



University of Arkansas

Campus Preservation Master Plan

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Executive Summary

The University of Arkansas Preservation Master Plan was funded through a Getty Campus Heritage Grant awarded to the institution in 2007. The University pursued the grant recognizing that the historic buildings and landscapes that make up the campus not only chart the rich history of the University but have also come to define the institution itself.

Development of the Plan resulted in several outcomes and recommendations that, when implemented, will support and encourage the preservation of University's most significant historic assets. Most importantly, the plan provides a comprehensive layer of information about the University's historic resources that can be used by campus planners, administrators, and facilities and maintenance personnel as they make decisions about the future of the campus and the treatment and use of individual buildings and landscapes. Creation of the plan resulted in the first comprehensive effort to inventory the University's historic architectural and landscape resources on the central campus and at the Arkansas Agricultural Research & Extension Center (AAREC). The survey recorded all University buildings constructed prior to 1968 and was extended to include fraternity and sorority houses located adjacent to and in the vicinity of central campus. Among these, 45 buildings and seven landscapes were identified as significant historic resources that were recommended eligible for (or already listed on) the National Register of Historic Places. State of Arkansas architectural inventory forms were completed for each resource and will be provided to the Arkansas Historic Preservation Program to populate Arkansas' statewide inventory of historic structures.

The survey also resulted in a recommendation to establish the University of Arkansas Campus Historic District. The consultant team worked closely with the University's Facilities Management Planning Group to define the boundaries of the proposed district, which will encompass the University's most significant historic resources concentrated within the historic core of the central campus. A National Register of Historic Places nomination form was completed for the proposed district as part of the Preservation Master Plan project, formalizing the University's intention to recognize and preserve its most valued historic resources.

Based on condition information collected during the survey of historic buildings and landscapes, resource-specific treatment recommendations and a series of general guidelines were prepared to address the most common maintenance and design issues facing the University's facilities planning and maintenance personnel. These are presented

within the Plan document and in a "Catalog of Resources" that provides a form for each building summarizing its history, significance, and recommendations for treatment. In an effort to share this information in a meaningful way with those that are faced with the challenge of repairing and maintaining these resources on a daily basis, a series of hands-on workshops were conducted for University personnel where experts in several topics were brought to campus to demonstrate appropriate techniques in the treatment of historic materials and building elements.

The Campus Preservation Master Plan document presents discussion and recommendations for a wide variety of preservation-related issues. It includes a summary of the history of the institution and the physical development of the campus that is used as the framework for evaluating the significance of the university's historic buildings and landscapes; the document identifies preservation considerations that should be incorporated into the University's routine project work-flow process; it explores methods for using the data collected during the creation of the Plan to interpret the history of the campus and the university's role in advancing education in the State of Arkansas; and it discusses topics related to the ongoing stewardship of the campus's historic resources.

In addition to the guidance that is provided by the document in these areas, a number of overarching recommendations have emerged from the creation of the Plan. These recommendations, if implemented, will enhance the significant and unique qualities of the University of Arkansas campus by improving the institution's ability to preserve and care for its historic buildings and landscapes. The recommendations are as follow:

Consider the potential impact of strategic and master planning decisions on historic resources and the overall historic qualities of the University of Arkansas campus moving forward.

Re-evaluate treatment recommendations of major planning documents based on new information provided by the Campus Preservation Master Plan.

Require review of the Campus Preservation Master Plan document for new construction projects as well as the repair and rehabilitation of existing historic buildings or landscapes.

Give priority to the use of historic resources to accommodate programmatic needs.

Integrate preservation considerations into the University's campus and project planning processes.

Use sound preservation practices based on the Secretary of the Interior's Standards when maintaining, repairing, or rehabilitating historic buildings and landscapes and ensure adequate resources are allocated for these activities.

Designate a single point of contact or position of responsibility to serve as an institutional resource and to coordinate preservation related activities on campus. Ensure this position has sufficient authority and resources to influence decision-making.

Ensure consultants used by the University to plan and implement projects on campus are familiar with and follow the fundamental principles of the Campus Preservation Master Plan.

Continue to research, identify, and evaluate the University's historic resources as an ongoing stewardship activity and as a priority, document buildings and landscapes not included in this study.

Strive to use the University's rich collection of historic resources to expand and enhance academic programming.

Finally, the University of Arkansas campus possesses unique qualities that should be preserved, even as the institution grows and changes to meet the needs of future generations of students. The Campus Preservation Master Plan should not be viewed as a barrier to this change or as a means to restrict the vitality of campus, but instead as a tool that can be used to ensure the institutions most valued historic resources are preserved and maintained according to sound preservation philosophy and best practices.

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“I venture the assertion that nowhere in said country—or for that matter, in any part of this state—could be found a lovelier elevation, or a lovelier grove of graceful oaks, or a commanding view, or, in fine, a spot better suited and adapted for the purposes designated than the one chosen for said University site and farm”

First Report of the Arkansas Industrial University, August 1873



1.0 Overview

Introduction

The image of Old Main and the approach to its front doors across an expansive lawn have drawn Arkansans to pursue higher education at the University of Arkansas for generations. The university's rich tradition is embodied in this single image. However as one is drawn further into the campus it becomes clear that many layers of historic architectural and landscape fabric have also survived to chart the history of this place. Historic buildings make up a significant portion of the University's facilities providing vital and inspiring spaces. Many architectural styles, building types, and works of important architects and landscape architects are represented in the university's diverse collection of resources. The campus environment created by these assets is an important part of the University's identity and contributes to the overall experience of attending or visiting the University of Arkansas.

Occupying the site of a nineteenth-century farmstead, the approximately 345-acre central campus retains a strong connection to the surrounding residential and commercial fabric of the city of Fayetteville. Several buildings within the historic core of campus, generally bounded by Arkansas Avenue, Maple Street, Garland Avenue and Dickson Street, have been recognized by the National Register of Historic Places as significant architectural resources associated with the history of the university.

The creation of the University of Arkansas' Campus Preservation Master Plan was made possible through a grant from the Getty Foundation as part of its Campus Heritage Initiative program. The University was successful in obtaining funding for this important project amidst strong competition in the final year of the program.

A team of professionals from the disciplines of architecture, historic preservation planning, and landscape architecture collaborated with University faculty, staff, and students over a twelve-month period to develop the Plan.

As the University contemplates its strategic and physical planning for the future development of the institution, it is appropriate, as part of this process, to identify those qualities of campus that are significant, and should be preserved and protected for the benefit of future generations of University of Arkansas students, faculty, and staff.

The Campus Preservation Master Plan

The pursuit by the University of Arkansas of a plan for preserving the significant elements of its campus environment has grown from recognition that the qualities conveyed by its historic resources contribute to its character and "sense of place." Developing a plan that encourages the preservation and enhancement of these historic assets not only demonstrates responsible stewardship by the University, but also has other tangible benefits that should be recognized.

- Preservation and reuse of existing buildings demonstrates fiscal responsibility by not wasting assets created by the investment of previous generations.
- It has been shown that the appearance of a University's buildings and grounds contribute greatly to student recruitment and retention.
- The preservation and reuse of existing buildings is considered a sustainable activity and demonstrates environmental responsibility.
- Historic preservation has a positive impact on the economy of Arkansas communities by creating jobs, attracting private investment, and promoting heritage tourism.

Although the University currently practices a philosophy of conservation and is committed to responsible environmental stewardship, the Campus Preservation Plan formalizes this intention with regard to historic resources, and makes available the information and tools necessary for responsible decision-making.



Figure 1. The E. Fay Jones designed Fullbright Peace Fountain.



Figure 2. Ca. 1910 bird's-eye view of University of Arkansas campus.

Purpose and Scope of the Plan

The purpose of the Campus Preservation Master Plan is to identify, document, and develop guidelines and recommendations for preserving the University's historic resources provide decision-makers the appropriate tools for managing these resources. With a few exceptions, the Plan addresses historic resources that are on or adjacent to the University's central campus as well as those at the Arkansas Agricultural Research & Extension Center (AAREC).

The creation of the Campus Preservation Master Plan is viewed as an essential planning activity so that as the inevitable processes of change and repair occur, decision makers, planners, and facilities management personnel have sufficient information to make informed and responsible decisions. The core of this information will come in the form of a comprehensive inventory of resources that identifies the location and relative significance of important historic buildings and landscapes. Data collected will primarily be used by the University, but will also populate Arkansas' statewide inventory of historic resources.

Through its examination of the history of the institution and survey of its features, it is hoped that the Preservation Master Plan will expand appreciation of the University's significant resources beyond Old Main and the collection of Collegiate Gothic style buildings, to the wide variety of historic buildings and landscapes that make up the University's diverse historic fabric.

The Plan will formalize the University's intention to officially recognize its important collection of historic architectural and landscape resources by establishing the University of Arkansas Campus Historic District.

The Plan also provides guidance for the treatment of the University's historic resources. Just as unchecked growth and development have the potential to impact the character of the campus negatively, so, too, can neglect and inappropriate repair and maintenance practices erode, over time, the integrity of important historic buildings and landscapes. The Plan will provide guidelines for repair and rehabilitation as well as recommendations for preserving the historic character of individual resources. It is hoped that, in this capacity, the Plan will serve as a reference guide for project planning and day-to-day maintenance and repair operations.

In concert with the Plan, a series of workshops were held for facilities maintenance personnel where preservation theory and best practices were discussed for several of the most relevant maintenance topics encountered during day-to-day stewardship of the University's historic resources.



Figure 3. Ronnie Walker, a construction manager at Black River Technical College, conducts the window repair and rehabilitation workshop for UA facilities personnel.

Structure of the Plan

The Preservation Master Plan is organized according to six key elements that are integral to the preservation planning process. This structure builds upon the Secretary of the Interior's Standards for Preservation Planning and incorporates the fundamental tenets of those standards.

The following chapters are included in the Report:

1.0 Overview

Provides an introduction to the Preservation Plan and discusses its purpose, scope, and structure.

2.0 Chronology of Campus Development

Presents a chronology of the physical development of campus which serves as the framework for evaluating the significance of the University's historic resources.

3.0 Inventory and Evaluation

Identifies the historic architectural and landscape resources present on the central campus and AAREC, and applies the National Register of Historic Places Criteria for Evaluation to establish their significance.

4.0 Planning

Categorizes identified historic resources according to their "value" and explores strategies for incorporating preservation considerations into the campus and project planning process.

5.0 Treatment

Discusses the current condition of the University's historic resources and provides guidelines and recommendations for their treatment.

6.0 Stewardship

Discusses implementation of the Plan and the ongoing management of historic resources.

Several other elements comprise the plan including;

A comprehensive Catalog of Resources (Appendix A) developed to provide institution personnel with baseline information about all buildings and landscapes associated with the University that were constructed before 1968.

State of Arkansas Historic Resources Survey Forms completed for each of the inventoried buildings (Under separate cover).

A completed Determination of Eligibility (DOE) form for the proposed University of Arkansas Campus Historic District required by the Arkansas Historic Preservation Program as the initial step in nominating a resource to the National Register of Historic Places (Under separate cover).

A completed National Register of Historic Places Historic District Nomination to establish the University of Arkansas Campus Historic District (Under separate cover).

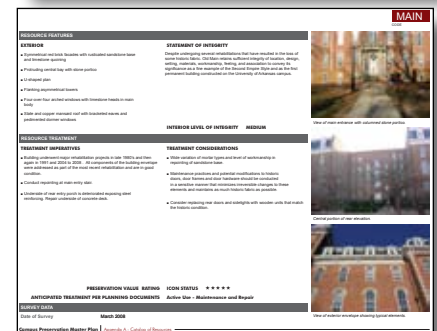
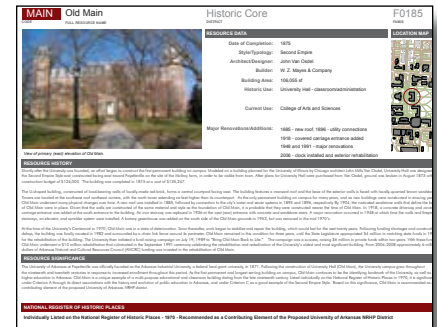


Figure 4. Sample pages from Appendix A - Catalog of Resources.



2.0 Chronology of Campus Development

Chronology of Campus Development

The University of Arkansas is the major land-grant and state university of Arkansas, with 19,000 students in eight colleges and schools. Founded in 1871 on the McIlroy hilltop farm overlooking Fayetteville and the Ozark Mountains, the university was created under the Morrill Land-Grant College Act of 1862. This federal act provided funds from the sale of federal lands to establish new colleges devoted to agriculture and the mechanic arts, scientific and classical studies, and military tactics for the liberal and practical education of the industrial classes.

The University of Arkansas campus today is comprised of over 130 buildings on 345 acres.¹⁵ There are four phases of development that define the built environment at the University of Arkansas. Phase I (1871-1924) spans the period from the school's founding through the construction of Old Main and World War I to the twentieth-century quarter mark. Phase II (1925 – 1954) begins with the development of the 1925 Campus Master Plan through World War II/Korean War to the mid twentieth-century. This phase is characterized by development that followed the planning principles established through the 1925 plan. Phase III extends from 1955 through the 1960's and 70's to 1997. Development during this phase departed from the principles of the 1925 plan. Phase IV begins with the development of the 1998 Campus Plan and extends to the present.

Phase I - 1871 to 1924

President Lincoln signed the Morrill Land-Grant Act into law in 1862, three years before the end of the Civil War. This act provided federal funding for the establishment of state universities in all states of the union. Though the State Legislature included a provision in the 1868 Arkansas Constitution that the state “establish and maintain a State University,” no substantive action was taken until three years later, when in 1871, the federal government imposed a deadline requiring the state to begin offering classes by the winter of 1872 or lose its portion of the federal funding.

The same year, the State Legislature passed the Organic Act, providing for the location, organization, and maintenance of the Arkansas Industrial University, and appointed a board of trustees to find a suitable location and get the school in operation as soon as possible.

Several towns throughout the state considered offering proposals to have the new university located in their communities, including Fayetteville, Little Rock, Batesville, Prairie Grove, and Viney Grove. While Little Rock voters rejected the idea of locating a college there, the other towns developed proposals for the new university. The citizens of Fayetteville and surrounding Washington County raised \$130,000 to support their proposal.



Figure 5. Stereoview of Fayetteville circa. 1880.

In 1871, Fayetteville was a very remote town in northwest Arkansas. In order to reach the town from Little Rock, the trustees were required to travel by train from Little Rock to Morrilton; followed by a steamboat ride up the Arkansas River to Van Buren; and then finally traveling the last 60 miles over the Boston Mountains in a stagecoach.¹⁶

Despite these transportation challenges, the trustees found Fayetteville, and specifically the McIlroy farmstead, to be a suitable location for the school. The farm, located on a scenic hilltop provided ample acreage on which to build and grow, and it was thought to be a healthy location away from malaria that plagued other areas of Arkansas. In the First Report of the Arkansas Industrial University, the president of the University commented on the picturesque site by saying:

¹⁵ http://www.uark.edu/rd_vcad/urel/publications/profile/2003/525.htm. The Founding of the University of Arkansas; University Profile; University of Arkansas; Division of University Advancement website; Accessed 3-10-08.

¹⁶ Larry Foley and Dale Carpenter. "Beacon of Hope: The Story of the University of Arkansas." DVD. University of Arkansas: 2007.

... yet I venture the assertion that nowhere in said country—or for that matter, in any part of this state—could be found a lovelier elevation, or a lovelier grove of graceful oaks, or a more commanding view, or, in fine, a spot better suited and adapted for the purposes designated than the one chosen for said University site and farm.¹⁷

In addition to Fayetteville’s financial support, the city’s proposal enjoyed strong bipartisan support in the state legislature from Lafayette Gregg, a Union Calvary Colonel, and David Walker, both of whom had served together on the State Supreme Court.¹⁸

Thus, late in 1871, Fayetteville was chosen as the site for the new institution, and on January 22, 1872, the Arkansas Industrial University was founded. The William McIlroy farmstead, comprised of 160 acres was purchased for \$12,000. The property was T-shaped, containing a residence as well as various outbuildings typical of a late nineteenth-century working farm. At the time he sold the property, William McIlroy was employed in the banking industry in Fayetteville, having established a local bank with partner Denton D. Stark. McIlroy was a major purchaser of bonds that helped finance the University and also served as its first treasurer.

The University started small, with seven students matriculating on the first day, and a faculty of three, led by acting president, principal of the normal department, and professor of mental and moral philosophy, Noah Gates.¹⁹

The first classes were held in the six-room McIlroy farmhouse, as well as two frame buildings newly constructed for the university in the fall of 1871 and summer of 1872. These two-story buildings were connected by covered walkways at each floor.²⁰



Figure 6. First classroom buildings, known as Steward’s Hall constructed in 1871-1872. The buildings were subsequently relocated to accommodate construction of Old Main and both buildings were demolished by 1901.

First Permanent Structure on Campus

Shortly after classes began in 1872 in quickly-constructed framed buildings, an effort began to construct the first permanent building for the new University. Modeled on a building planned for the University of Illinois by Chicago architect John Mills Van Osdel, University Hall was

¹⁷ First Report of the Arkansas Industrial University, August 1873, Pg.43.
¹⁸ Larry Foley and Dale Carpenter. “Beacon of Hope: The Story of the University of Arkansas.” DVD. University of Arkansas: 2007.
¹⁹ The First Class Met Just 66 Years Ago. Arkansas Alumnus. February 1938. Pg. 6.
²⁰ Member of first Graduating Class of 1876 Tells of Early Buildings at University. Arkansas Alumnus. January 1929. Pg. 5

designed in the Second Empire style and constructed on the “eastern slope” of the old McIlroy farmstead facing east toward Fayetteville.

After plans for University Hall were purchased from Van Osdel, the construction contract was authorized by Joseph Carter Corbin, an African-American who had been elected as the State Superintendent of Public Instruction. Ground was broken in August 1873, with a construction budget of \$124,000, and the building completed in 1875 at a cost of \$135,247. Similar designs were executed at West Virginia University and Penn State University during this same period. According to the recent “Beacon of Hope” video, the roof of the new building began to leak soon after the building was completed.²¹

²¹ Larry Foley and Dale Carpenter. “Beacon of Hope: The Story of the University of Arkansas.” DVD. University of Arkansas: 2007.

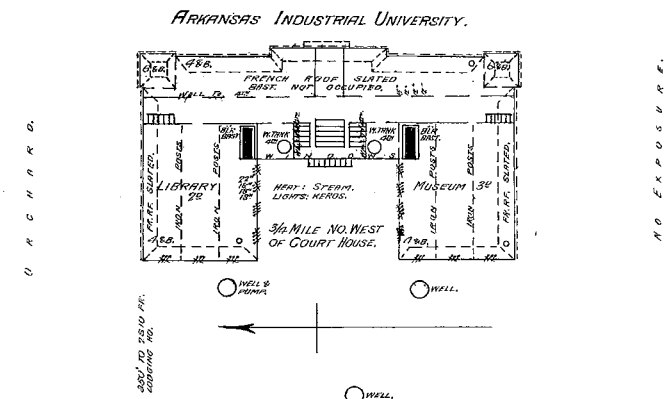


Figure 7. 1886 Sanborn Fire Insurance Map

Shown above is the 1886 Sanborn Fire Insurance Map, University Hall was the only permanent building on campus until 1888. Known informally as Old Main for many years before finally receiving an official name change, Old Main became the primary symbol for the university, and remains so today. In fact, Old Main has not only come to symbolize the University, but also the city of Fayetteville as well as higher education in the state.



Figure 8. Old Main circa 1870's

The U-shaped building, constructed of load-bearing walls made of locally-produced red brick, forms a central courtyard facing west. The building features a mansard roof and the lower portion of the exterior wall is faced with locally-quarried brown sandstone. Towers are located at the southeast and northeast corners of the building's façade, with the north tower extending six feet higher than its counterpart. Due to the unforeseen costs of the roof repairs, the clock works were not initially installed; however, a clock face was painted on the south tower as an economical means to complete the design.²²

Old Main underwent many physical changes over time. A new roof was installed in 1885, followed by connection to the city's water and sewer systems in 1895 and 1896, respectively. By 1904, earlier wooden fencing around the perimeter of Old Main lawn was replaced with rusticated sandstone walls. Constructed of the same material and style as the foundation of Old Main, it is probable that these sandstone walls were constructed contemporaneously with the structure.

In 1918, a concrete driveway and porte-cochere were added at the south entrance to the building. An iron stairway was replaced in 1936 at the west (rear) entrance with a set of concrete and sandstone steps. A major renovation occurred in 1948 at which time fire walls and fireproof stairways, an elevator, and sprinkler system were installed. A botany greenhouse was added on the south side in 1953, but was removed in the mid-1970's.

²² Larry Foley and Dale Carpenter. "Beacon of Hope: The Story of the University of Arkansas." DVD. University of Arkansas: 2007.

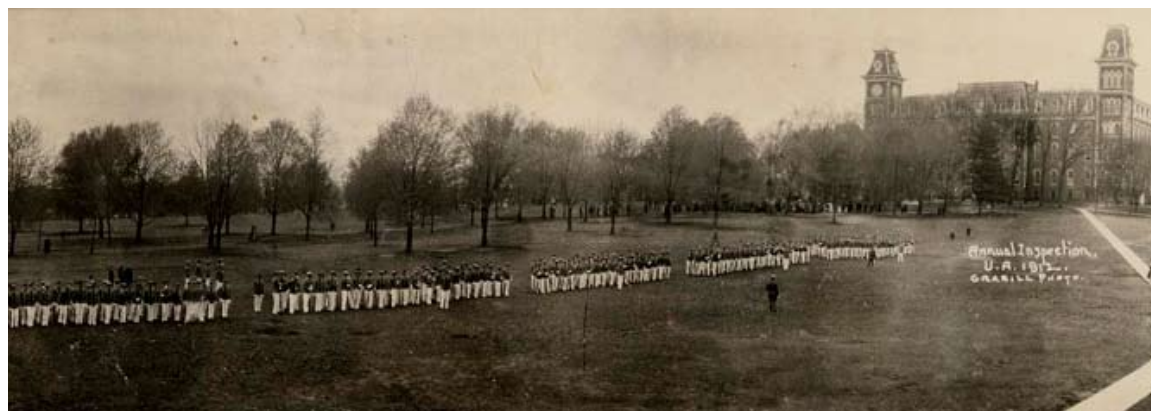


Figure 9. Old Main and lawn, 1912.

Spooper's Stone, located in front of Old Main, is said to be a piece of Old Main's foundation. According to oral history, this large piece of limestone fell from an oxcart hauling materials to the building site, and was left where it fell after construction was completed. While the origin of the stone's name is unknown, it has historically been a site where love notes were left during the time when fraternization between male and female students was discouraged. The stone later became a popular spot for marriage proposals on campus. This historic stone remains a landmark on the Old Main Lawn.

Late Nineteenth Century

Shortly after Old Main was completed, General Daniel Harvey Hill was named as President of the University. General Hill ran the school like a military academy, with discipline favored over academics and students required to wear uniforms.²³

The buildings constructed after Old Main included classroom buildings, dormitories, and athletic facilities. Without any overarching campus plan, these buildings were constructed as funds became available over time. They were located informally around the hill that comprised the campus and conceived as unrelated buildings set in the wooded landscape and connected via footpaths.

Buildings constructed during the last part of the nineteenth century included Buchanan Hall (1888), the Editorial Services Building (1888), the Mechanical Shops (1889 and 1895), Jeff Hall/Bath House (1893),

²³ Larry Foley and Dale Carpenter. "Beacon of Hope: The Story of the University of Arkansas." DVD. University of Arkansas: 2007.



Figure 10. Spooper's Stone.

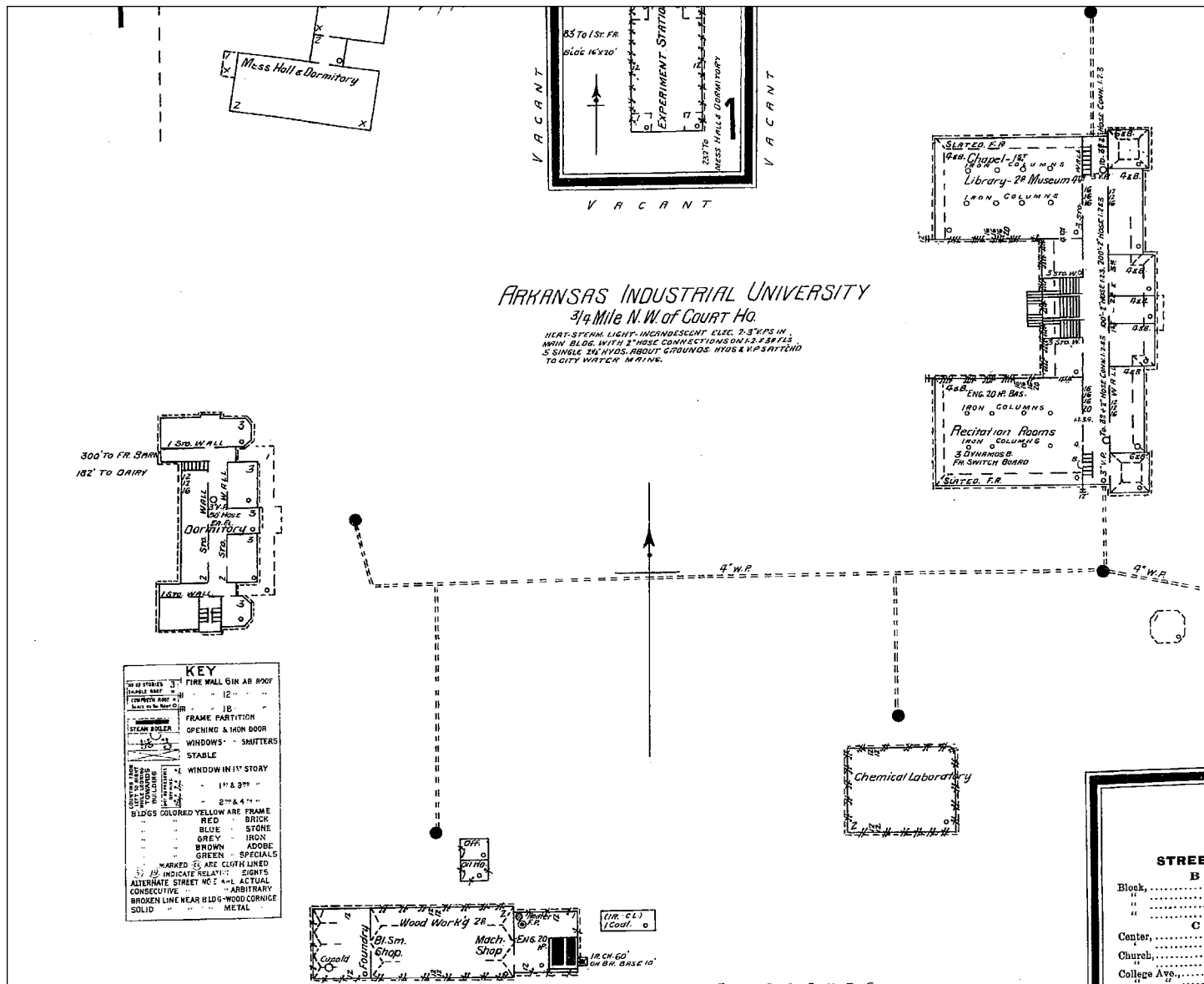


Figure 11. 1897 Sanborn Fire Insurance Map.

Science Hall (1893), and a Conservatory (1898). The 1897 Sanborn Fire Insurance Map shows Old Main, Buchanan Hall (dormitory), a Mess Hall & Dormitory, and the Mechanical Shops.

The University Museum and Agricultural Experiment Station were established in 1877 and 1888, respectively. In 1895 the Chi Omega sorority was founded at the University. In 1899, the school's name

was officially changed from the Arkansas Industrial University to the University of Arkansas. Though the University received a new name, it had not received any state funding from the Arkansas Legislature during the previous two decades.²⁴

²⁴ Larry Foley and Dale Carpenter. "Beacon of Hope: The Story of the University of Arkansas." DVD. University of Arkansas: 2007.

Early Twentieth Century

As the new century began, several developments took place that would begin to change the physical environment of the campus. Senior Walk, established in 1905 by president John Tillman, began the practice of inscribing or etching the names of each member of every graduating class in the sidewalks around campus. Starting with the seven graduates of the first class in 1876, the graduating classes prior to 1904 were added to the walk in 1930. The earliest graduate's names are listed beginning at Old Main's east door. Today, the names of more than 150,000 graduates grouped by year of graduation have been placed into over five miles of campus walkways.



Figure 12. Senior Walk at Old Main entrance.

Also in 1905, the University received a \$90,000 appropriation from the State Legislature for new buildings on campus. Seven buildings were constructed with this funding in 1906, including Carnall Hall, Gray Hall, the Chemistry Building, an Infirmary, Agricultural Hall, and a Dairy Building.

Carnall Hall, the first residential dormitory for women, was designed by the architecture firm of Charles L. Thompson and O.L. Gates of Little Rock. The building was designed with Colonial Revival elements. The three-story, red-brick building was the most expensive of the six, costing \$35,000. The building was named after Ella Harrison Carnall, one of the University's first female faculty members. She served as associate professor of English and modern languages from 1891-1894.



Figure 13. Ella Carnall Hall, circa 1913

Carnall Hall has changed over the years, including the removal of its corner porches in 1939, and the application of white paint to the red-brick exterior in 1940 so that it would better match the newer limestone buildings on campus. Landscape plans from 1939 show extensive flowering and evergreen shrub plantings around the foundation of the building. These plantings have been replaced with contemporary landscape plantings. The building served as a dormitory for women until 1967, and housed a variety of uses thereafter until 1991, including offices, classrooms, and a chapter house for Phi Gamma Delta fraternity. Listed in the National Register of Historic Places in 1982, Carnall Hall underwent a substantial rehabilitation following continued efforts by local preservationists and former dorm residents, and today serves as a 50-room inn, restaurant, and conference center.²⁵

²⁵ Don Schaefer. Ella Carnall Hall. University of Arkansas National Register-listed Buildings. October 1, 2003. Unpublished.



Figure 14. Academic Support Building.

The Academic Support Building was constructed as the first Chemistry Building in 1906. Prior to becoming the Academic Support Building, the building was used by the Law School, Psychology and Geography Departments.

By 1909, the University offered free tuition (except for music and art) to the 1,200 students enrolled in the College of Liberal Arts, Sciences & Engineering, Conservatory of Music & Arts, College of Agriculture and the Agricultural Experiment Station. This same year, the name of the University's athletic team mascot was changed from the Cardinal to Razorback.



Figure 15. Peabody Hall pre-1943.

In 1913, the same year that John C. Fuqua became president of the University, Peabody Hall was constructed. Peabody Hall was the first campus building to be built with private funds, using a \$40,000 gift from the George Peabody Fund to house the Department of Education. The three-story red-brick building was designed by L.J. Roberts of Claremore, Oklahoma. The building's exterior was painted white in 1943 to match the other recently painted buildings. With the construction of the Graduate Education Building in 1968, many of Peabody's departments relocated to the new building. Today, Peabody Hall is home to the Department of Curriculum and Instruction.²⁶

26 Don Schaefer. Peabody Hall. Educational and General Buildings. The University of Arkansas. October 28, 2004. Unpublished.



Figure 16. Women's Gymnasium/Army ROTC Building

Though constructed early in 1925, the Women's Gym was designed and sited similarly to earlier buildings on campus. This building housed the first women's gymnasium at the University, and represents the early demand for athletic facilities that has continued to reshape the campus environment over the years. Constructed in the Colonial Revival style, this building today houses the Army ROTC program and offices.

Only a few buildings remain from the pre-1925 period of development: Old Main, Carnall Hall, Academic Support Building (Chemistry Building), Agricultural Annex (Agricultural Building), and Peabody Hall. With no formal guiding plan for development of the campus, these early buildings were sited as independent elements based on the natural setting and topography of the land, and connected with footpaths. Though not spatially oriented in an organized form, these buildings

were designed in similar architectural styles and used similar exterior materials: brick for exterior bearing walls and limestone trim.²⁷

Arkansas Agricultural Research & Extension Center

From the time the University was established, the farm operations and agricultural instruction were conducted on the central campus, occupying the western section of the original McIlory property. This portion of the campus was intentionally set aside to “prosecute experiments for the promotion of agricultural and horticultural pursuits.” Due to the early

development of the central campus and expansion of the university’s facilities, the land set aside for the purposes of agricultural practice and instruction diminished. Given this, as well as a rather dramatic increase in enrollment of the College of Agriculture, which grew from 27 students in 1911 to 147 in 1920, expansion of the farm property was identified as a top priority for the university in 1918. At this time, the Board recommended an appropriation that would allow the institution to purchase an approximately 500-acre farm.

In April 1919, the Board of Trustees announced the purchase of 423 acres for the University Farm located around 1 1/4 miles north of the main

²⁷ http://www3.uark.edu/PHPL/Planning/campus_planning/content/guide%20-%20part%201.pdf; A Brief History of Planning at the University; Facilities Management Planning Group website; Accessed 3-10-08.

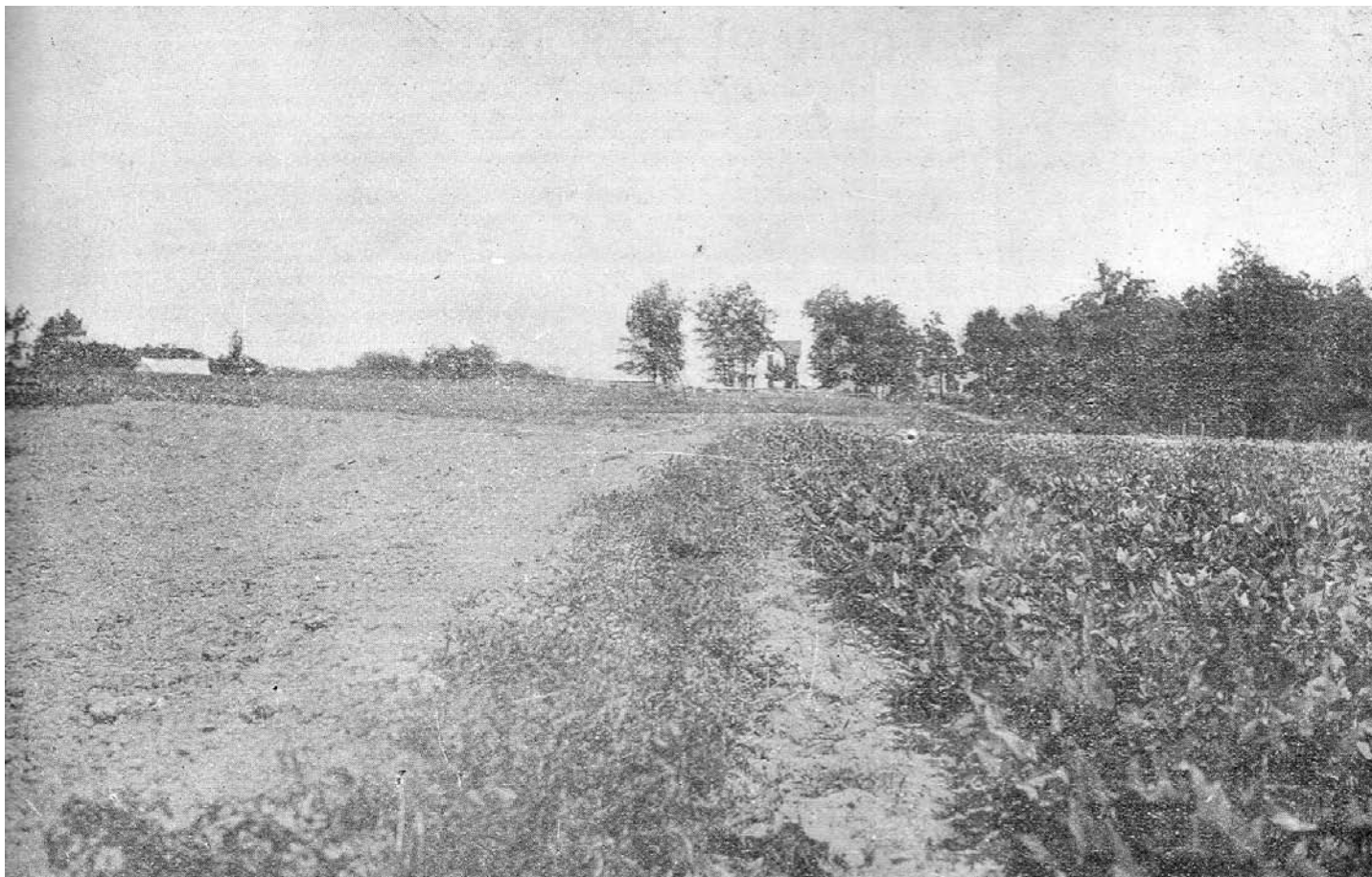


Figure 17. Early view of farm property.

campus. It was also this year that Bradford Knapp was named Dean of the College of Agriculture, and the practice of celebrating "Farmer's Week" was initiated. Under Knapp, the College of Agriculture gained national recognition. By the mid 1920's some 5,000 farmers and their families from across the state attended farmer's week, camping on the university grounds and attending lectures and demonstrations on the latest farming practices.

Although the University had little money to adequately outfit and equip the new farm property, some improvements were made to the land including moving structures, building cottages for farm workers, and laying tile in the fields to improve drainage. The farm property acreage was also divided among the various departments under the College of Agriculture. None of the buildings that pre-date ownership by the University or from this earliest phase of development have survived.

Phase II - 1925-1954

1925 Campus Plan

In 1921, a committee named by the U.S. Commissioner of Education inspected the University campus and published a report on the condition of campus buildings. The report essentially stated that the University only had three buildings worthy of inclusion in future campus development, including Old Main, Peabody Hall, and Carnall Hall.¹⁵

Following this report, the St. Louis architectural firm of Jamieson & Spearl was hired to develop a long-range campus plan for the University in 1925. Both James P. Jamieson and George Spearl were associates at the firm of Cope & Stewardson in Philadelphia prior to moving to St. Louis to work on Cope & Stewardson's master plan for Washington University. Following this they joined together to form their own firm 1918. Jamieson & Spearl were part of a broad academic

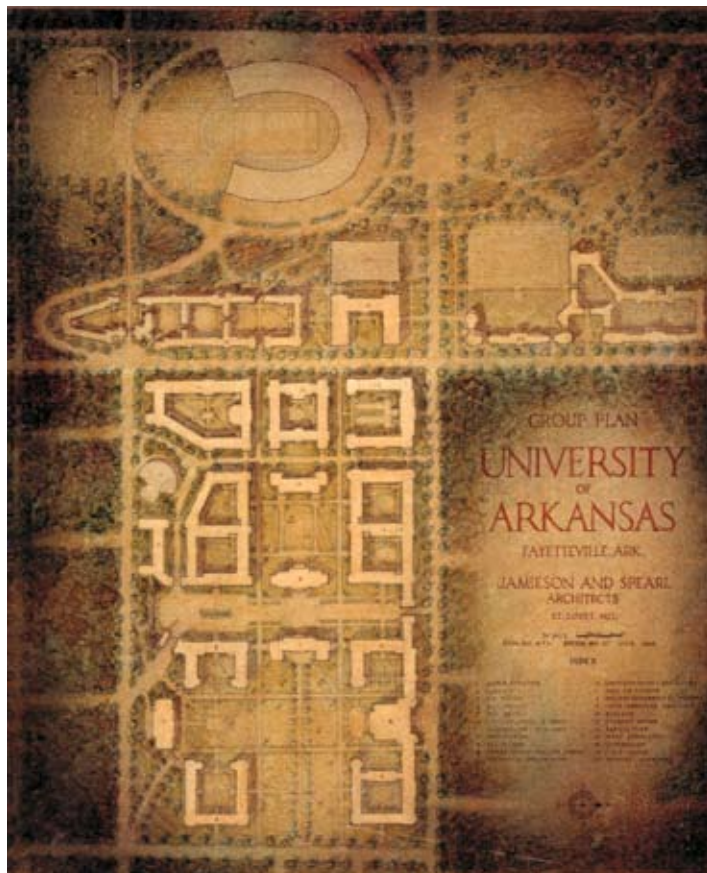
¹⁵ Don Schaefer, Ella Carnall Hall. University of Arkansas National Register-listed Buildings. October 1, 2003. Unpublished.

and architectural movement taking place in American collegiate site planning and architecture linked to that of English academic tradition, recalling the medieval and early renaissance buildings of Oxford and Cambridge, with a mix of Gothic and classical elements. In addition to their work on the 1925 Campus Plan at the University of Arkansas, Jamieson & Spearl also worked at the University of Missouri in Columbus and Berea College in Berea, Kentucky, among others.

This plan, which came to be known as the "hundred year plan," was developed to essentially create a new campus that would serve 8,000 students. With this goal, the plan called for the demolition of all existing buildings on campus to make way for a series of Collegiate Gothic style complexes, in many cases oriented to form inner courtyards. This building arrangement of high architectural quality in the Collegiate

Figure 18. Bottom Left - 1925 Jamieson & Spearl Campus Plan.

Figure 19. Bottom Right - 1925 Jamieson & Spearl Campus Plan - Aerial View.



Gothic style. Recognizing the significance of Old Main Lawn, the plan retained a grand open space in this area, adding buildings on the southern portion of the lawn. This arrangement created a strong central axis from Arkansas Avenue to the steps of a new building in the location of Old Main. Buildings constructed after the 1925 Master Plan featured evergreen shrub foundation plantings surrounded by lawn and canopy trees.

Though most of the existing buildings were not demolished, ten buildings, a Greek amphitheater, and a stadium were constructed based on the plan, with Engineering Hall, the Agriculture Building, the Chemistry Building, Gregson Hall, and Gibson Hall in the Collegiate Gothic style. While the Engineering, Agriculture and Chemistry Buildings reflect a more heavily detailed form of the style with ashlar stonework, towers, and pinnacles, later buildings such as Gregson and Gibson Halls reflect a simplified version with less surface articulation and the use of brick rather than stone.¹⁶ Though not fully realized, and later abandoned, the 1925 Plan not only guided campus development for many years, but more importantly established a basic geometric structure for the layout of campus buildings that continues today.

Building Boom of the 1920's

The Arkansas State Legislature passed a bill in the early 1920's to loan the University \$650,000 for the construction of campus buildings. The Agriculture and Engineering Buildings, the first two buildings to be constructed under the auspices of the 1925 Plan, were constructed in 1927 using \$395,459 of these state funds. Designed by Jamieson & Spear along with H. Ray Burkes of Little Rock, the siting of these buildings followed the Plan, however their design was scaled back and altered from that shown in the original masterplan rendering.¹⁷

The three-story Agriculture Building is constructed of reinforced concrete walls, floors, and ceilings, with limestone masonry on the building's exterior. Interior walls are non-load-bearing hollow tile, allowing for alterations for changing programmatic needs. The doors are wood, and windowsills are of Minnesota granite. Changes to the building include the addition of an upper-level skywalk leading to the Plant Sciences Building constructed in 1978, as well as replacement of



Figure 20. Agricultural Building entry facade circa 1926.

¹⁶ http://www3.uark.edu/PHPL/Planning/campus_planning/1925campus_plan.html; 1925 Plan; Campus Planning; Facilities Management Planning Group website; Accessed 3-10-08.

¹⁷ Don Schaefer. Agriculture Building. University of Arkansas National Register-listed Buildings. February 10, 2003. Unpublished.



Figure 21. Agricultural Building circa 1926.

original windows, and changes to the building's mechanical systems in the early 1990s. The Agriculture Building was listed on the National Register of Historic Places in 1992.

The three-story Engineering Hall, like the Agriculture Building, was constructed of reinforced concrete roof and floor structure as well as exterior walls faced with variegated Batesville bluish-gray limestone.



Figure 22. Jamieson & Spear rendering of Engineering Hall.



Figure 23. Photograph of Engineering Hall taken during construction.



Figure 24. Engineering Hall upon completion

The building was designed in the Collegiate Gothic style by Jamieson & Spearl and H. Ray Burkes of Little Rock. The new building contained a 209-seat auditorium, library, offices, classrooms, laboratories, blueprint roof, art studio, instrument room, repair shop, and a tool room. A three-story wing was added to the building in 1951 and housed the Chemical Engineering program as well as an expanded library. The building today houses the Departments of Agricultural Engineering and Computer Science Engineering following the 1987 construction of the Bell Engineering Center.¹⁸

The Chi Omega chapter house, located at 940 Maple Street, was constructed in 1928. Founded in Fayetteville in 1895, Chi Omega was the first Greek organization to build its own house on the Arkansas campus. Charles L. Ellis, the University's superintendent of buildings and grounds, prepared the architectural plans for the original part of the house. The three-story Colonial Revival building is constructed of red brick in a Flemish bond over hollow tile walls, and features brick quoining. The main entryway is flanked by a two-story porch with four Roman Doric columns supporting a pediment. Two additions, in 1941 and 1958, enlarged the house from its original size accommodating 45 women, to its current size accommodating 75 women. The house was listed in the National Register of Historic Places in 1995, on the 100th anniversary of the sorority's founding.¹⁹

¹⁸ Don Sahaefer. Engineering Hall. University of Arkansas Education and General Buildings. October 28, 2003. Unpublished.
¹⁹ Don Schaefer. Chi Omega Chapter House. University of Arkansas National Register-listed Buildings. October 8, 2003. Unpublished.



Figure 25. Chi Omega Greek Theatre.

Building Boom Continues into the 1930's

As student enrollment at the university reached 8,000 students, the Chi Omega Greek Theatre was constructed in 1930 as a gift to the University from the Chi Omega national organization. The theater, sited based on the 1925 campus plan, was located along the down slope side of the campus hill and has hosted commencements, concerts, academic events, and pep rallies. The theater was listed on National Register of Historic Places in 1992.

Though construction slowed on campus in the 1930's as the state and national economies slipped into the early stages of the Depression, the New Deal relief programs – Public Works Administration and National Youth Administration – would build public school facilities throughout Arkansas.²⁰

This had not greater impact than on the University campus. Buildings constructed with PWA funds during this period include Vol Walker Hall (1935), the Chemistry Building (1936), Gibson Hall (1937), Men's Gymnasium (1937), Ozark Hall (1940), the Home Economics Building (1940), and Memorial Hall (1940). While the oversight for these buildings was provided by Jamieson & Spearl based on the guidance of their 1925 plan, the design and construction of these buildings was executed in part by local Arkansas firms.

²⁰ <http://www.arkansaspreservation.com/publications/schools/default.asp>; Schools of Arkansas; Arkansas Historic Preservation Program; Accessed 4-27-08.



Figure 26. Event crowd at Chi Omega Greek Theatre.



Figure 27. Current view of Chi Omega chapter house.



Figure 28. Vol Walker Hall circa 1930's.



Figure 29. Vol Walker Hall entry portico.



Figure 30. Chemistry Building

In 1935, following many years of planning for a new library, \$1,165,000 in funding was secured from the federal Public Works Administration for the construction of the library and science building (later the Chemistry Building). Although floor plans for the new library were developed by Haralson & Nelson architects of Fort Smith in consultation with Jamieson & Spearl, members of the University Board disagreed with the architects about the design of the exterior of the building. Subsequently, President Futrall employed Gordon & Kaehler architects of Rochester, New York, who designed the Classical Revival exterior for the building, with its entablature, Ionic columns, monumental arched windows and rusticated stone plinth.²¹ Inspired by the Bibliotheque St. Genevieve in Paris, the new library was the most monumental of the new buildings and became the center of campus upon its completion.²²

The T-shaped building is constructed of brick load-bearing walls with a revetment of Carthage limestone and Indiana limestone trim. The floors and flat roof section are made of reinforced concrete, while the pediment is tile supported by a steel substructure.

The library was named in memorial for James Volney "Vol" Walker, an 1877 graduate of the University, lawyer, and member of the Arkansas Legislature. A 1935 landscape plan from the University's Facilities Management archives shows evergreen and flowering shrub plantings around the base of the building with Norway Spruce planted along Campus Drive. Nine of the original Norway Spruce remain from this plan. Conversion of Campus Drive to a pedestrian mall significantly changed the entrance to the library.

The entrance walk to the library was actively used during the 1960's and early 1970's as a gathering area. Demonstrations such as the 1963 student protest to promote equal housing rights for all university students, the 1968 Martin Luther King Jr. memorial march, and several Vietnam War protests in 1970 took place in front of Vol Walker. Listed on the National Register of Historic Places in 1992, the building today houses the School of Architecture, which moved in after the library was relocated to Mullins Library, constructed in 1968.

Also constructed in 1935 with PWA funds, the Chemistry Building is located immediately south of Vol Walker Hall, facing north. Designed in the Collegiate Gothic style by the Little Rock architectural firm of

²¹ http://www3.uark.edu/PHPL/Planning/campus_planning/content/guide%20-%20part%202.pdf; Planning Guidelines; University of Arkansas Facilities Management; p. 20; Accessed 10-13-08.

²² http://www3.uark.edu/PHPL/Planning/campus_planning/1925campus_plan.html; 1925 Plan; Campus Planning; Facilities Management Planning Group website; Accessed 10-13-08.

Wittenberg & Delony, the Chemistry Building is sited to align with the Agriculture Building. Listed on the National Register of Historic Places in 1992, the Chemistry Building is today connected by a second-floor skywalk to the Chemistry and Biochemistry Research Building, constructed in 1992.²³

The former Field House (which later housed the University Museum) was constructed in 1937 using more than half of a \$307,000 PWA loan for a field house, men's dormitory, and additional steel stands for the football field. Designed by Haralson & Nelson of Fort Smith, this building exhibits Collegiate Gothic detailing and followed the 1925 Jamieson & Spearl plan. Rectangular in plan, the building was faced with yellow brick and trimmed in limestone. The Field House could accommodate 3,500 spectators in folding bleachers, and another 4,000 in folding chairs when used as an auditorium. The Field House has served many functions over the years, including as a home for men's basketball until

²³ Don Schaefer. Chemistry Building. University of Arkansas National Register-listed Buildings. October 8, 2003. Unpublished.



Figure 31. Field House/Men's Gymnasium.



Figure 32. 1953 Dance at Men's Gymnasium.

Barnhill Arena was constructed in 1954; physical education until the Health, Physical Education, and Recreation Building was constructed in 1982; and most recently as the University Museum from 1986 until 2003. Following its official name change to the University Museum, the former Field House/Men's Gymnasium was listed on the National Register of Historic Places in 1992.²⁴

The 1930s also saw expansion of facilities at the university farm. In 1934 a new "Poultry Plant" was constructed to research problems faced by Arkansas poultry farmers. Facilities were constructed to house laying, brooding, and rearing operations accommodating some 600 birds.

Campus Development in the 1940's

Soon after enrollment at the University exceeded 2,400 in 1938, and following the death of President Futrall in a car accident in 1939, J. William Fulbright, a former UA student and Rhodes Scholar, and later U.S. Senator, served as president of the University for four years until 1941.²⁵ Senator Fulbright was the longest-serving chairman of the Senate Foreign Relations Committee, and established the Fulbright International Exchange and Scholarship Program in 1946.

After completion of the PWA-funded University Library and Chemistry Building, the University received an additional \$413,000 loan and \$337,909 grant from the PWA in late 1938 for the construction of three more buildings on campus. The PWA funds were used to construct the Home Economics Building, Student Union (now known as Memorial Hall), and the Business Administration Building (now Ozark Hall).

²⁴ Don Schaefer. University Museum. University of Arkansas National Register-listed Buildings. February 12, 2003. Unpublished.

²⁵ "The First Class Met Just 66 Years Ago." Arkansas Alumnus. February 1938. Pg. 6.



Figure 33. Home Economics Building.

Architects for all three of these buildings were Haralson & Mott of Fort Smith with Mann & Wanger of Little Rock.²⁶

The three-story Home Economics Building, constructed in 1940, is a stone masonry building of Indiana limestone and Batesville limestone ashlar. Designed in the Collegiate Gothic style, this building is aligned with the Agriculture Building to the east. During the early 1990's the building received upgrades to its mechanical systems and the original windows were replaced. In 1995, the name of the department was

²⁶ Don Schaefer. Home Economics Building. University of Arkansas National Register-listed Buildings. October 8, 2003. Unpublished.



Figure 34. Student Union/Memorial Hall.



Figure 35. Historic interior view of Student Union/Memorial Hall.

changed from Home Economics to the School of Human Environmental Sciences. The building was listed on the National Register of Historic Places in 1992.²⁷

Memorial Hall, also constructed in 1940, served as the Student Union. This three-story stone building was the first student union at the University. Funds raised from a student union fee of \$2 per student and an annual operating fee were used to match the PWA grant and loans for this building. The building features a mixture of Collegiate Gothic and Art Deco style on its front façade while the remainder of the building is a modified Gothic and Classical Revival style. Used today as administrative offices and classrooms for the psychology and landscape architecture programs, Memorial Hall was listed on the National Register of Historic Places in 1992.²⁸ The front lawn of the

²⁷ Don Schaefer. Home Economics Building. University of Arkansas National Register-listed Buildings. October 8, 2003. Unpublished.

²⁸ Don Schaefer. Memorial Hall. University of Arkansas National Register-listed Buildings. October 8, 2003.

building features a mature Bald Cypress and a Southern Magnolia. Both trees are documented as sizable specimens in 1950's photos of the Union. In 1969, the large Cypress tree was inhabited by a Vietnam War protestor for several weeks. Both trees likely date to the construction of the Union.

Ozark Hall was constructed in 1940 as the Business Administration Building, in the Collegiate Gothic style. This three-story stone building was I-shaped, with the trunk of the "I" oriented east to west. The construction of this building necessitated two significant changes to the 1940 campus landscape. First, the most important parking area and driveway on campus, known as the "horseshoe" parking lot, to the south of Old Main was removed, and the main street leading into the central campus was moved to be more in line with Campus Drive located to the west of Old Main, as called for in the 1925 plan.

An addition, completed in 1947, was designed and sited to connect the Classroom Building with the Commerce Building. The new U-shaped building housed the College of Business Administration until 1978, when the College moved to a new building. At this time, the building was renamed Ozark Hall and received a plethora of new tenants, including the graduate dean's office, water resources research, and the departments of geology and nursing. In 1988, the old Commerce Building was demolished. Ozark Hall was listed on the National Register of Historic Places in 1992 as the Business Administration Building.²⁹



Figure 36. Current view of Ozark Hall main entrance.

²⁹ Don Schaefer. Ozark Hall. University of Arkansas National Register-listed Buildings. February 17, 2003. Unpublished.



Figure 37. Geology/Ordark Building

World War II

While America was at war from late 1941 to 1945, enrollment declined at the University and development likewise subsided. Two campus buildings were constructed in 1942: Davis Hall and the Ordark Building. Davis Hall was constructed in the Colonial Revival style as a women's dormitory, and the Ordark Building was constructed with Art Deco Style influence as a joint venture between the institution and the military for chemical, physical, and engineering research.



Figure 38. World War II housing.

During WWII, an Army Air Corp unit was established on campus with a peak of 2,000 soldiers. Barracks were built for the soldiers and remained on campus following the war to house returning soldiers and their families taking advantage of the GI Bill to attend the university.³⁰

³⁰ Larry Foley and Dale Carpenter. "Beacon of Hope: The Story of the University of Arkansas." DVD. University of Arkansas: 2007.



Figure 39. Historic aerial view of Gregson Hall.

Following World War II, the University entered a new stage of growth and development along with institutions of higher education all across America. New dormitories, including Gregson and Holcombe Halls were constructed in 1948 to provide housing for returning male students.

The 1960s would prove to be a volatile period in the history of education as efforts began to racially integrate institutions of higher learning around the country. The University of Arkansas became the first major southern public university to admit a black student without litigation, when Silas Hunt, a recent World War II veteran, entered law school in 1948. Roy Wilkins, administrator of the NAACP, wrote in 1950 that Arkansas was

the “very first of the Southern states to accept the new trend without fighting a delaying action or attempting to limit, if not nullify, bare compliance.” Additional African-American students followed Hunt’s example in the late 1940s and throughout the 1950s.³¹

Campus in the Early 1950’s

As the immediate post-War era gave way to the 1950’s, several buildings were constructed in the International Style. While some of these buildings were sited according to the 1925 quadrangle plan, others were sited based on the modernist planning practice of placing

31 http://www.uark.edu/rd_vcad/urel/publications/profile/2003/527.htm. A Legacy of Accomplishment; University Profile; University of Arkansas; Division of University Advancement website; Accessed 3-10-08.



Figure 40. Campus aerial circa 1950.

object-like buildings in an idealized park setting. Essentially, buildings from this period were scattered across the campus in an informal, yet orthogonal manner with no meaningful conception of the space between them and little acknowledgement of the natural topography.³²

In 1951, the same year that Louis Webster Jones became president of the University, the Fine Arts Center was constructed. The International Style building was designed by Fayetteville native and University of Arkansas alumnus, Edward Durrell Stone. This building, funded with \$1 million from the state, housed the fine & applied arts, architecture, dance, music, painting, sculpture, and drama. While the Fine Arts Center was a break with the architectural character of earlier campus buildings, Stone continued the material palette, scale, and siting established by the 1925 campus plan.³³ The construction of the Fine Arts Center in the International Style influenced other buildings in Fayetteville, with some 14 homes and buildings constructed in the style soon after the Fine Arts Center was completed.³⁴ A concept plan for the Center's landscape was drafted by Stone's office in 1948. An undated planting plan by landscape architect Christopher Tunnard followed the landscape program set forth in Stone's concept plan while developing the plant palette and final form. Based on photographic evidence, the Tunnard plan was realized by 1953. Several Sycamores, Pin Oaks, a Juniper hedge, an amphitheater, and the rectangular pool in the sculpture court remain from this landscape plan. Subsequent landscape renovations have significantly changed the sculpture courtyard.

³² http://www3.uark.edu/PHPL/Planning/campus_planning/content/guide%20-%20part%201.pdf; A Brief History of Planning at the University; Facilities Management Planning Group website; Accessed 3-10-08.

³³ http://www3.uark.edu/PHPL/Planning/campus_planning/content/guide%20-%20part%202.pdf; Planning Guidelines; University of Arkansas Facilities Management; p. 21; Accessed 3-10-08.

³⁴ Life Magazine, May 18, 1953.

Phase III - 1955-1997

With mounting pressure for increased infrastructure due to the influx of students following the war, as well as the influx of the Baby Boom generation, the University campus expanded to the north and south of the historic core. Buildings constructed in the last half of the 1950's include the Animal Sciences Building (1955), Barnhill Fieldhouse (1955), Pi Beta Phi Sorority (1957), Brough Commons (1958), Carlson Terrace (1958), Fulbright Hall (1959), and Fulbright Dining Hall (1959).

Brough Commons dining hall was constructed in 1958 at a cost of \$489,000. It was designed by the firm of Ginocchio-Cromwell & Associates. Constructed of yellow brick and glass, the flat-roofed building was built using hydraulic jacks to lift the roof and floor slabs into place. The building was named for Charles Hillman Brough, an economics professor at the University from 1903 to 1915, who also served as Arkansas Governor from 1917 to 1921. Many additions and changes to the dining hall have occurred over the years, culminating in an \$850,000 renovation in 1998 that modified and upgraded the interior dining rooms.³⁵

Carlson Terrace, also constructed in 1958, was built as residential living for married students. Constructed in phases, the complex of buildings was designed by Edward Durrell Stone. Alterations were made to the buildings in 1959, 1964, and 1991, and Carlson Terrace was demolished in 2007.

³⁵ Don Schaefer. Brough Commons. Student Housing and Dining Service Building History. February 2005. Unpublished.



Figure 41. Current view of Brough Commons.



Figure 42. Aerial view of Pomfret Residence Hall with Carlson Terrace in the distance.

The 1960's saw a continued building boom on campus, including a new library and student union. Buildings constructed during this decade include Humphreys Hall (1961), Futrall Hall (1963), Futrall Dining Hall (1963), the Mechanical Engineering Building (1963), Yocum Hall (1963), the Sigma Chi fraternity house (1964), Hotz Hall (1964), the Science Engineering Center (1964), and the Science Engineering Auditorium (1964).

As enrollment reached 10,000 students in 1965, campus building continued with the Fount Richardson Health Center (1965), Swimming Pool (1965), Reid Hall (1966), the Agriculture Lab/Industrial Education Building (1967), the Alpha Gamma Rho fraternity house (1967), Mullins Library (1968), the Graduate Education Building (1968), and Pomfret Hall (1968).

Mullins Library was built in the Brutalist style. Brutalism evolved from the modernist movement, particularly developed by the Swiss architect Le Corbusier. Brutalist buildings, derived from the French term *beton brut*, or "raw concrete," are typically characterized by repetitive angular geometries and textures created by the wooden forms used to shape the otherwise unadorned concrete. While not typical, other buildings not constructed of poured concrete can attain a Brutalist quality through



Figure 43. Historic image of children playing at Carlson Terrace.

a rough, blocky appearance and the exterior expression of structural materials, forms, and services. The Library, austere and monumental in scale, introduced new materials such as poured-in-place concrete, 'pebbledash' stucco, and exposed-aggregate paving to the campus. Unlike the earlier Fine Arts Center, the Library and its siting reflect a stand-alone object-building in the campus landscape, rather than a building contributing to the campus as a whole by complementing the 1925 campus plan.³⁶

³⁶ http://www3.uark.edu/PHPL/Planning/campus_planning/content/guide%20-%20part%202.pdf; Planning Guidelines; University of Arkansas Facilities Management; p. 21; Accessed 3-10-08.



Figure 44. Current view of Mullins Library

In 1968 landscape architect Edward D. Stone Jr., the son of Edward Durrell Stone, was selected to design a mall between Mullins Library and the to-be-constructed Student Union. Working with the architect for both buildings, Wittenberg, Delony & Davidson of Little Rock, Stone designed a three-acre plaza between the two buildings, essentially shifting the center of campus away from Old Main and Vol Walker Hall. While the original design included a large amount of hardscape to withstand heavy pedestrian foot traffic, as well as trees, pecan-shell mulch, benches, and lighting, the plan was modified to be more informal and include handicapped ramps as well as the use of smaller trees more adaptable to campus conditions.³⁷

In a 1999 report issued to the University's Vice Chancellor of Finance and Administration on the topic of campus planning at the University, Professor Emeritus of Architecture, John G. Williams, notes that Stone's plans for the quadrangle were never fully implemented. Williams notes

³⁷ "Edward Stone Will Design Mall at U of A." Arkansas Gazette. March 8, 1968.

substitutions of specified tree species, substitution of the specified mulch variety and restrictive foundations of raised beds as shortcomings of the original installation.

Now referred to as the Central Quad, Stone's plan is no longer visible. Large earthen berms and sculptural pines were added to the quad in the 1980's during a renovation, dramatically changing the character of the space. With the addition to the Arkansas Union in the 1990s, the quad was again changed. During this renovation, the fountain at the entrance to the Union was moved, the berms were removed and large lawn panels were added to soften the space.



Figure 45. Current view of Arkansas Union

Campus Development in the 1970's

In similar fashion to the Mullins Library, the Arkansas Union, constructed in 1973, was designed in the Brutalist style of architecture. It too is austere and monumental in scale, and serves as a stand-alone building that does not adhere to the 1925 campus plan.

With the relocation of the library to Mullins Library, Vol Walker Hall was available for a new use. In 1974 the School of Architecture was moved from the Fine Arts Building to Vol Walker Hall, with architect E. Fay Jones as Dean.

Reflecting a nationwide trend in increased college enrollment, the University recorded a record enrollment of 12,367 students in the fall of 1975. This was the third largest increase in the history of the University at the time, with the two larger increases coming in 1946 with the return

of World War II veterans, and in 1965 when children of the post-war baby-boom reached college age.³⁸

Also in 1973, a \$2 million addition was made to the Fine Arts Building to house the Department of Music and the \$3 million Plant Sciences Building was constructed on the site of the Faculty Club (Maple Street at Campus Walk).

Rehabilitation of Old Main

Though Old Main was the first building in Fayetteville, and one of the first in Arkansas, to be listed in the National Register of Historic Places, the building was in a state of deterioration by 1970, after 100 years of life. At the time of the University's Centennial in the early 1970's, work began to stabilize and repair the building. This work would be ongoing for the next twenty years. Following funding shortages and construction delays, the building was finally vacated in 1982 and a chain link fence placed around its perimeter.³⁹ Dan Ferritor, Chancellor of the University

38 Arkansas Gazette. February 4, 1976. Pg. 7F.

39 Don Schaefer. Old Main. University of Arkansas National Register-listed Buildings. October 27, 2003. Unpublished.

at the time, called it "the hated fence." In the Beacon of Hope video, he stated that the fence "wasn't a symbol of the building, but a symbol of the campus; that it really did signify not just lack of space, lack of caring, but a sense of failure of the campus."⁴⁰

Old Main remained in this condition for three years, until in 1985 the State Legislature appropriated \$4 million in matching state funds for the rehabilitation of the building. The University then initiated a fund raising campaign on July 19, 1989 to "Bring Old Main Back to Life."⁴¹ Dan Ferritor used the restoration campaign to re-engage friends, supporters, and alumni in the life and support of the University, not just the building. He espoused the three R's of Old Main: Room – 100,000 square feet of space for classrooms; Romance – everyone had wonderful feelings and memories of Old Main; and Revitalization – of the building and the campus.⁴²

40 Larry Foley and Dale Carpenter. "Beacon of Hope: The Story of the University of Arkansas." DVD. University of Arkansas: 2007.

41 Don Schaefer. Old Main. University of Arkansas National Register-listed Buildings. October 27, 2003. Unpublished.

42 Larry Foley and Dale Carpenter. "Beacon of Hope: The Story of the University of Arkansas." DVD. University of Arkansas: 2007.



Figure 46. View of south tower of Old Main while under construction during the 1991 rehabilitation.

Figure 47. Current view of Old Main.

The campaign was a success, raising \$6 million in private funds within two years. With these funds, Old Main underwent a \$10 million rehabilitation that culminated in a September 1991 ceremony celebrating the rededication of the University's oldest and most significant building. It was fitting that Senator Fulbright was on hand for the celebration, as the building became the home of the J. William Fulbright College of Arts and Sciences.

In 1989 Campus Drive was largely converted into a pedestrian walk. Plans for this conversion were titled "Old Main Memorial Garden" by the project team. The plan created areas for memorial sculpture at the entrance to the library and west entrance of Old Main. These spaces later became locations for the E. Fay Jones designed Fulbright Peace Fountain and a large bronze sculpture of J. William Fulbright.



Figure 48. Current view of Campus Walk at the rear of Old Main with bronze sculpture of J. William Fulbright in the distance.

Phase IV - 1998 - Present

1998 Campus Plan

In the late 1990's, the University hired Sasaki Associates to develop a campus plan. While this plan was not a physical master plan, it was a catalog and analysis of existing physical conditions and associated policy recommendations to develop a framework for accommodating a projected enrollment of 20,000 students by the year 2010.⁴³

As the University's first comprehensive planning effort in over 70 years, the 1998 Plan established a set of principles and guidelines to "direct the physical and environmental growth of the campus, ensuring cohesive land use and provisions for open space, new building locations, support facility locations, and compatibility with the City of Fayetteville. The guidelines include recommendations for a vocabulary of building and site materials, scale and relationships that strive to ameliorate current visual discord and make the future campus more coherent and beautiful."⁴⁴

In 1998, the Fulbright Peace Fountain was erected between Old Main and Vol Walker Hall. Designed by architects E. Fay Jones (UA professor emeritus of architecture) and Maurice Jennings, the fountain commemorates the legacy of J. William Fulbright at the University. In 2002, the Fulbright Sculpture was erected at the west entrance to Old Main to further honor Senator Fulbright.⁴⁵ This location is used to host the annual Martin Luther King Jr. Day celebrations.

In 2004 the Facilities Management Planning Group was established to provide continuous oversight of projects, plan for future growth, implement planning policies, and coordinate the work of consultants hired to study planning and growth related issues. The goal of the FM Planning Group is to ensure that new buildings and landscapes fit within and help clarify the already-established pattern, and reinforce the traditions and sense of place that make the UA campus unique.⁴⁶

As the university entered the twenty-first century, its leadership initiated the "Campaign for the 21st Century" to raise funds and increase the university's endowment. This fundraising campaign, culminating in June 2005, raised over \$1 billion, with a \$300 million challenge gift

43 http://www3.uark.edu/PHPL/Planning/campus_planning/1925campus_plan.html; 1998 Plan; Campus Planning; Facilities Management Planning Group website; Accessed 3-10-08.

44 http://www3.uark.edu/PHPL/Planning/campus_planning/content/guide%20-%20part%201.pdf; A Brief History of Planning at the University; Facilities Management Planning Group website; Accessed 3-10-08.

45 Larry Foley and Dale Carpenter. "Beacon of Hope: The Story of the University of Arkansas." DVD. University of Arkansas: 2007.

46 http://www3.uark.edu/PHPL/Planning/campus_planning/content/guide%20-%20part%201.pdf; A Brief History of Planning at the University; Facilities Management Planning Group website; Accessed 3-10-08.

from the Walton Family Charitable Support Foundation in April 2002. Funding from the campaign was used for construction of a health center, classroom buildings, more than 1,700 scholarships, 132 professorships & chairs, increased library holdings and the most endowed graduate honors program in the country. Funding was also allocated to install a clock works in the south bell tower of Old Main.⁴⁷

Over the course of 2004 and 2005, the University, in conjunction with Audubon Arkansas and Washington County, worked to restore Mullins Creek, a tributary creek of the White River that runs through campus. Beginning near Reid Hall and channeling under the stadium and track before resurfacing near Carlson Terrace, the creek had suffered increased erosion and resultant flooding due to a decrease in natural water absorption because of the increasing impervious surface associated with increased campus development.⁴⁸ At the time, the plan for restoring that section of the creek between Leroy Pond and Sixth Street was to apply a watershed-based approach to help reduce the amount and speed of runoff, and create a riparian zone by planting native grasses, shrubs, and trees to remove sediment, pesticides, pathogens, and other pollutants before they enter surface and groundwater.⁴⁹

The Facilities Management Planning Group created the 2007 Campus Growth Plan. Instructed by earlier planning efforts, this plan identifies infill sites, establishes building alignments and massing, and ties real estate acquisitions to the physical plan for campus development. The plan is tied to a capital strategic plan for construction with associated budgets for new building, renovation and restoration, demolition, streets, trails, and landscapes.⁵⁰

Projects completed during this period include Bev Lewis Center for Women's Athletics (2003), Pat Walker Health Center (2004), Lewis E. Epley Jr. Hall addition and renovation (2006), Willard J. Walker Hall (2007), J. B. Hunt Transport Services, Inc. Center for Academic Excellence (2007) and Maple Hill Residence Halls (2007) among others.

47 Larry Foley and Dale Carpenter. "Beacon of Hope: The Story of the University of Arkansas." DVD. University of Arkansas: 2007.

48 Drew Terry. "EPA Issues Grant to Restore Campus Creek." Northwest Arkansas Times: November 2, 2004; P. A9.

49 James Bowie. "Creek Under Campus to be Restored." The Arkansas Traveler: April 13, 2005; P. 3.

50 http://www3.uark.edu/PHPL/Planning/campus_planning/2007campus_plan.html. 2007 Growth Plan; Campus Planning; Facilities Management Planning Group website; Accessed 3-10-08.

The following pages contain maps of the Central Campus and AAREC with individual buildings color-coded to correspond to the growth episodes discussed in this chapter.








Figure 49. Fulbright Peace Fountain.

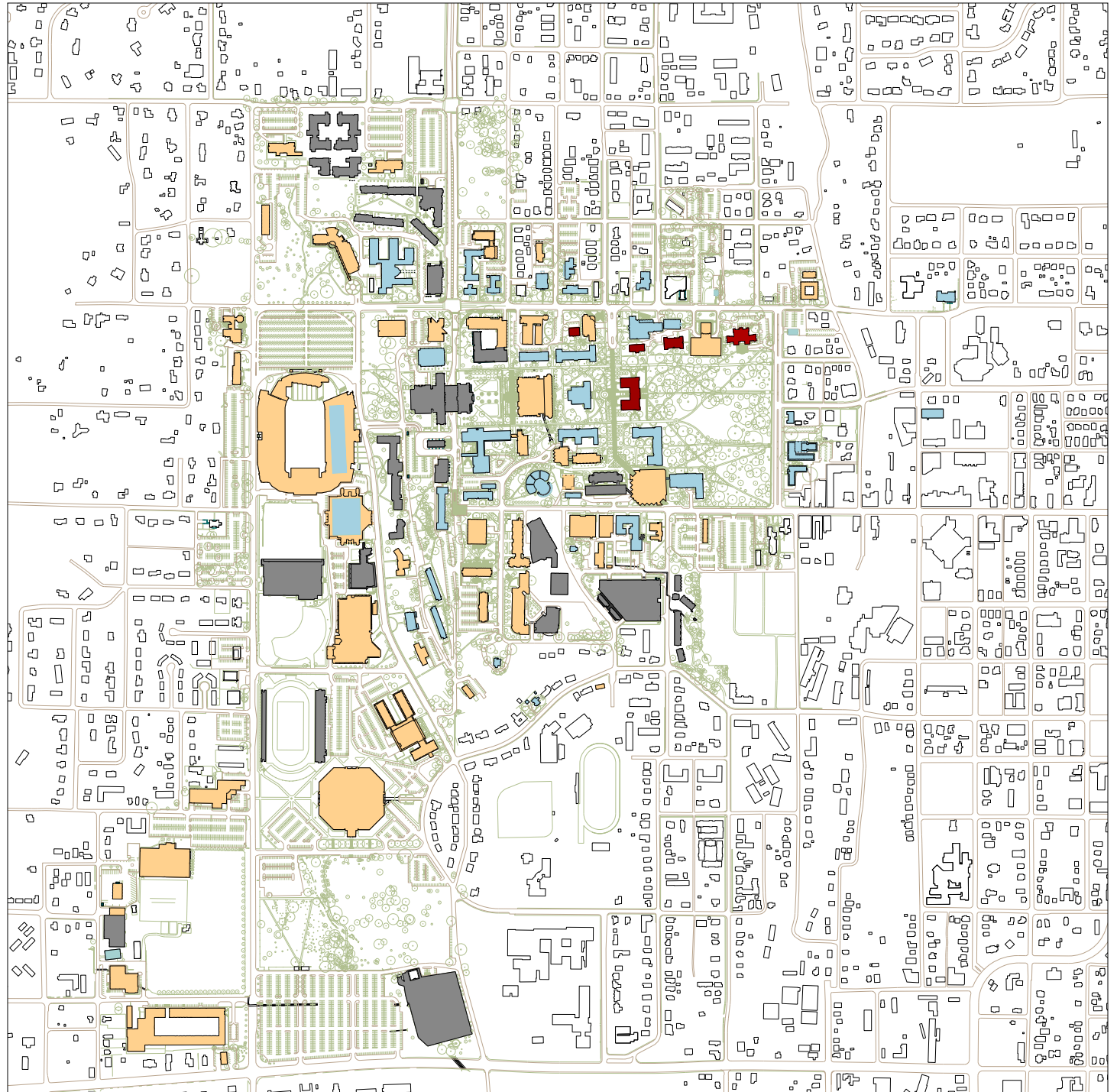


Figure 50. Image of 2007 Growth Plan.

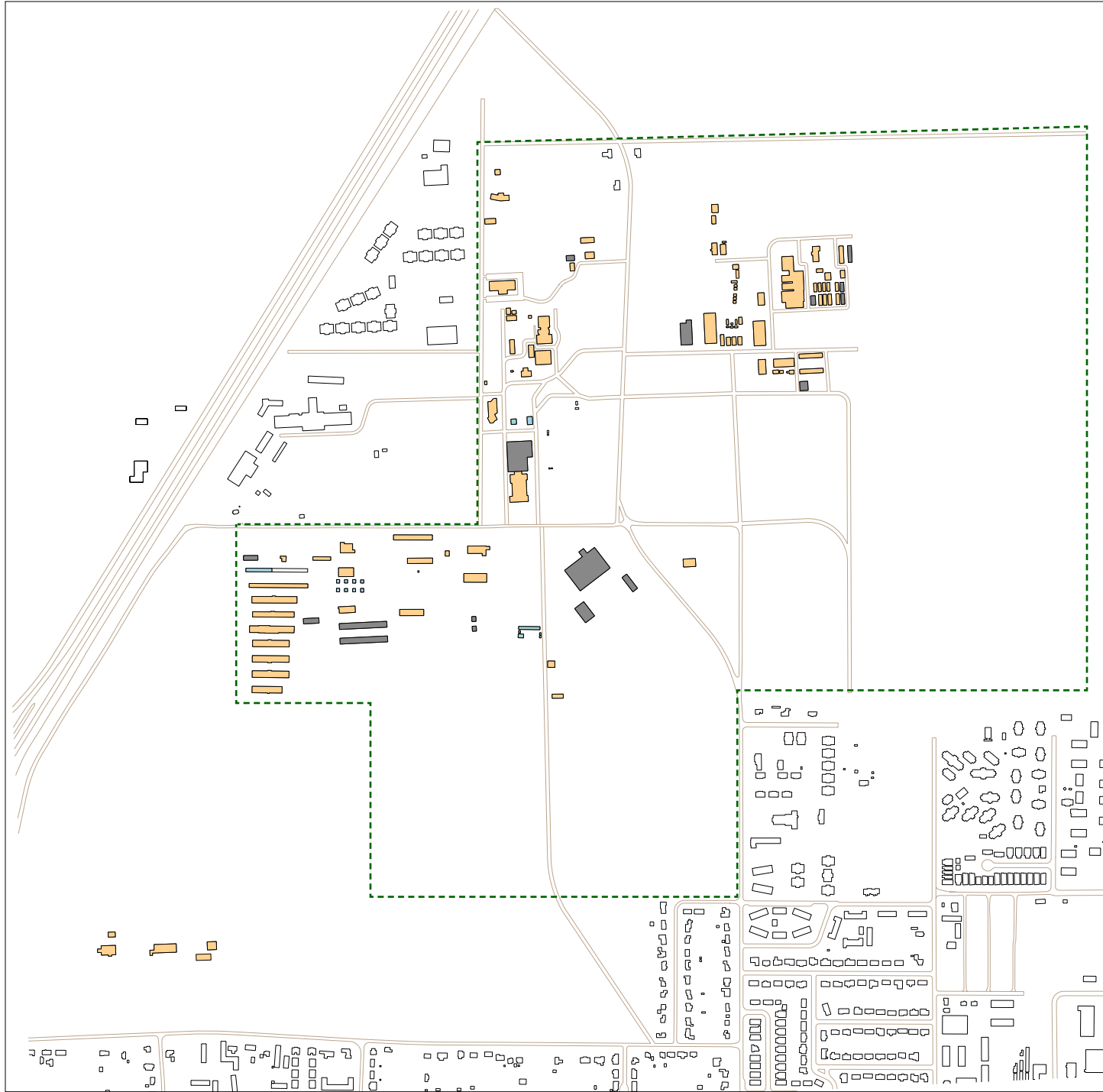
BUILDING EPISODES - CENTRAL CAMPUS

LEGEND

-  Existing Campus Buildings Constructed during Phase I - 1875-1924
-  Existing Campus Buildings Constructed during Phase II - 1925 - 1954
-  Existing Campus Buildings Constructed during Phase III - 1955 - 1997
-  Existing Campus Buildings Constructed during Phase IV - 1998 - Present
-  Buildings not in study



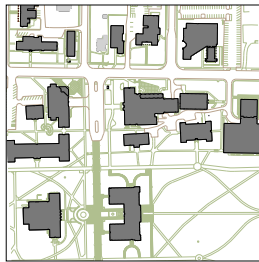
BUILDING EPISODES - AAREC



LEGEND

- Existing AAREC Buildings Constructed during Phase II - 1925 - 1954
- Existing AAREC Buildings Constructed during Phase III - 1955 - 1997
- Existing AAREC Buildings Constructed during Phase IV - 1998 - Present
- Buildings not in study
- Approximate Boundary of 1919 Land Purchase





3.0 Inventory and Evaluation

Methodology

The act of identifying and documenting historic architectural and landscape resources is an essential and critical step in the preservation-planning process. The primary objective of this activity is to provide the University with an understanding of the location and types of historic resources that are present on campus. The collection of this information is important because, when the location, types, and significance of these non-renewable and valuable resources are known, measures can be taken to preserve them and plan for their continued use as part of the campus fabric. In the absence of such information, the inadvertent destruction or insensitive alteration of historic resources can occur. The historic resources of a community, neighborhood, or campus give it its “character and cultural depth.”

To complete the inventory, the architecture and landscape consultant teams worked independently to locate and record the presence of the various historic resource types. The survey area was limited to the central campus and the Arkansas Agriculture Research & Extension Center (AAREC). The survey focused on those buildings that are owned by the University and used for academic purposes, but was also extended to include other buildings affiliated with the institution, such as fraternity and sorority houses. The consultant team was provided with a master list of university buildings to aid in the identification of resources to be considered as part of the study. At the request of the institution, two campus buildings, Buchanan-Droke Hall and Gladson-Ripley Hall were eliminated from the study.

The inventory and evaluation process was comprised of several activities, including background research and the development of an historic context (presented in Chapter 2.0), the review of data from previous identification efforts, and a field survey to document significant historic resources on campus.

Background research and the development of historic contexts have been described as the cornerstones of the preservation planning process. Historic contexts are defined as those patterns or trends in history by which a specific occurrence, property, or site is understood, and its meaning (and ultimately its significance) within history is made. Development of a context helps to define the types of historic resources that are anticipated to be present within a study area and ultimately serves as the framework for determining their significance.

In order to develop the historic context, background research was conducted by the individual consultant team members. Research consisted of a review of existing and readily available secondary source materials such as published and unpublished histories about the University, its structures, its landscapes, and the physical development of the campus. Information held within the University of Arkansas Special Collections and at local repositories as well as resources collected from the Arkansas Historic Preservation Program files were reviewed.

The following is a list of sources consulted as part of the research effort.

University of Arkansas Special Collections:

- Review of University of Arkansas Yearbooks (1897-1976)
- Review of the Arkansas Alumnus
- Campus Plans Folder
- Annual Reports of the Arkansas Industrial University
- Review of “Shared History” photo collection
- Review of The Arkansas Traveler
- Review of the Arkansas Gazette
- Northwest Arkansas Times

Published Works Consulted:

- The First 100 Years, Robert Leflar
- University of Arkansas 1871-1948, Harrison Hale
- History of the University of Arkansas, J.H. Reynolds and D. Y. Thomas
- Image and Reflection: A Pictorial History of the University of Arkansas, Ethel C. Simpson
- Beacon of Hope: The Story of the University of Arkansas, Larry Foley and Dale Carpenter

Un-Published Works Consulted:

- Agriculture Building National Register Nomination, Kenneth Story
- A Brief History of Planning at the University, Facilities Management Planning Group web site
- Business Administration Building National Register Nomination, Kenneth Story
- The Founding of the University of Arkansas, University of Arkansas Division of University Advancement web site
- A Legacy of Accomplishment, University of Arkansas Division of University Advancement web site
- Planning Guidelines, University of Arkansas Facilities Management Planning Group web site
- Public Schools in the Ozarks, 1920-1940, William D. Baker
- University of Arkansas Educational and General Buildings, Don Schaefer
- University of Arkansas National Register-listed Buildings, Don Schaefer
- University of Arkansas Student Housing and Dining Services Buildings, Don Schaefer
- Schools of Arkansas, Arkansas Historic Preservation Program web site
- University of Arkansas 1925 Plan, Facilities Management Planning Group web site



Figure 51. A member of the architectural consultant team records Peabody Hall.

University of Arkansas 1998 Plan, Facilities Management Planning Group web site
 University of Arkansas 2007 Growth Plan, Facilities Management Planning Group web site



Figure 52. Historic view of Chi Omega Greek Theatre.

Review of Documentation from Facilities Management Archives

- Review of campus Sanborn Maps (1886-1930)
- Review of historic landscape plans
- Review of National Register of Historic Places Nomination Forms
- Review of Aerials and GIS information provided by the University’s Center for Advanced Spatial Technologies
- Review of Campus Design and Construction Guidelines for Buildings and Landscapes

Interviews:

- Fran Beatty, Department of Landscape Architecture Department Head
- Ethel Goodstein-Murphree, Department of Architecture Professor
- Jennifer Law, Director of Clinton House Museum
- Don Schaefer, Former University of Arkansas Faculty Member

Previous Identification and Documentation Efforts

Previous efforts to identify and document historic buildings and landscapes on the University of Arkansas campus have been limited. Prior to the current investigation, no comprehensive historic resources survey of the campus had been conducted.

Eleven buildings on the central campus have been previously identified as significant architectural resources and placed on the National Register of Historic Places. Nomination of these resources was first initiated in 1972 when Old Main became one of the first buildings in the state to be listed on the NRHP. The remaining ten buildings were placed on the National Register between 1985 and 1995.

Previous documentation of historic resources also includes a HABS (Historic American Building Survey) recordation project of the Chi Omega Greek Theatre. This documentation was completed in 1995 and produced eight measured drawings of the structure (A review of these drawings revealed that they contain several inaccuracies). HABS is a federally-funded program administered by the National Park Service that documents important architectural, engineering, and industrial sites throughout the country. The Chi Omega Greek Theatre was identified by the HABS project as the only structure of its kind in the country. The materials created by the program are made available to the public through the Library of Congress. The Chi Omega Greek Theatre

documentation package is available by searching the HABS Collection available on the Library of Congress’s web site.

Other projects that have contributed to the body of information about the University’s historic resources include several informal planning documents developed by the University’s Facilities Management Planning Group. The first document entitled “Historic Buildings” identifies 20 of the University’s most significant historic structures and provides baseline data, such as date of construction, style, designer, use, and feature information for each. A second document, completed in 2004 identifies historic campus resources that are “endangered and threatened” based on the recommendations of major planning documents such as the 1998 Master Plan and the Facilities Condition Assessment (FCA) of University buildings initially completed in 2002.

The work of Donald Schaefer proved invaluable to the inventory process. Mr. Schaefer has worked over the last decade researching the history of campus buildings and developing background narratives for many of the University’s extant historic structures. These descriptions provided important context information that informed the inventory process.

Although not included in the study area, part of the Newport Branch Station of the AAREC was recently listed on the National Register of Historic Places (October 2008). Historically a portion of this tract was used as an army airfield during World War II. It served as a satellite airfield in support of a larger training facility at Newport, Arkansas. Constructed ca. 1942, Erwin Auxiliary Army Airfield was determined to be locally significant for its association with Arkansas military and aviation history. The military operations were abandoned after the war. The asphalt runways and taxiways are the only resources that remain present at the site.

Field Survey

Architecture

The field survey component of the architectural inventory was completed during the week of March 24th-28th, 2008. Architectural resource data was collected by a two-person team, one collecting building condition information and the other completing an Arkansas Architectural Resources Form for each structure. The State of Arkansas’ Preservation Program has made the identification of resources associated with the state’s educational institutions a priority of its survey program. The

ARKANSAS ARCHITECTURAL RESOURCES FORM

1. Research Number: 001488 - 072008
 2. Survey Number: 001
 3. District Name:
 4. Contributing/Contributor:
 ABOVE FOR APP USE ONLY

5. Date Recorded: 02/24/08
 6. Recorded By: Don Beatty, Cliff Beatty, Don Beatty, Cliff Beatty

GENERAL DATA

7. Historic Name: Old Main
 8. Alternate Name: State University Hall, University Building
 9. Geog. Map: Fayetteville, Washington County, Arkansas
 10. Geographic Location: S: E: R:
 11. UTM Coordinates: P: 26 E: 202000 N: 2000100
 12. State/Named Community: Fayetteville, Arkansas
 13. Street Address (Electronic Use Recommended):
 14. Street Name: Campus Drive Zip: 72701
 15. Owner: University of Arkansas
 16. Owner Address: University of Arkansas Fayetteville, Arkansas Zip: 72701
 17. Owner Phone Number (724 477-2000):
 18. Monogram Name & Photo Number: Robert Venturi, Facilities Coordinator, Facilities Management, University of Arkansas, University of Arkansas (1974-1984)

DESCRIPTIVE DATA

19. Use / Original: 0001 - Conference/University, Academic - Main University Building
 20. Use / Phase: 0001 - Conference/University, Academic - Classroom and Office, 1 - Library/College of Arts
 21. Setting: 2 Other - College Campus

Figure 53. Typical Arkansas Historic Preservation Program Architectural Resources Survey Form.

survey information was collected according to the Program’s survey requirements.

The architectural survey of campus recorded buildings 40 years old or older that are owned by, or associated with the University. The survey did not include residential structures owned by the University that are not currently being used for academic purposes. Also eliminated from the survey were several buildings that have been substantially modified and therefore are no longer identifiable as historic structures. These include Barnhill Arena, Donald W. Reynolds Razorback Stadium, Silas H. Hunt Hall, and the Leflar Law Center-Waterman Hall.

Although 50 years of age is the milestone that is generally used by the National Register of Historic Places to determine whether a building can be considered significant, buildings were inventoried that are between 40 and 50 years of age because, though not individually eligible, they could contribute to potential historic districts. This approach also gives the current inventory an effective period of ten years.

Landscape

The survey of historic landscapes was conducted during the same period as the architectural survey. Data was collected in the form of photo-documentation and field forms. Historic documentation such as photographs, drawings, and narratives held in the University of Arkansas’s Special Collections were reviewed, and a reconnaissance of the campus was conducted. Documentation of historic landscapes included the collection of information related to the site’s physical features such as topography, hydrology, soils, and vegetation, as well as cultural features like land use, spatial relationships, circulation, structures, site furnishings, vistas, and sculpture.

Catalog of Resources

The survey and condition information collected during the inventory of architectural and landscape resources was synthesized into custom forms that will serve as a “catalog of resources” for use and reference by University staff. The catalog of resources is presented as an Appendix to this document.

Historic Resources Inventory

Historic Resources in the Vicinity of the University of Arkansas Campus

Because University activities have the potential to directly or indirectly impact historic resources in the vicinity of the campus that are not owned or managed by the institution, as the first step of the inventory process a review of the National Register of Historic Places database was conducted to identify significant resources adjacent to or near the campus boundaries. Adverse impacts to adjacent resources can occur in a number of ways, directly through acquisition or expansion by the University, or indirectly by altering the environment in a way that diminishes the historic significance or character of an individual resource, neighborhood or district. The results of this review identified six historic resources individually listed on the NRHP and three NRHP historic districts in the vicinity of the University of Arkansas campus.

Evergreen Cemetery

Historic Cemetery, locally significant under Criterion A and D for its association with Fayetteville history.

Gregg House

339 N. Greg St., locally significant Italianate Style residence.

Villa Rosa

617 Lafayette St., locally significant Italian Renaissance Style residence.

Lafayette Street Overpass

1938 Art Deco Style bridge.

Maple Street Overpass

1936 concrete bridge designed by Frederick Luttjohann.

Magnolia Filling Station

429 Lafayette St., 1925 Craftsman gas station

West Dickson Street Historic District

Historic district associated with commercial growth of Fayetteville (Criterion A) and as a significant and intact collection of late nineteenth- and early twentieth-century commercial structures (Criterion C).

Mount Nord Historic District

Mount Nord is a small historic district containing 5 resources constructed between 1900 and 1925 and significant as an intact ensemble of high style residences constructed by some of Fayetteville’s most affluent citizens of the period.

Wilson Park Historic District

Residential historic district containing 47 contributing resources constructed between 1920 and 1945 representing a variety of architectural styles. Locally significant under Criterion C.

In addition to the NRHP-listed resources above there may be other potentially significant properties in the vicinity of campus that could be impacted by institution activities. The University should work with local preservation organizations to identify these resources.



Figure 54. View of Evergreen Cemetery



Figure 55. View of Villa Rosa



Figure 56. View of West Lafayette Street overpass.

HISTORIC RESOURCES IN THE VICINITY OF THE UNIVERSITY OF ARKANSAS CENTRAL CAMPUS

LEGEND

- ① Evergreen Cemetery
- ② Gregg House
- ③ Villa Rosa
- ④ Lafayette Street Overpass
- ⑤ Maple Street Overpass
- ⑥ Magnolia Filling Station
- Wilson Park Historic District
- Mount Nord Historic District
- West Dickson Street Historic District



Historic Architectural Resources Overview

Historic architectural resources identified on the campus of the University of Arkansas consist of a diverse collection of structures dating primarily from the early twentieth-century through the post-war modern era. Several building types make up the collection including classroom and academic administration buildings, recreation and dormitory structures, fraternity and sorority houses, former private residences repurposed for institutional use, as well as a variety of buildings associated with agricultural practice and research. The buildings range from modest storage facilities to large and finely-detailed high-style academic buildings. A total of 100 resources constructed prior to 1968 were identified and recorded on the central campus and at the AAREC.

The stylistic influences present on the University of Arkansas campus mirror the architectural trends that were occurring nationwide during the last century. The oldest existing structure at the University, Old Main, remains today the architectural centerpiece of the campus and is the most recognizable symbol of the University and of higher education in Arkansas. Modeled after a similar structure at the University of Illinois at Champaign, Old Main exemplifies the character and detail of the Second Empire Style. The Second Empire Style was at its height from approximately 1865 to 1880, and was used for the design of academic buildings on campuses of higher learning across the country. In addition to the building at the University of Illinois, West Virginia University's Woodburn Hall (1876), also designed in the Second Empire Style, possesses strikingly similar elements and detail to that of Old Main.



Figure 57. Historic View of Old Main.

Accommodating all of the functions required by the fledging University, Old Main remained the only permanent building on campus for some time. However, during the late nineteenth-century a number of structures were built to accommodate the growing academic programs and increasing enrollment. These wood-frame buildings were executed in various styles popular during the Victorian era including Queen Anne and Gothic Revival. With the exception of Old Main, none of the buildings constructed on campus prior to the turn of the century have survived.

Exclusive of Old Main, the earliest buildings recorded as part of the inventory date from the first decade of the twentieth century. Three buildings, all constructed in 1906, were built with a substantial appropriation of funds from the State Legislature. Two of the buildings, the Agriculture Annex and the Academic Support Building (originally the Chemistry Building) are modest two-story classroom buildings with a central entrance bay. Both were designed by the firm of Reed & Heckenlively. The symmetrical arrangement and details of these structures were typical of classroom buildings constructed across the country at the time. The entry bay of the Academic Support Building was originally capped with a gable possessing a figural parapet typical of the Spanish Revival Style. It was common practice during this period to freely apply various "revival" style details to otherwise simple, nondescript structures. The parapet has since been demolished, significantly diminishing the building's character. Built at the same time, the Agriculture Building (now the Annex) is almost identical in form to the original Chemistry Building, but was constructed with a



Figure 58. Historic view of Chemistry Building with its original Spanish Revival Style gable parapet over front entry bay.

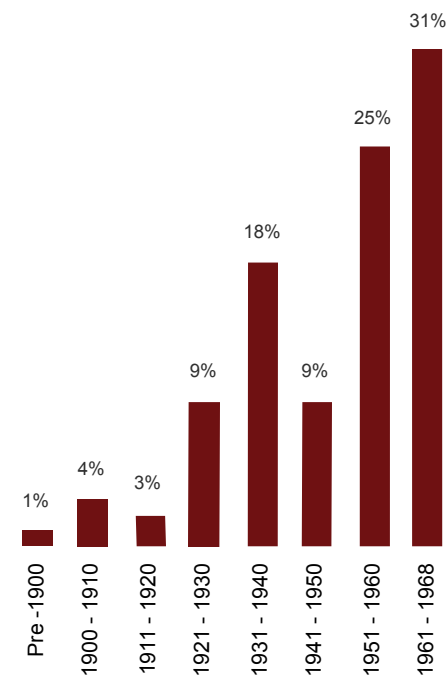


Figure 59. Distribution of identified resources by construction date.



Figure 60. Current view of the same building (Academic Support Building) with parapet removed.

Architectural Style or Influence	Number of Resources Identified
Second Empire	1
Spanish/Mission Revival	3
Colonial Revival	12
Neoclassical Revival	7
Collegiate Gothic	11
Tudor Revival	6
Art Deco Influence	1
Modernist/International	20
Brutalist	3
Agricultural/Barn	27

Figure 61. Table showing general distribution of identified resources by architectural style.

more simple stepped parapet, reminiscent of late nineteenth-century commercial architecture.

The third building, Ella Carnall Hall, was built as a women’s dormitory. It is said to have been deliberately sited at the extreme northeast corner of the campus in order to maximize the distance between it and a new men’s dormitory, Gray Hall, constructed the same year. Carnall Hall was designed by the firm of C. L. Thompson and O. L. Gates. Generally Colonial Revival in its design, its horizontal massing, low pitched roof, and wide overhangs also suggest a Prairie Style influence.

In 1913, a new classroom building for the School of Education was built using private funding from the Peabody Foundation. Constructed of red brick with Carthage Stone trim and a clay tile roof, George Peabody Hall included elements of the Spanish or Mission Revival Style. Along with all of the other buildings on campus, Peabody Hall was painted a light cream color in the 1940s so that it would better blend with the light-colored limestone buildings that were part of Jamieson & Spearl’s 1925 Master Plan. Although this treatment would prove effective in homogenizing the visual aesthetic of the campus, it obscured significant masonry details and diminished the architectural character of these structures. Few projects were executed in the ensuing years.



Figure 62. View of Carnall Hall.



Figure 63. Rendering of Vol Walker Hall by Jamieson & Spearl.

Adoption by the University of Jamieson & Spearl’s campus master plan in the mid-1920’s resulted in the introduction of a new aesthetic to the campus. Construction began in 1927 on the first two of what would become a collection of Collegiate Gothic Style buildings. The popularity of this style for academic buildings was at its height during this period, emanating from the work of Ralph Adams Cram at Princeton ten years earlier, and proliferating throughout the country by firms such as Cope & Stewardson, James Gamble Rogers, and Jamieson & Spearl among many others.

Although the 1925 plan, also termed the “Hundred-Year Plan,” initially called for the removal of all existing buildings, including Old Main, this rather aggressive recommendation was not acted upon. The current inventory of resources recorded a total of six buildings that generally align with Jamieson & Spearl’s conceptual rendering, as well as several others that respond to the plan in terms of siting and style. The vision of producing a series of large cloisters was never realized. Instead, likely due to limited funding, the buildings were scaled back to include only one or in some cases two sides of the larger proposed quadrangles. Although the Collegiate Gothic buildings constructed during the 1930’s and 1940’s were primarily designed by local architecture firms, Jamieson & Spearl held a design-oversight role on many of the projects.



Figure 64. View of Collegiate Gothic Style Home Economics Building.

A relatively small number of buildings (5), generally located on the periphery of the main campus, that were not originally constructed as part of the academic mission but were acquired at various points throughout the institution's history were recorded. These resources generally date from the 1920's and 1930's and were initially constructed as private residences or in one case a fraternity house. All of these buildings have been repurposed to serve a variety of academic, administrative, and support functions. Three of the five resources exhibit characteristics of the Tudor Revival Style, including the Clinton House (ca. 1931) which is currently managed as a house museum interpreting the period that President Bill Clinton and his wife Senator Hillary Rodham Clinton lived in the house while members of the University's Law School faculty.



Figure 65. View of Tudor Revival Style Clinton House.

Ten fraternity and sorority houses were recorded as part of the inventory. These resources were primarily constructed during the early to mid twentieth-century, their designs employing the characteristics of the various revival styles that were popular during this period. Consistent with the traditional architecture of the Greek organizations, many of these resources exhibit Neoclassical and Colonial Revival Style details including the signature full-height columned porch on the primary facade. Also included among these resources are two examples of post-war modern or International Style structures.

The post-war years would mark a shift in campus architecture away from the Classical and Gothic to a modernist aesthetic. Over 20 campus buildings in the post-war modern or International Style of architecture were recorded as part of the survey.

Although this transition might be first indicated in the Art Deco influence of Memorial Hall and the Old Geology Building, the first campus structure designed in a truly modernist idiom was the Pi Kappa Alpha (PIKE) fraternity house. Constructed in 1949 and designed by John Williams, Dean of the Architecture Program, the building exhibits the low horizontal massing, ribbon windows, clean lines, and lack of ornament typical of this style.

The most celebrated modern building on campus, however, is Edward Durell Stone's Fine Arts Center, constructed two years after the Pi Kappa Alpha house in 1951. Published widely in architecture periodicals of the time, the building was designed to house studios, classrooms, a concert



Figure 66. View of Fine Arts Center.

hall, and an experimental theater for use by the Fine Arts programs and the Architecture School. In addition to the Fine Arts Center, Stone also designed Sigma Nu's fraternity house, now known as Phoenix House, and the recently demolished Carlson Terrace housing complex.

In addition to the several classroom buildings and fraternity houses, the inventory recorded a number of modernist dormitory structures. The earliest of these being Gladson-Ripley Hall and Buchanan-Droke Hall, both constructed in 1954. In the early 1960's, several high-rise dormitories were constructed on campus. The most interesting examples being Humphreys and Yocum Halls with projecting concrete slabs, diamond-patterned concrete cladding, and folded entry canopies. These, along with Futrell Hall, were designed by the firm of Mott, Mobley & Horstman.



Figure 67. View of Pi Kappa Alpha Fraternity House.



Figure 68. View of Fine Arts Center.

The following pages illustrate the various architectural styles represented within the University's collection of historic buildings. Following this is a list of architectural resources identified during the inventory process.



Old Main, formerly University Hall (1875)

Second Empire

Ca. 1865 to 1890

Identifying Features

- Concave, convex, or S-shaped Mansard roof
- Overhanging eaves with decorative brackets
- Projecting entrance bay with entry portico
- Window-hood moldings
- Multi-colored slate roof with cresting and towers



Agriculture Building (1927)

Collegiate Gothic

Ca. 1910 to 1940

Identifying Features

- Asymmetry of building layout
- Lancet arched entryways and windows
- Crenelation
- Stone tracery, sculpture and ornamentation
- Emphasis on verticality
- Random ashlar stonework



McIlroy House (ca. 1933)

English/Tudor Revival

Ca. 1910 to 1940

Identifying Features

- Asymmetry of facade and plan
- Cross-gabled, moderate-to-steeply pitched roof
- Oversized chimney of stone or brick
- Recessed arched entry
- Half-timbering



Chi Omega Chapter House (1928)

Colonial Revival

Ca. 1895 to 1950

Identifying Features

- Symmetry of plan and elevations
- Doric columns
- Façade dominated by large, full-height portico supported by columns
- Dentils at cornice
- Palladian windows



Academic Support Building (1906)

Spanish Eclectic

Ca. 1910 to 1940

Identifying Features

- Broad, unadorned walls
- Wide eaves and low pitched roof.
- Figural gable parapet (this feature has been removed from the Academic Support Building)
- Arched doorways
- Carved stonework



Vol Walker Hall (1935)

Georgian/Classical Revival

Ca. 1880 to 1955

Identifying Features

- Symmetrical façade with monumental scale
- Accentuated front door with full entablature
- Multi-pane transom over doors
- Palladian windows
- Multi-pane, arched windows



Old Geology Building (1947)

Art Deco

ca. 1925 to 1945

Identifying Features

- Asymmetrical linear composition
- Low relief detailing
- Use of stylized classical elements
- Straight headed metal casement windows
- No cornice



Soil Testing Lab (1925)

Vernacular/Agricultural Barn

ca. 1890s to 1950

Identifying Features

- Wood clapboard siding
- Gambrel Roof
- Large utilitarian entrance doors
- Simple concrete foundation
- Unfinished interior



Fine Arts Center (1951)

Post-War Modern/International

Ca. 1935 to 1960

Identifying Features

- Asymmetry of plan
- Horizontal emphasis
- Flat roof
- Smooth wall surfaces
- Projecting or cantilevered balconies or overhangs.
- No ornamentation
- Large steel windows flush with wall



Science "D" Building (1968)

Brutalist

Ca. 1950 to 1970s

Identifying Features

- Rough, unadorned concrete exteriors
- Repetitive angular geometries
- Blocky appearance and expression of structure
- Expression of function and services on building exterior

IDENTIFIED ARCHITECTURAL RESOURCES > 50 YEARS OLD - CENTRAL CAMPUS
PHASE I - 1875 - 1924

Code	Resource Name	Date/Period	Architectural Style /Typology	Architect/Designer
MAIN	Old Main	1875	Second Empire	John Van Osdel
AGRX	Agriculture Annex	1906	Spanish Revival	Reed & Heckenlively
CARN	Ella Carnall Hall	1906	Colonial Revival	C.L. Thompson & O.L. Gates
ASUP	Academic Support Building	1906	Spanish Revival	C.L. Thompson & O.L. Gates
PEAH	Peabody Hall	1913	Spanish Revival	L. J. Roberts

PHASE II - 1925 - 1954

Code	Resource Name	Date/Period	Architectural Style /Typology	Architect/Designer
FARM	FarmHouse	ca. 1920s	Colonial Revival	
KDLS	Kappa Delta	ca. 1920s	Classical Revival	
ARMY	Army ROTC (former Women's Gym.)	1925	Classical Revival	Edgar Shelton w/UA Students
ENGR	Engineering Hall	1927	Collegiate Gothic	Jamieson & Spearl
AGRI	Agriculture Building	1927	Collegiate Gothic	H. Ray Burkes w/Jamieson & Spearl
SPCL	Speech & Hearing Clinic	1928	Colonial Revival	
CIOB	Chi Omega chapter house	1928	Colonial Revival	Charles L. Ellis
MNAL	McNalley House	1928	Colonial Revival	
WAAX	West Avenue Annex	1928	Spanish Revival	
HMGH	Home Management House	1929	Colonial Revival	
CLIN	Clinton House Museum	ca. 1931	Tudor Revival	
COGT	Chi Omega Greek Theatre	1930	Classical Revival	Jamieson & Spearl
KASF	Kappa Sigma fraternity house	1931	Tudor Revival	
MCHS	McIlroy House	1933	Tudor Revival	
CUST	Buchanan House (Custodial)	1935	Tudor Revival	
WALK	Vol Walker Hall	1936	Classical Revival	Haralson & Nelson w/ Jamieson & Spearl and Gordon & Kaehler
CHEM	Chemistry Building	1937	Collegiate Gothic	Wittenberg & Delony w/ Jamieson & Spearl
GIBS	Gibson Hall	1937	Collegiate Gothic	Wittenberg & Delony
GIBX	Gibson Annex	1937	Collegiate Gothic	Wittenberg & Delony
MUSE	former Men's Gymnasium	1937	Collegiate Gothic	Haralson & Nelson
MEMH	Memorial Hall	1940	Collegiate Gothic	Haralson & Mott w/ Mann & Wanger
OZAR	Ozark Hall	1940	Collegiate Gothic	Haralson & Mott w/ Mann & Wanger
HOEC	Human Environmental Sciences Building	1940	Collegiate Gothic	Haralson & Mott w/ Mann & Wanger
KKGS	Kappa Kappa Gamma sorority house	1940	Classical Revival	
UNHS	University House	1940	Classical Revival	Paul Young Jr.
LAWP	Davis Hall	1942	Colonial Revival	E. Chester Nelson
GEOL	Geology Building (former Ordark)	1947	Art Deco	Paul Young Jr.
GREG	Gregson Hall	1948	Collegiate Gothic	Wittenberg, Delony & Davidson
HOLC	Holcombe Hall	1948	Colonial Revival	Haralson & Mott w/ Mann & Wanger
PKAF	Pi Kappa Alpha fraternity house	1949	Modern/International	John G. Williams w/ Paul Young Jr.
ZTAS	Zeta Tau Alpha sorority house	1950	Classical Revival	Paul Young Jr.
FNAR	Fine Arts Center	1951	Modern/International	Edward Durell Stone
PHYS	Physics Building	1951	Modern/International	Haralson & Mott
LCAF	Lambda Chi Alpha fraternity house	1951	Classical Revival	Haralson & Mott
PHNX	Phoenix House (former Sigma Nu fraternity)	1951	International Style	Edward Durell Stone
PPRC	Facilities Management Recycling	1952	No Academic Style	
AFLS	Agriculture, Food, and Life Sciences	1954	Modern/International	Herbert Fowler w/ Ginocchio-Cromwell & Associates
DDDS	Delta Delta Delta sorority house	1954	Tudor Revival	

PHASE III - 1955 - 1997

Code	Resource Name	Date/Period	Architectural Style /Typology	Architect/Designer
HEAT	Central Utility Plant	1957	Modern/International	Coston & Frankfurt
ADPS	Alpha Delta Pi sorority house	1958	English Revival	
FSBC	Brough Commons	1958	Modern/International	Ginocchio-Cromwell & Associates
PDTF	Phi Delta Theta fraternity house	1958	Colonial Revival	Mott, Moble & Horstman
SAEF	Sigma Alpha Epsilon fraternity house	1958	Colonial Revival	Haralson & Mott

IDENTIFIED ARCHITECTURAL RESOURCES < 50 YEARS OLD - CENTRAL CAMPUS				
PHASE III - 1955 - 1997				
Code	Resource Name	Date/Period	Architectural Style /Typology	Architect/Designer
HUMP	Humphreys Hall	1962	Modern/International	Mott, Mobley & Horstman
YOCM	Yocum Hall	1963	Modern/International	Mott, Mobley & Horstman & Stanton
FUTR	Futrell Hall	1963	Modern/International	Mott, Mobley & Horstman
SEAU	Science Engineering Auditorium	1964	Modern/International	Wittenberg, Delony & Davidson
HOTZ	Hotz Hall	1964	Modern/International	Swaim, Allen, Welborn & Neyland
MEEG	Mechanical Engineering	1964	Modern/International	Wittenberg, Delony & Davidson
GARL	Garland House	1964	Classical Revival	
OLDH	Old Health Center	1965	Modern/International	Nelson, Laser & Cheyne
CHIL	Chiller Plant	1964	Modern/International	Coston, Frankfort, Short
SCHF	Sigma Chi fraternity house	1965	Classical Revival	Paul Young Jr.
AGRF	Alpha Gamma Rho fraternity house	1967	Modern/International	Kenneth F. Cockram
REID	Reid Hall	1967	Modern/International	Swaim, Allen, Welborn & Associates
SCIE	Science Building	1967	Brutalist	Mott, Mobley & Horstman
GRAD	Graduate Education Building	1968	Brutalist	Erhart, Eichenbaum, Rauch & Blass
MULN	David W. Mullins Library	1967	Brutalist	Wittenberg, Delony & Davidson
SUZM	Suzuki String School	1968	Ranch	
POMF	Pomfret Hall	1968	Modern/International	Swaim, Allen & Welborn

IDENTIFIED ARCHITECTURAL RESOURCES > 50 YEARS OLD - AAREC				
PHASE I - 1875 - 1924				
Code	Resource Name	Date/Period	Architectural Style /Typology	Architect/Designer
<i>No buildings were identified at the AAREC that were constructed during Phase I - 1875-1924</i>				
PHASE II - 1925 - 1954				
Code	Resource Name	Date/Period	Architectural Style /Typology	Architect/Designer
SOAN	Soil Test Lab and Annex (A229)	1925	Agricultural/Barn	
SMGR	Small Grain (A230)	1939	Agricultural/Barn	
STO2	Storage (A264)	1945	Agricultural/Storage	
STO3	Storage (A265)	1945	Agricultural/Storage	
STO4	Storage (A266)	1945	Agricultural/Storage	
STO5	Storage (A267)	1945	Agricultural/Storage	
STO6	Storage (A268)	1945	Agricultural/Storage	
STO7	Storage (A269)	1945	Agricultural/Storage	
STO8	Storage (A270)	1945	Agricultural/Storage	
STO9	Storage (A271)	1945	Agricultural/Storage	
CHOT	Chicken of Tomorrow House (A251)	1945	Agricultural/Barn	
CASH	Cattle Shed (Calf) (A241)	ca. 1950	Agricultural/Barn	
PHASE III - 1955 - 1997				
Code	Resource Name	Date/Period	Architectural Style /Typology	Architect/Designer
BRHD	Broiler House (A259)	1955	Agricultural/Barn	
WKSP	Workshop (A278)	1955	Agricultural/Utilitarian	
LAY2	Layer House 2 (A260)	1957	Agricultural/Barn	
BPAV	Barton Pavilion (A263)	1957	Rustic	GINOCCHIO-CROMWELL
MSAS	Machine Shed/Storage (A279)	1957	Agricultural/Utilitarian	
ENHG	Entomology Headhouse (A273)	1958	Agricultural Greenh.	
FDSC	Food Science Building (A272)	1958	Modern	
FODR	Forage Dryer (A275)	1958	Agricultural/Utilitarian	
MSHD	Machine Shed (A274)	1958	Agricultural/Utilitarian	

IDENTIFIED ARCHITECTURAL RESOURCES < 50 YEARS OLD - AAREC				
PHASE III - 1955 - 1997				
Code	Resource Name	Date/Period	Architectural Style /Typology	Architect/Designer
LAY1	Layer House 1 (A246)	1959	Agricultural/Barn	
FEST	Fertilizer Storage Shed (A298)	1961	Agricultural/Utilitarian	
PODL	Poultry Disease Laboratory (A291)	1961	Agricultural/Lab	
PDHX	Poultry Disease House (A295)	1962	Agricultural/Utilitarian	
STO0	Storage (A260a)	1962	Agricultural/Storage	
ALTH	Alzheimer Laboratory (A276)	1964	Agricultural/Lab	
ASIU	Animal Science Isolation Unit (A210b)	1964	Modern/Utilitarian	
ANSL	Animal Science Laboratory (A210a)	1964	Modern/Utilitarian	
ESFL	Entomology Shop & Forestry Laboratory	1966	Agricultural/Utilitarian	
ETML	Entomology, Toxic Medical Laboratory (A299)	1966	Agricultural/Utilitarian	
STO1	Storage (A227)	1966	Agricultural/Storage	
BAEL	Biological and Agricultural Engineering Lab (A300)	1967	Agricultural/Utilitarian	
CWRL	Cralley - Warren Research Lab (A213)	1967	Agricultural/Utilitarian	

Historic Landscape Resources Overview

Historic landscapes fall into four general categories as defined by the National Register of Historic Places: designed landscapes, vernacular landscapes, ethnographic landscapes, and historic sites. A historic designed landscape is a landscape consciously designed or laid out by a landscape architect, master gardener, architect, engineer, or horticulturist according to design principles, or an amateur gardener working in a recognized style or tradition. A historic vernacular landscape is a landscape modified by human activity in such a way as to reflect certain traditions, customs, social behavior, beliefs, or values in the everyday lives of people. Function plays a significant role in vernacular landscapes. An ethnographic landscape is a landscape, place, object, or natural resource of cultural significance to people traditionally associated with that resource. Examples are typically associated with Native American religious sites. A historic site is a landscape significant for its association with a historic event, activity, or person.



Figure 69. Historic view of stone steps at southeast corner of Old Main Lawn.



Figure 70. (Middle Right) Historic view of Old Main from looking west from Mount Nord.

The University of Arkansas contains several historic designed landscapes and one historic vernacular landscape. The most noteworthy of these are located within the historic core and are closely associated with the development of the school. Certainly the 1925 Master Plan was integral to the formation and preservation of these resources. These landscapes are generally understood within the context of the larger built environment of buildings, structures, and landscape materials. An overview of the landscape features of each historic landscape is included below.

Old Main Lawn

Old Main Lawn is as symbolic of the University as Old Main itself. This ever-evolving space contains many of the campus's notable features and landmarks. From the Spoofer's Stone to the large collection of

specimen hardwoods, Old Main Lawn is the home of much of the school's earliest history. The McLlroy Farm was chosen in part as the site for the University for its beautiful views of the city of Fayetteville, and for its prominence in the viewshed of the city. Old Main was sited to take advantage of these views and to insure its landmark status within the city. This important relationship between University and the city of Fayetteville remains today. Early photos of the lawn show a landscape character that is remarkably similar to current conditions; that of an informal rural park.

In the early 1900's rusticated sandstone walls were erected to give the lawn a formal edge. These walls and the associated stone entranceways have come to define the eastern edge of the historic core of campus, as well as the landscape character of the lawn. Within Old Main Lawn, trees which are contemporary with the construction of Old Main and their progeny form the backbone of the Campus Arboretum. A 1938 campus tree survey recorded the following tree species, which persist today: White Ash, Sugarberry, Green Ash, Sugar Maple, Red Maple, Norway Spruce, Eastern Red Cedar, Shortleaf Pine, White Pine, Post Oak, Willow Oak, Black Oak, Sycamore, Southern Cottonwood, Tulip Poplar, Sweet Gum, Redbud, Hawthorne, Dogwood, American Elm, Ironwood. The Old Main Collection features a wide variety of mature specimens which continue to provide a park-like setting. While many trees have been removed and added to the lawn, its character today is consistent with the earliest photographs and plans of the lawn.

The form and features of Old Main Lawn have evolved since its earliest days in response to the growth of the University. This significant resource was one of the few that was retained in the 1925 Master Plan. Since that time additional pathways have been added to accommodate increased use, several buildings of varying styles have been added to the perimeter of the lawn, and a variety of light fixtures and site furniture has been added. These alterations to the lawn have produced a vernacular landscape which retains a tremendous amount of historic integrity and is integral to telling the story of higher education in Arkansas.

Senior Walk

The Senior Walk is a system of engraved concrete sidewalks which wind through the historic core of campus. In 1905, the University added the names of that year's graduates into a section of sidewalk on Old Main Lawn. The following year, the class of 1904 and the class of 1906 added their names to the walk. These early names were hand written

into wet concrete by a member of the class, producing a variety of writing styles. Beginning in 1925 steel letter stamps were hand set to produce each name. The uppercase serif letters were pressed into wet concrete. This method was used for engraving the walks until 1988. In 1930, graduate's names from 1876 through 1903 were added to the sidewalk at the front door of Old Main using the steel stamps. Each list of graduates begins with an inlaid brass number indicating the year of the class. Until 1960, these brass numbers were forged on campus by the Mechanical Engineering Department. In 1988 the University's Physical Plant (now known as Facilities Management) began using a custom designed sandblasting machine to engrave each name into cured concrete. This machine, referred to as the Sand Hog, uses sand and rubber letter templates to create names in uppercase letters. The tradition of Senior Walk continues today with over 5 miles of engraved sidewalk within the historic core of campus. The University's Facilities Management Planning Group has determined the location for the names of graduates through 2011. A conceptual plan for the walk has identified locations to continue the Senior Walk until 2030. This significant resource was created by one of the University's oldest and most distinctive traditions.

Chi Omega Greek Theatre

When listed on the NRHP in 1992, no mention was made of landscape elements in the nomination for the Chi Omega Greek Theatre. Due to the integral relationship of the site's existing topography and the theater and the important role played by vegetation in this composition, it could be argued that this property is in fact a designed historic landscape where the theater itself is simply a contributing resource. In addition to topography, landscape features such as hedges, lawns, and shade trees are all important elements of this historic property. Many original hardwood trees now shade the lawn, which is separated from the formal seating area by an original hedge. From the audience's vantage a view of downtown Fayetteville and the mountains beyond is still as magnificent today as the day the theater was constructed, though the recent construction of a multi-story parking garage has negatively impacted this vista. Despite lack of representation in the NRHP nomination, these resources constitute an important historic landscape within the proposed campus historic district.

McIlroy House Landscape

Landscape elements such as remnant stone paths, terraces, and retaining walls coupled with naturalized non-native planting material hint at a

previous designed garden. There are no known plans for such a garden or historic photos which illustrate the previous condition. Views from the property to the surrounding town below have not been maintained. Alterations to the property to add vehicular circulation and parking, and the probable loss of plant material leave very little evidence of the designed garden landscape that is typical for such a cottage.

Fine Arts Center Landscape

Landscape Architect Christopher Tunnard designed a landscape for the Fine Arts Center in the modernist style. Historic photos of the property confirm that this landscape was installed before 1953. Remnants of this original design exist in the form of specimen shade trees, evergreen shrubs, and hardscape elements. The program for the landscape was developed by Edward Stone in his 1948 conceptual plan for the landscape. Tunnard executed Stone's proposal and this program remains intact. The landscape features an enclosed sculpture court, small amphitheater, and entrance lawn fronting the center's gallery.

Phoenix House Landscape

Mid twentieth-century photographs of the former fraternity house show a landscape which consisted of evergreen foundation plantings. Plans for the original landscape are not known to exist and none of the existing landscape material is likely to date to the construction of the building. The pierced brick wall and the associated enclosed patio are original to the property. A rear courtyard appears to have been significantly altered.

Campus Walk

Previously used as a road, parking area, and two distinct building entrances, Campus Drive was converted into a pedestrian walk with a unified central plaza. The EDAW design was realized by 1989. A fountain designed by E. Fay Jones and Maurice Jennings was dedicated in 1998 as Fulbright Peace Fountain. This fountain was added to a circular lawn terrace at the entrance to Vol Walker Hall. Additionally, a bronze statue of William Fulbright was added to the rear court of Old Main in 2002. The road and parking were converted into a brick pedestrian thoroughfare with pedestrian-scaled light fixtures, site furniture and symmetrically arranged formal plantings. The nearly twenty-year-old designed landscape contains the last structure designed by E. Fay Jones and has been well maintained. Continued maintenance and preservation of this landscape over the coming years will help to create another important historic landscape on the university campus.



Figure 71. 1940s image of Greek Theatre showing original landscape features.



Figure 72. View of McIlroy House landscape.



Figure 73. View of Campus Walk.



Figure 74. View of Central Quad.

Central Quad

This quadrangle was originally designed by Edward Stone Jr. in 1968. In a 1999 report issued to the University's Vice Chancellor of Finance and Administration on the topic of campus planning at the University, Professor Emeritus of Architecture John G. Williams suggests that Stone's plans for the quadrangle were never fully implemented. Williams notes substitutions of several specified tree species, substitution of the specified mulch variety, and restrictive foundations of raised beds as shortcomings of the installation. The Central Quad has seen many changes since this time. Several redesigns of the landscape have created two large plazas on the eastern and western sides of the quad with wide concrete sidewalks and lawn panels connecting them. The landscape includes an assortment of ornamental plants in terraced planters, shade trees, lawns, a variety of site furnishings, sculptures, and a circular fountain.

Oak Grove (AAREC)

A stand of over 100 mature Oak trees is located on one of the oldest portions of the University's Agricultural Research and Extension Center campus. The 19 acre grove is bisected by North Garland Avenue. The eastern half is used as a passive park, Agri Park. Barton Pavilion is surrounded by trees and is the centerpiece of the park. The western portion of the grove functions as a fenced livestock pasture. Both sections of the grove share a similar character defined by a highly aggregated arrangement of oaks on a carpet of lawn. In 1919 the University acquired this property. The size and placement of the trees and available historic aerial photographs suggest that this property was not cleared for cultivation during the University's ownership.



Figure 75. View of Oak Grove at AAREC.

Historic Vernacular Landscapes

Identifying Features

- Landscape modified by human activity in such a way as to reflect certain traditions, customs, social behavior, beliefs, or values in the everyday lives of people.
- Functional value is significant.
- Agricultural landscapes are common examples.



Specimen Blue Atlas Cedar on Old Main Lawn.



Informal park-like setting of Old Main Lawn

Historic Designed Landscapes

Identifying Features

- Consciously designed by a landscape architect, master gardener, architect, engineer, or horticulturist according to design principles.
- Designed by an amateur gardener working in a recognized style or tradition.
- Aesthetic value is significant.



Chi Omega Greek Theatre landscape.



Enclosed patio at Phoenix House.

Campus Landscape Elements

- Gates
- Walls
- Walkways and Trails



Class of 1922 Gate at southeast corner of Old Main Lawn



Pierced brick screen wall



Portion of Senior Walk leading to Old Main

Campus Landscape Elements

- Roads and pathways
- Specimen Tree
- Views and Vistas



View of Campus Walk looking towards Fulbright fountain.



Specimen tree on Old Main Lawn



View towards Old Main from Lafayette Street

Campus Landscape Elements

- Fountains and Ponds
- Light fixtures and signage
- Structures and furniture



Fulbright Peace Fountain



A variety of light fixtures are used on campus



Benches at Central Quad outside Mullins Library

IDENTIFIED LANDSCAPE RESOURCES > 50 YEARS OLD - CENTRAL CAMPUS

PHASE I - 1875 - 1924

Code	Resource Name	Date/Period	Architectural Style /Typology	Architect/Designer
MAIN - L	Old Main Lawn	1875	Historic Vernacular	
SENW - L	Senior Walk	1905	Designed Landscape	

PHASE II - 1925 - 1954

Code	Resource Name	Date/Period	Style/Typology	Architect/Designer
COGT - L	Chi Omega Greek Theatre landscape	1930	Designed Landscape	Jamieson & Spearl
MCHS - L	McIlroy House landscape	1901	Designed Landscape	
FNAR - L	Fine Arts Building landscape	1951	Designed Landscape	Christopher Tunnard
PHNX - L	Phoenix House landscape	1951	Designed Landscape	Edward Durell Stone

IDENTIFIED LANDSCAPE RESOURCES < 50 YEARS OLD - CENTRAL CAMPUS

PHASE III - 1955 - 1997

Code	Resource Name	Date/Period	Style/Typology	Architect/Designer
MULN-L	Central Quad	1968	Designed Landscape	E.D. Stone Jr./UA LA Department
WALK-L	Campus Walk	1989	Designed Landscape	EDAW / F. Jones w/M. Jennings

IDENTIFIED LANDSCAPE RESOURCES > 50 YEARS OLD - AAREC

PHASE I - 1875 - 1924

Code	Resource Name	Date/Period	Architectural Style /Typology	Architect/Designer
OAKG - L	Oak Grove	1919	Historic Vernacular	



Old Main Lawn



Chi Omega Greek Theatre Landscape



McIlroy House Landscape



Fine Arts Building



Phoenix House Landscape



Central Quad



Campus Walk



Oak Grove (AAREC)

*See Facilities Management Planning Group website for a map of Senior Walk.

Evaluation of Historic Resources

This section of the Campus Preservation Master Plan applies the National Register of Historic Places Criteria for Evaluation to the resources identified in the inventory of historic buildings and landscapes. The National Register criteria are generally accepted as the framework for assessing the significance of historic resources in the U.S. These criteria were developed to distinguish which aspects of the nation's physical environment should be preserved or protected based on their historic associations and significance. The criteria are used by federal, state, and local governments as well as private institutions, groups, individuals, and colleges and universities to evaluate their historic resources.

The results of the evaluation have been illustrated on campus maps to distinguish for planners and decision-makers those resources that are significant and therefore need to be considered during future planning and construction.

The National Register of Historic Places

The National Register of Historic Places is the nation's official list of properties and sites that have been determined to be historically significant. Recognizing and preserving cultural resources became national policy beginning in 1906 with the Antiquities Act, which designated national monuments on federal land. The most recent act, the National Historic Preservation Act of 1966, as amended, extended this recognition beyond those properties and sites of national importance to include resources significant at the state and local levels. It is under the National Register program that the eleven individually-listed campus buildings are recognized, as well as the West Avenue Annex identified as a contributing element of the adjacent West Dickson Street Historic District.

The National Register program uses the age of a building or landscape as the initial indicator that it may warrant a review for significance. As discussed the criteria are generally applied to resources that are 50 years old or older. It is not uncommon, however, for consideration to be extended to buildings that have not yet reached 50 years of age, particularly within the context of a historic district.

In order for a building to be considered eligible for the National Register of Historic Places, it must be evaluated within the framework of an established historic context, retain its integrity, and be significant for one or more of the following criteria:

Criteria for Evaluation

The quality of significance in American history, architecture, archeology, engineering, and culture is present in districts, sites, buildings, structures, and objects that possess integrity of location, design, setting, materials, workmanship, feeling, and association, and:

- A. That are associated with events that have made a significant contribution to the broad patterns of our history; or
- B. That are associated with the lives of significant persons in our past; or
- C. That embody the distinctive characteristics of a type, period, or method of construction, or that represent the work of a master, or that possess high artistic values, or that represent a significant and distinguishable entity whose components may lack individual distinction; or
- D. That have yielded, or may be likely to yield, information important in history or prehistory.

Criteria Considerations

Ordinarily cemeteries, birthplaces, graves of historical figures, properties owned by religious institutions or used for religious purposes, structures that have been moved from their original locations, reconstructed historic buildings, properties primarily commemorative in nature, and properties that have achieved significance within the past 50 years shall not be considered eligible for the National Register. However, such properties will qualify if they are integral parts of districts that do meet the criteria or if they fall within the following categories:

- a. A religious property deriving primary significance from architectural or artistic distinction or historical importance; or
- b. A building or structure removed from its original location but which is primarily significant for architectural value, or which is the surviving structure most importantly associated with a historic person or event; or
- c. A birthplace or grave of a historical figure of outstanding importance if there is no appropriate site or building associated with his or her productive life; or
- d. A cemetery that derives its primary importance from graves of persons of transcendent importance, from age, from distinctive design features, or from association with historic events; or
- e. A reconstructed building when accurately executed in a suitable environment and presented in a dignified manner as part of a restoration master plan, and when no other building or structure with the same association has survived; or
- f. A property primarily commemorative in intent if design, age, tradition, or symbolic value has invested it with its own exceptional significance; or
- g. A property achieving significance within the past 50 years if it is of exceptional importance.

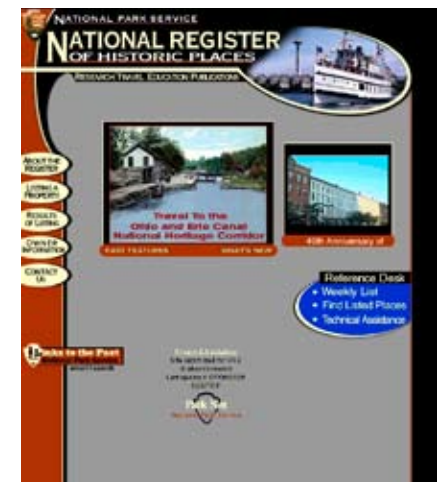


Figure 76. Information about the National Register of Historic Places and the evaluation of historic resources can be found on the program Web site at: <http://www.cr.nps.gov/nr/>

The eleven campus buildings previously listed on the NRHP were found to be significant at the local level under Criterion A, for their association with the University of Arkansas and the evolution of the public school system in the Ozark Mountain region of the state and Criterion C, as good examples of their architectural style or typology.

Eligibility Recommendations

The act of applying the Criteria for Evaluation to historic resources results in a “determination of eligibility.” Based on this determination, resources can be generally divided into two categories:

1. Resources listed on or considered eligible for listing on the National Register of Historic Places.
2. Resources considered NOT eligible for the listing on the National Register of Historic Places.

Because the survey of University property included resources that have not reached 50 years of age, and do not necessarily meet the threshold of being “exceptional” as required by Criteria Consideration G, yet in some cases they possess a level of significance that warrants their preservation, a third category is necessary:

3. Resources that are not currently eligible for the NRHP but warrant future planning consideration by the University.

Each finding or determination of eligibility carries with it implications for planning and treatment as well as possible compliance with applicable legislation.

Resources Listed on the National Register or Determined Eligible for Listing

Resources that are listed on the National Register or determined eligible for listing are considered historically significant and therefore should be preserved and protected as part of the University’s heritage.

Listing on the National Register is primarily an honorary designation. It places no restrictions on the way a property is used or treated. In addition there is currently no state or local legislation in place that is triggered by listing on the NRHP that would impose any other requirements on the university.

Resources that are listed on or determined to be eligible for the NRHP must be given planning consideration for any Federally assisted or licensed undertaking as required by Section 106 of the National Historic Preservation Act of 1966.

Listing on the NRHP or a determination of eligibility is often the minimum standard that must be met in order for a property owner to take advantage of Federal, State or local funding opportunities or incentives.

When identified within the context of a historic district, these resources are referred to as “contributing elements” of the district.

When considered for adaptive-reuse, the character-defining features of these resources should be preserved, and the Secretary of the Interior’s Standards for the Treatment of Historic Properties should be followed.

Resources Recommended Not Eligible

Resources recommended “NOT eligible” do not possess historic significance or maintain sufficient integrity to be considered eligible for listing on the National Register of Historic Places. No further planning or management consideration must be applied to these resources.

Resources that are Not Currently Eligible but Warrant Future Planning Consideration

These resources were constructed less than 50 years ago and therefore do not currently meet the eligibility criteria for listing on the National Register of Historic Places. In some cases they have been found to possess a level of significance that may allow them to become eligible in the near future. Consideration to preserve and protect these resources should be given.

Prior to any action, eligibility recommendations must be confirmed by the Arkansas Historic Preservation Program.



Figure 77. The old Men’s Gymnasium or University Museum was listed on the National Register of Historic Places in 1992.

Evaluation Results

The results of the evaluation process are discussed below according to each of the resource types. Following the narrative, historic resources maps of the Central Campus and AAREC identify the location of significant resources and an accompanying table summarizes the eligibility findings and recommendations.

Architectural Resources

Because the current study focuses on identifying and recording buildings and landscapes that are thematically related due to their common association with the University of Arkansas, the evaluation of resources on the Central Campus was approached as a multiple property or historic district documentation effort.

Of the approximately 100 architectural resources identified during the inventory of buildings 40 years old or older, 65 buildings were evaluated on and in the vicinity of central campus. Twelve of these buildings were identified as having been previously listed on the National Register of Historic Places, eleven as individually-listed resources associated with the history of the University, and one building as a contributing element of the West Dickson Street Historic District. Although it was not necessary to reapply the Criteria for Evaluation to these previously listed resources, the current investigation reviewed these buildings to confirm that changes made since their nomination had not diminished their integrity or impacted their eligibility status.

The Criteria for Evaluation was applied to the remaining 53 resources on the central campus. Of these, a total of 30 buildings were recommended eligible for listing on the NRHP, 15 as contributing elements of a proposed University of Arkansas National Register Historic District. The period of significance (1875-1958) and the boundaries of the proposed district were established in collaboration with the University's Facilities Management Planning Group. Six buildings were recommended not eligible for the NRHP primarily due to their lack of significance and diminished integrity.

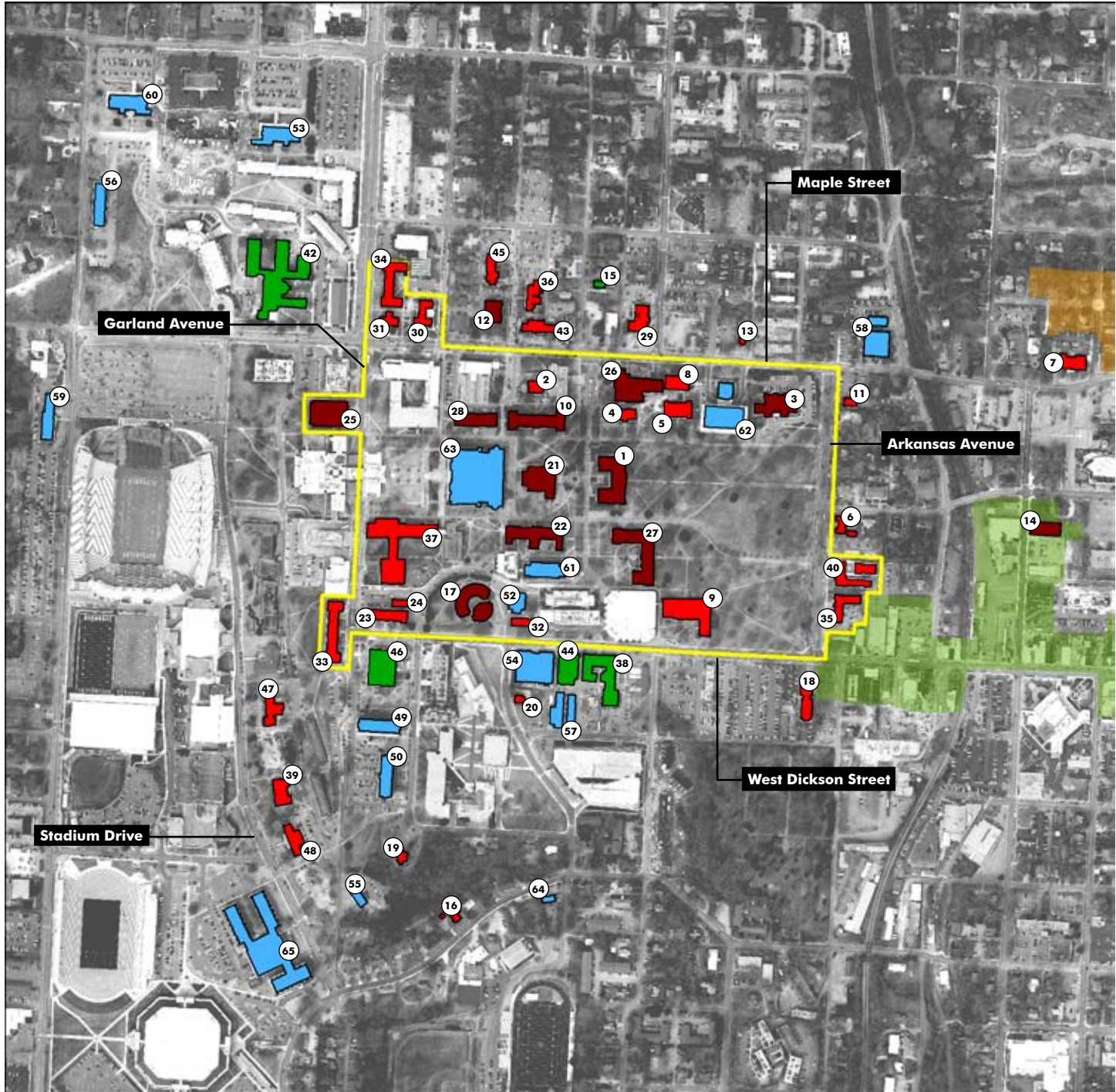
The remaining 17 buildings, constructed between 1958 and 1968, fall into the category of resources that are not currently eligible for the NRHP. It should be noted however, that three of these buildings represent resources that possess significance and will, within the next 5 years, be eligible for the NRHP. Therefore for planning purposes these buildings should be treated as eligible resources.

Thirty-four buildings were evaluated at the AAREC. Of these, three buildings were recommended eligible for listing on the National Register.

Landscape Resources

In the context of the University's proposed historic district, the entire landscape of the district has been determined to be a contributing resource. This landscape includes the median along Arkansas Avenue and many open spaces of varying scales which are organized into quadrangles and planted primarily with large mature hardwood and evergreen trees within a grassed setting. This landscape creates a traditional "campus green" and complements the adjacent buildings. During the process of making this determination, landscapes associated with the University's current NRHP-listed properties and several other distinctive landscape features were inventoried and analyzed. Field forms were completed for the following resources: Old Main Lawn, Senior Walk, Central Quad, Phoenix House landscape, Chi Omega Greek Theatre landscape, Fine Arts Center landscape, McIlroy House landscape, Campus Walk, and the Oak Grove at the AAREC. The field forms recorded information about the various elements of each landscape resource, noting such factors as condition, age, and alterations. The resource inventory was analyzed to make a determination of NRHP eligibility based on the National Register Criteria. The following resources were determined to be NRHP eligible as individual landscapes within the proposed district: Old Main Lawn, Senior Walk, Chi Omega Greek Theatre, Fine Arts Center landscape, Phoenix House landscape and McIlroy House landscape.

NRHP ELIGIBILITY - CENTRAL CAMPUS



LEGEND

- Building Listed on the NRHP
- Building Recommended Eligible for NRHP
- Building Recommended NOT Eligible for NRHP
- Proposed NRHP District Boundary
- NOT Currently Eligible (less than 50yrs old
(may warrant future planning consideration))
- X Building Number as indicated in Table on
following page
- West Dickson Street Historic District
- Wilson Park Historic District

* 39 Facilities Management Recycling (PPRC) not shown



RECOMMENDED NRHP ELIGIBILITY OF IDENTIFIED ARCHITECTURAL RESOURCES - CENTRAL CAMPUS

PHASE I - 1875 - 1924

No.	Code	Resource Name	Date/Period	Contributing Element of NRHP District*	Eligible for NRHP*	NOT Eligible for NRHP*	Level of Significance	Area(s) of Significance	Evaluation Criteria
1	MAIN	Old Main	1875	✓	✓		Local	Education/Architecture	A and C
2	AGR	Agriculture Annex	1906	✓	✓		Local	Education/Architecture	A and C
3	CARN	Ella Carnall Hall	1906	✓	✓		Local	Education/Architecture	A and C
4	ASUP	Academic Support Building	1906	✓	✓		Local	Education/Architecture	A and C
5	PEAH	Peabody Hall	1913	✓	✓		Local	Education/Architecture	A and C

PHASE II - 1925 - 1954

No.	Code	Resource Name	Date/Period	Contributing Element of NRHP District*	Eligible for NRHP*	NOT Eligible for NRHP*	Level of Significance	Area(s) of Significance	Evaluation Criteria
6	FARM	FarmHouse	ca. 1920s		✓		Local	Education/Architecture	A and C
7	KDLS	Kappa Delta sorority house	ca. 1920s		✓		Local	Education/Architecture	A and C
8	ARMY	Army ROTC (former Women's Gymn.)	1925	✓	✓		Local	Education/Architecture	A and C
9	ENGR	Engineering Hall	1927	✓	✓		Local	Education/Architecture	A and C
10	AGRI	Agriculture Building	1927	✓	✓		Local	Education/Architecture	A and C
11	SPCL	Speech & Hearing Clinic	1927		✓		Local	Education/Architecture	A and C
12	CIO	Chi Omega chapter house	1928		✓		Local	Education/Architecture	A and C
13	MNAL	McNalley House	1928		✓		Local	Education/Architecture	A and C
14	WAAX	West Avenue Annex	1928		✓		Local	W. Dickson St./Arch.	A and C
15	HMGH	Home Management House	1929			✓			
16	CLIN	Clinton House Museum	ca. 1931		✓		Local	Clinton Era/Architecture	A and C
17	COGT	Chi Omega Greek Theatre	1930	✓	✓		Local	Education/Architecture	A and C
18	KASF	Kappa Sigma fraternity house	1931		✓		Local	Education/Architecture	A and C
19	MCHS	McIlroy House	ca. 1933		✓		Local	Education/Architecture	A and C
20	CUST	Buchanan House (Custodial)	1933		✓		Local	Architecture	C
21	WALK	Vol Walker Hall	1935	✓	✓		Local	Education/Architecture	A and C
22	CHEM	Chemistry Building	1936	✓	✓		Local	Education/Architecture	A and C
23	GIBS	Gibson Hall	1937	✓	✓		Local	Education/Architecture	A and C
24	GIBX	Gibson Annex	1937	✓	✓		Local	Education/Architecture	A and C
25	MUSE	former Men's Gymnasium	1937	✓	✓		Local	Education/Architecture	A and C
26	MEMH	Memorial Hall	1940	✓	✓		Local	Education/Architecture	A and C
27	OZAR	Ozark Hall	1940	✓	✓		Local	Education/Architecture	A and C
28	HOEC	Human Environmental Sciences Building	1940	✓	✓		Local	Education/Architecture	A and C
29	KKGS	Kappa Kappa Gamma sorority house	1940		✓		Local	Education/Architecture	A and C
30	UNHS	University House	1940	✓	✓		Local	Education/Architecture	A and C
31	LAWP	Davis Hall	1942	✓	✓		Local	Education/Architecture	A and C
32	GEO	Geology Building (former Ordark)	1947	✓	✓		Local	Education/Architecture	A and C
33	GREG	Gregson Hall	1948	✓	✓		Local	Education/Architecture	A and C
34	HOLC	Holcombe Hall	1948	✓	✓		Local	Education/Architecture	A and C
35	PKAF	Pi Kappa Alpha fraternity house	1949	✓	✓		Local	Education/Architecture	A and C
36	ZTAS	Zeta Tau Alpha sorority house	1950		✓		Local	Education/Architecture	A and C
37	FNAR	Fine Arts Center	1951	✓	✓		Local	Education/Architecture	A and C
38	PHYS	Physics Building	1951			✓			
39	LCAF	Lambda Chi Alpha fraternity house	1951		✓		Local	Education/Architecture	A and C
40	PHNX	Phoenix House (former Sigma Nu fraternity)	1951	✓	✓		Local	Education/Architecture	A and C
41	PPRC	Facilities Management Recycling	1952			✓			
42	AFLS	Agriculture, Food, and Life Sciences	1954			✓			
43	DDDS	Delta Delta Delta sorority house	1954		✓		Local	Education/Architecture	A and C

PHASE III - 1955 - 1997

No.	Code	Resource Name	Date/Period	Contributing Element of NRHP District*	Eligible for NRHP*	NOT Eligible for NRHP*	Level of Significance	Area(s) of Significance	Evaluation Criteria
44	HEAT	Central Utility Plant	1957			✓			
45	ADPS	Alpha Delta Pi sorority house	1958		✓		Local	Education/Architecture	A and C
46	FSBC	Brough Commons	1958			✓			
47	PDTF	Phi Delta Theta fraternity house	1958		✓		Local	Education/Architecture	A and C
48	SAEF	Sigma Alpha Epsilon fraternity house	1958		✓		Local	Education/Architecture	A and C

* recommendations are subject to approval by the Arkansas Historic Preservation Program



IDENTIFIED ARCHITECTURAL RESOURCES - CENTRAL CAMPUS (Between 40 and 50 years old)

PHASE III - 1955 - 1997			
No.	Code	Resource Name	Date/Period
49	HUMP	Humphreys Hall	1962
50	YOCM	Yocum Hall	1963
51	FUTR	Futrell Hall	1963
52	SEAU	Science Engineering Auditorium	1964
53	HOTZ	Hotz Hall	1964
54	MEEG	Mechanical Engineering Building	1964
55	GARL	Garland House	1964
56	OLDH	Old Health Center	1965
57	CHIL	Chiller Plant	1964
58	SCHF	Sigma Chi fraternity house	1965
59	AGRF	Alpha Gamma Rho fraternity house	1967
60	REID	Reid Hall	1967
61	SCIE	Science "D" Building	1967
62	GRAD	Graduate Education Building	1968
63	MULN	Mullins Library	1967
64	SUZM	Suzuki String School	1968
65	POMF	Pomfret Hall	1968

These resources are not currently eligible for the National Register of Historic Places, however, in some cases they possess a level of significance that warrants future planning consideration by the University. The NRHP eligibility of these resources should be evaluated when they reach 50 years of age.

RECOMMENDED NRHP ELIGIBILITY OF IDENTIFIED LANDSCAPE RESOURCES - CENTRAL CAMPUS									
PHASE I - 1875 - 1924									
No.	Code	Resource Name	Date/Period	Contributing Element of NRHP District*	Eligible for NRHP*	NOT Eligible for NRHP*	Level of Significance	Area(s) of Significance	Evaluation Criteria
	MAIN-L	Old Main Lawn	ca. 1875	✓	✓		Local	Education/Architecture	A and C
	SENV-L	Senior Walk	1905 - Pres	✓	✓		Local	Education/Architecture	A and C
PHASE II - 1925 - 1954									
No.	Code	Resource Name	Date/Period	Contributing Element of NRHP District*	Eligible for NRHP*	NOT Eligible for NRHP*	Level of Significance	Area(s) of Significance	Evaluation Criteria
	COGT-L	Chi Omega Greek Theatre landscape	1930	✓	✓		Local	Education/Architecture	A and C
	MCHS-L	McIlroy House landscape	ca. 1933		✓		Local	Education/Architecture	A and C
	FNAR-L	Fine Arts Center landscape	1951	✓	✓		Local	Education/Architecture	A and C
	PHNX-L	Phoenix House landscape	1951	✓	✓		Local	Education/Architecture	A and C

IDENTIFIED LANDSCAPE RESOURCES - CENTRAL CAMPUS (Between 40 and 50 years old)

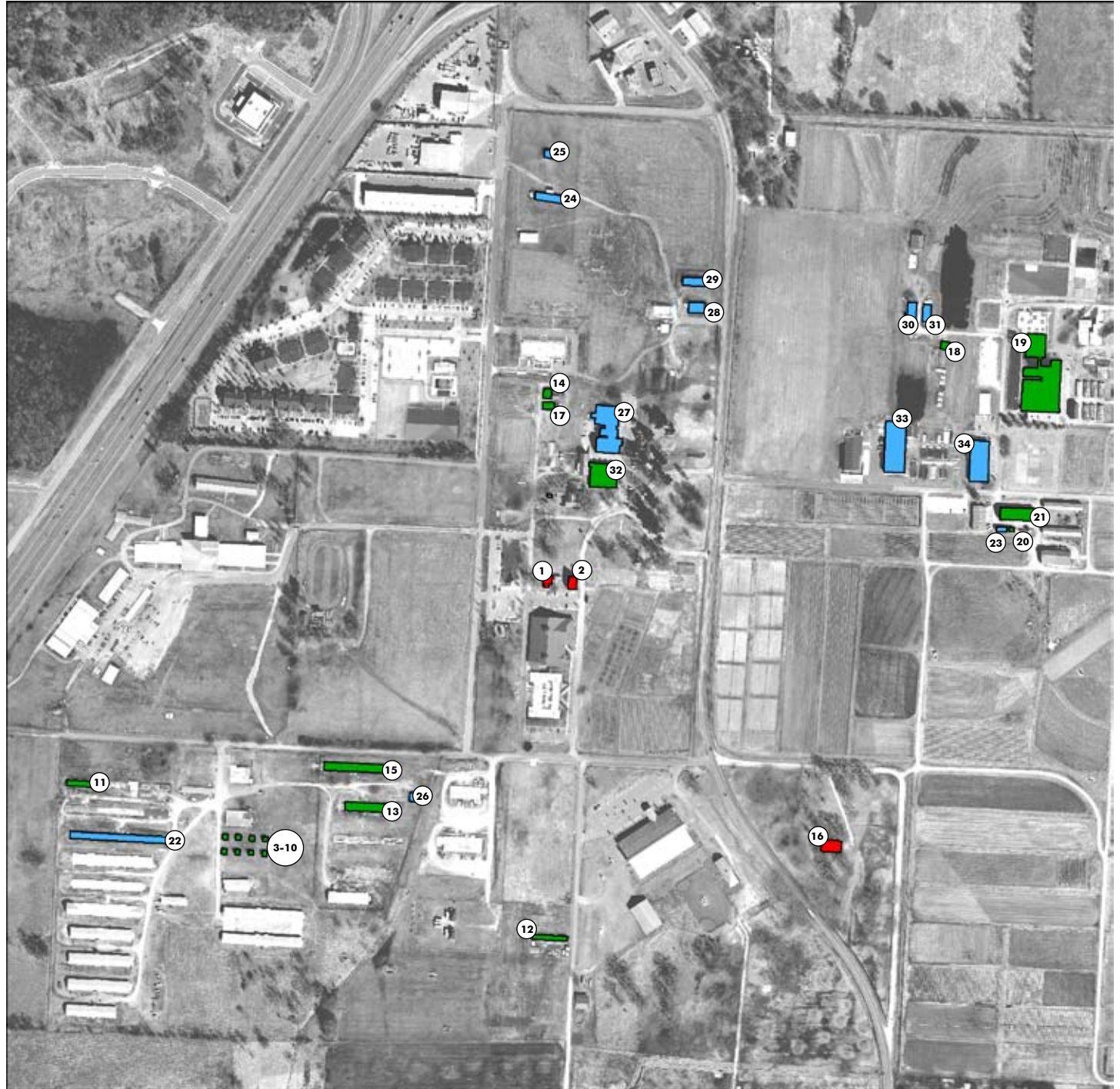
PHASE III - 1955 - 1997			
No.	Code	Resource Name	Date/Period
	MULN-L	Central Quadrangle	1968
	WALK-L	Campus Walk	1989

These resources are not currently eligible for the National Register of Historic Places, however, in some cases they possess a level of significance that warrants future planning consideration by the University. The NRHP eligibility of these resources should be evaluated when they reach 50 years of age.

* recommendations are subject to approval by the Arkansas Historic Preservation Program

LEGEND

- Building Recommended Eligible for NRHP
- Building Recommended NOT Eligible for NRHP
- NOT Currently Eligible (less than 50yrs old)
(may warrant future planning consideration)
- X Building Number as indicated in Table on following page



RECOMMENDED NRHP ELIGIBILITY OF IDENTIFIED ARCHITECTURAL RESOURCES - AAREC

PHASE II - 1925 - 1954									
No.	Code	Resource Name	Date/Period	Contributing Element of NRHP District*	Eligible for NRHP*	NOT Eligible for NRHP*	Level of Significance	Area(s) of Significance	Evaluation Criteria
1	SOAN	Soil Test Lab & Annex (A229)	1925		✓		Local	Education/Architecture	A and C
2	SMGR	Small Grain (A230)	1939		✓		Local	Education/Architecture	A and C
3	STO2	Storage (A264)	1945			✓			
4	STO3	Storage (A265)	1945			✓			
5	STO4	Storage (A266)	1945			✓			
6	STO5	Storage (A267)	1945			✓			
7	STO6	Storage (A268)	1945			✓			
8	STO7	Storage (A269)	1945			✓			
9	STO8	Storage (A270)	1945			✓			
10	STO9	Storage (A271)	1945			✓			
11	CHOT	Chicken of Tomorrow House (A251)	1945			✓			
12	CASH	Cattle Shed (Calf) (A241)	ca. 1950			✓			
PHASE III - 1955 - 1997									
No.	Code	Resource Name	Date/Period	Contributing Element of NRHP District*	Eligible for NRHP*	NOT Eligible for NRHP*	Level of Significance	Area(s) of Significance	Evaluation Criteria
13	BRHD	Broiler House (A259)	1955			✓			
14	WKSP	Workshop (A278)	1955			✓			
15	LAY2	Layer House 2 (A260)	1957			✓			
16	BPAV	Barton Pavilion (A263)	1957		✓		Local	Education/Architecture	A and C
17	MSAS	Machine Shed/Storage (A279)	1957			✓			
18	ENHG	Entomology Headhouse (A273)	1958			✓			
19	FDSC	Food Science Building (A272)	1958			✓			
20	FODR	Forage Dryer (A275)	1958			✓			
21	MSHD	Machine Shed (A274)	1958			✓			

RECOMMENDED NRHP ELIGIBILITY OF IDENTIFIED ARCHITECTURAL RESOURCES - AAREC (Between 40 and 50 years old)

PHASE III - 1955 - 1997									
No.	Code	Resource Name	Date/Period						
22	LAY1	Layer House 1 (A246)	1959	These resources are not currently eligible for the National Register of Historic Places, however, in some cases they possess a level of significance that warrants future planning consideration by the University. The NRHP eligibility of these resources should be evaluated when they reach 50 years of age.					
23	FEST	Fertilizer Storage Shed (A298)	1961						
24	PODL	Poultry Disease Lab (A291)	1961						
25	PDHX	Poultry Disease House (A295)	1962						
26	STO0	Storage (A260a)	1962						
27	ALTH	Alzheimer Laboratory (A276)	1964						
28	ASIU	Animal Science Isolation Unit (A210b)	1964						
29	ANSL	Animal Science Laboratory (A210a)	1964						
30	ESFL	Entomology Shop & Forestry Lab	1966						
31	ETML	Entomology Toxic Med Laboratory (A299)	1966						
32	STO1	Storage (A227)	1966						
33	BAEL	Biological & Agricultural Eng.Lab (A300)	1967						
34	CWRL	Cralley-Warren Research Lab (A213)	1967						

RECOMMENDED NRHP ELIGIBILITY OF IDENTIFIED LANDSCAPE RESOURCES - AAREC

PHASE I - 1875 - 1924									
No.	Code	Resource Name	Date/Period	Contributing Element of NRHP District*	Eligible for NRHP*	NOT Eligible for NRHP*	Level of Significance	Area(s) of Significance	Evaluation Criteria
	OAKG-L	Oak Grove	1919		Recommended Eligible for NRHP as contributing element of the Barton Pavilion property		Local	Education/Landscape Arch.	A and C

* recommendations are subject to approval by the Arkansas Historic Preservation Program



4.0 Planning

Campus Planning

One of the primary objectives of the Campus Preservation Master Plan is to provide a comprehensive layer of historic resource data that can be used to inform the physical master planning process. The identification of historic resources and the recommendation to establish a campus historic district are not meant to discourage growth and change or to restrict vitality, only to illuminate those elements of the built environment that have been identified as historically and culturally significant. Like infrastructure, circulation, and parking, historic architectural and landscape resources are an existing condition that must be given consideration when planning and implementing changes to the campus environment. Historic resources, however, must be elevated above these other considerations as they represent rare and irreplaceable features that play a key role in defining the identity of the campus and the University itself.

Given that the University will likely be required to accommodate growth and change through infill and expansion within and adjacent to the historic core of campus, the Campus Preservation Master Plan can, and should, inform this growth. As decisions have to be made about the future treatment and use of historic resources, many diverse and sometimes opposing objectives will require consideration. While all resources that meet the National Register of Historic Places Criteria for Evaluation are considered historic, they may not all be equally valued by the institution. Although the University should strive to preserve and protect these resources, it must also balance this responsibility with its broader mission. In some cases, the decision to preserve and maintain an historic resource may not be the most practical. Therefore in an effort to assist planners and administrators to prioritize changes to the campus environment, the University's historic resources have been categorized according to their relative value to the institution.

Preservation Value

In some cases a resource's significance as defined by the National Register of Historic Places does not necessarily reflect its relative "value" to the institution. For example, within the framework of the National Register and the proposed University of Arkansas historic district there will be no distinction between the value of Old Main and Davis Hall. Both structures have been found to be significant, retain their integrity, and are recommended as contributing elements of the proposed historic district. Therefore in order to assist campus planners to distinguish those resources that are most integral to the history and traditions of the University from those that simply meet the criteria for inclusion on

the National Register, the identified historic resources have been ranked or rated. This process of rating has been adopted by other colleges and universities as a means to assist campus planners and decision makers in developing meaningful strategies for the future development of their campuses by illuminating their most significant components. The hierarchy this creates does not mean that lesser ranked resources are expendable nor does it relieve the University from considering them as part of ongoing planning and management activities.

The following rating system has been developed as an added filter through which to evaluate the University's historic resources.

Preservation Value Rating System

A system for rating the value of the institution's resources was developed by the consultant team in collaboration with the Facilities Management Planning Group. All recommended eligible historic resources were categorized according to the system. It should be noted that the process of rating historic resources according to their value is inherently subjective and therefore the outcomes are not meant to be definitive, but should serve as a basis for further discussions.

The five levels of importance or value used here are similar to those adopted by Reed College in Portland, Oregon to assess the value of their historic resources. The levels are:

Icon Status

historic resources that possess significance beyond the historic and physical and have come to symbolize the University

Landmark Status

historic resources that possess central importance in defining the historic, architectural, or natural character of the campus;

Primary Status

historic resources that possess a high level of historic or architectural significance and contribute to the character of the campus

Secondary Status

historic resources that possess historic or architectural significance and contribute to the character of the campus.

Tertiary Status

Resources that possess historical or architectural merit but do not have strong associations with the history or physical development of the University.

The categorization described above produces the following hierarchy of historic resources that can be used as a guide to inform future campus planning exercises.

ICON STATUS ★★★★★

1	MAIN	Old Main (NRHP Listed)
17	COGT	Chi Omega Greek Theatre (NRHP Listed)
	MAIN-L	Old Main Lawn
	COGT - L	Chi Omega Greek Theatre landscape
	SEW - L	Senior Walk

LANDMARK STATUS ★★★★★

9	ENGR	Engineering Hall
10	AGRI	Agriculture Building (NRHP Listed)
21	WALK	Vol Walker Hall (NRHP Listed)
22	CHEM	Chemistry Building (NRHP Listed)
25	MUSE	former Men's Gymnasium (NRHP Listed)
26	MEMH	Memorial Hall (NRHP Listed)
27	OZAR	Ozark Hall (NRHP Listed)
28	HOEC	Human Environmental Sciences Building (NRHP Listed)
37	FNAR	Fine Arts Building
	FNAR - L	Fine Arts Building landscape

PRIMARY STATUS ★★★

3	CARN	Ella Carnall Hall (NRHP Listed)
5	PEAH	Peabody Hall
8	ARMY	Army ROTC Building (former Women's Gymnasium)
12	CIOS	Chi Omega chapter house (NRHP Listed)
16	CLIN	Clinton House Museum
19	MCHS	McIlroy House (University Press)

PRIMARY STATUS (Cont'd) ★★★

23	GIBS	Gibson Hall
24	GIBX	Gibson Annex (Multimedia Resource Center)
30	UNHS	University House
31	LAWP	Davis Hall
33	GREG	Gregson Hall
34	HOLC	Holcombe Hall
35	PKAF	Pi Kappa Alpha fraternity house
40	PHNX	Phoenix House (former Sigma Nu fraternity house)
	PHNX - L	Phoenix House landscape
	OAKG - L	Oak Grove (AAREC)

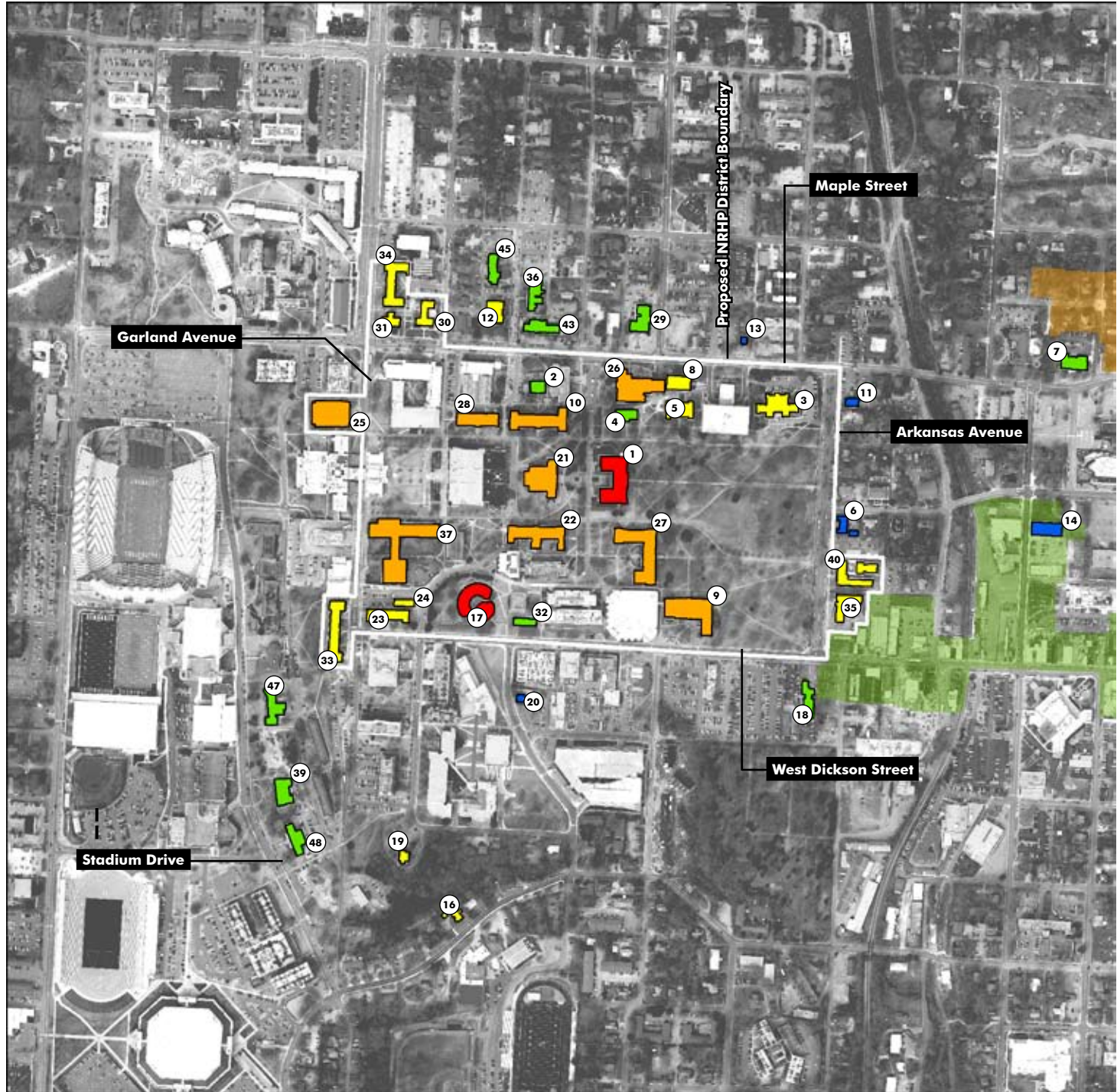
SECONDARY STATUS ★★

2	AGRX	Agriculture Annex
4	ASUP	Academic Support Building
7	KDLS	Kappa Delta sorority house
18	KASF	Kappa Sigma fraternity house
29	KKGS	Kappa Kappa Gamma sorority house
32	GEOI	Geology Building (former Ordark)
36	ZTAS	Zeta Tau Alpha sorority house
39	LCAF	Lambda Chi Alpha fraternity house
43	DDDS	Delta Delta Delta sorority house
45	ADPS	Alpha Delta Pi sorority house
47	PDTF	Pi Delta Theta fraternity house
48	SAEF	Sigma Alpha Epsilon fraternity house
1	SOAN	Soil Testing Laboratory / Annex 1 (AAREC)
2	SMGR	Small Grain (AAREC)
16	BPAV	Barton Pavilion (AAREC)
	MCHS - L	McIlroy House landscape

TERTIARY STATUS ★

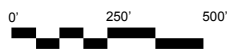
6	FARM	FarmHouse
11	SPCL	Speech and Hearing Clinic
13	MNAL	McNalley House
14	WAAX	West Avenue Annex (NRHP Listed)
20	CUST	Buchanan House (Custodial)

PRESERVATION VALUE - CENTRAL CAMPUS



LEGEND

- Icon Status ★★★★★
- Landmark Status ★★★★★
- Primary Status ★★★
- Secondary Status ★★
- Tertiary Status ★



Project Planning

When appropriate steps are taken during the project-planning process, opportunities for enhancing the historic character of the campus can be identified and the insensitive alteration or inadvertent destruction of historic resources avoided. Many project types, from the most simple repair or landscape maintenance activities to the comprehensive rehabilitation of a historic building or new construction, can impact historic resources. **Therefore, consultation with the Preservation Master Plan should occur for all projects conducted on campus and should take place at the earliest stages of the project-planning process.** As a guideline, any project that involves the repair or alteration of an historic building or landscape should include a review of the Preservation Master Plan.

The following is a checklist of preservation-related activities that should be incorporated into the routine project work-flow processes of the University.

Project Planning Checklist

Identification of Need and Feasibility

- Give priority to the use of historic buildings to meet identified needs and seek opportunities to enhance and rehabilitate historic resources or their components.
- Identify incentives for rehabilitating or repurposing historic buildings to satisfy need.
- Develop preliminary project budget and schedule to reflect the complexities of working with historic resources.
- Historic resources are inherently sustainable. Identify and explore potential opportunities for linking historic preservation goals and outcomes with those of the University's Campus Sustainability Initiative.

Master Planning

- Review Campus Preservation Master Plan historic resource maps to identify significant buildings and landscapes that may be impacted by the proposed project. Projects that require review of the Campus Preservation Master Plan include the repair or rehabilitation of existing structures, new construction or additions, repair or installation of campus infrastructure, and landscape-related projects.
- Assess the project's potential direct and indirect impacts on historic resources. Examples of direct impacts include the alteration or demolition of historic buildings or landscapes. Indirect impacts may include altering or obstructing the view shed, landscape, or setting of an historic building, or changes to the circulation patterns of a site.
- Evaluate the ability of a proposed site or building to accommodate programmatic requirements while maintaining the character-defining features of the resource and adhering to the over-arching principles and guidelines of the Campus Preservation Master Plan.
- Evaluate the cumulative effects of the proposed project and any subsequent phases or associated projects on the integrity of the proposed campus historic district.
- Exercise due diligence in considering alternative sites or alternative means of achieving project goals that will reduce adverse impacts to historic resources.
- Complete pre-design documents such as condition assessments, building preservation plans, historic structure reports, or cultural landscape reports to inform decision-making.
- Conduct program of documentation prior to demolishing or significantly altering historic resources.

Contracted Services

Design

- Establish criteria for selecting design teams. The professional qualification standards used by the National Park Service and published in the Federal Register 36 CFR Part 61 can be used as a guideline for evaluating qualifications. At a minimum, potential designers and their project teams should have a working knowledge of the Secretary of the Interior's Standards for the Treatment of Historic Properties and demonstrate experience completing successful projects that involve historic resources. For new construction, design teams should be able to demonstrate experience in sensitively integrating new construction into historic environments.
- Review historic documentation and architectural drawings available in the University Special Collections and Facilities Management archives to inform the design process.
- Document potentially affected resources with photography prior to conducting any construction or site-disturbing activities.
- In the case of rehabilitation, identify the character-defining features of the historic resource and ensure their preservation is part of the design strategy.
- Consider conducting selective demolition during the design phase to inform the design process and reduce unforeseen conditions.
- Complete materials analysis, such as paint and mortar analysis, and incorporate findings into design and construction documents.
- Identify code requirements and their implications early in the design process so that alternative means of compliance that reduce impacts to historic fabric can be explored.
- Ensure infill or new construction within the boundaries of the proposed historic district adheres to the guidelines and principals established by the Campus Preservation Master Plan and the University's Design and Construction Guide for Buildings and Landscapes.

Construction

- Pre-qualify prospective contractors for projects that involve historic resources. Contractors should be able to demonstrate experience in performing and managing historic preservation projects. When construction activities require unique skills or abilities, language should be included in the specifications to require subcontractors to demonstrate relevant experience or a specific level of expertise.
- Protect historic fabric from damage during mobilization, demolition, and construction activities. This includes building components, adjacent buildings, and historic landscape features and plant material.
- Identify opportunities to salvage historic materials for use in other repair or rehabilitation projects. (Create central storage facility and develop methods for tracking materials salvaged from campus building projects)



5.0 Treatment

Condition of Historic Resources

It is not only important to understand the significance and integrity of the University's historic buildings and landscapes as assessed in Chapter 3.0, but it is also necessary to have an understanding of the condition of these resources. Buildings 50 years old or older make up a significant portion of the University's building stock; therefore, having knowledge of the types of deficiencies impacting these resources can be useful to administrators and facilities managers.

Historic building condition information was collected as part of the field survey of campus buildings, focusing on inspection of the exterior envelope. No evaluation of the building interiors or systems was conducted. Based on the information collected, building-specific treatment recommendations and general treatment guidelines were developed. The building-specific treatments were divided into two categories, Treatment Imperatives, or those issues that should be addressed in the short term to prevent further deterioration or loss of historic fabric, and Treatment Considerations which may not be immediately necessary, but which should be considered to properly maintain or enhance historic fabric. Historic landscapes were also reviewed for condition and recommendations provided for appropriate treatment. The building and landscape-specific treatment recommendations are presented on the individual resource forms that make up the Catalog of Resources presented in Appendix A. The Treatment Guidelines are presented in this Chapter.

Historic Architectural Resources

The results of assessing the approximately 100 historic architectural resources revealed that in general terms, the University's most intensely used historic buildings were found to be well maintained and in good condition. By contrast, however, a small number of buildings were identified that are suffering from moderate to severe condition issues. In most cases, these buildings had been previously identified as candidates for removal by the University's major planning documents.

Institutions often possess collections of buildings that share commonalities such as age, construction type, architectural detail, and materials. As these groups of buildings age they often exhibit similar problems of materials and systems failure. Therefore the objective of collecting condition information is to assist facilities personnel in understanding the types of problems present within this pool of resources. The following typical conditions or deficiencies were among those most frequently noted as affecting the University's historic resources.

Deterioration and Inappropriate Treatment of Historic Masonry and Mortars

One of the most wide-spread condition issues identified during the survey of historic buildings was the use of sealants and non-compatible and non-matching mortars for masonry repointing and repair. These ill-advised treatments have the potential to adversely impact historic masonry by trapping moisture within the wall assembly and exacerbating pre-existing problems. In addition, the use of materials that are not visually compatible with the surrounding masonry, coupled in some cases with poor workmanship, creates an unsightly aesthetic.

Replacement of Historic Windows and Doors

As is typical on many university campuses, an extensive program of window replacement has occurred over the last few decades where historic wood and metal windows have been replaced with single-pane, bronze, aluminum, or vinyl units. Driven primarily by the desire to increase the energy efficiency of institutional facilities, the practice of installing these modern units has not only diminished the character of the historic buildings in which they are installed, but also degraded the overall aesthetic of the campus.

Roofs and Roof Elements

The assessment of conditions as well as a review of the previously completed Roof Condition Database indicates that a number of historic buildings are past due for roof replacement. Condition issues at roof parapets and water distribution systems were also identified.

Design of Exterior Replacement Light Fixtures

The scale and design of replacement light fixtures installed on a number of the Collegiate Gothic Style buildings are not in keeping with the historic and architectural character of the building. As a priority, the retention and rehabilitation of original features such as historic light fixtures should be strongly considered. When it is not feasible to retain or precisely replicate original historic light fixtures, historically appropriate fixtures should be used.

Stairs, Retaining Walls, and Site Elements

The review identified that many site features such as stairs, retaining walls, outdoor patio floors, and other site elements are suffering from moderate to severe condition problems. Settlement



Figure 78. Close-up view of masonry joint repair made with non-matching mortar.



Figure 79. Replacement of original window and doors with bronze aluminum units has diminished the historic character of this building. Also note the replacement light fixtures flanking the entrance.



Figure 80. The Roof Condition Database indicates the roof of the Army ROTC Building is overdue for replacement.



Figure 81. The retaining wall surrounding the Fine Arts Center outdoor amphitheater is in critical condition.

cracking, efflorescence, and other masonry issues plague these design elements. Notable problems were identified at Phoenix House, the Fine Arts Center, Humphreys Hall, Yocum Hall, and Futrell Hall among others. These elements are important components of the architecture and landscape and therefore their repair should be addressed through cyclical maintenance or capital improvements.

Paints and Coatings on Historic Buildings

A number of the University’s historic masonry buildings have been painted. Generally, when painted coatings are applied to historic masonry surfaces they should not seal the envelope but instead allow moisture to migrate through the wall assembly to the building exterior. A review of buildings that have received these coatings should be conducted to determine if the paint is contributing to underlying condition problems or will result in accelerated deterioration of the building envelope over the long term.

Deterioration of Exterior Wood Elements

Deterioration of the exterior wood elements of a number of historic buildings including, soffit, fascia, and cornice elements, as well as window and door trim was frequently observed. These conditions were most common on the fraternity and sorority houses or former residential structures. Condition issues ranged from the deterioration of the painted finish to localized areas of severe rot.

Proximity of Trees to Buildings

In several locations it was noted that the proximity of trees to historic buildings may be contributing to the deterioration of the building envelope. Evaluation of the impacts of this condition should be conducted and options for pruning or removing the trees be considered.

Historic Landscape Resources

The current condition of the University’s historic landscapes is generally good. Due to their prominent location within the historic core, these areas are well used and are also desirable locations for renovation and expansion projects. Despite this, however, several important historic landscapes remain intact. Original circulation patterns, paving materials, plant materials, and spatial relationships have been preserved throughout much of the proposed district’s landscapes. Some

of the oldest sections of Senior Walk have suffered wear over the years, especially in high traffic areas. In some areas the plant material needs to be pruned or replaced to rejuvenate, control size, and restore views to significant campus features. The designed landscapes at Phoenix House and McLroy House are in need of extensive work to restore and rehabilitate them to look and function as originally intended. The overall framework of these landscapes are intact, with some elements in need of restoration. Where historic landscape plans and photographic documentation exist, other designed landscapes may be restored and rehabilitated.



Figure 82. Proximity of trees to historic masonry can trap moisture and contribute to deterioration of the building envelope.



Figure 83. Restoration of the McLroy House landscape should be given consideration.



Figure 84. The oldest sections of the Senior Walk suffer from deterioration. View of concrete patch.

Treatment of Historic Resources

In order for the University to continue to use its historic buildings and landscapes while accommodating programmatic needs, various levels of intervention will be required. These activities will range from routine or cyclical maintenance meant to slow the processes of deterioration or repair failed components, to more substantial capital improvements that will rehabilitate building exteriors, upgrade systems, and reconfigure interior spaces for new use. The *Secretary of the Interior's Standards for the Treatment of Historic Properties* provides the broad philosophical framework for repairing, maintaining, restoring, and reusing historic resources.

The Secretary of the Interior's Standards for the Treatment of Historic Properties

Initially developed by the federal government to promote responsible preservation practices that help protect the nation's irreplaceable cultural resources, the Secretary of the Interior's Standards have been in use for over 40 years. The Standards define and broadly categorize the treatment of individual buildings and landscapes into four distinct approaches and provides standards and guidelines for each. The four treatment approaches established by the Standards follow.

Preservation

focuses on the maintenance and repair of existing historic materials and retention of a property's form as it has evolved over time.

Preservation applies the measures necessary to maintain a building or landscape in its existing form. It respects all changes to the resource that have occurred over time and restricts removal, alteration, or extensive replacement of materials and features. This treatment is often applied to resources that have low intensity of use and are part of an interpretive program. It is not anticipated that this treatment approach would be used on campus.

Rehabilitation

acknowledges the need to alter or add to a historic property to meet continuing or changing uses while retaining the property's historic character.

Rehabilitation is the most widely applied treatment approach for historic buildings. It recognizes that new use

can be accommodated within historic structures through sensitive alterations and, where necessary, compatible additions. Rehabilitation involves preserving the features of a building or landscape that contribute to its significance. A successful rehabilitation is generally achieved when its design is supported by a firm understanding of the history and significance of the resource. Perhaps with a few exceptions, rehabilitation will be the treatment that is applied to the University's historic resources.

Restoration

depicts a property at a particular period of time in its history, while removing evidence of other periods.

Buildings and landscapes are generally restored when they are the primary artifact used to convey information about the past, such as a house museum. Restoration should only be attempted when sufficient documentation exists to accurately recreate the historic appearance of a resource. Given its interpretive mission, the Clinton House would be a candidate for restorative treatment.

Reconstruction

re-creates vanished or non-surviving portions of a property for interpretive purposes.

Although in some cases entire buildings are reconstructed within their historic setting, this treatment is most often applied to missing features or elements of a historic resource. In some cases, where supported by historic photographs or other documentation, it may be appropriate to reconstruct non-surviving elements of a historic building or landscape. An opportunity to apply this treatment approach on campus would be to reconstruct the original Spanish Revival Style parapet over the entry bay of the Academic Support Building.

A single approach to treatment is not necessarily exclusive of another, and often an overall recommendation for treatment will combine aspects of multiple approaches. For example, the interior of a historic building may be rehabilitated to accommodate new use; however, elements of its exterior may be restored or reconstructed.

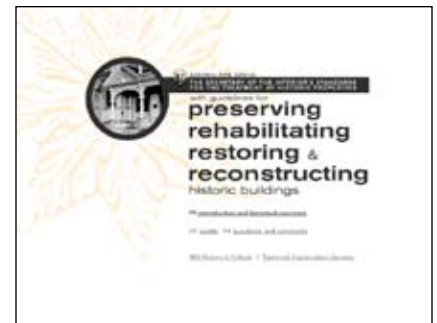


Figure 85. The Secretary of the Interior's Standards for the Treatment of Historic Properties website address is: <http://www.nps.gov/hps/tps/standguide/>

Because the University of Arkansas is a vital and active academic environment and will require that its historic resources continue to be reused and repurposed to advance its mission, “Rehabilitation” as defined above is the treatment approach that will be most widely applied on campus. The *Secretary of the Interior’s Standards for Rehabilitation* are provided here as guiding principles and should be reviewed by University staff and their consultants when developing reuse strategies for campus buildings.

The Secretary of the Interior’s Standards for Rehabilitation

1. A property will be used as it was historically or be given a new use that requires minimal change to its distinctive materials, features, spaces, and spatial relationships.
2. The historic character of a property will be retained and preserved. The removal of distinctive materials or alteration of features, spaces, and spatial relationships that characterize a property will be avoided.
3. Each property will be recognized as a physical record of its time, place, and use. Changes that create a false sense of historical development, such as adding conjectural features or elements from other historic properties, will not be undertaken.
4. Changes to a property that have acquired historic significance in their own right will be retained and preserved.
5. Distinctive materials, features, finishes, and construction techniques or examples of craftsmanship that characterize a property will be preserved.
6. Deteriorated historic features will be repaired rather than replaced. Where the severity of deterioration requires replacement of a distinctive feature, the new feature will match the old in design, color, texture, and, where possible, materials. Replacement of missing features will be substantiated by documentary and physical evidence.
7. Chemical or physical treatments, if appropriate, will be undertaken using the gentlest means possible. Treatments that cause damage to historic materials will not be used.

8. Archeological resources will be protected and preserved in place. If such resources must be disturbed, mitigation measures will be undertaken.
9. New additions, exterior alterations, or related new construction will not destroy historic materials, features, and spatial relationships that characterize the property. The new work shall be differentiated from the old and will be compatible with the historic materials, features, size, scale, and proportion, and massing to protect the integrity of the property and its environment.
10. New additions and adjacent or related new construction will be undertaken in a manner that, if removed in the future, the essential form and integrity of the historic property and its environment would be unimpaired.



Figure 86. The Secretary of the Interior’s Standards for Rehabilitation website address is: <http://www.nps.gov/hps/tps/tax/rhb/guide.htm>.

Treatment Recommendations

As stewards of significant historic buildings and landscapes, the University is faced with the challenge of preserving and maintaining these resources and adapting them for new or continued use. Both resource-specific treatment recommendations and general treatment guidelines have been developed to aid decision-makers and facilities managers in planning for and prioritizing ongoing repair and maintenance of these resources. The recommendations and guidelines respond to the data collected during the assessment of conditions. The recommendations address only those issues related to the exterior envelope and are by no means an exhaustive list of treatments required to correct all building deficiencies. The building and landscape-specific treatment recommendations are presented on the individual resource forms in Appendix A.

The treatment guidelines address, in general terms, the most common preservation issues facing the university and its resources. These guidelines discuss preservation philosophy and best-practices for addressing these issues. To supplement and reinforce the guidelines, a series of technical workshops was conducted for university facilities personnel that addressed a number of relevant topics, including the repair and restoration of historic masonry, the maintenance and repair of historic wood and steel windows, and historic stone wall preservation.

The treatment recommendations in Appendix A and the guidelines presented on the following pages should be applied in conjunction with the following over-arching principals.

1. The Secretary of the Interior's Standards along with the University's Design and Construction Guide for Buildings and Landscapes should guide the treatment of historic resources on campus.
2. Diligence should be practiced in maintaining historic resources and regular inspections of historic buildings, landscapes, and their components be conducted.
3. Deferred maintenance should be minimized.
4. A philosophy of repair over replacement should be practiced when addressing the deterioration of historic materials.
5. The historic character-defining features of the campus, its buildings and landscapes should be preserved as part of the rehabilitation process.
6. When it is necessary to replace historic materials, in-kind materials should be used to the extent possible.
7. The preservation of important views and vistas should be provided consideration when planning new construction, including additions to historic buildings.
8. Prior to making the decision to demolish or significantly alter a historic building or landscape, due diligence should be practiced by exploring options or alternatives that avoid or minimize negative impacts to these resources.
9. A practice of documenting unique preservation treatments and repairs through photography or videography should be conducted to record as-found conditions and build a knowledge base of building deficiencies and effective treatments.
10. Ongoing training of preservation philosophy and best practices should be provided to those who maintain, repair, or make decisions about the treatment of historic buildings and landscapes. Consider instituting a mentoring program within the university's carpentry and painting shops to ensure new staff are properly trained in best practices.

Treatment Guidelines

Repair and Replacement of Windows and Doors



Figure 87. The windows of Vol Walker Hall are important character-defining features of the building and should be preserved.



Figure 88. Close-up view of deteriorated steel window at Phi Delta Theta fraternity house.



Figure 89. The replacement window units installed at Peabody Hall are comprised of single panes of glass with applied muntins. This approach does not capture the subtle characteristics of the original windows.

Windows and doors are important character-defining features of historic buildings and the decision to replace them should only be considered after it has been determined that repair or restoration is not practical or feasible. The exposure of these elements to weather makes them especially vulnerable to deterioration if they are not properly maintained. Decreased operability, leaky panes, corrosion, peeling layers of paint, and deteriorated glazing often result as these building components age. The labor-intensive and sometimes costly steps to make repairs can discourage owners or facilities managers from acting, which can result in further and more severe deterioration. The desire to achieve more energy-efficient facilities can also influence the decision to replace historic windows and doors with new units.

The original window frames and sashes of historic buildings were, in most cases, constructed of built-up layers of wood millwork, and composed of individual panes of glass separated by wood muntins, like those seen in the Agricultural Annex, Academic Support Building, and some of the historic fraternity and sorority houses and former residential structures. As new technologies became available after 1900 and architectural styles evolved, steel, and later aluminum, windows were more widely used, specifically in commercial and institutional applications. Among the University's historic resources a wide variety of both wood and metal windows are present. Window types range from traditional wood double-hung units to many examples of metal fixed, pivot, projecting, sliding, and casement windows.

The scale, proportion, and detail of these distinct window types contribute to the historic and architectural character of the buildings in which they are installed. In addition, the construction of the window assemblies and the materials used are often indicative of the resources and technologies available at the time of construction. In the case of historic wood windows, these are frequently composed of old-growth lumber and are well constructed, resulting in an assembly that is durable and long lasting if properly maintained. The distinct shadow lines created by the decorative profiles of the window frames and muntins are assets that are rarely captured by replacement units. Therefore, in keeping with the Secretary of the Interior Standards, the restoration or repair of historic windows and their components should be a priority in order to preserve these qualities. The repair and retrofitting of historic windows is often a more economical approach than wholesale replacement.

When the most responsible course of action results in the replacement

of historic windows, new units should, at a minimum, match the original material and pane configuration, use true divided lights, and match historic frame and muntin molding profiles as closely as possible. Many manufacturers have stock profiles available that are based on historic precedent or can custom fabricate components to match an historic condition. The use of applied or "snap-on" muntins, like those installed at Peabody and Gregson Halls are not an appropriate preservation treatment and should be avoided. A good example of a successful metal window replacement project at the University is the rehabilitation of the Chemistry Building. In this case, care was taken to match the historic pane configuration, and the frame and muntin dimensions of the original steel units. The University's Design and Construction Guide also provides some general criteria for facilities managers to consider when conducting a window replacement project.



Figure 90. Care was taken to replicate the characteristics of the historic windows in these replacement units installed as part of the rehabilitation of the Chemistry Building.

Energy efficiency in many cases is a driving force for replacing historic windows and doors, but often a reasonable level of efficiency can be achieved through repair and weather-stripping. When it is found that repair alone cannot achieve the necessary results, consideration should be given to the installation of applied secondary interior glazing or interior storm windows. The installation of interior storm windows is

an alternative that maintains the historic character of the building by allowing the historic windows to be preserved, while at the same time providing the benefit of increased insulation. Alternatively, when the application of exterior storm windows is most practical, the storm units should fill the entire opening and not require filler panels or spacers. Frame dimension and muntin and meeting rail location should also match those of the historic windows. In some cases historic windows can be adapted to accept thin insulated glass assemblies by carefully routing out the frames and muntin bars, thus retaining the original wood or metal sash. A number of options to address the thermal efficiency of existing windows are available and should be explored before arriving at a decision to replace historic windows based on energy performance. Finally, careful examination of data provided by window manufacturers should be conducted and the information weighed against emerging studies that show the thermal performance of restored historic windows can, in some cases, be comparable with new units.

There are a number of locations on campus where aluminum store-front assemblies have been used to create vestibules or replace historic doors, as at the Speech & Hearing Clinic and the former Men's Gymnasium. When the design of these modifications does not follow the principles discussed above, the historic character of the building is diminished. When planning this type of project, creative means should be explored for achieving the desired results while preserving the historic fabric.

Where appropriate, the painted finish of restored or replacement windows should be based on the historic color palette. In the recent past, windows and trim, and in some cases, the body of historic buildings were often painted white, regardless of their original color. Historic images of Ella Carnall Hall appear to indicate that early in the building's history the window sash were painted a dark color. Near the turn of the century it was common practice to paint the window sash of buildings black. As part of any window and door repair or replacement program, a review of historic documentation, or in some cases a finishes analysis, should be conducted to accurately identify and reproduce historic paint colors.

The specific requirements of modern accessibility codes can also impact the ability to retain historic doors and hardware in their original condition. However, most building regulations allow alternative means of compliance for historic buildings, and original doors can often be modified to comply with these requirements. Restoration or repair should

be the preferred treatment rather than replacement of these features. In the event replacement of historic doors is necessary, attention should be paid to matching the size, materials, panel configuration, molding profiles, and stile and rail dimensions of the original doors.

Finally, a comprehensive program of regular inspection and annual maintenance is the first and best line of defense against losing historic windows and doors to deterioration. Sufficient resources should be allocated to accommodate this important stewardship activity.

The National Park Service, through its Technical Preservation Services Division, offers a series of Preservation Briefs that provide repair techniques for historic buildings, including topics on historic window repair (NPS Preservation Briefs Nos. 9 and 13).



Figure 91. Storm windows have been installed on Old Main, increasing the building's energy efficiency and protecting the historic wood windows.



Figure 92. The installation of bronze-colored aluminum fully-glazed doors has altered the historic character of the former Men's Gymnasium.



Figure 93. Historic view of the Men's Gymnasium showing the original wood doors.



Figure 94. View of roman bricks used in the construction of the Phoenix House.

Historic Masonry Repair and Restoration

Many of the University's historic buildings are constructed of brick or stone. A variety of types, colors, and textures of these materials have been used in the construction of these resources. The architectural character of the historic core of campus is largely defined by the limestone exteriors of the Collegiate Gothic Style academic buildings constructed as a result of the 1925 Master Plan. In contrast to these buildings is the massive red-brick exterior of the iconic Old Main. The desire to unify the visual aesthetic of the central campus resulted in the application of paint to a number of brick buildings in the 1940s, and the use of a buff brick for several modernist buildings constructed in the 1950s and 1960s. The sophistication of masonry detailing is also widely varied among the campus buildings, ranging from simple running bond brickwork to ashlar patterned limestone academic buildings with Gothic-inspired stone sculpture and tracery, to the use of red roman brick for the construction of the Post-War Modern Phoenix House.

In general terms, the mortar used in masonry construction during the nineteenth century consisted primarily of lime putty as a binder, sand aggregate, and water, and in some case natural cements. These early lime-based mortars tend to be relatively soft when compared to later Portland-based mixes. The introduction of Portland cement into general practice occurred at the beginning of the twentieth century. First used as an additive, the proportions of Portland cement in mortar mixes increased until it equaled that of lime putty by the 1930s. The addition of Portland cement was primarily used to accelerate the set time of these early lime-sand mixes but also had the added benefit of producing a stronger mix. It is therefore important to understand the physical make-up of a historic mortar prior to conducting repairs or repointing. It has been shown that using repair mortars that have a higher proportion of Portland cement than the original mortar can have detrimental effects on the historic masonry. Given this, it is recommended that prior to conducting a program of masonry repair, the physical properties of the historic mortar should be verified through analysis by a qualified laboratory.

The collection of condition information during the field survey of buildings revealed a variety of masonry and mortar issues. The typical causes of masonry and mortar deterioration can often be traced to the presence of moisture, either from infiltration through failures in the building envelope at the roof, parapet caps, gutters, downspouts, and windows, or from the ground up as a result of poor drainage or soil conditions. Structural settlement and the opening of cracks in the

masonry envelope is another way moisture can enter the wall assembly and lead to mortar and masonry problems. Several historic buildings on campus exhibit signs of structural settlement, most notably the Clinton House and the Geology Building.

The repair and maintenance of masonry is expected to be an ongoing activity, as the mortar is meant to be the sacrificial component of the masonry wall assembly. Because the masonry envelope is the first line of defense against the elements, it is essential that diligence be exercised when addressing issues of its deterioration. When compromised, wind, water, and pests are able to penetrate the envelope, often leading to more substantial problems and potentially costly repairs. Where the processes of deterioration result in the complete failure of the host masonry and repair is not feasible, replacement units should be materially compatible with adjacent historic fabric and match the original in terms of size, color, graining, tooling, and other visual characteristics. This repair philosophy was not followed during construction of a gate in the screen wall surrounding the Phoenix House courtyard.

In addition to natural forces, inappropriate and incompatible treatment can also damage masonry or accelerate deteriorative processes. Harsh chemical or abrasive cleaning, painting, or sealing the masonry with non-breathable coatings, the use of incompatible mortars, caulks, or sealants, and poor workmanship all can potentially harm and diminish the character of historic masonry.

Factors to consider when repairing deteriorated masonry and mortar follow:

The repair and maintenance of masonry structures should be undertaken by personnel who are sensitive to preservation philosophy and skilled in required techniques.

New stone or brick masonry should be materially compatible with adjacent historic fabric and match historic units in size, color, and texture when replacement or infill is necessary. The University should identify sources for replacement materials that are unique or difficult to locate and provide the information to those contracted to perform work on campus.



Figure 95. The parapet wall of the Agriculture Annex is suffering from joint deterioration and spalling of the host masonry.

Replacement and repair mortars should match the original in composition, strength or hardness, color, and texture. It is recommended that information about the make-up of historic mortars be acquired through a program of mortar analysis.

Caulk or other synthetic compounds should not be used as a pointing material. When used to repoint deteriorated masonry joints, caulk or sealant can trap moisture within the wall assembly. Most historic mortars are breathable and therefore provide a path for water to move to the surface of the wall and evaporate. When this path is disrupted by caulk or sealant the wall cannot sufficiently dry out. Trapped moisture can lead to accelerated deterioration of the materials that make up the wall assembly. The lifespan of caulks and sealants are short when compared to mortar and, therefore, treatment by this method provides only a temporary masking of the underlying problem. Caulks and sealants were not available historically and when used to point historic masonry often result in an unsightly and artificial aesthetic.

Mortar repair should match the original wall construction in terms of joint width and tooling. Repairs should be neat and the level of workmanship of the repair comparable to that found in the original construction.

When infilling of historic openings is necessary, consideration should be given to recessing the new masonry slightly and allowing the historic opening to “read” as opposed to bringing the infill flush with the rest of the wall. When infill masonry is not toothed into the adjacent wall, future reversibility is more easily allowed.

Cleaning of masonry should be conducted using the gentlest means possible. A program of cleaning should only be conducted when conditions are obscuring architectural detail or contributing to the deterioration of the masonry. Cleaning buildings solely to achieve a “clean” or “new” appearance should be avoided. Prior to cleaning masonry, test areas or mock-ups should be conducted in inconspicuous locations to evaluate the impact of the procedure and the level of cleaning desired. Chemical and abrasive processes can irreversibly damage historic masonry, therefore, great caution should be exercised when using these techniques.

When considering both painting and waterproofing of historic masonry, it is essential to understand the potential impacts these applications can have on historic masonry. Waterproof coatings, including elastomeric paints that are impermeable, should never be applied above grade to historic masonry buildings. Where a building was painted originally, this finish should be maintained.

The cracking and separation of historic mortar often occurs as a result of settlement. This condition is usually observed above windows and doors, or at the building corners. Where cracking occurs, it should be monitored for continued movement. If it is found that cracks widen or reappear after repointing, a structural engineer should be consulted to determine the nature of the movement and appropriate remediation.

Consult resources such as National Park Service Preservation Brief #1 prior to embarking on a program of masonry repair or maintenance.



Figure 96. Sealant has been used to repoint this settlement crack in the base of the Army ROTC Building.



Figure 97. Some minor bubbling is occurring behind the painted coating recently applied over the stucco exterior of the Chi Omega Greek Theatre.



Figure 98. The Geology Building is suffering from severe masonry problems due to differential settlement.



Figure 99. Ramp leading to the front entrance of the Speech & Hearing Clinic.



Figure 100. In some cases it is necessary to modify the building exterior to incorporate means of access as seen here at Holcombe Hall. Where this is necessary, the guidelines for adding to historic structures should be followed.

Accessibility and Historic Resources

The University of Arkansas is committed to adherence of the requirements of the Americans with Disabilities Act (ADA) to accommodate campus users with limited mobility or other impairments. In some cases, however, it may be necessary to balance the requirements of improved accessibility with the preservation of significant features of the University's historic buildings and landscapes.

The physical characteristics of historic buildings and landscapes often make them inaccessible to the disabled. To improve accessibility, it may be necessary to modify circulation routes, floor plans, door openings, and to add non-historic features such as ramps, elevators, or lifts. With this said, it is essential to explore sensitive means of providing these improvements while minimizing the destruction of historic materials or diminishing the character of the resource.

Efforts to modify historic buildings to achieve accessibility should be made with a thorough understanding of the Americans with Disabilities Act Accessibility Guidelines (ADAAG) and the Secretary of the Interior's Standards for Historic Preservation. Often the Secretary of Interior's Standards and ADAAG are at odds. To mediate between the requirements of these documents, a careful, pragmatic, and holistic approach that includes the following considerations should be followed:

Identify the historic significance and character-defining features of the building. Determine the contributing materials, landscapes, spaces, and elements that make the building historic and unique. Knowing and protecting a building's important features will encourage creative design solutions. Determining a hierarchy of significance within the interior spaces can also help identify areas that can be potentially modified to accommodate accessibility.

Evaluate the existing and required level of accessibility. What is the current level of accessibility? Should the entire structure or just the main spaces be accessible? For example, the National Park Service prioritizes accessibility to main spaces of historic structures higher than access to goods, services, and restrooms.

Identify the potential alternatives. Emphasis should be placed on retaining historic materials, maintaining appropriate scales, and visual compatibility, and implementing reversible solutions wherever possible. Solutions may include adding new entrances, rerouting current circulation paths, incorporating modern door

hardware into historic door hardware, building new ramps, or even altering programmatic uses of the spaces to accommodate the greatest number of users.

Engage in consultation with local code officials, facilities personnel, advocates for the disabled, architects, and preservation professionals. The staff of the Arkansas Historic Preservation Program can provide technical guidance and assist building owners in determining whether proposed modifications will adversely impact the significance or character of their historic buildings.

Accessibility encompasses a range of elements and details that relate not only to persons confined to wheelchairs, but to the visually impaired and the elderly. Common elements evaluated for accessibility include:

Site configuration – Are the sidewalks, parking lots, streets, entrances to the building accessible? The distances, widths, slopes, and textures are all elements governed by ADAAG. Paths to entrances should be within the guidelines for slopes and surface textures. Distances from parking lots should be the shortest possible and curbs should include curb cuts and appropriate detection devices.

Entrances – Doors, door hardware, thresholds, steps, ramps, and lifts should be evaluated. Efforts should be made to maintain historic hardware. The decision to add a ramp or lift should be made with careful evaluation of its placement, material, size, massing, and use. In some cases providing a ramp or lift at a side entrance may be a reasonable design alternative to placing the ramp or lift at a main entrance.

Interiors – Door widths, shelf heights, telephones, furniture, turning radii, alarm lights, door hardware, drinking fountain heights, and interior stair mediation are all interior elements to evaluate. Often in historic structures these elements make up or are components of the building's character-defining features. Again, careful consideration should be taken before altering any of these elements.

Restrooms – Grab bars, toilet room dimensions, lavatory plumbing, paper-towel dispenser height, and mirror heights and positions are all elements governed by ADAAG.

Where conflict occurs, ADA contains exceptions to the general accessibility requirements for buildings that are listed on or have been found eligible for the National Register of Historic Places. This exception requires that alterations to a qualified historic building must comply with accessibility rules unless it is determined that compliance would destroy or threaten the historic significance of the building or landscape. Where this is the case, alternative minimum standards may be used.

The alternative minimum standards are as follows:

- a. At least one accessible route complying with ADA rules from a site access point to an accessible entrance shall be provided.
- b. At least one accessible entrance which is used by the public complying with ADA rules shall be provided.
- c. If toilets are provided, then at least one toilet facility complying with ADA requirements shall be provided along an accessible route.
- d. Accessible routes from an accessible entrance to all publicly used places on at least the level of the accessible entrance shall be provided whenever practical.
- e. Displays and written information, documents, etc., should be located where they can be seen by a seated person.



Figure 101. Accessibility to Vol Walker Hall is addressed in a number of ways. In this case access to the basement level is achieved by modifying the grade in this area of the building.



Figure 102. A less deliberate and more temporary approach to accessibility is taken at the rear entrance to Vol Walker Hall.



Figure 103. The addition to Vol Walker Hall draws inspiration from the original architecture yet is recognizable as a modification to the historic building.

Additions to Historic Buildings

As the University of Arkansas has grown and evolved over time it has had to continually adapt its building stock to accommodate changes in program and capacity. Given that historic buildings make up a significant percentage of the University's facilities, the practice of repurposing buildings for continued use is anticipated to continue. Adding to historic structures is a delicate process that should be handled with careful evaluation and thought. A sensitive addition should preserve as much historic material and character as possible while differentiating itself from the original structure in a subtle or expressive way. Standard Nine of The Secretary of Interior's Standards for Rehabilitation addresses the topic of additions and has been the subject of recent critical review and discussion. On one hand the traditionalist approach strives to blend the addition with its historic host while, alternatively, some prefer that a distinctly modern design be used to clearly differentiate old from new. Both approaches can offer successful solutions if well executed. The addition to Vol Walker Hall is a design that is sensitive to the historic context and can serve as an example for future projects.

These concepts can also be applied beyond individual buildings to the broader issues of new construction and infill within the larger historic campus environment.

In general terms, a successful addition project should include the following goals:

To preserve historic features and materials

In considering an addition—either exterior or interior—a careful inventory of historic elements should be made and a firm understanding of the significance of the spaces established. Recognition of the elements and features that distinguish the building as historic is essential in prioritizing and establishing potential locations for additions. Elements such as doors, windows, decorative trim, brick and mortar, and roof lines are exterior features that are distinct, are often irreplaceable and should be protected. In any addition project there will be some damage to historic fabric; however, efforts should be made to minimize loss of original material. Attaching a structure to the least significant or secondary elevation of a building and/or creating a transparent connecting structure that provides transition between old and new can often minimize this impact.

To preserve historic character

Historic character includes the unique scale, size, and relationship to the surroundings. First, there should be efforts to preserve the historic character of the original structure by not imposing on it. For example, entry sequences should not be blocked or changed, addition heights should not be taller than original structures, and sight lines should not be altered with the construction of an overbearing addition that sits forward of or in front of the original structure. The construction of additional stories on a building should be set back from the historic façade and as inconspicuous as possible.

To preserve historic significance

Extra care should be taken not to damage the elements, rooms, areas, and spaces that contribute to the historic significance of a structure. The overall architectural significance of a historic building can be preserved, even when an addition is necessary. This requires that the visual qualities that make the building eligible for the National Register are protected and can be perceived and appreciated by the public. When the design of an addition strives to blend with the historic architecture, strategies should be employed that help differentiate the new work from original, even if this is done in a subtle way.

Careful planning should be conducted prior to executing any project that involves adding to an historic structure, and, as with any restoration or preservation project, consultation with the Arkansas Historic Preservation Program is encouraged.



Figure 104. The rear addition to University House replicates the architecture of the original building, unifying the overall aesthetic.

Rehabilitating Historic Interiors

To remain a valuable and vital asset to the campus, historic buildings must continue to serve the ever-changing needs of the institution. To accomplish this, historic buildings are often adapted to meet new functional requirements. With this adaptation comes a need to balance the retention of historic features with the desire to make new functionally-driven changes. While the exterior of historic campus buildings are often revered and carefully preserved as changes are made, the interiors are frequently significantly altered. This can result in buildings that appear historic from the outside, but once entered, reveal interior spaces of a totally different character, completely disconnected with the building's past. It is understood that an academic and teaching environment must not be static, but instead must evolve as technology and the processes of conveying information change. Often with creative design solutions, historic interiors can be modified to accommodate innovation while maintaining historic character. In the same way that the historic exteriors of campus buildings contribute to the unique character of the campus environment, so, too, can historic interior features be significant and convey the history of the institution.

Where historic interiors remain intact, their character-defining components should be preserved. It is important to understand the organizing elements of the historic floor plan, and is often most pragmatic to concentrate preservation efforts in public areas such as lobbies, hallways, and stairways. The hierarchy of spaces within an historic interior is often revealed in the sophistication of finishes and architectural detail. Examples of important character-defining features that may be present within a historic building include the floor plan and the arrangement and volume of interior spaces, staircases, fireplaces, balconies, floors, ceilings, trim elements and wall treatments, structural components, and evidence of historic systems. Often these features are found in the primary or public areas of a building and in some cases may be concealed by later additions such as dropped ceilings and furred walls. Where repair or replacement of historic interior features is necessary, care should be taken to document the existing condition and then execute the repair according to The Secretary of Interior's Standards and other accepted preservation practices. Material replacement should be made in kind, and the level of craftsmanship should match that of the original.

In some cases it is possible to recapture the spirit of a building's historic interior when much of the original fabric is no longer present. Generally, this can only be accomplished when historic photographs or drawings

of the interior spaces are available. This documentation can be used to guide the design process. Where historic elements have been removed, they can often be replicated, or historic materials and finishes re-introduced. Also, cues can be taken from the documentation to design new features that are sensitive to the historic condition. When used together, these strategies can provide a new facility that incorporates modern functionality and requirements, yet conveys a sense of history.

Another consideration that can often impact the preservation of historic interiors is the integration of modern building systems. Installing new systems into historic environments requires careful planning and coordination. Due to the nature of these systems, it is most practical that they be installed as part of a comprehensive rehabilitative effort. As a general rule, exposed equipment and components of modern systems should be minimized within an historic interior.

Finally, evidence of historic finishes should be researched and investigated as part of an interior rehabilitation project. Historic finishes are often obscured by subsequent treatments or removed entirely. Restoration or reapplication of historic finishes often provides a dramatic effect within a rehabilitated historic space. In addition to physical evidence, historic photographs can also provide important information about the decorative treatment of historic interiors.

A useful guide to consult when developing strategies for rehabilitating historic interiors is NPS's Preservation Brief #18.



Figure 105. Interior features such as historic stairs, baseboards, doors, ceiling and floor finishes can be preserved as part of reuse strategies. This image shows a historic stair newel post in the Academic Support Building. Concealing historic features by installing drop ceilings or other means should be avoided.

Figure 106. The Art Deco influenced interior features of Memorial Hall remain remarkably intact and define the character of the building's public spaces. Preservation and restoration of these features should be part of any interior rehabilitation plans.



Figure 107. The replacement of the original porch columns and installation of imitative siding have diminished the character of this building.



Figure 108. South elevation of Home Management House.

Installation of Artificial Siding on Historic Buildings

Although only one university building (Home Management House) was identified which had been clad with imitative siding, this is a common practice that is often implemented by building managers to reduce maintenance by eliminating the need to repair and repaint wood clapboards and trim elements. This is a strong incentive for building owners or facilities managers who are faced with limited maintenance and repair budgets. In some cases alternative sidings are pursued in order to achieve a quick fix that will give the building a renovated or remodeled appearance and as a means to add insulating qualities to the exterior walls. There are several factors, however, that bring into question the wisdom of installing these substitute cladding materials that should be taken into consideration before undertaking such a project.

The installation of vinyl and aluminum siding is usually considered when the appearance of wood siding begins to show signs of deterioration and is in need of maintenance and repair. Seldom are these condition problems addressed prior to installing the new material and the issues present are concealed and forgotten. Often the source of such deterioration is the infiltration of water or moisture within a wall. When this is the case, the concealed problems can progress unnoticed and lead to more serious structural damage that can ultimately require greater intervention and more cost to repair. If the space between the new siding and the existing materials is not properly ventilated, accelerated deterioration of existing materials can occur.

Applying imitative sidings can diminish the historic character of a building by concealing the qualities of material and craftsmanship conveyed by the original fabric. Characteristics such as the width of the original siding, lapping techniques, tooling marks and nailing patterns, among others, are concealed once the imitative siding is applied. In addition, decorative trim and other details that cannot be duplicated with the new material are simply covered over. During installation these same features are sometimes cut or removed by applicators. When furring is used as support for the new siding, the relationship between the exterior cladding and other architectural elements such as window casings is changed, resulting in diminished historic character.

Buildings are considered significant when they retain integrity and the materials and craftsmanship reflected in their construction are tangible. Therefore, historic materials should be retained where possible and repaired in kind where required. If this is not possible, replacement of only that which cannot be repaired should be considered. Almost

never is the installation of aluminum or vinyl siding an acceptable repair alternative for historic buildings. The Arkansas Historic Preservation Program's policy on artificial siding restricts historic buildings that have been clad with this material from being individually listed on the National Register of Historic Places.



Figure 109. The application of the imitative siding has obscured the building's architectural detail and diminished its historic character.

Guidelines for Treatment of Historic Landscapes

Open Space

The open spaces at the University of Arkansas define the character of the campus. The spatial relationship of the historic buildings, the circulation patterns, topography, views, and mature trees combine to create an environment unique to this campus. The historic open spaces include prominent spaces such as Old Main Lawn and the Greek Theatre, as well as informal secondary open spaces between buildings, behind buildings, and on the periphery of campus. The open spaces frame views of historic buildings and the surrounding landscape, and provide views into adjacent properties. Building placement often creates pedestrian space separated from vehicular traffic. These open spaces provide opportunities for students and staff to congregate and are the scene of important campus activities.

Future campus development should be strategic and respect the current balance of open space and buildings. Within the historic core of the campus, future construction projects should use former building sites and the sites of existing non-historic buildings. The 1925 Master Plan should guide future development to insure appropriate building alignments and scale of footprints. Redeveloping these sites will reinforce and restore the historic spatial character of campus. Woodlands should be retained to maintain buffer between campus and surrounding neighborhoods.

Vegetation

The existing tree canopy is a character-defining feature of the campus. Mature specimen hardwood trees are interspersed throughout campus. These trees shade sidewalks, define the edges of the campus, and frame views of buildings. A tree replacement plan should be developed and incorporated into the regular landscape maintenance program. The plan should include a condition assessment of specimen trees performed by a certified arborist. Trees should be identified which are in need of increased maintenance or removal. A replacement plan proactively plants replacement trees even before the existing trees die. Replacement trees should be placed in close proximity to the original tree; however, maintaining an appropriate tree density is more important than attempting to replant in the exact location. It is most important to maintain the tree cover and species composition of the open spaces of the district. Historic photographs illustrate a relatively high density of trees. Many of the mature trees will soon reach the end of their life span: replanting these areas and maintaining a healthy tree canopy should be a priority.

Native canopy hardwoods and understory trees are recommended to

replace a lost or declining tree. New trees should be planted so that they do not block views of, or entrances to, campus buildings. Along streets, trees should be spaced at regular intervals to visually reinforce the space and to provide shade. Replacement trees should be of the same species which they replace or chosen from the 1938 tree inventory. A partial list follows: White Ash, Sugarberry, Green Ash, Sugar Maple, Red Maple, Norway Spruce, Shortleaf Pine, White Pine, Post Oak, Willow Oak, Black Oak, Sycamore, Southern Cottonwood, Tulip Poplar, Sweet gum, Redbud, Hawthorne, Dogwood, American Elm, and Ironwood. Smaller ornamental trees and shrubs are appropriately used near entrances to, or along the foundations of buildings.

Historic plantings should be recreated when proper documentation is available. For example, the historic landscape plantings around Vol Walker Hall and Ella Carnall Hall could be replanted using the original landscape plans. As practical, restore original designed landscapes within the historic core of campus. Facilities Management archives contain original landscape plans for many campus buildings.

A planting palette which incorporates regional native plants and plants from historic landscape plans is most appropriate for the core of the University. Native species of trees and shrubs are historically appropriate for the oldest campus landscapes and would require less maintenance than exotic species due to their adaptability. Large turf areas are important for student activities, but turf requires a high level of maintenance. Turf zones which do not serve a recreational function could be transitioned to a ground cover or meadow. This measure preserves the open character of lawn without the high level of maintenance.

New plantings consisting of evergreen trees and shrubs may be needed to screen unsightly views of mechanical equipment, parked cars, or views of adjacent properties. Parking areas within the historic core, if not removed, should be screened to minimize their impact on the historic character of the campus.

Consideration of historic plant material and historic landscape features must be incorporated into the planning of future construction projects. Project such as new buildings, expansion projects, and utility upgrades are potential threats to preservation of historic landscapes which are often overlooked. Minimizing these impacts is best accomplished during the planning process, but is often not addressed until construction begins.



Figure 110. Replacement shade tree along Senior Walk.



Figure 111. Shaded sidewalk leading to the entrance of Vol walker Hall.

Campus Circulation Systems: Pedestrian, Vehicular, and Parking

Much of the pedestrian circulation system on campus is historic and should be preserved to the extent possible. The axial relationship of the circulation system and many of the buildings is a central organizing feature of the campus landscape. This relationship should be reinforced and preserved.



Figure 112. Section of Senior Walk near the Fine Arts Center.

Senior Walk dominates the pedestrian circulation system within the University's historic core. This landscape element is one of the most iconic of all of the University's historic landscape elements; therefore, preservation of this walkway system is critical. Specific treatment recommendations for this resource are found on the individual resource form in Appendix A. Many additional historic pedestrian circulation systems occur in the core. Portions of this system that are in poor condition should be repaired when possible. Repairs should be made using concrete of a similar texture and color. Sidewalks that must be rebuilt should maintain the original widths and alignments.

Very little vehicular circulation and parking is found within the historic core of campus. Efforts to further reduce vehicular traffic and parking within the core are recommended. Parking which must remain should be screened to mitigate its visual impact. Surface parking lots adjacent to the historic core should be consolidated into parking decks as possible. The University should designate routes for service vehicles within the core and improve the sidewalks with vehicular strength concrete in the locations where service vehicles will cross. The oldest portions of Senior Walk should not be used as service lanes.

Exterior Furnishings and Materials

Exterior furnishings include lighting, benches, trash receptacles, bike racks, fencing, and signage. The University's Design and Construction Guide for Buildings and Landscapes has identified the standard site furnishings for all future University projects. This guide should be consulted for all projects within the historic core of campus. The goal of these standards is to provide design unity throughout the campus while recognizing a need for furnishings that are both compatible with historic character-defining features and contemporary developments. Within the historic core of campus site furnishings will complement the historic architecture and landscape features. Areas near building entrances should be a priority for locating site furnishings. Intersections of walkways and roadways are priority locations for lighting, trash receptacles, and benches.



Figure 113. The university has developed standards for exterior furniture, lighting and other features. Shown is a standard bench for the historic core of campus.



6.0 Stewardship

Implementation

Campus Preservation Officer

In order to implement and advance the purposes of the Campus Preservation Master Plan successfully, it is recommended that a single point of contact or responsible party be designated to provide oversight of preservation-related activities on campus. Many institutions that possess historic resources have assigned a “Campus Preservation Officer” on their campuses to monitor activities that may impact their historic resources and ensure compliance with the overarching principals of their campus preservation plans. It is recommended that a similar approach be implemented at the University of Arkansas.

In order for the Campus Preservation Officer to be effective, the position should carry with it sufficient authority and resources to carry out the activities listed below and should interact with the college’s planning and project-management systems. The staff member assigned this responsibility must have the ability to influence decisions that may affect historic resources. A member of the University’s Facilities Management Planning Group would be a logical candidate to fulfill the role of Campus Preservation Officer.

The following list of activities is provided as a suggested minimum set of responsibilities for the position of Campus Preservation Officer.

- Ensure that the University’s mission-driven activities are carried out in a manner consistent with the Campus Preservation Master Plan and that historic architectural and landscape resources are considered in long-range campus-planning activities.
- Ensure that the University gives priority to the use and preservation of historic properties in carrying out mission-driven activities.
- Ensure that efforts are made to preserve character-defining features of historic resources and to avoid or minimize adverse impacts to significant historic resources when carrying out institution activities.
- Maintain up-to-date and accurate survey information.
- Work with University administrators and facilities personnel to prioritize needs and allocate resources for historic preservation-related activities.

- Act as liaison between the University and the Arkansas Historic Preservation Program.
- Act as liaison between the University and outside groups with an interest in campus preservation issues.
- Act as a liaison between the University administration and interested faculty and student groups.
- Stay informed about local preservation issues and state and federal regulations through community involvement and continuing education and training.
- Nominate existing or acquired historic resources to the National Register of Historic Places.

Program for the Continued Identification and Evaluation of Historic Resources

Maintaining a comprehensive and up-to-date historic resource inventory of University property is a fundamental requirement of a successful campus preservation plan. Therefore, the identification and evaluation of historic resources must be an ongoing process. As the University’s existing buildings and landscapes age and surpass the 50-year milestone, they should be evaluated for significance using the National Register Criteria for Evaluation. In addition, as property or structures are acquired by the University, the presence of significant historic resources should be determined. As new information is collected it should be plotted on campus maps for consultation by planners and others making decisions about the physical development of the campus. The inventory developed for the Campus Preservation Master Plan provides the University with current historic resources information that can be used for planning purposes for the near future; however, it is recommended that this data be reexamined and updated every five years.

The current study did not evaluate residential structures owned by the university that are not being used for academic purposes or evaluate resources located at the various research and extension centers or outlying research stations. It is recommended that these properties be surveyed to identify any significant architectural or landscape resources that may be present.



Figure 114. The ongoing identification and evaluation of historic resources is critical to the preservation planning process.

Nominating Resources to the National Register of Historic Places



Figure 115. The Clinton House has been identified as an eligible resource and should be nominated to the National Register of Historic Places.

It is anticipated that the recommendations of the Campus Preservation Master Plan will result in the nomination of the proposed University of Arkansas Campus National Register Historic District. This will result in the listing of 15 additional historic buildings located within the historic core of campus. An additional 15 buildings on, and adjacent to central campus and 3 buildings at the AAREC have been recommended eligible for listing on the National Register of Historic Places as individual resources. As a steward of historic properties the University should strive to nominate these resources to the National Register of Historic Places.

The process for nominating an historic resource to the National Register is as follows:

Step 1. Determination of Eligibility (DOE)

In Arkansas, the first step in the process of nominating an individual historic resource or district to the National Register of Historic Places is the completion of a Determination of Eligibility form. These forms provide baseline information about the resource that will be reviewed by the Arkansas Historic Preservation Program (AHPP) staff. The DOE forms can be downloaded from the AHPP website. The review process generally takes approximately 30 days. Once complete the AHPP will issue a letter to the University outlining the results of the review.

Step 2. Site Visit

If the resource is determined to be eligible, the University will be contacted by AHPP to arrange a site visit. During the site visit, AHPP staff will document the architectural features of the resource(s) and conduct black-and-white and color slide photography.

Step 3. Completion of the Nomination Form

Once the resource(s) has been determined eligible, the full NRHP Nomination Forms can be completed. These forms can be developed by University staff or by an outside consultant. Names of qualified consultants can be obtained from the AHPP. The AHPP also holds training sessions twice per year for those that require guidance in completing the NRHP forms. Once

completed the NRHP nomination forms are submitted to the AHPP for review. If required, the AHPP will return the forms to the University for modification. Once the final forms are approved the AHPP will notify the University and schedule the resource for consideration at a future meeting of the State Review Board. A nomination must be completed and submitted 6 weeks prior to the next scheduled meeting of the State Review Board to be included on that meeting's agenda.

Step 4. Presentation to the State Review Board

The State Review Board consists of an 11 member panel appointed by the Governor. The Review Board must approve each nomination before it can be forwarded to the National Register Office in Washington D.C. The presentations for nominated resources are prepared and conducted by AHPP staff. The University will be notified of the time and location of the Review Board meeting approximately 30 days prior to its scheduled date. Attendance by a University representative is encouraged but not mandatory.

Step 5. Preparation of the Final Nomination Form and Listing

Following approval by the State Review Board, the AHPP staff will prepare the final NRHP nomination forms, incorporating any changes requested by the Review Board during the meeting. The official nomination forms will then be forwarded to the National Register Review Office in Washington D.C. A final determination will be made by the National Register Review Office staff within 45 days of receipt of the nomination forms. The AHPP will notify the applicant of the final decision by letter. The AHPP can provide owners of listed properties with a certificate of listing that is signed by the Governor and State Historic Preservation Officer.

The process of nominating eligible resources to the National Register should occur regularly and could be completed simultaneously with the identification and evaluation process, scheduled to occur at five-year intervals.

Consultation and Internet Resources

Various resources and organizations are available to University personnel to assist them in their effort to manage and treat their historic buildings and landscapes responsibly. Consultation with these organizations is encouraged but not required. The Arkansas Historic Preservation Program is the only body that holds any official review authority over certain kinds of preservation activities. However this only occurs when triggered by applicable Federal legislation as mentioned in Chapter 3.0. In some cases these organizations may also present funding opportunities for the University's historic preservation activities.

The following organizations can provide the University with technical assistance when researching, identifying, evaluating, nominating, treating, or maintaining historic resources on campus.

Arkansas Historic Preservation Program

1500 Tower Building, 323 Center Street
Little Rock, Arkansas 72201

T (501) 324-9880
F (501) 324-9184
E info@arkansaspreservation.org
I <http://www.arkansaspreservation.com>

Historic Preservation Alliance of Arkansas

P.O. Box 305
Little Rock, Arkansas 72203-0305

T (501) 372-4757
F (501) 372-4757
E thealliance@preservearkansas.org
I <http://www.preservearkansas.org>

The City of Fayetteville (Planning Division)

125 W Mountain St
Fayetteville, AR 72701

T 479) 575-8267
F (479) 575-8202
E planning@ci.fayetteville.ar.us
I <http://www.accessfayetteville.org>

The National Park Service

Midwest Regional Office
601 Riverfront Drive
Omaha, Nebraska 68102-4226

T (402) 661-1601
I <http://www.cr.nps.gov>



Figure 116. The AHPP is the Department of Arkansas Heritage agency responsible for identifying, evaluating, registering and preserving the state's cultural resources.

The following internet resources provide technical information and links to a variety of useful preservation related Web sites.

PreserveNet

<http://www.preservenet.cornell.edu>

National Park Service Preservation Briefs

<http://www.nps.gov/history/hps/tps/briefs/presbhom.htm>

General Services Administration

<http://www.gsa.gov>
<http://w3.gsa.gov/web/p/hptp.nsf?OpenDatabase>

Society for College and University Planning

http://www.scup.org/resources/topic_issue/heritage.html

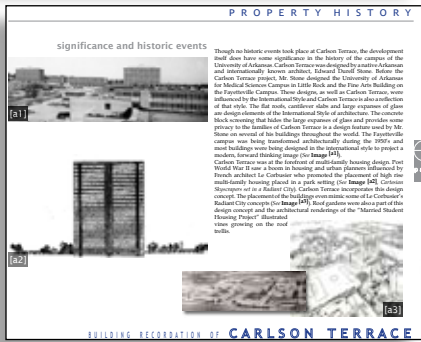
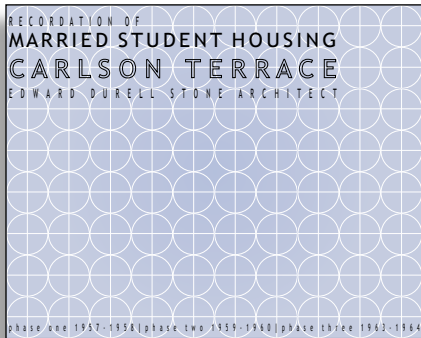


Figure 117. Sample pages from the Carlson Terrace recordation project.

Building Recordation

Although the major alteration or demolition of an historic resources is not a preferred treatment, such a recommendation may arise as part of the physical master planning process. The University is currently not bound by legislation to mitigate adverse effects to its historic resources, as is the case in other states, however the Facilities Management Planning Group has developed a standard or set of guidelines for recording historic resources prior to their demolition. The guidelines were developed in order that the information embodied within these historic resources is captured and preserved as a record for future consultation and research. The documentation packages will be filed in the University's Special Collections. The recently demolished Carlson Terrace complex was the first structure recorded under this program.

In some cases, the information collected during the recordation process is synthesized onto "Razed Building Markers" that are being placed throughout the campus to commemorate structures that are no longer extant.

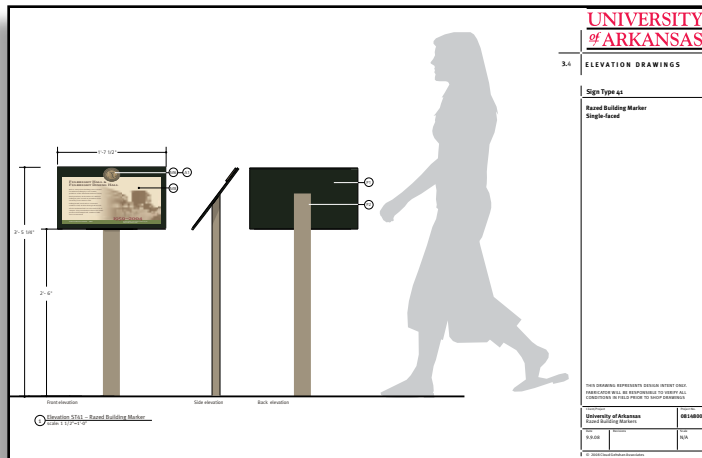


Figure 118. Construction drawing for the Razed Building Markers.

Funding Historic Preservation Activities

Implementation of the principles and recommendations of the Campus Preservation Master Plan will require that adequate repair, maintenance, and capital budgets are established in order to address deficiencies identified during this and previous assessments of the University's architectural and landscape resources. As is always the case, allowing deferred maintenance items to accumulate will result in further and more severe deterioration of the University's physical plant. Left unchecked, the University will experience declining and interrupted functionality of its historic resources and ultimately increased costs to make repairs. Therefore in addition to reviewing line item budget allocations, alternative sources of funding should be explored.

Beyond the University's established sources of funding the reality is that grants for historic preservation activities are limited and highly competitive. The University has been very successful in procuring funding through the Arkansas Natural and Cultural Resources Council (ANCR) for historic preservation-related activities. The establishment of the campus historic district will expand the number of buildings that are eligible to receive funding through this and other programs, as NRHP listing or eligibility is usually a prerequisite for receiving grant monies.

It is recommended that the full complement of potential funding sources be further researched for applicability to the University's needs. Consultation with the Arkansas Historic Preservation Program and other state and national preservation organizations regarding potential funding sources is recommended.

Interpretation

The creation of the Campus Preservation Master Plan has involved an extensive research effort and produced a large body of data. This data can be developed in many ways to interpret the significant story of the University, its physical development, and its role in advancing education in the State of Arkansas. A general campus tour of the significant historic architectural and landscape resources using signs or markers is one approach for presenting the university's history to a wide audience.

Interpreting the University's Historic Resources

Developing a general campus tour will involve the following elements: The History, The Theme, The Content, The Audience, and The Interpretive Method. Each of these must be considered. They are all interrelated.

The History

The historic context presented in Chapter 2.0 suggests the breadth of material to draw upon for the interpretation of the campus and its resources. For the purposes of interpretation, the historic development of campus could be organized into the following four chronological periods.

1. Early History of the Institution

- The McIlroy Farmstead and Early Fayetteville
- Old Main and Old Main Lawn
- The Late Nineteenth- and Early Twentieth-Century Campus
- Senior Walk
- WWI

2. The 1925 Plan and Subsequent Campus Growth

- Jamieson & Spearl and the 1925 Plan
- Building Boom of the 1920s and 1930s
- The Great Depression
- Collegiate Gothic Architecture

3. Mid Century and the Modernist Movement on Campus

- WWII/Korean War/GI Bill
- John Williams and Edward Durrell Stone
- The Fine Arts Building
- Sorority and Fraternity Architecture

4. The Recent Past

- Brutalist Architecture
- E. Fay Jones
- The Decline and Revitalization of Old Main
- The National Register Historic District

The Theme

The theme of the tour is the "Big Idea", that visitors should "take away". The theme should not be too complicated or too broad. It should be based upon the distinctive history of the University, but within the context of the history of the community, the state, or the nation.

Some rather general examples follow. Further consideration of the history will lead to developing and selecting the best theme for the general campus tour.

Theme 1

The University campus reflects changing architectural and landscape styles over time.

Theme 2

The physical development of the University of Arkansas mirrors changes in education and society.

Theme 3

The University has led the advancement of education in Arkansas.

Theme 4

The University has made a difference in the lives of individuals, communities, and the state.

The Content

The history will influence the selection of theme and the theme will influence the content of the tour. Which buildings and landscapes will be interpreted? What facts, figures, and stories reflect or support the "Big Idea"? Sometimes the same story can support different themes.

Edward Durrell Stone's design of the Fine Arts Center supports Theme 1. The building reflects changing architectural styles of the period and his leadership in the field. His design of the building could also be used to support Theme 4. The proliferation of



Figure 119. Historic image of campus looking northeast from Old Main tower.



Figure 120. Image of students meeting at Spoofer's stone.

the Modern movement on campus certainly may have influenced the lives and careers of architectural students at the University. Perhaps, a story to that effect is known or can be identified.

Ella Carnall Hall being constructed as far away as possible from the men's dormitory contrasts greatly with today's design of student quarters. This could be connected to the story of Spoofer's Stone and the tradition of male and female students corresponding and meeting at this location.

Farmer's Week is an example of how the University made a difference in the lives of people from across the state and also supports Theme 4. Farmer's Week might be presented as sharing some similarities with today's events, from academic conferences to football games.

Content to support the themes can be presented in various ways. Facts and statements provide information, but stories about people and events are usually more powerful at establishing connections with visitors. The experience of students, alumni, faculty, and staff in the past may strike a chord with the visitor's own life. Quotes or anecdotes can add poignancy or humor to a story. Maps of places, diagrams of construction details, photographs of people or events, and documents such as love letters or course descriptions can provide variety for visitors with different interests and learning styles.

The Audience

Because the proposed tour highlights the University's historic resources and is meant to be general in nature, it should be designed to reach a broad audience. Within reason, it would be ideal if each could find something in the tour that connects with his or her own experience or expectations on campus or in life. That is what they will most often remember when they walk away. And ideally, that story, that experience, will relate to the "Big Idea".

Interpretive Methods

In addition to historical markers across campus, many other methods of interpretation can be evaluated. Decisions to develop these must consider their potential impact versus the direct and indirect costs of initial development and ongoing maintenance.

Historical Markers

Historical markers placed across campus will continue as the "front line" of interpretation. Basic information about the building or the site, and then its significance in support of the overall tour theme should be presented. Its significance can be interpreted using the elements mentioned above: facts, statements, stories, quotes, anecdotes, maps, photographs, graphics, etc. Space is limited, and visitor attention spans are too, so only the most important or interesting material should be included. Although markers may be designed as part of an interpretive whole, it is understood that students and visitors will encounter them and may stop to read them at any time in any order. Each must stand alone. Markers should be evaluated by representatives of different audiences before they are finalized and installed "permanently."

Printed Brochures

Printed brochures can provide visitors an overview of the general tour, the thematic framework, and the physical layout, including a suggested tour route. The brochure can also offer additional information beyond what is physically possible on the markers. These brochures could be made available via the University's web site, or printed copies could be on hand at a central information desk.

Audio Tours

Various methods and types of equipment can be used to deliver audio tours.

Digital message repeaters could be incorporated into selected markers across campus. Such stations are common at national park sites across the country and can add a dramatic element incorporating music and storytelling.

Cell phone tours are becoming common at historic sites or districts. Consistent signal strength is required, but beyond that, because the information for the programs is stored on a central server, updating the tour can be accomplished quickly. Monthly costs for maintaining the sites are quite low. To access the tours, visitors call a telephone number, then key in additional numbers to hear specific messages. Callers can remain connected throughout the visit or hang up and call back at any point. Many tours offer the option of dialing a subsequent number to receive



Figure 121. Historical marker on campus.

more in-depth information about a particular topic. In this way visitors can tailor the tour to their interests. Cell phone tours allow organizations to collect information on visitors based upon area codes. Visitors can give feedback on the tours by recording answers to automated questions. Initial concerns about costs for the visitors have lessened as prices for minutes go down and plans become more generous.

Two firms actively pursuing the historic site market for cell phone tours are: OnCell Systems www.oncellsystems.com and GuideBy Cell www.guidebycell.com. Both offer free trials.

Mp3 players can be used for audio tours and tours incorporating still or moving images. While they may not yet be practical in most settings, Mp3 players may be appropriate for the university setting given the familiarity of most students with the technology. This would be similar in concept to the established Hogpod video program established on the University's website.

Video Tours

Some sites, including Drayton Hall, a National Historic Landmark near Charleston, South Carolina, are employing video players that visitors carry with them. The drawback to this approach is that it requires staff to check out and in the players and manage their upkeep.

Orientation Exhibit and Introductory Video

An orientation exhibit and video program on the history of the University and the campus might be used at the beginning of tours.

General and Special Docent Led Tours

Docent-led tours require ongoing training and support of volunteers, students or paid staff. Skilled docents can have great success at interpreting the "Big Idea" and meeting the interests of the audience. They can present the general information but also answer questions and amplify points of interest. Specially-trained docents can provide tours created for special interest groups such as architects or historic preservationists, prospective students, visiting alumni, or Fayetteville residents. A tour that focuses on the University's relationship with the Fayetteville community might be established in conjunction with members

of the local historical society and incorporate sites on and off campus. Another special tour could be presented just once a year that relied on the theatrical talents of students, faculty, or others in the University community. Costumed interpreters stationed at different buildings or locations would represent individuals from different period of history and describe events of their lives associated with the campus.

Many interpretive methods are available. Their overall success depends upon sound scholarship and selected content to support a central theme that is developed keeping in mind the intended audience and the potential interpretive methods. Only in that way will the history of the University and its significance in the lives of students, faculty, and the larger community be made meaningful.

Maintenance of Historic Buildings and Landscapes

Historic Building Maintenance



Figure 122. As the University's buildings age, repair and maintenance of historic materials will become increasingly important.

The University's historic resources generally have been well maintained. Proper custodial care helps to preserve historic fabric by countering the forces that cause deterioration. Conversely, improper maintenance practices can damage or destroy irreplaceable building finishes and features. Often historic building materials are less resistant to abrasive and chemical action and therefore special care must be taken when conducting these activities.

It is recommended that the University review and evaluate its standard building maintenance practices to ensure that historic materials are not being subjected to harmful processes. In many cases, the interiors of historic buildings have been modified for new use; however, several significant buildings on campus retain their original finishes and, therefore, the presence of materials such as natural finished woods, decorative plaster, marble, stone, ceramics, and other sensitive materials is anticipated.

Some general guidelines that should be followed by University personnel or contractors that manage or conduct maintenance of historic resources are as follows:

1. Provide an adequate budget for appropriate maintenance and repair of historic resources.
2. Conduct regular inspections to assess condition and monitor potentially destructive forces.
3. Understand the nature of both the dirt and the surface to be cleaned before proceeding.
4. Use the mildest workable method and cleaning solution in each instance; this may require more time and effort.
5. Refer to historical precedence regarding how the materials have been cared for before choosing a new custodial process.
6. Research and test suitability of new products before permitting their widespread use on historic buildings or materials. Seek the experience of others before proceeding. Begin work in less sensitive, less valuable areas of the structure.



Figure 123. The stone retaining wall that defines the perimeter of Old Main lawn is an important landscape element that should be preserved and maintained.

7. Remember that decisions involving the care of historic buildings frequently involve the lesser of two evils; in some instances historic materials that might be damaged by repeated cleaning may be better preserved if they remain dirtier than custodial standards would otherwise permit.
8. Clean only when a useful purpose is served; don't clean historic materials simply because they are old.

(Numbers 4-8 are taken from Frederick A. Stahl's, *A Guide to the Maintenance, Repair and Alteration of Historic Buildings*)

Historic Landscape Maintenance

The goal of landscape management planning is to create stewardship of the land. Recognizing that the landscape is only as successful as the maintenance program that is implemented, it is important to realize what is manageable in terms of operational costs and capabilities. A landscape management plan should be site-specific and include, but not be limited to, the following:

- Maintenance Goals and Objectives
- Inventory and Site Maps
- Landscape Data Sheets
- Summary of Work Needed
- Seasonal Calendar
- Proposed Replanting Strategies
- Record Sheets

Historic landscapes are composed of many features that contribute to their overall character and significance. Each feature is shaped by both the natural environment and a history of maintenance. Historic landscape preservation maintenance planning follows the same process described above. The distinction is to adopt and highlight preservation practices in the plan to ensure that historic and potentially significant features are not inadvertently lost or inappropriately altered. The proposed practices will enhance and perpetuate historic character and function in order to protect and conserve the unique, character-defining features of the landscape. The term "preservation maintenance" describes the practice of monitoring change, controlling growth, replacing in kind, and minimizing disturbance in the landscape to ensure that features such as vegetation, circulation, spatial organization, structures, and site furnishings are not lost and the character of a place is not compromised.

Preservation maintenance is carried out to stabilize or protect significant or potentially significant resources before, during and after a treatment decision is made. Treatment decisions should be based on historical research, inventory and documentation of existing conditions, site analysis, and evaluation of integrity and significance.