double hung sash windows with stone sills, brick voussoir and keystone, basement floor. Contributing Resource.

The architectural firm of Warren, Knight, and Davis designed the building.

Resource 13. Ca. 1950. One story, brick education building with side gable roof of asphalt shingles, off center door, casement windows, basement. Contributing Resource.

Resource 14. George C. McCallister Vocational Building. Ca. 1942. Two story, brick education building with cross gable roof of asphalt shingles, segmental arch dormers with louvered ventilators, central projecting block with gable, porthole window, second floor facade with four casement windows, first floor facade with recessed central double leaf plate glass door, flanking wings with second floor facade with seven single or paired casement windows, second floor facade with seven single or paired casement windows. Contributing Resource.

Resource 15. Grayson Hall. Ca. 1950. Two story, brick men's dormitory with hip with cross gable roof of asphalt shingles, segmental arch dormers with louvered ventilators, central projecting block with second floor facade with central glass block lightwell, flanking pair of 1/1 fixed pane windows, first floor facade with central double leaf plate glass door with transom, flanking pair of 1/1 fixed pane windows, four pilasters, entablature, pediment with lunette, flanking wings with second floor facade with six pairs of 1/1 double hung sash windows, first floor facade with six pairs of 1/1 double hung sash windows, faux banded ashlar, basement. Contributing Resource.

Resource 16. Security Headquarters. Ca. 1944. One story wood frame building with side gable roof of asphalt shingles, brick veneer on facade, central single leaf wood door, flanking 6/6 double hung sash windows, partial width porch with gable roof, wood posts. Contributing Resource.

Resource 17. Research Building. Ca. 1944. One story, wood frame research building with side gable roof of asphalt shingles, weatherboard siding, off center double leaf wood and glass panel doors with gable stoop and wood posts, flanking pairs of 6/6 double hung sash windows, concrete block ell addition. Contributing Resource.

Resource 18. Hopkins Hall. 1966. Four story, brick veneer men's dormitory with flat roof, floors with multiple metal frame windows, two story central entry block with plate glass doors, two tiered portico with flat roof. Non Contributing Resource.

Resource 19. Walker Wood Hall. 1951. Three story, three part plan, brick men's dormitory with central block with gable roof, segmental arch louvered ventilators, second and third floors with 5 windows, first floor with central plate glass door, flanking windows, portico with columns and flat roof, flanking wings with gable roof, segmental arch louvered ventilators, floors with 7 windows, stairwell with glass blocks. Contributing Resource.

Resource 20. Barn. Ca. 1944. L shaped concrete block barn with cross gable roof of standing seam metal, retractable door, double leaf wood door, 2/2 and 4/4 double hung sash windows. Contributing Resource.

Resource 21. Barn. Ca. 1944. One story, wood frame barn with shed roof of standing seam metal, weatherboard siding, wood door. Contributing Resource.

Resource 22. Barn. Ca. 1944. One story, concrete block barn with standing metal roof, retractable door, fixed double pane windows. Contributing Resource.

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- Resource 23. Barn. Ca. 1944. One story, concrete block barn with gable roof of standing seam metal, wood door, fixed pane windows. Contributing Resource.
- Resource 24. Dairy Barn. Ca. 1944. Concrete block barn with gambrel roof of standing seam metal, ventilators, retractable door fixed pane windows. Contributing Resource.
- Resource 25. Barn. Ca. 1944. Concrete block barn with gable roof of standing seam metal, ventilators, door, fixed pane window. Contributing Resource.
- Resource 26. Silo. Ca. 1944. Concrete silo with domed metal roof. Contributing Resource.
- Resource 27. Stadium. Ca. 1940. Football Stadium with concrete and stone grandstand with 3,000 seat capacity, press booth, football field. Built by WPA labor. Contributing Resource.
- Resource 28. Frank Lewis Gymnasium. Ca. 1950. Two story, brick gymnasium with hip roof of asphalt shingles, second floor with casement windows, porthole window, first floor with segmental arch portico with roof deck, open rail iron balustrade, five colonettes, entablature, casement windows. Contributing Resource.
- The architectural firm of Warren, Knight, and Davis designed the building.
- Resource 29. Shop Building. Ca. 1940. One story, concrete block building with shed roof, casement windows, wood and glass panel door. Contributing Resource.
- Resource 30. Staff Housing. Ca. 1944. One story, fieldstone minimal traditional house with side gable roof of asphalt shingles, interior chimneys, off center wood and glass panel door with flanking 4/4 and 6/6 double hung sash windows, partial width porch with gable roof, decorative iron porch supports. Contributing Resource.
- Resource 31. Staff Housing. Ca. 1946. One story, wood frame massed plan cottage with hip roof of shingles, weatherboard siding, off plate glass door, flanking 1/1 double hung sash windows, partial width recessed porch with integral roof with decorative iron porch support, ell addition. Contributing Resource.
- Resource 32. Staff Housing. Ca. 1946. One story, wood frame massed plan cottage with side gable roof of shingles, asbestos siding, off center wood and glass panel door, flanking 6/6 double hung sash windows, partial width porch with gable roof with decorative iron porch supports, concrete block foundation. Contributing Resource.
- Resource 33. Eugene Kendrick Maintenance Facility. Ca. 1946. Maintenance facility consisting of six attached quonset huts with concrete block walls and corrugated metal roofs; shed with gable roof of standing seam metal, asbestos siding, retractable door, 4/4 double hung sash windows; concrete block shed with shed roof, wood panel door, 4 pane fixed windows. Contributing Resource.
- Resource 34. University Cemetery. Ca. 1919. Cemetery with several grave sites including William Lincoln Council (1869-1919), Waverly B. Buchanan (1882-1918), and Tomas M. Elmore (1896-1972). Contributing Resource.
- Resource 35. H.C. Hopkins Gate. Ca. 1933. Entrance gate constructed of rubble pillars and iron arch with name of Alabama A and M University. Donated by Chicago Normalite Club in 1933. Contributing Resource.

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Resource 36. Ca. 1911. One story, brick pump house with gable roof of asphalt shingles, central wood door, flanking enclosed pointed arch windows, well. Contributing Resource.

Resource 37. Ca. 1929. Brick boiler room and smoke stack. Contributing Resource.

Resource 38. Normal Post Office. Ca. 1990. Normal Post Office. One story, brick veneer post office with hip roof, off center plate door, flanking plate glass windows. Non Contributing Resource.

Resource 39. Old Councill Training School. Ca. 1948. One story, education building with flat roof, off center glass door, flanking 2/2 fixed pane and casement windows, auditorium with arched roof, tower, quonset hut in rear of building. Originally a vocation high school built on university property, donated to the university in 1970 when the high school closed. Contributing Resource.

Resource 40. Dairy Barn Complex. Ca. 1944. One story, concrete block dairy barn with gambrel roof of standing seam metal, ventilators, loft opening, transverse passage, retractable wood doors, ell, attached cylindrical hollow tile silo with domed metal roof. Contributing Resource.

Resource 41. Home Management House. Ca. 1967. Two story, brick and wood frame split level house with side gable roof of asphalt shingles, off center wood door, flanking 4/4 double hung sash windows. Non Contributing Resource.

Resource 42. Women's Dormitory. Ca. 1972. Four story, brick dormitory with flat roof, each floor with single pane windows, first floor with plate glass doors. Non Contributing Resource.

Resource 43. Buchanan Hall. Ca. 1963. Three story, T-shaped, brick, women's dormitory with flat roof, each floor with single pane windows, first floor with plate glass doors. Non Contributing Resource.

Resource 44. Thomas Hall. Ca. 1966. Three story, brick, E-shaped, women's dormitory, each floor with single pane windows, first floor with central double leaf, plate glass door, two story portico with flat roof and rectangular columns. Non Contributing Resource.

Resource 45. Men's Dormitory. Ca. 1981. Three story, brick dormitory with gable roof of asphalt shingles, each floor with single pane windows, first floor with plate glass doors. Non Contributing Resource.

Resource 46. Agricultural Experiment Fields. Ca. 1891. Approximately 143 acres of relatively flat fields historically associated with crop experimentation and pastureland. The existing field is bounded on the east by Meridian Street and on the west by the Louisville and Nashville Railroad.

Archaeological Component

Although no formal archaeological reconnaissance has been conducted on the Alabama A&M University campus, the potential for subsurface remains is high. These remains might provide information on the early history of the campus.

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VIII. Significance and Historical Context

Architecture

The Alabama A&M University Historic District is recommended for listing in the National Register of Historic Places (NRHP) based on Criterion C in the area of architecture. The historic district contains locally significant examples of collegiate Academic Revival architecture. Contained within the boundaries of this historic district are eleven Neoclassical Revival buildings. These buildings reflect a nation wide trend in campus design in the twentieth century. With their podium like ground floors, columned porticos, and formal symmetry, the Neoclassical buildings (Resources 1 through 5, 7 through 9, 12, 14, 15, 19, and 28) derive their lineage from eighteenth and nineteenth-century campus buildings, such as those at the University of Virginia and the University of North Carolina, and ultimately prototypes of Classical antiquity, such as the Parthenon and Pantheon. The Carnegie Library (Resource 8) recalls the composition of Greek and Roman temples of antiquity with its symmetry and pedimented portico. The epitome of the Neoclassical Revival style is James H. Wilson Hall (Resource 2) with its two-tiered, pedimented portico, Ionic columns, modillionated and denticulated cornices, and overall emphasis on symmetry, and three-part, temple with wings plan.

The Alabama A&M University Historic District buildings represent an important tradition in the collegiate architecture of Alabama. Architectural firms, such as Warren, Knight, and Davis and Miller, Martin, and Lewis, designed numerous Neoclassical style edifices at Alabama A&M University, Alabama State University, the University of Alabama, Auburn University, and Birmingham Southern College in the early twentieth century. This style dominates the historic campus core of the Alabama A&M University Historic District, the University of Alabama, and Birmingham Southern College. One of the areas of significance for the Birmingham Southern College Historic District, which was listed in the National Register of Historic Places (NRHP) in 1998, is the university's collection of Neoclassical Revival buildings. A collection of thirty-five such edifices at the University of Alabama represents a major reason for expanding the existing 8 historic resource Gorgas-Manly (University of Alabama) Historic District, which was listed in the NRHP in 1972. The updated University of Alabama Historic District expansion nomination will be forwarded to the National Park Service in the near future. The Alabama A&M University's Neoclassical Revival buildings compare favorably to those of the University of Alabama and Birmingham Southern College.

Community Planning & Development

The Alabama A&M University Historic District is recommended for listing in the NRHP based on Criterion C in the area of community planning and development. The historic district is a locally significant example of an Olmsted Brothers campus plan. Based in Brookline, Massachusetts, Frederick Olmsted, Jr. (1870-1957) and his partners designed numerous public parks, parkways, school and college grounds, residential suburbs, and private estates (National Park Service 1999). Frederick, Jr. inherited the Olmsted Brothers firm from his brother, John Charles (1852-1920, and his father, Frederick Law Olmsted. Frederick Law Olmsted is credited with virtually inventing landscape architecture in America in the nineteenth century. New York's Central Park, Golden Gate Park in San Francisco, Riverside in Illinois, and the U.S. Capitol are part of Olmsted's voluminous oeuvre. Frederick Law Olmsted designed the campus plans for American University in Washington, D. C., Amherst College, Bryn Mawr College, Columbia University, Cornell University, Gallaudet University, Groton School, Trinity College in Hartford, Connecticut, Yale University, and Stanford with the express purpose of promoting exercise, domesticity, community, and an appreciation of and care for buildings and landscaping among the student population. Olmsted viewed domesticity as the finest expression of civilization (Beveridge and Rocheleau 1998). For the master landscape architect, the land grant colleges established by the Morrill Act of 1862 held great promise for improving moral life and introducing students to the best examples of domesticity and community.

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The Olmsted Brothers firm maintained the commitment to campus planning begun by Frederick Law Olmsted. The prestigious firm developed the plans for numerous colleges and universities nationwide and in Alabama. The Olmsted Brothers accounted for everything from several drives, curbs, sidewalks, and grading at State Teachers College at Montgomery (Alabama State University), plans for building styles for future expansions of Huntingdon College to comprehensive plans, including landscaping, scenic drives, gates, walkways, plazas, walls, and building sites at the Florence State Normal School (University of North Alabama 1929), Alabama Polytechnic University (Auburn University 1929), and Alabama Agricultural and Mechanical College (Alabama A&M University 1920).

The layout of the Alabama A&M University Historic District embodies a number of signature Olmsted design principles. The Olmsted Brothers intended the informal arrangement and relatively close proximity of academic buildings and residences to promote a strong sense of community among students, faculty, and staff. Curvilinear walks and drives linked study and workspaces with landscaped areas. The firm hoped that A&M students, as well as students at other collegiate campuses that they designed, would develop a profound appreciation for the outdoors during campus walks. Through this activity, the firm believed A&M students would realize the value in man's ability to domesticate his environment.

The Olmsted Brothers' Master Plan for Alabama A&M University is unique when placed in the context of Alabama campuses designed by the Brookline based firm. The majority of the other campus layouts, including Alabama State University, Auburn University, and the University of North Alabama, were situated upon relatively flat topography. Rather than locating the academic buildings and residences of Alabama A&M University on the flat land south of Normal Hill, the Olmsted staff elected to site the campus core on the hill. The buildings were situated at various elevations amongst the varying contours and terraces of Normal Hill. This plan emphasized the picturesque quality of the irregular terrain while preserving the relatively flat land below for agricultural activities.

The intent of the Olmsted Brothers' plan was to meet the needs of the school, present and future by endeavoring to develop a proper harmony between the buildings and the terrain. The plans incorporated the "Normal's Hill" and in 1930 gradings on the hillside were underway to begin construction. Three new buildings were erected. These buildings included William Hooper Council Hall (Resource 4), Drake Dining Hall (Resource 7), and Bibb Graves Hall (Resource 12).

The surrounding land below Normal's Hill was reserved for experimental farmland. In conjunction with the Olmsted's Master Plan, agricultural buildings were constructed on the low lying farmland in the 1940s.

Education & Ethnic Heritage

The Alabama A&M University Historic District is recommended for listing in the NRHP based on criterion A in the areas of education and ethnic heritage. The Alabama A&M University Historic District represents significant statewide achievements in African American education from the inception of the institution in 1875 to 1951, the cut off date for the period of significance.

Alabama A&M University played a critical role in the emergence of African American education in Alabama after the dissolution of slavery. William Hooper Council, founder and president of the university from 1875 to 1908, opened the Huntsville State Normal School for Negroes (the initial incarnation of Alabama A&M University) as a normal school dedicated to the development of teachers. Teachers were needed to transform former slaves into literate students ready for the rigors of advanced instruction and ultimately better economic opportunities. Council himself trained and studied to become a teacher at a Freedmen's Bureau school in Stevenson, Alabama. Council's teachers paved the way for many African Americans to attend the Huntsville State Normal School, its later manifestations, and other colleges throughout Alabama and other states.

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Many of the students enrolled at Alabama A&M University in the late nineteenth and early twentieth century benefited from Council's progressive industrial training courses. These courses included carpentry, sewing, printing, mattress making, and gardening. Training in these trades led to gainful employment for many African Americans who did not answer the avocation of teaching and lacked the wherewithal to earn an academic degree. Council reasoned that a trade, although not often thought to be as noble as a profession, was nonetheless a dignified means of self-sufficiency.

William Council's vision led Alabama A&M to become the only African American Land-Grant college in the state of Alabama. The Morrill Act of 1862 "brought into being a new type of higher education that emphasized a comprehensive system of scientific, technical and practical education" (Morrison, p. 30). The Act enabled each state to receive federal assistance to create Land Grant colleges. However, the Morrill Act of 1862 did not include African Americans. This fact was rectified in 1890 when an updated act was passed that included funding and recommended support for the instruction in higher education and agriculture, mechanic arts, home economics, English, mathematics, physical, natural, and economic sciences to African Americans.

Council secured the federal funding that increased the State Normal and Industrial School of Huntsville's budget significantly. With this status the budget was not only expanded, but also the opportunities for black students attending the school. In 1891 farming and horticulture were upgraded and crops were grown for farming and experimental uses. Dairy and livestock were included on the pastureland of the campus.

With this growth in the financial arena and in educational prospects, came growing confidence in the school. The surrounding communities were filled with hope and enrollment grew. The money enabled the college to purchase land outside of Huntsville. One hundred and eighty-two acres were purchased to develop the industrial aspects of the school. There were several outbuildings that the school renovated and used for industrial classes. Under the leadership of President Council, began the first major building period of the campus.

The school offered other possibilities for African Americans with programs to help farmers in rural communities. In 1911 one hundred thousand black farm hands worked 42 percent of the farms in the state of Alabama. Some 93,000 tenant farmers were black who cultivated 3,000,000 acres. Alabama A&M College had "Farmers' Short Courses" for local black farmers. These courses were held during the farmers' off season in the winter (Morrison, p. 104).

When Theophilus R. Parker was president of Alabama A&M (1921-1927), night classes began to be offered in the area of agriculture. These courses provided opportunities for students who were financially unable to attend regular classes. Parker was seeking to comply with the land-grant mission of teaching, research, and extension. Due to federal funding, Auburn Polytechnic Institute, now Auburn University, offered Cooperative Extension Service. A&M was unable to obtain such funds and sought to fulfill their mission primarily through teaching. In the twenties a demonstration farm was added to support this mission and the agricultural theories being taught in the classroom.

The aim of Alabama A&M was broader than that of agriculture alone. The school sought to expand educational opportunities for African Americans by including the preparation of teachers as well as the training of leaders in the various branches of domestic, mechanical and agricultural industry.

The contributions of Alabama A&M University to the education of African Americans from the turn of the century through the 1960s are particularly noteworthy since the federal government enabled states to segregate educational facilities via the "separate but equal doctrine" resulting from the *Plessy v. Ferguson* (1896) decision. Despite the state of Alabama's refusal to fund Alabama A&M University and other African American academic institutions, Alabama A&M University continued to provide its students with an elementary, secondary, and post-secondary education.

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Throughout much of the first half of the twentieth century, A&M officials struggled with the State Board of Education of Alabama over the issue of developing a curriculum more in line with the expressed wishes of Alabama African Americans who wanted a legitimate university course of study and the educational philosophy of such black leaders as W.E.B. DuBois. DuBois called for a liberal arts education in order to create the "new" Negro: one equal in all respects to white people (DuBois 1935). In 1941, A&M officials triumphed when the state board agreed to reinstate the institution's university status, which it had revoked in 1919. Thus, A&M students were able to earn a four year degree. Until Alabama's schools, colleges, and universities were desegregated in the 1960s, Alabama A&M remained one of a small number of African American institutions in the state dedicated to the educational and economic advancement of African Americans.

Historical Context

The creation of Alabama A&M dates back to the late nineteenth century. The dissolution of the plantation system and the abolition of slavery after the Civil War resulted in a new chapter in African American history. For the first time since settlers began pouring into Alabama in the early part of the century, blacks were free to leave the plantation and pursue social, religious, economic, and educational endeavors. African Americans wasted no time in expressing their educational ambitions, publishing an appeal for schools and teachers in the Selma Times on December 30, 1865 (Bullock 1968). A month earlier, blacks from across Alabama converged in Mobile to discuss the advancement of their race (Caver 1982). Thus began the drive for educational opportunities for blacks in Alabama.

Federal and state legislation and agencies assisted the African American crusade. On March 3, 1865, Congress established The Bureau of Refugees, Freedmen, and Abandoned Lands. The Freedmen's Bureau encouraged aid societies and the people themselves to create schools and furnished buildings (Bethel 1948). By 1867, the Bureau's work had culminated in 175 schools, 14 permanent buildings, 150 teachers, and 9,799 pupils (Sherer 1971). The American Missionary Association (AMA) worked jointly with the Freedmen's Bureau to further the cause of black education in Alabama. The AMA established and operated the Trinity School in Athens and Talladega College at Talladega. In 1862, Congress passed the Morrill Act in order to provide public schools for educating white teachers. This act was revised in 1890 to include state schools for the education of black teachers (Anderson 1988). In 1868, the Alabama Legislature ratified a new Constitution, the Constitution of 1865 having been declared invalid. Of the many provisions included in the Constitution, one legislated a public school system for all Alabamians, black and white (Caver 1982). Through African Americans' own initiative and assistance from the Freedmen's Bureau, AMA, Morrill Act, and Constitution of 1868, the foundation for black education in Alabama was formed.

The Freedmen's Bureau established a school for freed slaves in Stevenson, Alabama. This Jackson County school was where William Hooper Council (1848-1909) became qualified to teach in the Jackson County School System. Council was born a slave on July 12, 1848 to William and Mary Jane Council. Born in Fayetteville, North Carolina, Council was sold as a slave to an Alabama landowner. In Alabama Council attended school on a part time basis and worked for three years until he was able to become a teacher in 1868.

In 1868 Council opened the Lincoln School four miles west of Huntsville. Council was 22 years old and by 1870 the school had an enrollment of 16 males and 20 females. In 1872 Council was appointed as assistant enrollment clerk of the House of Representatives of the state of Alabama. The Democratic Party was victorious in 1875 and Council remained loyal to the party. With the help of the Democrats, a plan for a proposed school for black children in Huntsville was finalized and Huntsville State Normal School for Negroes was opened (Morrison, Richard D., History of Alabama A&M University 1875-1992, 1992, p. 12).

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According to Professor H. C. Hopkins, Council opened his school on May 1, 1875, on Eustis Street with "Council as principal and Rev. Alfred Hunt as his assistant. He enrolled 61 students, this was the humble beginning of the Agricultural and Mechanical College of Normal." (Orr, 1939.)

Officially the school was designated the Huntsville State Normal School for Negroes. Successful completion of a course of study at a normal school culminated in a teacher's certificate, rather than a high school diploma or a college degree. Thus, the school was designated for grooming African-American teachers.

Several attempts were made to develop a university for Alabama African Americans before the school in Jackson County. Peyton Finley, a black member of the State Board of Education, introduced a bill to create such an institution in 1871, but the bill failed; however, a bill to establish a "State Normal School and University for the Education of Colored Teachers and Students" passed in 1873. This bill enabled the State Normal School and University at Marion to become a state supported institution in 1874. (ASU, 1994). It was the first public university for African Americans in the state.

At this time, 1875, the state did not provide funds for educational facilities only for teacher's salaries. Council's school was state supported with an annual budget of \$1,000. The buildings for housing schools were funded by local communities. Therefore Normal school classes originally were held in a black Church until the enrollment grew too large and houses were rented.

By 1878 the State was sufficiently impressed with the school and raised funding to \$2,000 a year. Although not a large enough increase for construction, the funds did allow for more teachers and an expanded curriculum (Morrison, 16).

William Council, first president (1875-1909) and founder of the school, realized the need for more space to house the growing program. Council entreated his faculty to donate a portion of their salary to purchase property and build a new school. The property was then to be deeded to the state of Alabama. Agreed upon by the faculty, land was purchased on West Clinton Street in 1881. This land was deeded to the state on behalf of the Huntsville State Normal School for Negroes. One brick house stood on the two and a half acres. Council felt the need for more space to house his progressive industrial training courses. In 1883 an expanding curriculum offered sewing, printing, carpentry, mattress making and gardening. Enrollment was up to 268 students and there were two new teachers, Miss Maria H. Weeden and A. J. Hunt, added to the faculty (Morrison, p. 18).

In 1885 the school name was changed to State Normal and Industrial School of Huntsville. This title was thought to better characterize the developing institution. An enlarged budget of \$4,000 accompanied the epithet and a push followed to secure money for classroom construction.

The public noted the school's growth and it brought further confidence in the school and its faculty. With this confidence came a rise in enrollment to around 280 students by 1885 (Morrison, p. 19). Confidence in the State Normal and Industrial School had been difficult to obtain. Then slavery was a recent memory and the hard labor associated with it still present in the African American communities' mind. The idea of an industrial school was not originally popular in the black community. Many African Americans wanted a liberal arts college with no connection to industrial training. Yet African American leaders such as William Council and Booker T. Washington at Tuskegee University understood the added advantages to these industrial pursuits.

Washington and Council realized the positive aspect of being formally trained for future employment. Both men also realized the necessity of this training to keep their colleges alive. Normal school students received training in carpentry skills by making furniture used in the school's dormitories and industrial buildings. Tuskegee was well known for the students' involvement in making the bricks and constructing the campus itself (Morrison, p. 22). Such tactics were practical in student training but also essential in augmenting these under-funded institutions.

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The aforementioned Morrill Act of 1862 provided public education for teachers. It also "brought into being a new type of higher education that emphasized a comprehensive system of scientific, technical and practical education" (Morrison, p. 30). The Act enabled each state to receive federal assistance to create a State college to enact this new system of education. All states established Land-Grant colleges. So named since the institutions were established with funds obtained from the sale of land granted to each state by the Federal government. However, the Morrill Act of 1862 did not include African Americans. This fact was rectified in 1890 when an updated Morrill Act was passed. The second Morrill Act included two important passages including the support of "theoretical and practical higher education, including, agriculture, mechanic arts, home economics, English, mathematics, physical, natural, and economic sciences, to Negro youth in order to train them to engage in the pursuits and vocations of life" (Reference U. S. Department of Interior, Office of Education Board (1930), No. 9 Survey of Land-Grant Colleges and Universities, Vol. 1, p. 837). Secondly the Act provided for a second State college to be funded solely for blacks in states where laws separated the races (Morrison, p. 31). The federal funding was to be divided equally between the white and black Land-Grant colleges.

William Councilll fought to secure Land-Grant status for the State Normal and Industrial School of Huntsville. Two other African American schools were in the running for these funds. Both Tuskegee Institute and Montgomery State School were eager to secure annual federal funding to shore up state funding deficiencies.

In the end Councilll and the State Normal and Industrial School of Huntsville won. With the help of Joe Wheeler, U.S. Congressman, Councilll secured the funds for the African American school and the federal funding for a white school went to the Agricultural and Mechanical College of Alabama at Auburn. This funding increased the State Normal and industrial School of Huntsville budget by \$6,727, that was \$2,727 more than the State appropriations in 1891 (Morrison, p. 38).

According to the 1891 annual report, land was purchased independent from the town of Huntsville, in order to have more room to develop the industrial aspects of the school. The Henry P. Turner place was purchased. The Turner place consisted of one hundred and eighty-two acres of land approximately three miles outside of the Huntsville city limits. On the property stood a eight room dwelling, "a typical Southern one, ... at one time a famous inn and nearby was an equally famous race course" (Morrison, p. 41). General Andrew Jackson was said to have stopped at the house and slept and ate there. There were also several out buildings that the school renovated and used for industrial classes.

A donation from the Slater Fund enabled the school to build an industrial building in 1885, followed by Palmer Hall in 1886. Palmer Hall was a three story frame building with a chapel, library, and reading room constructed by local contractor, J. M. Hutchens (Morrison, p. 54). Palmer Hall was named for Solomon Palmer, a state Superintendent of Education. The frame building burned during its first year of use.

A new Palmer Hall was built of brick. It had three stories and housed the chapel, offices and girl's dormitory. The building cost \$40,000 and the first and second floors contained the matron's office, classrooms, music and reception rooms, and the College Chapel. Modern for its time, Palmer offered such conveniences as steam heat, electrical lighting, drinking fountains and fire escapes. Palmer Hall II was razed in March 1980 and the present day Palmer Hall (Resource 6) replaced it.

Seay Hall was constructed also and named for Governor Thomas Seay, known as a friend to education of African Americans in Alabama. Seay Hall was used solely as a dormitory. It was a three story wood frame building used as the boy's dormitory. Unfortunately, Seay Hall burned in 1892. A second three-story wood frame building was built to house the teachers and a barn was begun. Construction halted until 1904 when Turner and Langston Halls were built. Both were three story, wood frame

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buildings. Turner was used as a girl's dormitory while Langston served as the boy's dormitory and school dining hall. A second boy's dormitory, Blyden Hall and the M. French Seldon Hospital were constructed as two story, wood frame buildings.

Several smaller buildings were renovated or constructed to house the industrial classes including the Douglass Industrial Building, Fletcher Shop, Virginia McCormick Model Home, new Mayhew Mechanic Arts Building and the Old Mechanic Arts Building, the laundry building, the dairy barn and several cottages for teacher's accommodations.

The Virginia McCormick Model Home was a remodeled slave cabin. It was remodeled in a Colonial Revival style and used for classes in scientific cooking and housekeeping and as living quarters.

Entrepreneur Andrew Carnegie donated a then substantial sum of \$12,000 to the Normal school. He designated this money to be used to build a library. The library burned the same year of its construction and Carnegie contributed the money once again to replace the library (Resource 8)(Morrison, p. 58-59).

Councill worked hard to develop the facilities and these buildings formed the core of the State Normal and Industrial School of Huntsville. No further construction was carried out during Councill's tenure. He also developed programs for extra curricular activities to help improve the student's character. Several organizations interacted with the students of the State Normal School including the Young Men's Christian Association and the Young Women's Christian Association and Bible Study. Literature and elocution were pursued in the Peabody Society, the Frederick Douglass Debating Society and Adelphic Fraternity, for men only, and the female counterpart, the Phyllis Wheatley Society.

By 1908, the final year Councill served as president, the faculty and staff numbered 32 and class enrollment included 120 males and 147 females (Morrison, p. 60). The beloved William Councill and his wife were both buried on the campus of Alabama A&M in a concrete vault. The two internments are Resource #11.

After William Councill's death in 1909, a replacement was named: Walter S. Buchanan (1909-1920). Buchanan was a native of Troy, Alabama and had attended Tuskegee Institute, and received a B.A. from Harvard University. When Buchanan became president he inherited a campus with twenty-two buildings including classrooms, dormitories, and shops. Buchanan also inherited a deficit in the school's budget. The state budget was \$4,000 with a federal sum of \$11,000. The two budgets totaled \$15,000, about \$5,000 short of the college's needs for annual expenses.

Buchanan had to work miracles to sustain the college. By 1912, Buchanan had added 10,000 volumes to the Carnegie Library. He also fought to keep the agricultural and industrial equipment modern. Aid came to the school from Virginia McCormick, a wealthy heiress, who had a vacation home in Huntsville where she resided for a few weeks out of the year. While in Huntsville, Ms. McCormick became interested in the school so much so that she donated some \$29,000 for the construction of two new buildings. The buildings were a hospital (Resource 3) and a domestic science building. Both were built using student labor in 1911.

The *Normal Index* of October 1911, describes the William Hooper Councill Domestic Science Building (Resource 2), as "probably the most artistic building on campus" with three stories made of brick and a colonial front. The Virginia McCormick Hospital (Resource 3) was an updated hospital that housed centrally located wards for county patients and flanking wards for both male and female students. The buildings were heated with hot water and lighted with acetylene gas. The operating room was electrically lighted.

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Hope came for further funding in 1914 when the Smith-Lever Act was passed. The Act was to help already existing outreach programs at the school with federal funding. The Normal school offered programs to help farmers in rural communities had been in place for several years. Tuskegee Institute had an initial outreach program in 1896. Alabama A&M College had "Farmers' Short Courses" for local farmers held during the winter months in 1911 (Morrison, p. 104). Buchanan decided to seize upon this opportunity for funding since the school's Land-Grant status made it eligible for support of Cooperative Extension Programs to serve African American farmers (Morrison, p. 108).

In 1911 one hundred thousand black farm hands worked 42 percent of the farms in the state of Alabama. Some 93,000 tenant farmers were black who cultivated 3,000,000 acres. Despite these statistics the state of Alabama in conjunction with Auburn University deprived African American farmers from receiving their fair share of federal funding. Hence both Alabama A&M College and Tuskegee Institute did not receive funding from the Smith-Lever Act. Buchanan was forced to reorganize departments to utilize existing funds to their best advantage.

Nineteen-fifteen brought the division of the School of Industries into five departments that included Agriculture, Mechanic Arts, Domestic Economy, Commercial Arts and Nurse Training. Extension programs were included for those who could not attend school during the regular semester. The following year more restructuring came with the School of Industries divided into three divisions. The three departments were The Division of Agriculture, the Division of Mechanics Arts, and the Division of Household Economics. Perry C. Parks headed the agricultural division and with the help of Alabama Polytechnic Institute, extension services were offered through Alabama A&M. Although refused their federal funding, Alabama A&M continued to offer their extension programs for the next sixty years using funds raised publicly.

Public funds enabled the school in 1915 to construct Mansfield Hall. Mansfield housed trades for the male sector of the college including carpentry, printing, tailoring and a shoe shop. It was the same year that brought the adverse affects of World War I. Two problems arose. The male population decreased taking their tuition with them. But more destructive was the change in the funding administered by the state. Normal was left in dire straits and their appeals to the state for support were refused. The school survived until 1917 when banks refused loans to the institution. The curriculum and growth of the Normal degenerated during this time of war.

War did bring an Army Reserve Unit-Students Army Training Corps (S.A.T.C.). Congress established Reserve Officers Training Corps (R.O.T.C.) in 1916. Most departments at the school suffered during the war. Even though President Buchanan valiantly fought to maintain the school's integrity until wartime's end, problems prevailed. Monetary support ebbed, enrollment was down and finally in 1919 the state decided to down grade the school to junior college status. With this blow President Buchanan saw his future plans demolished and he resigned. The position had to be filled and Theophilus R. Parker (1921-1927) became president.

Parker was the Dean of the college and therefore understood the problems faced by the school. He graduated from Morgan College and received a M.A. from the University of Pennsylvania. When Parker became president the school's name was changed once again to the State Agricultural and Mechanical School for Negroes. Parker had to find a way to maintain the college's standard of education. By 1925 he had paid off his initial debt and reorganized the school's divisions. There were eleven divisions that consisted of the Junior College, the Senior High School, the Senior High School, Junior High School, Practice School, Trades and Industries, Agriculture, Home Economics, Night School, Commercial, Music, and Extension Services (Morrison, p. 152).

While President Parker was unable to accomplish any major construction during his tenure, he did manage to have a wood frame building built for a practice school. Parker also upgraded water and lighting systems existent on campus. Night school was expanded to help citizens who could not afford day classes. Although still prohibited from federal funding, Parker continued to provide agricultural outreach programs to local farmers.

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Struggles at the college were not its only problems. In 1927 a state investigation of the State Agricultural and Mechanical School for Negroes was conducted and found the administration unsatisfactory. Professor Joseph Fanning Drake, Dean of the College, Alabama State College, Montgomery, Alabama, replaced President Parker immediately. The State Board of Education selected Drake and the school was to be closed if he refused the post. Drake took the job as president on July 1, 1927.

On September 27, 1927, Professor Drake spoke at an open session for the school and general public, "Since its founding fifty-two years ago, Normal has filled a great need in the field of education. When many of the schools in the state were in their infancy Normal was turning out leaders who in turn helped in the development of these institutions."

Professor Drake had the backing of the State Board of Education and one of his strongest supporters was Dr. John W. Abercrombie, State Superintendent of Education. With this support the school received needed funding. An initial effort by Drake was money to refurbish and renovate existing buildings on campus. A list of fifteen buildings was presented. All of the facilities were in a state of disrepair. The principle buildings were the Carnegie Library, Palmer Hall, William Hooper Council Domestic Science Building, the Virginia McCormick Hall, Turner Hall, Langston Hall, Grayson hall, Hunt Hall and the Frederick H. Mansfield Boy's Trade Building. Palmer Hall was still being used for classrooms, women's dormitory and chapel, while Turner Hall and the Virginia McCormick Hall housed female students and teachers respectively. The boy's dormitories were in Langston and Grayson Hall. Hunt Hall housed shop classes.

Drake received funds from both the state and the General Education Board of New York City to develop the physical plant and campus facilities. The monetary amount of \$300,000 enabled the school to retain the services of the landscape architectural firm of the Olmsted Brothers and the architecture office of Warren, Knight, and Davis. Based in Brookline, Massachusetts, Frederick Olmsted, Jr. (1870-1957) and his partners designed numerous public parks, parkways, school and college grounds, residential suburbs, and private estates (National Park Service 1999). Frederick, Jr. inherited the Olmsted Brothers firm from his brother, John Charles (1852-1920, and his father, Frederick Law Olmsted.

The Olmsted Brothers were commissioned by the college to design a Master Plan for the projected campus' improvements. The general plan for the campus included "a thorough study of the needs of the schools, present and future (in so far as they could be estimated), ... This plan provides locations for the buildings considered necessary over a period of years, in proper harmonious relations to each other, together with such roads, paths, steps, service areas, plantings, etc., as are considered necessary elements of access and other uses, or as valuable embellishments" (Olmsted Brothers, Letter to Mr. J. F. Drake, President of Alabama A&M, November 20, 1930). The plan was completed in July of 1930 and included cite locations for buildings to be concentrated on "Normal's Hill." The hill rises 924 feet above sea level and provides a panoramic view of the campus and the city of Huntsville. The roads, drives and pathways were designed to follow the topography of the land. The low lying surrounding land beneath Normal's Hill was reserved for experimental farmland.

Planting studies were made by the Olmsted Brothers for buildings built within the time of contract set between Alabama A&M and the Olmsted firm. Specifically a terrace garden was designed for the front of Grayson Hall with local stone used for the walls. The walls were to have a thick stone base that grew thinner at the top of the wall. An entrance gate and wing walls were also designed for the southwest corner of the campus. The same local stone and construction were planned for these walls. Lighting was also planned including underground wires, and the spacing and height of light polls. There are 191 plans and drawings extant that were completed by the Olmsted Brothers firm for Alabama A&M between 1927-1959.

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By 1930 gradings were underway to level the property for the construction of three new buildings that included William Hooper Council Hall (Resource 4), Drake Dining Hall (Resource 7), and Bibb Graves Hall (Resource 12). The State Building Commission contracted Warren, Knight, and Davis, Architects to build these three new buildings.

William Tillman Warren founded the firm of Warren, Knight, and Davis with partners Eugene H. Knight and John Eayers Davis in 1922. Warren, senior partner of the firm, earned an engineering degree from Alabama Polytechnic Institute (Auburn) in 1897 and an architecture degree from Columbia in 1902 (The National Cyclopedic of American Biography 1966). For five years, 1902-1907, Warren was employed as a draftsman with the nationally renowned firm of McKim, Mead & White. The young architect returned to his home state of Alabama in 1907. With William L. Welton, Warren established the firm of Warren and Welton, an association that would last until 1910 (The National Cyclopedic of American Biography 1966). In 1914, Warren joined forces with Eugene H. Knight, adding John Eayers Davis to the roster in 1922.

Warren, Knight and Davis contributed much to the architectural fabric of Alabama. The partnership designed schools, churches, residences, and civic buildings throughout the state. A short list of the commissions completed in Birmingham include the Alabama Power Company office building (1924), Birmingham Country Club (1925), Federal Reserve bank (1926), Veterans Administration Hospital (1950), and the Oscar Wells Memorial Art Museum (1956) (The National Cyclopedic of American Biography 1966). In Montgomery, Warren, Knight, and Davis executed building designs for the state highway department (1936), state archives and history department (1938), and the Alabama Supreme Court (1938). Counted among college and university clients are Auburn University (chemistry building), University of Alabama (chemistry building), Alabama Agricultural and Mechanical Institute, University of the South, Judson College, Sewanee Military Academy, and the state teachers colleges at Jacksonville, Florence, Troy, Livingston, and Montgomery (ASU) (The National Cyclopedic of American Biography 1966). Warren, Knight, and Davis received a gold medal for commercial architecture at the Southern Architectural and Industrial Exposition for the design of the Alabama Power Company office building.

The firm of Warren, Knight, and Davis designed William Hooper Council Hall (Resource 4), Drake Dining Hall (Resource 7), and Bibb Graves Hall (Resource 12) in 1929 and later conducted the Carnegie Library (Resource 8) renovation in 1946. It also built Hurt Hall (Resource 5), the Gymnasium (Resource 28) and eight teachers' cottages on the Alabama A & M campus.

Under the leadership of President Drake the campus continued to grow. Drake purchased 160 acres of land west of the campus for \$24,000. This land was for agricultural endeavors.

Drake also developed the school's curriculum and organizational structure as he developed its facilities. Throughout the Great Depression, the school was continually open. The 1933-34 Announcement (school catalog) states the school's structure is divided into four parts with a Junior College, Senior High School, Junior High School and Practice School. The enrollment for the school was 478 students in 1933 with 172 college students, 60 male and 112 female. There were 132 high school students and 174 training school students. Of the 478 students 291 were residents of Madison County. In 1933 the school conducted by Alabama A&M was the only African American high school in Madison County (Morrison, p. 185, 187).

At the end of the Depression, a new stadium was constructed on the campus. The stadium was a Work Progress Administration project. James M. Belle, School Architect and Buildings Superintendent drew plans. The stadium was begun under the supervision of S. Morgan Stewart and completed by Hubert H. Fears, both of the local WPA (*The Normal Index*, December 1940).

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Name of Property: Alabama Agricultural and Mechanic University Historic District
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By 1942 the State Board of Education allowed a year to be added to the Alabama A&M curriculum and it became a four-year school. This privilege had been denied the institution for twenty-two years. During the tenure of President Drake, the school was organized under four major curricula, Agriculture, Home Economics, Mechanic Arts, and Teacher Training (Morrison, p. 189).

Thirty members of the graduating class were awarded college degrees in 1941. This was the first class to graduate at the college level since 1919 (Morrison, p. 190).

In 1942 the physical plant was valued at \$1,000,000. With 402 acres of land, 12 brick buildings, 10 wood frame buildings, and approximately 300 acres of the land used for agricultural programs. "By 1942, 793 students had graduated from the Junior College division, and 120 from the Senior College program with a Bachelor of Science degree" (Morrison, p. 205). A new Home Economics Department was established with nine course offerings. Nineteen forty-two also brought the Enlisted Reserved Corps, U.S. Army and in 1943 a College Cooperative Study was added to the school curriculum.

World War II brought a respite in the college's progress. Male student enrollment was down, and state funding was down as well. In 1943, 309 students from the college were in the armed forces. After the war the school began to move forward once again.

In 1946 the State Agricultural and Mechanical Institute wished to be accepted into the Southern Association of Secondary Schools and Colleges. Campus improvements were needed for such membership. "The record shows that in 1946 the State Legislature appropriated \$582,000 for capital outlay purposes." One hundred and eighty acres were purchased for agriculture and the library was renovated. A letter dated October 22, 1947, from the Olmsted Brothers firm to President Drake, speaks of an agreement for a Master Plan to be designed for the campus. The Master Plan was an update to the previous plan of the 1930s and was to include a proposed gymnasium, Mechanical art building, a duplex Faculty House and two new dormitories and Home Economics building. New farmland was to be excluded from the Master Plan. A secondary study for the "locations for Women's Dormitories and the home Economic Group," was to be made and a "planting plan for the Sewage Disposal Plant and Heating Plant."

As per the Master Plan two dormitories were constructed at a cost of \$2,237 borrowed from the Federal Public Housing Authority. These two Men's dormitories were contracted for construction in 1945 with architects Sizemore and Campbell. The rooms were to be furnished with furniture from FPHA, electric rangettes, iceboxes, and oil fired hot water heaters and oil fired space heaters. According to a correspondence from Charles L. Levy of the National Housing Agency, FPHA, these dormitories were used after World War II as quarters for veterans.

Additionally four duplex cottages were constructed in 1947 along with a Heating Plant, and silo in 1948. This same year Warren, Knight and Davis constructed Hurt Hall (Resource 5), a women's dormitory. The blacksmith shop, farm shop, feed house, dairy barn, loafing barn, milking house, feed house were all built in 1949. In 1950 a gym-auditorium (Resource 28), trades building, and a tailoring shop were built. For the remainder of the 1950s, campus construction included a greenhouse, silo, Walker Wood Hall (Resource 19), an auto shop, breeder house, six laying houses, brooder house, a teacher's cottage, Thigpen Hall (Resource 9), Grayson Hall (Resource 15), and University Center (Martha Whitt Smith, *Huntsville Times*, April 27, 1975). All of this construction took place during the tenure of President Drake who became known as "the Builder" (Morrison, p. 248).

By 1947 the school was in the Southern Association of Secondary Schools and Colleges. The State Board of Education allowed the change of the school's name to Alabama Agricultural and Mechanical College on January 14, 1949. President Drake led the college until 1962. In June of 1969 the school became Alabama Agricultural and Mechanical University.

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National Park Service

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Name of Property: Alabama Agricultural and Mechanic University Historic District
County and State: Madison, Alabama

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UTM References

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Verbal Boundary Description.

The boundaries of the Alabama A&M University Historic District are recorded on an accompanying map. The scale is at 1 inch = 400 feet.

Boundary Justification

The above described boundaries were drawn to encompass the historic core of the Alabama A&M University Historic District campus and include as many contributing resources historically associated with that core and exclude as many noncontributing resources as possible. The dairy barn complexes and associated experimental fields are included in the historic district as they are an integral part of the historic function of Alabama A&M University: instruction and research in agricultural sciences.

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Name of Property: Alabama Agricultural and Mechanic University Historic District
County and State: Madison, Alabama

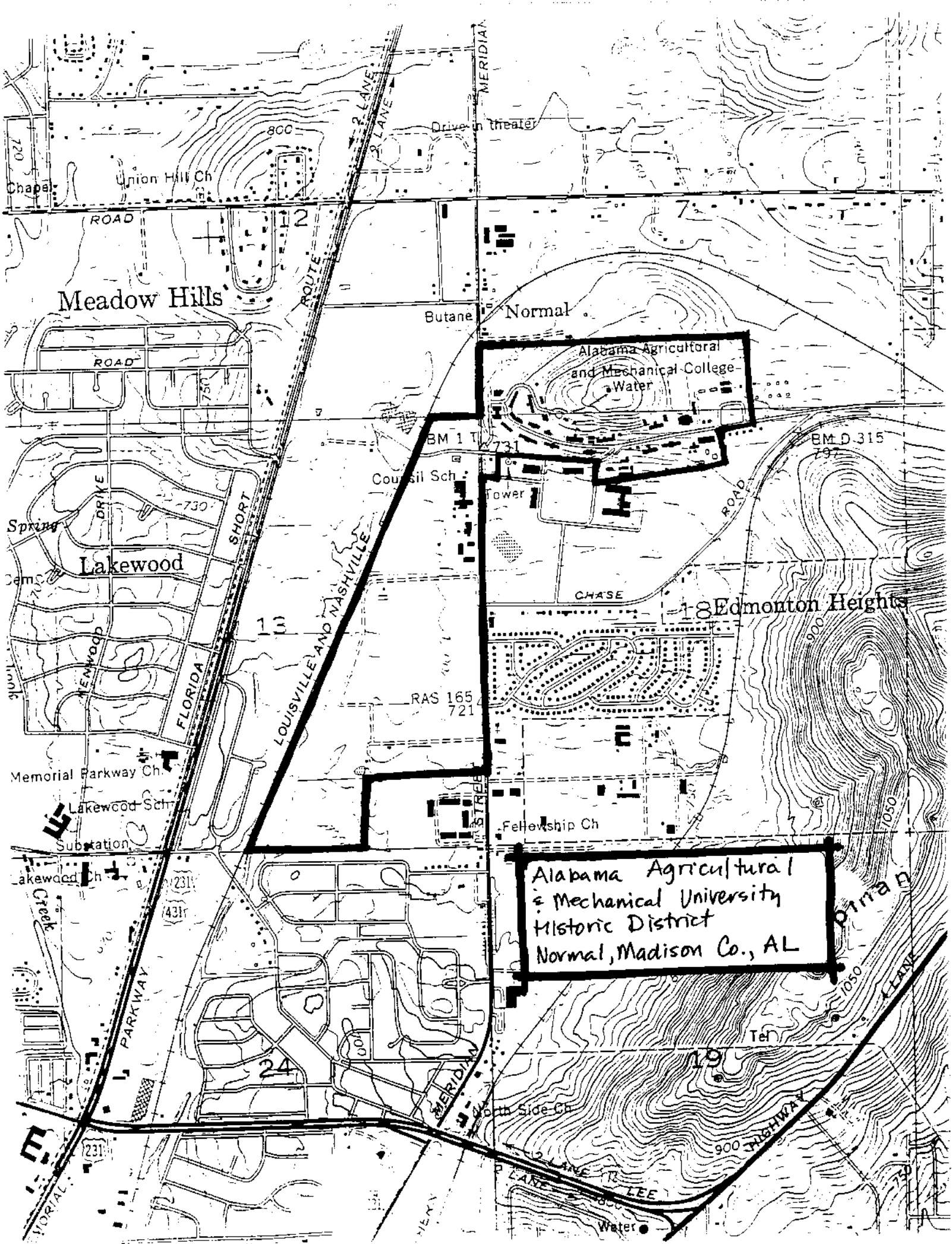
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Photograph Log

The following information is the same for each photograph:

Name of Photographer: Gene A. Ford
Date of Photograph: June 13, 2000.
Location of Original Negatives: Alabama Historical Commission
468 S. Perry Street
Montgomery, Alabama 36130-0900

- Photograph 1. Resource 1, Hillcrest, looking north.
Photograph 2. Resource 2, Council Domestic Science Building-James H. Wilson Hall, looking north.
Photograph 3. Resource 4, William Council Hall, looking west.
Photograph 4. Resource 6, Palmer Hall, looking northeast.
Photograph 5. Resource 7, Joseph F. Drake Hall, looking northeast.
Photograph 6. Campus Scene looking west at Resource 7.
Photograph 7. Resource 8, Carnegie Library, looking north.
Photograph 8. Campus Scene looking south from Founder's Grave Site.
Photograph 9. Campus Scene looking east at Bibb Graves Hall, Resource 12.
Photograph 10. Resource 19, Walker Wood Hall, looking south.
Photograph 11. Resource 24, Dairy Barn, looking east.
Photograph 12. Resource 28, Frank Lewis Gymnasium, looking north.
Photograph 13. Resource 33, Eugene Kendrick Maintenance Facility, looking northeast.
Photograph 14. Resource 37 looking south.
Photograph 15. Resource 39, Old Council Training School, looking west.
Photograph 16. Resource 40, Dairy Barn Complex, looking west.
Photograph 17. Campus Scene looking north at Normal Hill top.
Photograph 18. Campus Scene looking west at vicinity of Founder's Grave Site.
Photograph 19. Campus Scene looking south from Resource 2.
Photograph 20. Campus Scene looking south from Resource 2.



Hillcrest, Alabama A&M University Historic District

Madison County, Alabama

Photo #1



**Council Domestic Science Building--Wilson Hall
Alabama A&M University Historic District**

Madison County, Alabama

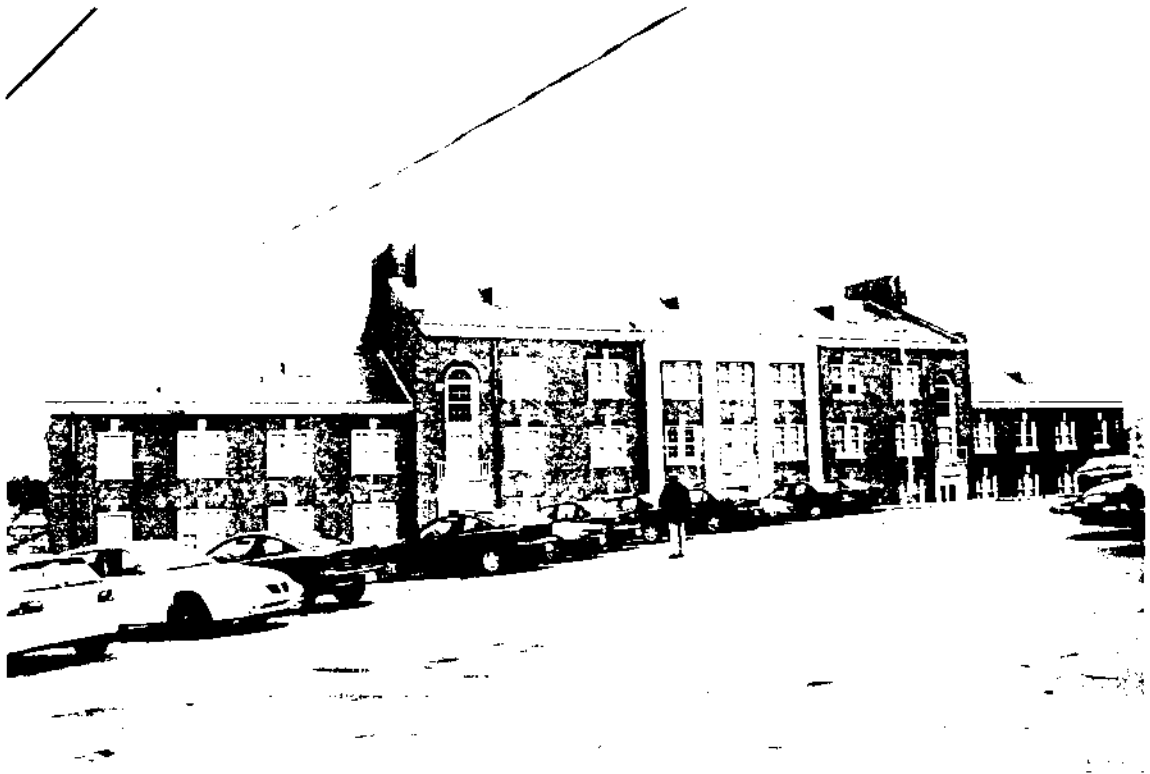
Photo #2



Councill Hall, Alabama A&M University Historic District

Madison County, Alabama

Photo #3



Palmer Hall, Alabama A&M University Historic District

Madison County, Alabama

Photo #4



Drake Hall, Alabama A&M University Historic District

Madison County, Alabama

Photo #5



1890-1891. The first year of the century.

1892-1893. The second year of the century.

1894

1895

1896

Alabama A&M University Historic District Scene

Madison County, Alabama

Photo #6



Carnegie Library, Alabama A&M University Historic District

Madison County, Alabama

Photo #7



Alabama A&M University Historic District

Madison County, Alabama

Photo #8



Bibb Graves Hall, Alabama A&M University Historic District

Madison County, Alabama

Photo #9



Dairy Barn, Alabama A&M University Historic District

Madison County, Alabama

Photo #10



Frank Lewis Gymnasium, Alabama A&M University Historic District

Madison County, Alabama

Photo #11



1. The first part of the document is a letter from the author to the reader, explaining the purpose of the study and the methods used. The letter is dated 1998 and is addressed to the reader.

2. The second part of the document is a list of references, which includes books, articles, and other sources used in the study. The references are listed in alphabetical order.

3. The third part of the document is a list of figures, which includes tables, graphs, and other visual aids. The figures are listed in alphabetical order.

4. The fourth part of the document is a list of tables, which includes tables of data, tables of results, and other tables. The tables are listed in alphabetical order.

5. The fifth part of the document is a list of appendices, which includes appendices A, B, C, and D. The appendices are listed in alphabetical order.

6. The sixth part of the document is a list of footnotes, which includes footnotes 1, 2, 3, and 4. The footnotes are listed in alphabetical order.

7. The seventh part of the document is a list of indexes, which includes indexes 1, 2, 3, and 4. The indexes are listed in alphabetical order.

8. The eighth part of the document is a list of glossary, which includes glossary 1, 2, 3, and 4. The glossary is listed in alphabetical order.

9. The ninth part of the document is a list of bibliography, which includes bibliography 1, 2, 3, and 4. The bibliography is listed in alphabetical order.

10. The tenth part of the document is a list of references, which includes references 1, 2, 3, and 4. The references are listed in alphabetical order.

**Eugene Kendrick Maintenance Facility
Alabama A&M University Historic District**

Madison County, Alabama

Photo #12



**Boiler Room
Alabama A&M University Historic District**

Madison County, Alabama

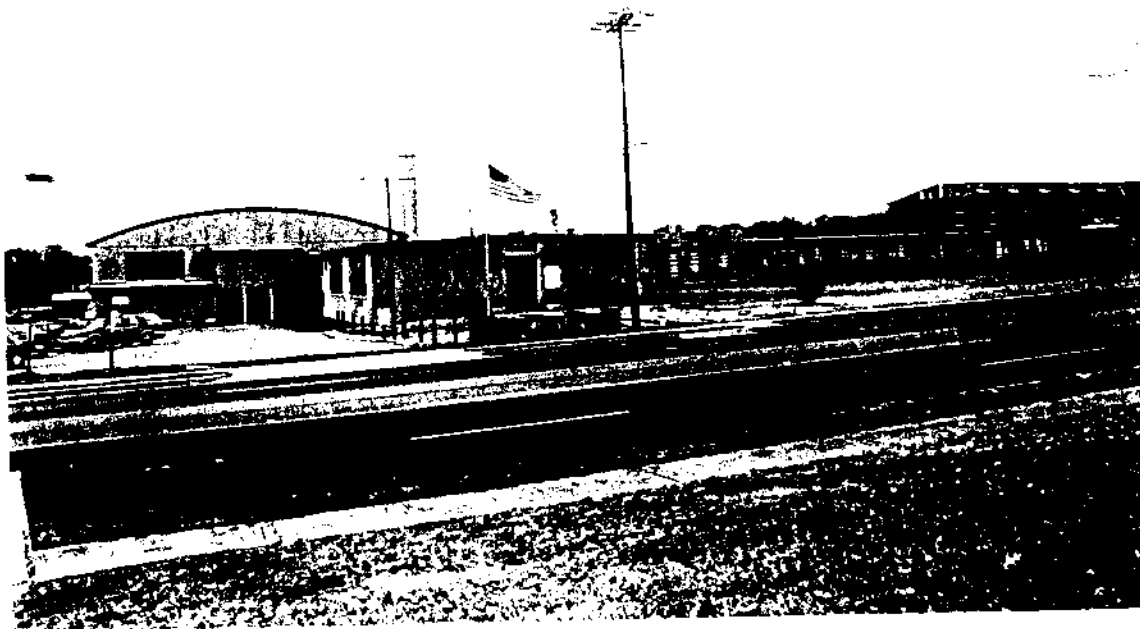
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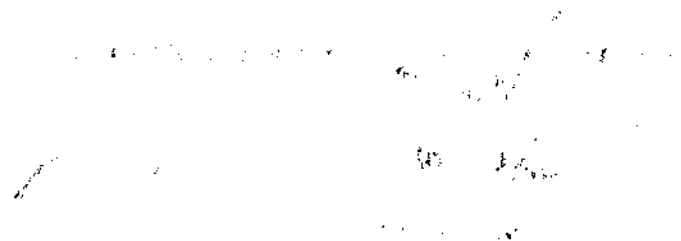


**Council Training School
Alabama A&M University Historic District**

Madison County, Alabama

Photo #14

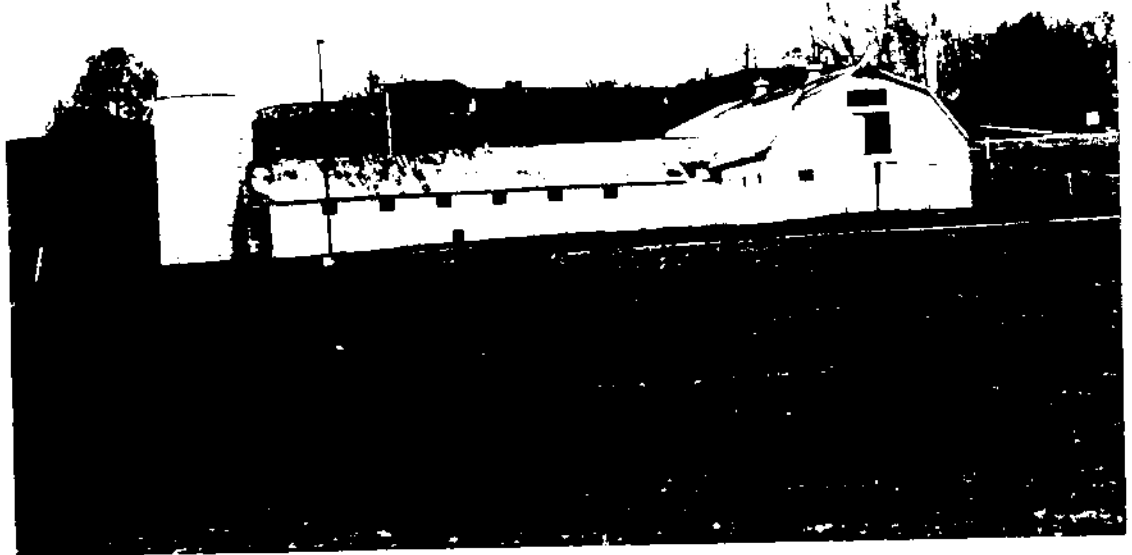




Dairy Barn, Alabama A&M University Historic District

Madison County, Alabama

Photo #15



Alabama A&M University Historic District

Madison County, Alabama

Photo #16



Alabama A&M University Historic District

Madison County, Alabama

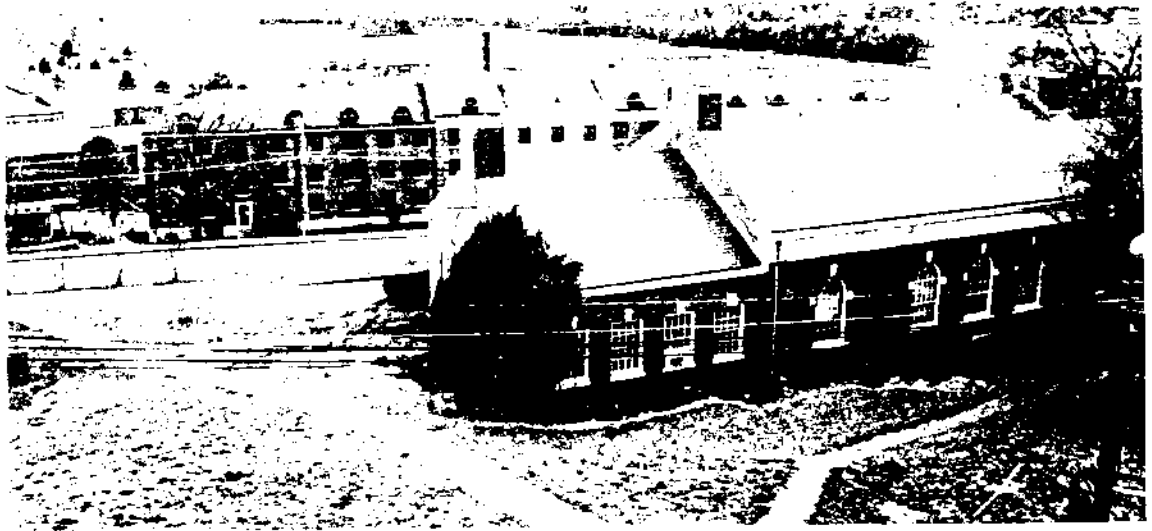
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Alabama A&M University Historic District

Madison County, Alabama

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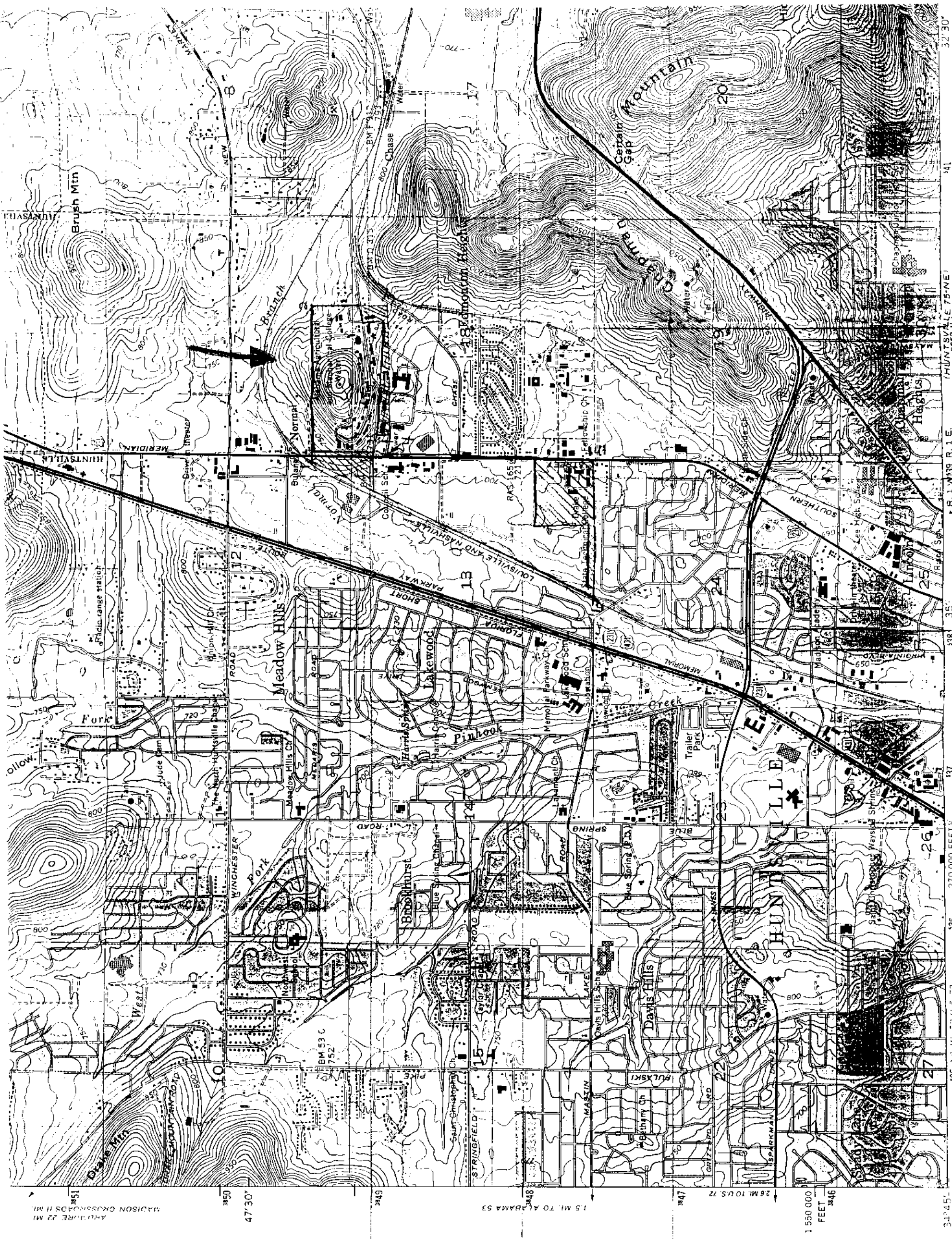


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Abana Agricultural & Mechanical University
Normal, AL



Maped and edited by Tennessee Valley Authority
Published by the Geological Survey

U.S. 241

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