

MORE THAN THE SUM OF ITS PARTS:  
EXPANDING THE BOARD OF REGENTS CAMPUS HISTORIC PRESERVATION  
PLANNING GUIDELINES THROUGH A PRESERVATION PLAN FOR THE  
UNIVERSITY OF GEORGIA

by

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Under the Direction of

JOHN C. WATERS

ABSTRACT

This thesis explores the current Georgia BOR Guidelines for Campus Historic Preservation Planning identifying ways that they can be expanded to better protect the integrity of the cultural resources found on our academic campus'. As steward of the greatest number of state owned resources in Georgia, the University of Georgia serves as a study of potential opportunities for guideline expansion. The University of Georgia (UGA) has not completed the mandated Campus Historic Preservation Plan and repeated conflict over the fate of its historic resources make it an ideal candidate for comprehensive preservation planning. Case studies of both public and private institutions in Georgia and across the region are included to provide examples of preservation planning methodology that is applicable to UGA and the rest of the university system institutions. The results of this study are compiled into a set of recommendations for preservation planning at UGA and across the USG.

INDEX WORDS: Campus, Preservation, Planning, Cultural resources, Getty Foundation, UGA, Historic

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## DEDICATION

This thesis is dedicated to the faculty, staff, students, and alumni of the University of Georgia who have taken, and continue to take, a stand against the loss of our collective heritage. Through their tireless efforts the University of Georgia remains one of the most significant cultural resources in the State of Georgia and will one day fulfill its obligation to safeguard that tradition for the benefit of future generations.

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To the residents of Rutherford Hall, I would like to thank you for taking a stand for your piece of the UGA story. Your courage and dedication to your home was inspiring to me and prompted this thesis. I hope that your example will inspire the rest of the student body to be advocates within our school, because this place does matter.

Finally, I would like to acknowledge Dr. Michael F. Adams, whose leadership as President of the University of Georgia inspired this thesis.

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## On the College Steps

The autumn twilight hangs abroad o'er all  
The land, cool, dark, and beautiful. One Star  
Glides up the reach of silent, mystic sky,  
And from the plains steals in a southern breeze.  
A faint glow fires the west and 'gainst its light  
Tall, black, and shadowy, the college stands.  
And sitting here upon the steps which make  
A dim, white bulk amid the darker gloom,  
A dream born of the twilight, fills my heart-  
A dream of all the faces which have passed  
In these portals, and come forth again  
In armor strong invincible, to meet  
The world. Scattered afar are they o'er all  
The empires. Here and there a name we know.  
At other names which rang within these walls  
The rears come up; and scent of funeral flowers  
Sweet, sad, and heavy, drifts across the heart  
With secret pain. Ah every nook and stone  
Of this old college holds a memory,  
Either gold or grey, of hopes born here  
Which led eager followers to fame,  
Or vain regret of those who missed the goal;  
And we who mount these steps to climb and strive  
Who knows what life shall hold for us? For when  
Shall be the bay leaves, whose the quiet grave?  
The twilight falls to darkness, and the stars  
Faithful, unchangeable, true symbols of  
The Care Supreme, shine over all with their  
External, silent whisper, "It is well" (Chambers, 1)



Figure 1:UGA's Rutherford Hall during demolition, 2012 (Athens Banner-Herald)

## **CHAPTER 1**

### **Introduction**

Colleges and Universities hold a unique place in the American conscious that is at once tangible and intangible. As the previous poem describes the campus is where generations of students come to dream, full of hope for their future - “In armor strong invincible, to meet the world.” When classes of students leave to make their way in the world the campus remains a tangible link to their past, faithful as the poem says, but not unchangeable.

With each successive generation the campus grows and adapts to the needs of the present and sometimes loose their link to their past. No two institutions are the same, certainly all of them have students, faculty, alumni and in the SEC, football, but their campus, landmarks, and traditions give each one a unique sense of place. It has been said that the campus is a three dimensional work of art (Dober, Confessions) yet all too often campus administrators rework the campus canvas by adding and taking away resources without considering the impact on the whole composition.

The history of American campus planning and development is riddled with tragic losses and great successes in the preservation of campus resources. What sometimes amounts to

a tug of war between those who focus on the institutions educational mission, and those who seek to maintain their touchstone to the past rages on.

Over the past 15 years more and more institutions have recognized that their campus should be guarded and enhanced as carefully as the quality of the faculty. (Sensbach, 5) In recent years campuses across the United States have undertaken the Campus Historic Preservation Planning process in order to identify the cultural resources that make their campus distinct and proactively plan for their preservation. Funding from the Getty Foundations Campus Heritage Grant Program assisted 86 colleges and universities across the country develop preservation plans for their campus' through grants totaling 13.5 million dollars. (Getty.edu) Many institutions across the state of Georgia took advantage of this grant program as well as the state Board of Regents in order to meet their stewardship obligations under the State Stewardship Program. Noticeably absent from the list of institutions that have engaged in this planning process is the University of Georgia, the states oldest institution of higher education. This is particularly troublesome because the states flagship institution could have lead the way in proactive preservation planning. As a result, one in every five historic resources under state stewardship continues to have an uncertain future.

This thesis explores ways that UGA can fulfill its stewardship requirements, lead the state in comprehensive preservation planning and be a modern institution. The current Board of Regents Guidelines for Campus Historic Preservation Planning assess the campus historic resources as individual resources, but fall short of looking at them as integral

parts of the whole campus. The state guidelines are also presented as a “one size fits all” solution, but the issues facing our institutions are far more complicated than that. The University of Georgia manages a tremendous number of historic resources in thirty counties across the state as well as the largest enrollment of any institution in Georgia. Hence, it is unrealistic to assume a one size fits all approach to preservation planning document will address all needs.

Within this thesis, the Board of Regents Campus Historic Preservation Planning guidelines are described to reveal the baseline for preservation planning at institutions in Georgia. Because these guidelines represent the minimum standard institutions are required to meet, case studies look at how a varied group of Georgia institutions, both inside and outside of the University System, have expanded upon those standards. Those examples, along with the review of a diverse study of Getty funded projects in the SE region, are collectively used as the basis for recommendations on the responsible scope of future Campus Preservation Planning at UGA. These recommendations address general planning issues and concerns across the University of Georgia’s vast holdings and that of all University System institutions; however considerations surrounding specific resources or character areas should be addressed as they become apparent.

The observations and recommendations proposed in this document and the guidelines put forth by the Board of Regents pursuant to the State Stewardship Program are futile without a fundamental change in attitude by the people and agencies in power, specifically those who administer the University of Georgia and meaningful oversight

from the Board of Regents. The administration needs to be educated on the fact that there is a fundamental difference between campus planning, that they are not interchangeable but complimentary. While the goals of both the physical master plan and the Campus Historic Preservation Plan are to create a functional and aesthetic campus that inspires and facilitates thought, learning, and interaction, the master plan provides a template for change while the preservation plan establishes the anchors around which the change should take place. (Berry, 5) The stakeholders, students, faculty, alumni, and university community, of the University of Georgia have a role to play in this change in attitude by making it clear to the university decision makers that their campus is venerable and should never be treated as the playground for egotistical presidents, deans, or architects. (Dober, Confessions) By asserting pressure on the incoming administration to meet their obligations, as temporary stewards of the Universities heritage, the community can effect lasting change by demanding the preservation of UGA's historic resources and potentially inspire similar changes across the state.



Figure 2: Rutherford Hall during demolition, 2012 (Athens Banner-Herald)

## CHAPTER 2

### **Why is campus preservation planning important?**

An entire thesis could be written on the many reasons why campus preservation is important. Economic factors like the savings between renovation costs vs. new construction, environmental concerns surrounding demolition and disposal, in comparison to reuse of existing resources, are tangible, quantifiable benefits for campus preservation planning. However, these are not the only benefits afforded us by conscious preservation efforts. The intangible benefits of preservation on campus can be far more powerful and have a greater impact on the future of the institution. “The rich and varied history of the American college and university campus form (is) an embodiment of our culture. The buildings and grounds that have emerged over the evolution of the American college campus display our aspirations in planning, architecture and landscape design. They are a microcosm of our search for order and freedom, our need for experimentation, and our desire for continuity.” (Lyon, 9) As such, campuses have an innate ability to touch the lives of not only the students, faculty, and alumni that have walked its paths but the community that these institutions are supported by. “When it is realized that many persons can know an institution only by a passing gaze or by a cursory survey” it should be considered a matter of utmost importance to maintain that sense of place. (Klauder, Xvii) The “American Campus” is distinctive in the way it reflects the complexity of our society, our diversity of attitudes

and constituencies point to the heart of our national spirit. Our amazingly diverse collection of institutions is a legacy we should all be proud of and deserving of great care and understanding in our world of fast paced growth and change. (Lyons, 10-11)

We must then ask ourselves what is it about a college campus that provides this sense of place that we hold so dear. In order to explore this, we must briefly look back at the uniqueness of college campus planning in America and the themes and issues that have confronted institutions throughout history. Western Universities have their foundations in the Northern European expression of the scholars guild. The founding of colleges in America has been explained as a desire by the early settlers to preserve the old world intellectual and cultural traditions. American colleges can trace their heritage to institutions like Cambridge, Oxford, and the University of Paris. (Dober, 13) Of the nine colonial colleges established between 1636 and 1780 they are all more important for their building types, with the exception of William and Mary, than their campus plans. Due to a lack of interest by the British monarch in honoring himself half a world away, the most imposing buildings in the colonies were built for the colleges of Harvard and Yale. These early institutions broke with the European tradition of enclosed cloisters but instead experimented with freestanding buildings that related to their spacious grounds. (Lyon, 9) These early planning traditions were replicated at the University of Georgia (UGA) through the construction of Old College (1806) which was modeled after Yale's Connecticut Hall (1752). The argument could also be made that, due to the early leadership of UGA by Yale educated men, the now iconic row of buildings that align with the arch; New College, the Chapel, Demosthenian Hall, and the two buildings that

now form the Academic Building are our own interpretation of Yale's Old Brick Row. Ironically, Connecticut Hall is, the only survivor due to a lack of campus preservation planning on that campus. University campuses began to be conceived as small cities beginning with the drawings for William and Mary College (1699), coming to fruition in the construction of Union College (1813), and eventually evolving into a host of innovative planning models for a variety of specialized campus types like the Normal School campus. (Dober, 17-19 and Lyons, 9) Even as campuses became their own community's, American campuses broke away from the idea that their physical makeup should look inward and shield students from the distractions of society, but rather look outward to the surrounding community and invite people and ideas in. (Lyons, 12) This would be a fateful decision in more recent history when complex and controversial issues would make a profound and sometimes tragic imprint on the academic landscape at places like Kent State and even UGA during integration.

Academic institutions like the University of Virginia visibly exhibit experimentation with campus design through Jefferson's conscious break with architectural precedent. As a "gentleman architect" he drew inspiration from many sources to create a unique "academic village" that gave rational form to an educational setting through its consideration of its site and building arrangement. America's love of institutions of higher education, as a symbol of progress and the newly established constructs of their development, was carried forth as the nation expanded west and began the prolific establishment of colleges across the landscape. This resulted in the establishment of 516 colleges prior to the start of the Civil War, of which only 104 survive. (Dober, 24)

Colleges were considered so important a community asset that “bidding” for an institution became common place, something that we see with the location of Georgia Tech in the 1880’s. (Dober, 24 & GT,7) Funding and economics was, as it is now, a defining issue for the establishment and development of colleges and universities. Although, UGA benefited from a land grant well before the Morrill Acts of 1862 and 1890, many institutions were forced to rely on private donations to keep their doors open. Along with the influx of the donors money, the institution also was forced to address the donors opinion, tastes, and ideas, an issue that continues today. A good example of this on the UGA campus is the exterior of the main library where pilasters were used to satisfy the major donors requirement that the building be encircled in columns.

Funding issues lessened at the turn of the twentieth century when public support for state universities strengthened resulting in the tripling of total enrollment in higher education in the United States from 70,000 in 1870 to 238,000 in 1900. This surge in enrollment resulted in a building boom across the country but, ironically, the very society that created massive educational diversity was unable to give the new “Universities” a new sense of self and Henry H. Richardson’s “historicism” (*architecture that reuses forms of past architectural styles*) dominated the campus landscape until the end of World War II. (Dober, 31) The impact of this movement is evident on the UGA campus in buildings like Neil Reid’s Hirsch Hall (Law School) (1932), Park(1938), Joe Brown (1932), Connor (1908) and LeConte (1938) Halls, as well as in the Public Works Administration (PWA) funded buildings like the Fine Arts Building (1941), Clarke Howell (1936) and the now lost Rutherford Hall (1939).

Following WWII, institutions across the country saw increased enrollment due to the GI Bill and other factors that necessitated further expansion of campuses to meet the growing demand. During this time modernist architecture became the dominant template for new buildings and there was a shift toward greater specificity in building for the intended use. This shift brought about stark contrasts on older campuses where classical facades stood side by side with glass curtain walls and exposed concrete frames. Campus plans also began to break from ordered quadrangles and symmetrical arrangements to a more irregular makeup. Campuses continued to reflect society's hopes and dreams by following the societal trends of the space age with futuristic and sometimes science fiction forms and motifs. UGA was no different with a futuristic monorail design proposal that eventually became simply a memory on the inside of a 1950's Pandora cover. However, other modernist buildings were built such as the science complex on Ag Hill (1960), the much altered Georgia Center (1956), and Stegman Coliseum (1964) became campus landmarks. These buildings and their accompanying landscapes represent examples of the "recent past" which are often challenging resources for preservation arguments because of the general disdain often felt toward their design reflections in the same way that the previous generations looked upon Victorian era architecture. (Lyons, 13-14)

### **Preservation on Campus:**

For as long as academic institutions have been constructing campus buildings for expansion, they have been demolishing them for the same reason. While the American campus is much revered, the concept of what makes a campus important often varies

between the various groups of stakeholders. Shortsighted decisions can leave lasting impacts on a campus landscape. Clashes between administrators and the preservation community can be public and ugly and leave longstanding scars on the relationship between the institution and its community. During the last half of the nineteenth Century, Yale famously demolished most of its Georgian style “Old Brick Row” in order to replace it with the then popular Collegiate Gothic style only to find themselves building Mc Clellan Hall in 1925 in attempt to recreate the feel of the now lost campus icon. (buildings.yale.edu) In 1893, the Board of Regents voted to demolish the Ionic columns of the University of Missouri’s Academic Hall after a fire had destroyed the rest of the building. The Missouri community rallied to save the columns and convinced the Regents to reverse their decision that same year; now the columns are a beloved symbol of the institution.(Missouri.edu) Wishing to avoid similar backlash from the community Harvard demolished “Shady Hall” in 1955 by waiting until the students and faculty had left for the summer. UC Berkley attempted to demolish the 1914 Naval Architecture building to make way for an endowed engineering center, but through protests and great public pressure the University selected another site for the complex. UC Berkley went a step further and commissioned a survey of their entire campus to decide which buildings were eligible for the National Register of Historic Places. In the 1980’s, Northwestern University refused to compromise with its surrounding Lakeshore community over the demolition of five properties in the Lakeshore Historic District because the buildings were on University property; and the academic administration felt it did not need to consult the community, resulting in bitter feelings on both sides. The administration of Northwestern apparently did not learn from their 1980’s battle because they are currently

embroiled in a very public fight over their plans to demolish Prentice Women’s Hospital which has been identified as a national treasure by the National Trust for Historic Preservation.(preservationnation.org) In contrast, George Washington University worked with the community to develop a compromise that, while not perfect, maintained the historic streetscape along Pennsylvania Avenue and allowed the university to develop the property behind the street façade of historic “Red Lion Row.” (Russell,) These are just a few examples of the preservation issues that institutions have faced across the country that demonstrate the variety of outcomes that can result from an institution’s attitude toward preservation. Institutions who recognize the importance of preserving historic resources on their campus, and who are willing to work with their stakeholders, can avoid major public relations issues and improve their campuses like the University of Missouri and George Washington University. Schools that don’t think about the long term affects of campus planning decisions that affect historic resources are sometimes forced to go back and fix earlier mistakes like Yale, or worse, alienate the community that supports the institution like Northwestern University.



Figure 3: Left: University of Missouri columns after the fire, Right: The Columns today (missouri.edu)

## **CHAPTER 3**

### **Why is Preservation Planning important at UGA?**

The University of Georgia was founded on January 27, 1785 by the Georgia General Assembly and, though it would be over fifteen years until a site was selected and construction began, UGA has the distinction of being the oldest state chartered University in the country. Over the last two hundred years UGA has become the flagship institution for higher education in the state with seventeen colleges and schools and roughly thirty five thousand students. The main campus of UGA is a physically massive campus comprised of 389 buildings on 1,289 acres in Athens. However, its influence and stewardship responsibilities stretch far beyond its main campus to include agriculture extension sites in thirty counties and a total of 43,447 acres across Georgia. (UGA, 62)

Given such vast and diverse resources, UGA's level of commitment to preservation can and has had a profound effect on the cultural resources of the State of Georgia. While historic North Campus is revered with iconic resources like the Chapel and the Arch which blend into the unique fabric of a campus that has tended to embrace current trends of the time rather than one style of architecture, UGA's heritage is far broader and complex. A Campus preservation plan would ensure that these resources are identified, recognized, and maintained for future generations to enjoy.

The most recent assessment of the University’s historic resources is found in the 1993 survey, *Held in Trust: Historic Buildings owned by the State of Georgia*, by David Cullison. This survey, commissioned by then Governor Zell Miller, was asked to look at all the historic resources owned, or in some cases leased, by the State of Georgia; its findings led to the State Stewardship Program (Georgia Code 12-3-55) which in turn led to the establishment of the Board of Regents *Campus Historic Preservation Plan Guidelines* (BOR, 9-10). The survey identified 1,175 resources that were potentially historic under state ownership; defined as constructed before 1942 and were fifty years old. Of these resources, 436 or 37% were owned by the Board of Regents and of that eighty seven were under the administration of the University of Georgia in Clarke County. The survey broke down the make up of properties by county and their accompanying institution which gave UGA a misleading total of historic properties. While eighty seven properties were attributed to UGA, 137 other resources were listed in the survey as BOR sites administered by UGA. See chart below:

| <b># of Resources</b> | <b>UGA Facility</b>                                  | <b>County</b>      |
|-----------------------|--|--------------------|
| <b>1</b>              | <b>Coastal Plains Experiment Station, Alapaha</b>    | <b>Berrien</b>     |
| <b>3</b>              | <b>Coastal Plains Experiment Station, Altapulgus</b> | <b>Decatur</b>     |
| <b>18</b>             | <b>4-H Camp Truett/ Fulton</b>                       | <b>Fulton</b>      |
| <b>1</b>              | <b>Watson Spring Forest</b>                          | <b>Greene</b>      |
| <b>39</b>             | <b>Sapelo Island Wildlife Management Area</b>        | <b>McIntosh</b>    |
| <b>21</b>             | <b>4-H Camp Wahsega</b>                              | <b>Lumpkin</b>     |
| <b>4</b>              | <b>Plant Science Farm</b>                            | <b>Oconee</b>      |
| <b>3</b>              | <b>Cattle Research Farm</b>                          | <b>Oglethorpe</b>  |
| <b>11</b>             | <b>Central GA Experiment Station/ Rock Eagle</b>     | <b>Putnam</b>      |
| <b>6</b>              | <b>Georgia Experiment Station</b>                    | <b>Spalding</b>    |
| <b>14</b>             | <b>Coastal Plain Experiment Station</b>              | <b>Tift</b>        |
| <b>11</b>             | <b>Georgia Mountain Experiment Station</b>           | <b>Union</b>       |
| <b>6</b>              | <b>Cohutta Fish Hatchery</b>                         | <b>Whitfield</b>   |
| <b>Total: 138</b>     | <b>14 Sites</b>                                      | <b>13 Counties</b> |

Table 1:UGA resources on sites outside of Clarke county (Cullison, 51-56)

With the addition of these properties, the total of historic resources managed by UGA jumps to 225 or 51% of all the historic resources owned by the Board of Regents. That number is even more important when you consider that it accounts for 19 % of all historic resources under state stewardship managed by UGA. This information still does not give an accurate picture of the historic resources managed by UGA because the survey does not include historic landscapes or archeological sites both of which are clearly required by the BOR's guidelines. (Cullison, i and BOR, VII) The survey methodology was inherently flawed, and almost certainly overlooked potential historic resources, because the author relied on "informants who are not trained in determining the age of buildings and who may not have been familiar with the buildings owned by their organization" to compile an initial list of resources that he then surveyed.(Cullison, Appendix 1) These "informants" were only asked to look at buildings that were built prior to 1943, the cut off for the fifty year rule, therefore omitting any resources that would become eligible in the near future and making the survey outdated almost immediately. This is significant because US college enrollments doubled between 1957 and 1967 and institutions rushed to accommodate them. (Russell, 38) A clear example of this building boom can be seen at Georgia Technical University (Georgia Tech) where their campus building stock almost doubled in twenty two years (1946 – 1968) from the thirty six buildings constructed during the institutions previous sixty six year history (1885-1945). (GT, 47) All of these resources are included in Georgia Techs Campus Historic Preservation Plan update but are not included in the 1993 survey. Current data from the UGA physical plant shows that 194 (30%) of the buildings on just the main campus were built in 1962 or earlier. (Building Dates, UGA Physical Plant)

In addition to simply locating and documenting the historic resources, the BOR and the State Stewardship Program require that Institutions nominate eligible properties to the Georgia/ National Register of Historic Places. (BOR,44) This is an important part of the stewardship process that UGA has avoided for most of the last forty six years since the National Register was established. Of the twelve National Register resources and districts currently owned by UGA only one has ever been proactively nominated by the University.

| <b>Year listed:</b> | <b>Resource/ District:</b>       | <b>Nominated by:</b>        |
|---------------------|----------------------------------|-----------------------------|
| <b>1972</b>         | <b>Bishop House</b>              | <b>Outside Organization</b> |
| <b>1972</b>         | <b>Founders House</b>            | <b>Outside Organization</b> |
| <b>1972</b>         | <b>Lucy Cobb Institute</b>       | <b>Outside Organization</b> |
| <b>1972</b>         | <b>Governor Lumpkin House</b>    | <b>Outside Organization</b> |
| <b>1972</b>         | <b>Old North Campus District</b> | <b>Outside Organization</b> |
| <b>1972</b>         | <b>Presidents House</b>          | <b>Outside Organization</b> |
| <b>1975</b>         | <b>Carnegie Library</b>          | <b>Previous Owner</b>       |
| <b>1975</b>         | <b>J. H. Lumpkin House</b>       | <b>Previous Owner</b>       |
| <b>1979</b>         | <b>Cobb- Treanor House</b>       | <b>Previous Owner</b>       |
| <b>1979</b>         | <b>White Hall</b>                | <b>Outside Organization</b> |
| <b>1980</b>         | <b>Old Mill</b>                  | <b>Previous Owner</b>       |
| <b>2011</b>         | <b>Old Athens Cemetery</b>       | <b>UGA Physical Plant</b>   |

Table 2: Current UGA National Register listings (GA/HPD National Register Nomination Files)

The 1993 state survey listed twenty five UGA resources as listed on the GNRHP which includes all of the contributing resources to the North Campus District but does not include the Navy Schools Carnegie Library and Old Athens Cemetery. The report suggests that 133 resources were potentially eligible for the register (excluding Sapelo Island which was part of DNR) which means that potentially less than 19% of UGA's eligible resources have been nominated to the register and of that only 4% were nominated by the University.(Cullison, 9)

Beyond these statistics, the BOR Campus Historic Preservation Plan Guidelines make it clear that campus preservation plans are required by all USG institutions and leaves no room for interpretation. (BOR, 39) Yet in an August 2011 Banner Herald article UGA Senior Vice President for Finance and Administration Tim Burgess stated that they don't need to prepare the state-prescribed plan, because historic preservation is already incorporated into UGA's overall physical master plan. (Shearer, UGA's past a present concern) However, the master plan does not significantly establish or address Historic Preservation. The current master plan lists only the following twenty two resources and 1 district as "University of Georgia Historic Buildings and Grounds" and provides no additional information about these resources.

- A. Seney Stovall Chapel
- B. Margaret Hall
- C. Lucy Cobb Institute
- D. Business Services Building
- E. Arch and Fence\*
- F. Treanor House
- G. Wilson Lumpkin House
- H. Bishop House
- I. Meigs Hall\*
- J. Moore College\*
- K. New College\*
- L. Old College\*
- M. George Peabody Hall\*
- N. Waddell Hall\*
- O. Georgia Museum of Art (now Administration Bldg.)\*
- P. Terrell Hall\*
- Q. Chapel\*
- R. Demosthenian Hall\*
- S. Phi Kappa Hall\*
- T. Academic Building\*
- U. White Hall
- V. President's House
- W. Old North Campus (District)

*(\* are contributing resources to the Old North Campus District)*

(UGA, 29)

This list and the entirety of the Master Plan address only resources located in Athens and as such only constitute approximately 25% of the eighty seven resources encompassed in the 1993 state survey and does not address any resources at any of the outlying UGA sites. However, this list also does not include all of the UGA properties listed on the National Register at the time of the Master Plans completion. The J.H. Lumpkin House, Old Mill, and the Lumpkin House/Founders Memorial Garden are noticeably absent from the list of “University of Georgia Historic Buildings and Grounds.” It is also important to consider this number of resources in comparison to the 196 university resources currently owned or leased in Clarke County that were constructed before 1962. (UGA Bldg. Dates) While it is unreasonable to expect that all of these resources will be preserved or renovated to the Secretary of the Interiors Standards, a survey to determine their levels of significance and integrity is imperative.

With regard to physical planning the Master Plan sets forth eight principles that are “the result of over 200 meetings with 2300 people in an attempt to encapsulate the collective vision that the UGA Community has for their physical plan.” However, none of these eight principles specifically address Historic Preservation and only three of them are loosely associated with the BOR Guidelines for Campus Historic Preservation Planning.

## ***2 EXTEND THE CHARACTERISTICS OF NORTH CAMPUS***

*The University of Georgia should hold North Campus sacred - both the physical place and its inherent planning principles or characteristics. Those principles should inform the enhancement of South and East Campus as well as the future development of any areas beyond by connecting and linking the campus together.*

## ***3 DEVELOP A CONNECTED CAMPUS***

*The campus open space network should create a broad sense of collegiality, increased safety, and a strong walking environment. This open space system should be memorable and easy to navigate with an ordered pattern of landmarks placed within a straight*

*forward network of routes. The plan should strengthen existing open spaces and provide for new spaces through the placement of future facilities.*

### **5 PROVIDE FOR ACADEMIC AND STUDENT NEEDS ON CONTIGUOUS LAND**

*A rich blend of elements create both a traditional undergraduate college and a modern research university – campus buildings, open space, paths, roads, service access, transportation, parking, as well as the surrounding community. The blending and overall balance of these elements is a critical determinant of the physical excellence of a campus. A policy of renovation, addition, and appropriately placed infill projects within the existing main campus land holdings will further enrich campus life. (UGA, 39-40)*

Historic Preservation as a tenet of the Universities Master Plan is only specifically addressed under the title of Adaptive Reuse with the following vague overview of Preservation on campus.

*The University of Georgia has a valuable resource of historic structures and landscape features. These attractive structures reflect the history of the University and should be treated in a respectful and sensitive manner. There have been some excellent examples of successful adaptive reuse in Four Towers, Reed Hall, Terrell Hall and Demosthenian Hall.*

*Over the years there have also been some unfortunate interior and exterior renovations and additions that have destroyed many of the endearing and beautiful original characteristics of these structures. Examples of this can be seen in the Conner Hall and Memorial Hall renovations, and the loss of the South Campus amphitheater. The tragic placement of Boyd Graduate Studies destroyed the amphitheater – the strongest site element on South Campus.*

*These unfortunate events stress the importance of the utmost care being given to all building renovations, planning and building placement. Important historic structures and landscape features have been identified in the Section III C 2.3 Existing Conditions portion of the Template. Before future renovations occur, care should be taken to thoroughly research the architectural character to ensure the original design intent and integrity of the structure is maintained. (UGA,69)*

The above statement makes an assertion of the importance of Historic Preservation on Campus and the need to maintain the integrity of the “structure” but this section is directly preceded by the following statement that makes the assertion that the University

is unable to secure funding from the BOR for the renovation of “old buildings” and that it may be cheaper to simply build a new building.

*Over time, the continued patchwork and retrofitting of an old building for a new use may prove more costly than the construction of a new facility. The price tag for neglecting the renewal of campus infrastructure increases every year. Current policies associated with MRR (Major Repair and Renovation) funding do not allow for the process of renovating older buildings to work as efficiently as possible.*  
(UGA,69)

This assertion is especially troubling because the Master Plan states that “of the existing 3,600,088 assigned academic and administrative square feet of space on the main campus, the average building deficiency has been calculated as 23.5%. The application of that deficiency factor results in only 2,753,491 assigned square feet of space that is in acceptable condition and 846,597 assignable square feet of space that is in need of substantial renovation.”(UGA, 68) This indicates that a significant portion of the campus is in need of major renovation and of that a number of historic buildings will need to be renovated or replaced if it is deemed to be more financially advantageous.

The BOR Guidelines clearly define five treatment options for historic resources which include varied levels of rehabilitation (extensive, moderate, minor), corrective maintenance, and demolition which are tied to the *Secretary of the Interiors Standards for the Treatment of Historic Buildings*. However the University Architects 2012 presentation “Following the Master Plan” shows that, of the 231 projects completed over the last fourteen years, thirty five projects involved historic resources yet none of them are categorized by the BOR guidelines, though many were managed by the Universities Campus Preservation Planner. (UGA Architects presentation, 18-21)

The “Important historic structures and landscape features have been identified in the Section III C 2.3 Existing Conditions portion of the Template”, mentioned previously, consist of the following information which don’t addresses campus buildings.

*There are a number of historic sites related to the landscape and grounds of the University of Georgia. The most obvious historic landscape is the North Campus quadrangle. This area represents the original character of the University and is a modern icon of the campus. Continuous efforts should be made to protect and restore the landscape of the quadrangle. The protection and restoration should include a long term plan for planting shade trees to replace to existing trees as they mature and die and a plan to maintain and repair the iron fence and arch that are the campus’ northern boundary.*

*The Founders’ Garden, the grounds adjacent to Bishop House, the landscape designed by Thomas Church for the Georgia Center, and the Myers quadrangle are other examples of landscapes worthy of careful preservation.*

*Restoration of demolished historic landscapes is more difficult than preservation of existing landscapes. Careful research into the original design intent and the evolution of the use of a site is required to determine whether or not a landscape is worthy of restoration. The same care should be taken to develop an accurate plan for restoration. Examples of landscape features that may be worthy of restoration are the amphitheater that was located on South Campus and Civil War era cannon bunkers/berms that were once in place on the campus. Another historic site is “Herty Field” which was located on the site that is currently a parking lot west of the North Campus quadrangle. Herty Field was an open space that was the original football field. This site provides an excellent opportunity to restore a historic landscape. (UGA, 125)*

It is also important to recognize that the University is being forced to look for places to acquire more land for expansion or to infill open space on the existing campus both of which potentially threaten historic resources. (Cullison, 7) The Master Plan projects a deficit of almost 4 million square feet by the year 2007 or a deficit of 51% meaning that the University would need to double its space. (UGA,150) To address this, the Master Plan recommends land acquisition to both the east and west of North Campus that would affect other historic resources within the Athens community. (UGA, 262) An aggressive plan for infill across the campus even includes proposed structures on the “Iconic” North Campus quadrangles. This infill, though respectful of the “prescribed edges” will

significantly alter the visual character of these spaces in much the same way that additions to the Georgia Center have all but obliterated Thomas Church’s original landscape design that the Master Plan holds up as “landscapes, worthy of careful preservation.” (UGA, 125)

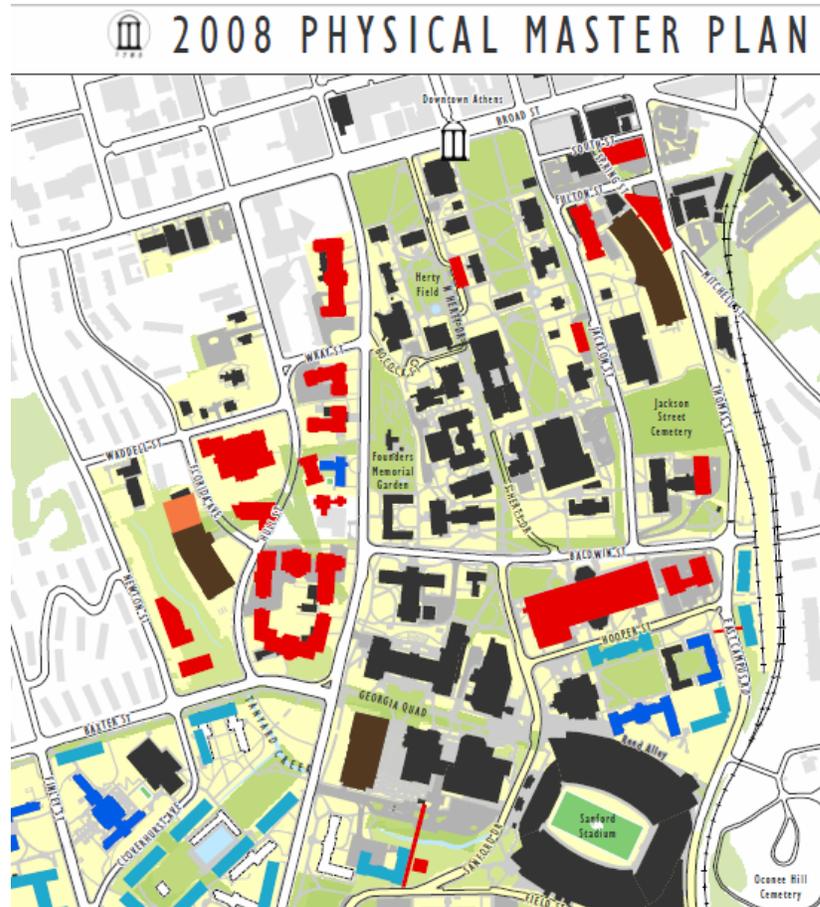


Figure 4: Portion of the 2008 UGA Campus Master Plan Map, red denotes infill. (Architects.UGA.edu)

New construction and renovation on campus is not the only threat to our historic architectural resources, insensitive additions to historic buildings can severely affect their integrity. The university campus has a number of examples of additions that do not take the character defining features of the existing structure into account and impact both the

interior and exterior fabric. Some additions like Park Hall, and the Snelling Dining Hall are obvious but others like the rear stairs at Memorial Hall and the recent renovations at Stegman Coliseum result in a loss of historic fabric and a change from the original design intent of the building.



Figure 5: Left “wing” of the Snelling Dining Hall (photo by author)

In addition to the building infill on North Campus and additions to existing resources the University installed a large statue of its first President in September 2011 in a prominent location on the quadrangle between Old College and Broad Street making it the first such monument on the quad. (Shearer, 9/16/11) From a design perspective the location of the monument, funded by the Alumni association, does not take the rest of the quad into account because it effects the visual character of the quad and is positioned in such a way that visitors have to approach it from the rear. Meanwhile, the monument also sets a dangerous precedent by allowing similar installations onto the historic quads at the behest

of groups like the alumni association, provided they write the check, which can have negative effects on our historic landscapes. The development of design guidelines and a formal evaluation and approval process would keep future installations from negatively impacting UGA's significant landscapes.



Figure 6: Abraham Baldwin statue from the door of Old College (Photo by Author)

Recent well intentioned campus initiatives also affect the campus' landscape through the addition of material and accompanying replacement cycles. The generous donation of over 1,000 new trees by Select Trees will significantly change the campus' visual character for the life of those trees, somewhere between fifty and one hundred and fifty years. (UGA News) Because this large number of trees is being installed within a ten

year window there will be times when entire species of trees reach the end of their lifespan at the same time and will have to be replaced. This should be included within the CHPP in a similar way to the University of North Carolina at Chapel Hill where they plan for the cyclical replacement of the campus tree stock maintaining a canopy of young, medium and old growth trees. (UNC Plan)

With regard to archeological resources, UGA's vast land holding throughout the state make the existence of archeological sites on UGA property a certainty. However, according to the Georgia Archeological Site File repository, housed within the UGA anthropology department, there has never been a survey of the existing site files to establish the number and location of resources on UGA land, much less a comprehensive survey of UGA property to locate potential sites.

Beyond these legal, planning and stewardship issues, there is a disconnect between UGA's administration and their stakeholders with regard to preservation that is evidenced by the number of preservation related disagreements that have taken place at UGA in recent years. Recently, in response to the demolition of Rutherford Hall and the proposed razing of Legion Pool, Mark McDonald, President and CEO of the Georgia Trust for Historic Preservation stated that "Over the past years there have been many preservation controversies in Athens, many of which we believe could be mitigated if the University of Georgia would adopt a campus preservation plan."

One of the longest running preservation issues began almost twenty years ago, beginning in 1996 the University planned to demolish the “Red Barn” (1915) a massive and iconic vestige of the Universities agricultural heritage to make way for an alumni center that was never constructed. Due to push back from the community the University agreed to a compromise that moved the barn to another agricultural setting at a cost of 175,000 dollars. (Ingalls, R&B) “That investment represents a commitment to its preservation and an acknowledgement of its historic and cultural significance and was, if not explicit then, an implicit promise to the community that the barn would stay and be preserved.” (Kissane, 2/4/10) However, the barn has languished on South Milledge Avenue suffering storm damage to the roof and gable end walls in 2009. At that time the University proposed demolition of the structure, but was advised against it by the Historic Preservation Division. (Ingalls, R&B) Since that time, the structure has not been repaired and is potentially suffering from demolition by neglect. (Kissane, 3/11/11) Currently, UGA is in negotiations with a buyer who is interested in moving the barn to another piece of property where it will likely lose its historic significance as a university resource according to the HPD. (Ingalls, R&B)



Figure 7: Interior and exterior storm damage to the Red Barn (Photo by Author)

The last decade has also seen tremendous changes to the northwestern corner of Lumpkin and Baxter Street. The University has demolished eight fraternity homes that made up the core of Greek life near the heart of the University. Beginning in 2004 Chi Psi, Sigma Nu, and Alpha Tau Omegas houses were demolished followed by Tau Epsilon Phi, Phi Delta Theta, Phi Kappa Alpha and finally Kappa Alpha, Chi Phi were all forced to relocate to make way for future expansion of the Terry College of Business. (Burnett, Greek Ruins) "It's just another step in implementing the campus physical master plan that has been underway for a couple of decades now," is how Tom Jackson, UGA Vice President for Public Affairs explained the demolitions in a 2009 Red and Black Article. What the master plan does not reflect, besides preservation, is the domino affect that these demolitions cause in historic neighborhoods throughout the community. In 2009, the Kappa Alpha fraternity demolished two homes that were slated to become part of the new Reese Street Historic District in order to satisfy density requirements for their new house on Hancock Street. (BH, 2008) In the fall of 2010, after months of very public debate, the Chi Phi fraternity finally received approval for their new house on Milledge Avenue that decimated the gardens of the 1903 Arnocroft House a contributing structure to the Milledge Avenue Historic District. (Aued) These incidents speak to the connection between the University's decisions and the Athens community and the importance of a strong commitment by UGA's administration to preservation both on and off campus.

The summer of 2011 brought fierce preservation battles back to campus with the announcement of plans to demolish Rutherford Hall a 1930's PWA dormitory. UGA

maintained that the existing building was badly in need of repair and that it would be more cost effective to demolish the building and replace it with a new dorm despite the findings of the Georgia Historic Preservation Division “that the demolition of this historic building is not justified.” Students, Faculty, and Alumni from across the University spoke out against the demolition. "This is about more than simply preserving Rutherford Hall. It is about the UGA community making it clear to the administration that we value the entire legacy of our campus. We want it preserved; not just when it is convenient, but even when it is difficult" in a statement from UGA’s Student Historic Preservation Organization. (Campbell, Flagpole) Local, state, and even the National Trust for Historic Preservation, weighed in against the demolition and demanded the university address its legal obligation to develop a campus historic preservation plan. Additionally, a strongly worded online petition garnered almost 600 signatures and many emotionally charged messages for the University administration including:

*“This historic building doesn't belong to UGA, it belongs to the taxpayers of Georgia. If Rutherford Hall is in such dire condition that demolition is a possibility, it means UGA has been an irresponsible steward of the state's property. The Board of Regents should deny UGA's request and demand that they renovate, restore, and get their act together in the future.”*

*“As a proud alumna from the class of 2002, I strongly oppose the demolition of Rutherford Hall. Our buildings and quads are part of what makes UGA special, please respect and preserve this space!”*

*“Progress should not always mean a wrecking ball....as a resident of Rutherford for 4 years, I cherish its unique place on campus and in UGA's history.”*

*“One might truly ask "why.Rutherford" historical buildings of this caliber simply must be saved. UGA does not want to fall into the trap of taking the lazy, less expensive way to the detriment of aesthetic standards long held and valued. History's future depends on our judgment today.”*

*“Rutherford is part of what makes South Campus beautiful. I'm an alumna of the University, and a financial supporter of University programs. While it is wonderful the school is expanding, it should not do so at the price of sacrificing its past.”*

*“President Adams that you consider the removal of this landmark building acceptable illustrates a tragic lack of judgment. Let us remind you that your job entails much more than growing*

*endowments and private sector partnerships- you are expected to protect and preserve a campus that is a treasure for the citizens of Georgia.”*  
(Save Historic Rutherford Hall Petition)

Residents of Rutherford participated in the “This Place Matters” program from the National Trust and came out in force to lobby the University to keep their home at a public meeting on the topic. Rutherford was also listed on the Georgia Trusts 2012 Places in Peril list where it joined UGA’s Marine Institute that became the first UGA property placed on the list of Georgia’s most endangered cultural resources in 2008. (GATrust) Disregarding the entire public outcry in Rutherford’s defense, the UGA administration announced its final decision to demolish the campus landmark stating that the new dorm would be more cost effective even though it would cost more than double the renovations of the existing dorm. In an attempt to quell public resentment, the University had the new dormitory designed to look very similar to the historic dorm and plans to reintroduce architectural elements salvaged (or “preserved” according to UGA) prior to demolition, creating a false sense of history. That decision was supported by a majority of the Board of Regents even though the University continues to buck the regents own mandate for a campus preservation plan.

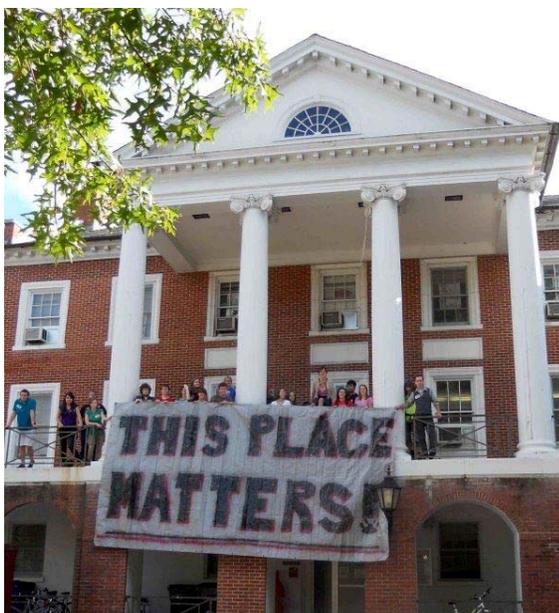


Figure 8: Rutherford residents protest against the proposed demolition, 2012 (Photo by Author)

Before the demolition crews could begin work at Rutherford, UGA announced that it would also be demolishing the mid twentieth century Bolton Dining Hall on the eve of its fiftieth birthday and replace it with a new dining hall at four times the renovation cost in the coming years. (Shearer, 4/17/12) Additionally, UGA announced plans to demolish Legion Pool that was built in 1935. Legion Pool would be replaced by a new facility on the outskirts of the campus that would be half the size of the existing pool and cost roughly five times as much as renovating the existing facility. (Shearer, 7/23/12) This latest proposed demolition has sparked not only controversy within the University but across the city of Athens. A number of angry opinion pieces have been submitted to the Athens Banner Herald since the demolition plans were announced with appeals not only to the University administration but also to the Board of Regents whose mandate UGA continues to ignore. “I urge members of the University System of Georgia Board of Regents to go slow on the request for demolition, to familiarize themselves with

Legion Pool's proud history and to visit the pool when it opens next year. Perhaps they, too, will become enchanted with this lovely pool where town and gown have met for seventy seven summers — what one fan calls “the happiest place in Athens.” (Conoly Hester)

Preservation fights like these highlight the great love that the UGA community has for its campus and our desire to see our heritage preserved for future generations. The stakeholders of the University of Georgia are not unreasonable, but given the actions of our administration over the past decade, we cannot help but ask “please, stop the war on our historic sites.” (Fouriezos)

UGA is an excellent example of the uniquely American tradition of campus planning. A stroll across its campus allows the visitor to walk through a living timeline of architectural styles that is reflective of the diverse perspectives cultivated on campus. This diversity is one of the character defining features of our campus and something that future additions should strive to maintain. The last fifteen years have seen additions to the main campus that are frankly dull and unimaginative consisting of massive red brick and tan concrete “temples” crowned by copper sheathed cupolas. While there is architectural precedent for neoclassical architecture throughout campus UGA should strive to develop additions to the campus that serve as place markers in time, not copies of earlier design synonymous with academia.



Figure 9: Left: conceptual rendering of the new Terry Business School campus at the corner of Lumpkin and Baxter. (architects.uga.edu) Right: early drawing of Jefferson's iconic campus at the University of Virginia. Note the striking similarity.

As the state's flagship institution, UGA has the unique position to lead all other institutions by its example and wield tremendous influence across the state's cultural resources under its stewardship. UGA benefits from a devoted and impassioned community of stakeholders that care enough about their institution to take a stand to protect it. Given the continued pressure to expand the University, UGA should regard these realities as benefits, not hindrances and seek common ground for the betterment of future generations. "The university and its heritage do not belong to one person, one class of students, or one administration. The decisions made by one administration can, for better or for worse, alter our collective memory and consciousness about what the university has been, what it is, and more importantly, what it can be." (McDonald)

It is important to acknowledge that despite all of these preservation related issues the University of Georgia has taken a number of positive steps that have furthered their stewardship responsibilities. First, UGA has the oldest degree program in the field of Historic Preservation (HP) in the state of Georgia that has been an advocate for

preservation on campus for decades. The university architect and the campus preservation planner both hold degrees from the HP program and have utilized that education to undertake an number of excellent projects across the campus including Old and New College, the Administration Building, Fine Arts Theatre, and the Visual Arts Building. Additionally the university has undertaken a program to restore Herty Field as a green space and refurbish the North Campus fence. These projects have been undertaken during the tenure of President Adams and therefore he deserves credit for making them possible as well as gratitude for withdrawing the demolition proposal for Legion Pool, even if it's just temporary.



Figure 10: UGA students at a football game (Jackie Reedy)

## CHAPTER 4

### Overview: Campus Historic Preservation Plan Guidelines

#### Georgia Board of Regents

##### **Background and Rationale:**

In keeping with the State Stewardship Preservation Program, the Board of Regents commissioned a set of guidelines for campus preservation planning to serve as a framework for campus master planning across the thirty-four diverse institutions that make up the University System of Georgia (USG), the largest holder of state owned historic resources in Georgia. These guidelines were funded by a \$180,000 dollar grant from the Getty Foundations Campus Heritage grant program in 2003. (Getty.edu, 2003 Grants) The funding was used to bring together a diverse work group made up of representatives from the Board of Regents, Office of Real Estate and Facilities, Sasaki Associates, Lord, Aeck and Sargent, the Jaeger Company, and Southern Research Historic Preservation Consultants Inc. in Cooperation with Historic Preservation Division of the Georgia Department of Natural Resources to craft guidelines that addressed preservation concerns for Architectural, Landscape, and Archeological Cultural Resources across the University System. The resulting *Campus Historic Preservation Plan Guidelines* (CHPP) are not meant to be a stand alone document but rather a companion to the *USG Master Planning Guidelines* that integrate Historic Preservation into the master planning process. These guidelines recognize that the history of the

University System of Georgia is not only made up of the buildings, landscapes, monuments, and sites that comprise each campus but, also, in the traditions, customs, and practices that make each institution unique. With the preservation of this rich and complex heritage in mind, these guidelines were made available to all of the stakeholders; administrators, faculty, students, managers and planners as well as the general public so that we can preserve the unique culture of higher education in Georgia for future generations. (BOR, V)

**Makeup of the Guidelines:**

Designed to be a comprehensive reference point for Campus Planners, the guidelines integrate the three major types of cultural resources, applicable legislation and policies, and the structure of a successful planning document into one clear benchmark that can be accessed by stakeholders regardless of their familiarity with preservation. Part one of the guidelines gives an overview of each of the three major types of cultural resources found within the University System; historic architecture, historic landscapes, and archeological sites and provides examples from around the system for reference. Part two outlines all of the applicable legislation and policies that impact the management of historic resources. Part three lays out the framework of a Campus Historic Preservation Plan and gives insight into the purpose and usefulness of each section. It also provides a standardized scope of work for professional services that schools may be seeking. Finally, part three gives a glossary of useful terminology and sources for further research. (BOR, VII)

## **Overview: Part 1 Cultural Resources.**

These guidelines are meant to be applicable for thirty-four unique institutions across the state of Georgia and are therefore not intended to specifically address every issue or resource found at an institution. The term, “Cultural Resources,” encompasses a broad range of tangible and intangible resources that are significant in the history of our culture. Cultural Resources can be almost anything in the environment, from buildings and landscapes to specific objects or routes of travel that serves as a touchstone to our collective past. This document addresses the three types of resources most commonly found on campuses around the state (architecture, landscape, and archeology) but that does not mean that institutions should not strive to address other types of resource present on their campus. (BOR, 3) For example, the University of Georgia has a long history of a strong town and gown physical relationship between itself and the city of Athens. Beginning with its founding and the early layout of the North Campus Quadrangles the University’s buildings have maintained a strong visual relationship with the community by looking outward and inviting the community into the campus. With few exceptions, this relationship has been maintained as the campus expanded south along Lumpkin and campus buildings like Joe Brown Hall, Myers Hall, and even the Georgia Center, not turning their back to the community. This unspoken tradition has been forgotten recently with the construction of the new Special Collections Library that turns its monumental façade inward and leaves the community with a view of the loading dock. The relationship between an institution and its town is both tangible and intangible and, because no institution exists in a vacuum, we should strive to maintain that tradition as a resource.

The maintenance and preservation of these cultural resources is the primary concern of these guidelines because the physical attributes of cultural resources are rare and nonrenewable. Therefore, planning for these resources deserves special consideration because once they are destroyed or altered no amount of recreation or salvage can replace the lost authenticity of that place. (BOR, 3)

Because of the broad interpretation of the term cultural resources, the guidelines have to clearly define what they consider to be historic. Generally the criterion for the National Register of Historic Places is considered the litmus test for defining a resource as historic. The register is accepted as the authoritative guide for evaluating cultural resources for significance and protection. On a smaller scale, the Georgia Register of Historic Places uses the same criteria for evaluation of resources and therefore parallels the National Register allowing for the combined process Georgia/ National Register of Historic Places (GNRHP). (BOR,3)

The criteria for nomination to the GNRHP are broadly worded to promote a diverse collection of resources. (ACHP.gov) The criteria are as follows:

*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 persons significant in our past; or*

*(c) that embody 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 prehistory or history.*

***Criteria considerations.*** *Ordinarily cemeteries, birthplaces, or 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 significant primarily 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 directly associated with his productive life.*

*(d) A **cemetery** which derives its primary significance 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. [This exception is described further in NPS's "How To" booklet No. 2, entitled "How to Evaluate and Nominate Potential National Register Properties that Have Achieved Significance Within the Last 50 Years," available from NPS.]*

*(<http://www.achp.gov/nrcriteria.html>)*

It is important to note that with regard to campus preservation planning the guidelines make it clear that while earlier themes in American history outweigh the “recent past” we

should make it a point to consider the significance of resources closer to the fifty year rule. Often sites will meet the criteria for addition to the Register but lack the exceptionality needed for nomination before the fifty year benchmark. We should set a goal to preserve those resources character-defining features for future nomination instead of trying to beat the clock to demolish or alter them before they come of age. (BOR, 7-8)

## **Cultural Resources Types: Definitions**

### **Historic Architecture**

The CHPP guidelines provide the following definition of historic architecture as well as examples of varied types from around the state.

*Historic architecture is a constructed work, consciously created to serve some human activity. Historic architecture is usually immovable, although some structures have been relocated and others are mobile by design. Historic architecture is associated with the larger category of historic structures including buildings and monuments, dams, millraces and canals, nautical vessels, bridges, tunnels and roads, railroad locomotives, rolling stock and track, stockades and fences, defensive works, temple mounds, ruins of all structural types, and outdoor sculpture.*

(BOR, 9)

Given this definition of historic architecture the University System of Georgia (USG) is the steward for a considerable number of these cultural resources. Based on a 1993 survey of state-owned historic properties the USG owned 436 historic building (built before 1943) comprising nearly 40% of all state owner historic resources. That number increased by almost 100% with the passing of time to more than 700 (built before approx 1955) at the time these guidelines were written. Based on that drastic increase and the post World War II building boom that the USG experienced the number of unidentified and unlisted historic resources is significant. (BOR, 11)

## **Historic Landscapes:**

*A historic landscape (also known as a cultural landscape) is a geographic area that reflects the work of both nature and man. These landscapes can be associated with a historic event, activity, or person or they may exhibit other cultural or aesthetic values. Characteristics of historic cultural landscapes include topography; vegetation; water features such as creeks, ponds and fountains; circulation features such as roads, sidewalks and walls; buildings and structures; site furnishings such as benches, light fixtures and fences; and spatial organization and land use patterns.*

(BOR, 15)

While there have not been any surveys of historic landscapes within the USG, the Guidelines assert that there is a strong interrelation between historic buildings and their surrounding landscapes so that should correlate to an equally large collection of unidentified historic landscapes. As institutions begin to plan for historic landscapes they are presented with four distinct but not mutually exclusive forms of historic landscapes. While all of the following may be present on a particular campus the first two are likely to make up large parts of a campus. (BOR, 17)

- **Designed Landscapes:** similar to high style architecture is consciously designed according to certain design principles.
- **Vernacular Landscape:** a landscape modified by human activity that reflects the traditions and customs of a people.
- **Ethnographic Landscape:** is a landscape, place, object, or resource of significant importance to a particular group of people.
- **Site:** a landscape that is significant based on its association with a particular person or event.

### **Archeological Resources:**

*Archaeology is the scientific recovery of information about how people lived in the past, based on the things they left behind at a site. These “things” include artifacts, ecofacts, and features. An artifact is anything made or used by a person. Ecofacts are organic items such as pollen, seeds, charred wood, and animal bones. Features are areas that show evidence of a specific activity, such as wells, privies, post stains, trash pits, or burials.*

*An archaeological site is a place containing physical evidence of human activity (either historic or prehistoric). Most archaeologists use the 50-year rule when determining whether a site is old enough to be archaeologically significant, although some federal guidelines, such as the Archaeological Resources Protection Act (ARPA 1979), use a 100-year cut-off. Sites can include commercial, industrial, rural, residential, religious, fraternal, educational, military and political functions. Virtually every historic, standing structure is part of an archaeological site, but not all archaeological sites have standing structures.*

(BOR, 21)

Like landscapes there has been no comprehensive survey of Archeological sites throughout the USG, or on any particular campus, so it is impossible to know how many archeological sites are under the stewardship of the USG but based on the presence of USG institutions in every physiographic province should guarantee the existence of diverse archeological sites on every USG campus. (BOR, 22)

### **Cultural Resources and Education:**

It is interesting to look at cultural resources in the context of institutions of higher education because these resources are quite often overlooked as valuable teaching tools by the very institutions that possess them. Historic Buildings and shady college grounds are frequently displayed on the promotional materials of an institution but the students that are also present in these photos often do not have the opportunity to learn about the

history of their campus, an issue that is particularly regrettable at institutions like UGA whose course offerings include cultural resource assessment, architectural history, and historic preservation. In an effort to make preservation planning not simply another shelved document the guidelines encourage institutions to develop coursework and exhibitions to turn their campus' rich heritage into a valuable teaching tool. Further generalization of this information into other facets of the institutions curriculum can also serve as critical supplemental material for history, political science, agriculture, and fine arts students. (BOR, 29)

### **Guidelines for the Planning Process:**

*The mission to preserve historic resources on the campuses of the University System of Georgia (USG) is driven both by the policy of the Board of Regents (BOR), and legislation to protect historic properties, in effect at the federal, state, and local level.*

*(BOR, 33)*

The CHPP Guidelines provide a template for the USG if it is to meet its stewardship responsibilities under the State Stewardship Program. Based on this, the creation of a CHPP as outlined in these guidelines will ensure that the individual Institutions of the USG meet or exceed their compliance responsibilities with regard to the State Stewardship Program. (BOR, 34)

### **Basic Principles of developing a CHPP:**

- *The purpose of creating a CHPP is to establish a future direction or vision for historic and cultural resource preservation and protection, and to promote specific ways to achieve that vision in a clear, concise fashion.*
- *It is required that all USG Institutions develop a CHPP regardless of whether they currently have facilities deemed historic.*

- *A multi-disciplined team approach is often required to provide sufficient expertise for the various resource types present on USG campuses.*
- *The selection of qualified consultants is critical to ensuring the success of the CHPP.*
- *Development of a CHPP should include a process for seeking, discussing, and considering the views of stakeholders both inside and outside of the Institution.*
- *When co-developed with a Physical Master Plan, the CHPP process will parallel the “Master Plan Work Program” as outlined in the USG/BOR Physical Master Planning Template.*

(BOR, 39 -40)

**The structure of a CHPP:**

*The CHPP document is structured for clarity and ease of use. The document is organized in four major parts: Executive Summary, Campus Historic Context, Identification & Evaluation of Cultural Resources, and Recommendations for Treatment & Use. (BOR.*

41) *This arrangement will make it easier to update the document over time as new resources are acquired or the campus’ resources move toward eligibility for the GNRHP.*

**Implementation of the CHPP:**

*Implementation of Campus Physical Plans in coordination with a CHPP and its individual components relies on the leadership and direction provided by an Institution’s Assistant Preservation Officer... Each Institution should identify a specific hierarchical management or reporting relationship for handling preservation-related issues within their administrative structure.*

*In order to ensure that the CHPP results in an effective preservation program, implementation of the recommendations of the CHPP should be reflected in budgetary*

*and funding processes. Opportunities for continued education and professional development should be provided for Institution staff that manage or conduct historic preservation related activities. New Institution staff with responsibilities that relate to facilities or other aspects of the campus physical environment should additionally be made aware of the CHPP. (BOR, 44)*

**Nomination of resources to the GNRHP:**

The Guidelines make it clear that an institution should identify and evaluate its resources and then nominate eligible properties to the GNRHP. While this step has potentially caused some trepidation for campus administrators, the Guidelines set forth the following benefits of nomination:

*a. Listed properties are recognized for their architectural or historic worth, an intangible benefit that is nonetheless valuable. Listing in the Register is primarily an honor, meaning that a property has been researched and evaluated according to established procedures and determined to be worthy of preservation.*

*b. Property tax benefits are available to owners who rehabilitate their properties according to preservation standards. For taxable years beginning after December 31, 2001, any person (assignor) may sell, assign, convey or transfer tax credits earned in the restoration and preservation of a qualified historic property. The taxpayer acquiring the credit (assignee) may use the amount of the acquired credit to offset up to 100% of its tax liability for either the taxable year in which the qualified rehabilitation plan was first placed into service or the taxable year in which the acquisition was made. Unused credit amounts claimed by the assignee may be carried forward for up to five years, except that all amounts shall be claimed within 10 years following the tax year in which the qualified rehabilitation plan was first placed into service.*

*c. State grant assistance is available for qualified public agencies and nonprofit organizations to rehabilitate eligible properties.*

*d. Alternatives for fire and life-safety code compliance may be considered when rehabilitating historic buildings.*

*e. All properties and districts listed in or eligible for listing in the National Register are considered in the planning of federal undertakings. Federal undertakings also include activities sponsored by state or local governments or private entities if they are licensed*

*or partially funded by the federal government. Federal undertakings do not include loans made by banks insured by the FDIC or federal farm subsidies. National Register listing does not provide absolute protection from federal actions that may affect the property. It means that if a federal undertaking is in conflict with the preservation of a Georgia/National Register property, HPD will negotiate with the responsible federal agency in an effort to eliminate, minimize, or otherwise take into account the undertaking's effect on the historic property. This review procedure applies to properties that are determined eligible for the National Register in the day-to-day environmental review process, as well as those actually listed in the Georgia/National Register.*

(BOR, 45)

However, to be fair, the Guidelines make institutions aware of some restrictions that come with listing a property in the GNRHP:

*1. Any work undertaken using federal funds must generally use the Secretary of the Interior's Standards for Rehabilitation Projects. Please note, however, that if a property is not listed, but is eligible for listing, the same requirements apply. In other words, actual listing in the GNRHP does not increase the Institution's responsibility under the law.*

*2. A local agency may tie listing in the National Register to restrictions imposed locally, such as design review. This does not come automatically with listing, however, but must come about as a result of separate local action.*

The Guidelines also seek to clear up some common misconceptions about listing properties in the GNRHP:

*1. It is not true that the federal, state, or local government assumes any property rights in the building as a result of listing. It is possible that the property could be so altered, however, that it would be removed from the Register.*

*2. Unfortunately, it is also not true that there are large sums of money available to assist owners and local agencies in rehabilitating National Register properties. Funds are very limited, with the federal tax credits being the most generally available financial assistance.*

(BOR, 46)

### **Stewardship Recommendations:**

The Guidelines recognize proper maintenance as the first step in the preservation of cultural resources. Maintenance and repair regiments that address the unique materials and needs of resources should be put in place as a crucial part of any CHPP. These

regiments should require the use of proper techniques that will not damage or significantly alter the historic fabric of the historic resource; this should include consultation with any pertinent archeological information by facilities managers if an undertaking will disturb the ground below 8 feet. (BOR, 46-47)

### **Updating the CHPP:**

The CHPP is a document that should be updated regularly (at 10 yr. intervals is recommended) in conjunction with the Physical Master Plan and all surveys should include resources forty years of age or older thereby giving the CHPP an effective lifespan of 10 years. When updating the CHPP the institution in conjunction with the HPD should identify and assess all of the cultural resources that have reached the 50 year threshold for nomination to the GNRHP. (BOR, 49-50)

### **The CHPP Document:**

Any CHPP document should include 4 basic elements:

- Executive Summary
- Campus Historic Context
- Identification & Evaluation of Cultural Resources
- Recommendations for Treatment & Use of Cultural Resources

It is not considered necessary to duplicate certain information so the tasks of compiling information should be delegated between the Campus Planner and the Preservation Planner as shown below.

| TABLE III-A                             |   |  |
|---|---|--|
| Physical Master Plan                    | Campus Historic Preservation Plan                         | Primary Responsibility                               |
| I. History of the College or University | Campus Historic Context                                   | Preservation Planner                                 |
| II. Goal Formulation                    |   | Campus Planner, in consult with Preservation Planner |
| III. Existing Campus Conditions         | Identification & Evaluation of Cultural Resources         | Campus Planner and Preservation Planner              |
| IV. Future Campus Requirements          |   | Campus Planner                                       |
| V. Preliminary Physical Master Plan     |   | Campus Planner, in consult with Preservation Planner |
| VI. Physical Master Plan                |   | Campus Planner, in consult with Preservation Planner |
| VII. Implementation                     | Recommendations for Treatment & Use of Cultural Resources | Campus Planner and Preservation Planner              |

Table 3: BOR breakdown of CHPP responsibilities (BOR, 52)

**Historic Contexts:**

*Historic contexts are 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 or prehistory is made. The Campus Historic Context serves as a framework for identifying, evaluating, and making decisions about the treatment of cultural resources.*

Therefore previous overviews of the campus’ history may not give an adequate level of information for the planning process. Generally the Historic context is divided into two sections the Historic Background and the Chronology of Development and Use with both sections being based on thorough research of all known historical documents and addressing all know cultural resources. (BOR, 53)

**-Identification and Evaluation of Historic Resources:**

The method of identification and evaluation of each cultural resource varies based on the resource type. For historic architecture and landscapes it is necessary to compile all known information about the resource in addition to the institutions historic context. This information should include any previously completed surveys, archival information, GNRHP and GEPA data, Institution yearbooks, aerial photos and USGS maps. The evaluation of Archeological Resources should also include research at the Georgia Archeological Site Files. (BOR 57-58, 70)

Once these references have been compiled, a survey methodology should be developed and completed by qualified professionals over a predetermined survey area. The accurate assessment of the campus' cultural resources is contingent on the consistent use of nomenclature and qualitative rating scales. The following scales are provided in the guidelines to establish consistency across the USG institutions. (BOR, 57-58)

Table III-B determines the level of historic integrity for a resource:

| TABLE III-B  |
|--|
| <b>Historic Rating for Landscape and Architecture</b>  |
| Historic Ratings are given to resources, features, or systems based on character-defining qualities and whether they retain a high degree of historic integrity. Surveyors should closely adhere to the following terminology and definitions for the historic rating of specific features or systems: |
| U - UNDETERMINED<br>The historic significance of the feature has not been determined.  |
| H - HISTORIC<br>The feature has historic significance.   |
| T - TREAT AS HISTORIC<br>The feature, although not original, is an appropriate replacement in-kind and should be treated as if it has historic significance.   |
| N – NOT HISTORIC<br>The feature does not have historic significance.   |

Table 4: Levels of Historic Integrity (BOR, 59)

Table III-C determines the condition of the character defining features for a resource:

| TABLE III-C   |
|---|
| <b>Condition Rating for Landscape and Architecture</b>  |
| Condition Ratings are given to resources, features, or systems based on their performance and lifespan. Surveyors should closely adhere to the following terminology and definitions for the assessment of general conditions, and specific feature or systems:   |
| 1 - SATISFACTORY<br>The feature/system is in like-new (or better) condition.  |
| 2 - MINOR DEFECT<br>The feature/system is intact, structurally sound and performing its intended purpose;<br>The feature has few or no cosmetic imperfections; or<br>The feature/system needs no repair and only minor or routine maintenance.  |
| 3 - DEFECTIVE<br>There are signs of wear, failure, or deterioration, though the feature/system is generally functioning;<br>There is failure of a sub-component of the feature/system; or<br>Replacement of up to 25% of the feature/system or replacement of a defective sub-component is required.  |
| 4 – SERIOUSLY DEFECTIVE<br>The feature/system is no longer performing its intended purpose;<br>The feature/system is missing;<br>Deterioration or damage affects more than 25% of the feature/system and cannot be adjusted or repaired;<br>The feature/system shows signs of imminent failure or breakdown; or<br>The feature/system requires major repair or replacement. |
| 5 – FAILED<br>The feature/system has failed.  |

Table 5: Condition rating scales for architectural and landscape features (BOR, 59)

*Understanding the deterioration of “archaic” building materials and systems requires a familiarity with historic building practices, technologies and craftsmanship. (BOR, 60)*

The use of qualified surveyors is important to establish an accurate assessment of the condition of a historic resource. Once the appropriate professionals have been identified there are three levels of Architectural Condition Survey beginning with Level 1 which consists of baseline data for GNRHP nomination. Level 2 documents specific interior and exterior features that define the character of the building. Level 3 consists of a comprehensive survey of all architectural features and systems. Level 3 is the most comprehensive of the assessment types and is most helpful in projecting rehabilitation costs. (BOR, 60-61) Historic Landscapes have similar levels of survey to Historic Architecture with predetermined scopes of assessment to be used across the USG. (BOR, 67-69) Archeological sites are more difficult to survey and more costly therefore if a survey of the entire institutional holdings is unfeasible funds should be set aside for a gradual survey of the campus over multiple years. As with Historic Landscapes and Architecture there are differing levels of survey for archeological sites. Level 1 consists of baseline data while Level 2 determines the eligibility of the site for the GNRHP. The appropriate use of these two forms of survey is determined by the following chart. (BOR, 72)

| TABLE III-J  |  |  |
|--|--|--|
| Physical Master Plan Scenario  | Recommended Archaeology Survey for Master Plan   | Required Archaeology Survey for Master Plan Implementation |
| Location of future campus development <b>unknown</b> at onset of Master Plan | Level I – Archaeological Investigation (Minimum) | Level II – Archaeological Investigation                    |
| Location of future campus development <b>known</b> at onset of Master Plan   | Level II – Archaeological Investigation          | Level II – Archaeological Investigation                    |

Table 6: BOR levels of Survey

### **Cultural Resource Mapping:**

*The level of Cultural Resource Mapping should correspond to the level of resource investigation and valuation. The following tables list the required mapping for each of the previously outlined levels. Cultural Resource Mapping should document the full area of survey considered for any CHPP or Campus Physical Master Plan, including all Institution-owned property and satellite facilities. Maps should clearly designate both the boundaries of the Institution and any previously designated historic districts. The maps should also indicate significant historic resources adjacent but outside of those boundaries. All mapping produced by consultants should be graphically and electronically formatted according to the individual Institution's standards for facility documentation. (BOR, 79)*

### **Recommendations for Treatment and Use:**

Prioritized recommendations for the treatment and use of the resources should be included as part of the Universities Master Planning Document. The prioritization of these resources will vary based on the Institution and BOR's valuation of them despite their 50 year eligibility. Not all resources must be kept intact or in museum condition and it is the responsibility of the managing entity, in consultation with the BOR and the HPD, to decide how to best manage them. Resources should be categorized in the following two terms based on their significance to the character of the institution.

#### ***CATEGORY I – LONG-TERM PRESERVATION:***

*Buildings and landscapes that are worthy of long-term preservation and investment because they possess high integrity and meet one or more of the following criteria:*

- *Possess central importance in defining or maintaining the historic, architectural, natural, or cultural character of the Institution.*
- *Possess outstanding architectural, engineering, artistic, or landscape architectural characteristics.*
- *Possess importance to the interpretation of history, development, or tradition of the Institution.*
- *Have considerable potential for continued or adaptive reuse.*
- *Are otherwise highly valued by the Institution.*

*Buildings and landscapes falling under Category I should implement the following project-level procedures:*

- 1. Nomination to Georgia/National Register of Historic Places*
- 2. Develop Resource-Specific Preservation Maintenance Plan*
- 3. Preservation and Rehabilitation through BOR Capital Program*

## **CATEGORY II – CONSIDERATION FOR LONG-TERM PRESERVATION**

*All remaining identified historic buildings and landscapes fall under Category II. Buildings and landscapes that possess integrity, continuing or adaptive use potential, or other value to merit consideration for long-term preservation, but that do not meet the criteria for assignment to Category I. Examples of Category II resources have the following characteristics:*

- Have historical or aesthetic value, but are not central to defining or maintaining the character of the Institution.*
- Are good, but not outstanding examples of architectural styles, engineering methods, artistic values or landscape architecture.*
- Can contribute to the interpretation of the history, development or tradition of the Institution but that are not necessary to that interpretation.*
- Have some potential for continued or adaptive reuse.*

(BOR, 85-86)

### **Treatment of Historic Resources:**

It is the policy of the BOR that treatment recommendations for historic properties follow the Secretary of the Interiors Standards for the Treatment of Historic Properties. The

CHPP Guidelines broadly define the treatment options as:

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

***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.

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

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

(BOR, 87)

Additionally the USG puts forth a set of Treatment Strategies that are meant to maintain the character defining features of a resource that give it significance. One of the following treatment strategies should be identified for each resource.

***EXTENSIVE REHABILITATION***

*This treatment may include preservation, restoration, and/or reconstruction of historic features; modifications for adaptive use; mechanical, electrical, plumbing, and fire protection (MEP/FP) systems replacement; utility and drainage system replacement; potential major demolition; or grade alteration.*

***MODERATE REHABILITATION***

*This treatment may include preservation, restoration, and/or reconstruction of historic features; modifications for adaptive use; MEP/FP systems replacement or upgrade; utility and drainage system replacement or upgrade; minor or selective demolition; or grade alteration.*

***MINOR REHABILITATION***

*This treatment may include preservation, and/or restoration of historic features; MEP/FP systems replacement or upgrade; or utility and drainage system replacement or upgrade.*

***CORRECTIVE MAINTENANCE***

*This treatment includes repairs typical of deferred maintenance, and preservation and/or restoration of historic features.*

***DEMOLITION***

*Although not the preferred treatment for any resource eligible for inclusion in the GNRHP, a recommendation for demolition may arise during the Physical Master Plan Process. In these cases, preservation planners should be fully consulted on these recommendations from their inception decisions, and able to provide recommendations for cultural resource mitigation.*

(BOR, 88)

Archeological resources should also be categorized by potential eligibility to the GNRHP and not by their potential treatment. Instead these resources should be categorized as “eligible, not eligible, or potentially eligible” for listing on the GNRHP. (BOR, 89)

**Preparing the Executive Summary:**

The executive summary should be the first section of the completed CHPP but is only prepared at the end of the CHPP process. The executive summary should summarize the

findings of the report and clearly and concisely present the purpose, methodology, and recommendations of the CHPP. The summary should provide emphasis on the parts of the document that are most important to campus planners and decision makers. This should include a short (1 page max.) history of the institution that will outline the historic context. The findings from the identification and evaluation survey should be presented using three similar tables. Below is an example of the table for historic buildings.

| TABLE III-O                            |               |                   |     |                                   |             |                         |                                      |                                |
|--|---------------|-------------------|-----|-----------------------------------|-------------|-------------------------|--------------------------------------|--------------------------------|
| <b>Buildings 40 Years Old or Older</b> |               |                   |     |                                   |             |                         |                                      |                                |
| USG Building #                         | Building Name | Construction Date | GSF | Completed Level of Survey (I-III) | Current Use | GNRHP* Listed (yes, no) | GNRHP* Eligible (yes, no, potential) | General Condition Rating (1-5) |
|  |               |                   |     |                                   |             |                         |                                      |                                |
|  |               |                   |     |                                   |             |                         |                                      |                                |
|  |               |                   |     |                                   |             |                         |                                      |                                |
|  |               |                   |     |                                   |             |                         |                                      |                                |

\* Georgia/National Register of Historic Places

Table 7: BOR Building Survey Form (BOR, 92)

The executive summary should sum up an overall preservation philosophy for the campus. The overall recommendation for treatment and use of campus resources should be spelled out in a concise manner with reference to the body of the CHPP document along with any recommendations for future areas of study.

## **Getty Foundation: Campus Heritage Grants**

The Foundation:

*“The Getty Foundation fulfills the philanthropic mission of the J. Paul Getty Trust by supporting individuals and institutions committed to advancing the understanding and preservation of the visual arts locally and throughout the world. Through strategic grants and programs, the Foundation strengthens art history as a global discipline, promotes the interdisciplinary practice of conservation, increases access to museum and archival collections, and develops current and future leaders in the visual arts. The Foundation carries out its work in collaboration with the J. Paul Getty Museum, the Getty Research Institute, and the Getty Conservation Institute to ensure that the Getty programs achieve maximum impact.”* (Getty/about)

### **Campus Heritage Grant Initiative:**

Recognizing that “The American campus... is a three dimensional work of art” (Dober, Confessions) and that “the central mission of any educational institution is education, not historic preservation, preservation is only one of the many values that school must accommodate.” (Hilyard, 24) The Getty Foundation sought to provide a catalyst for campus preservation planning through funding and providing a forum for sharing ideas and perspectives on Campus Planning.

*“Campus Heritage Grants were designed to assist colleges and universities in the United States in managing and preserving the integrity of their significant historic buildings, sites, and landscapes. The projects supported through this special initiative*

*focused on the research and survey of historic resources, preparation of preservation master plans, and detailed conservation assessments and analyses.*

*Since 2002, the Campus Heritage Initiative has supported preservation efforts for 86 historic campuses across the country, as well as a national conference and nationwide surveys of independent and historically black universities and colleges. Total grants awarded to date exceed \$13.5 million. The final Campus Heritage Grants were awarded in 2007.”* (Getty/ Campus Heritage) The first national conference on campus heritage planning at the University of Oregon brought together experts in related fields for formal presentations and discussion sessions related to the challenges of campus heritage planning. The summary of sessions on defining resources, planning, community relations, and institutional priorities were condensed into a publication titled “Campus Heritage Preservation: Traditions, Prospects, and Challenges” by Elizabeth Lyon, Ph.D. That publication was sent to the applicants for the Getty Campus Heritage Grants in order to provide guidance on the campus preservation planning process and is cited in this work.

**What was the Getty looking for?:**

The Grant Application required a large amount of supporting documentation and project planning forethought to establish both need and preparedness for the campus planning process. The institution was asked to provide an overview of their history and the significance of their campus along with a description of any buildings or landscapes that were particularly noteworthy. It should be noted that while the Getty Funded BOR

CHPP Guidelines require the inclusion of archeological resources, the Getty Grant does not ask for any information regarding archeological resources.

With regard to a Project Work Plan the application asks for a detailed description of scope of the project (goals, portion of campus, and significance of project). Additionally they asked for a description of principles and philosophies that would be guiding the project as well as guidelines and applicable legislation. A detailed overview of the project team members and their qualifications was needed along with a proposed work schedule. Documentation methodology for surveys and formulation of recommendations and desired outcomes was considered to be important with particular emphasis in the form of preference was given to projects that included an educational or training component.

Finally a budget for all consultants and itemized specialized contracts and services with any outside funding sources were required.

In addition to these three areas of documentation the Getty Grant application requested a total of 10 specific attachments including historic designation documentation, examples of campus resources, links between the proposed project and the campus master plan (if applicable), and detailed resumes and credentials for the project team. (Getty Application)

### **CHPP Consultants:**

While some small institutions, like Mary Washington, have developed CHPP “in-house” using the resources that they have at their disposal most institutions utilize consultants or groups of consultants to facilitate the CHPP development process. Two firms that not only contributed to the development of the BOR CHPP Guidelines but also have been involved in all of the case studies included in this work are Lord, Aeck, and Sargent (LAS) and The Jaeger Company (TJC).

*“Lord, Aeck & Sargent is a full-service, award-winning architectural firm with over 3,000 projects completed. With offices in Atlanta, Georgia, Austin, Texas, Ann Arbor, Michigan, and Chapel Hill, North Carolina, our firm has five practice areas: science/research, higher education, arts/culture, historic preservation and housing/mixed-use.”* (LAS) In addition to their CHPP work LAS has done a number of rehabilitation projects at USG institutions across the state including Old College and the Fine Arts Building at UGA. (LAS)

*“The Jaeger Company (TJC) is a design and planning firm established in 1984 and incorporated under the laws of the State of Georgia... Landscape Architecture, Historic Preservation, Environmental Assessment, and Planning are the professional and technical foundations of the firm. The multi-disciplinary staff of ten includes Registered Landscape Architects, Certified Planners, LEED (Leadership in Energy and Environmental Design) Accredited Professionals, Preservation Professionals, Architectural Historians, Landscape Historians, Graphic Designers, qualified CAD (computer-aided design) operators, and related support staff.”* The firms founder Dale

Jaeger is an alumnus of the University of Georgia's Masters of Landscape Architecture program and remains involved with the college and the University. (TJC)

These two firms bring their experience and perspective to CHPP projects across the state and their work on the BOR Guidelines sets the standard for all USG institutions.

## CHAPTER 5

### Case Study: Georgia Institute of Technology

#### **Background:**

The Georgia Institute of Technology (GT) was the first institution to develop a Campus Historic Preservation Plan (CHPP) in accordance with the 1998 State Agency Historic Property Stewardship Program (Senate Bill 446). Originally completed in 2001, prior to the Board of Regents (BOR) *Campus Historic Preservation Plan Guidelines* the GTCHPP was updated over a two year period completed in 2009 by the following firms; Lord, Aeck, and Sargent, The Jaeger Company, and New South Associates. The updated document captures new property acquisitions and various physical changes to the campus. The new document also integrates GT's newly developed *Guiding Principles for Campus Historic Preservation* which consists of 6 principles to keep the CHPP in line with the campuses other planning documents. The updated plan covers the entire main campus as well as a number of non-contiguous properties looking at the Historic Architectural, Archeological, and Landscape resources present. The inclusion of historic landscape resources is an important change from the original document. (GT, iii)

## **Overview: Part One**

In part one of the CHPP a comprehensive history and physical evolution of the campus beginning at its founding and continuing to the present day. Titled “Historic Context” this section sets up a framework to identify, evaluate and make recommendations for the treatment of the campuses historic resources. The historic context is organized into two sections, the first being “Historic Background” that explores the people and events that have helped to shape the campus over time and defines the broader themes that have made GT what it is today. The second section is the “Chronology of Development and Use” which lays out a timeline for the development of the campus’s built environment. The differentiation of these two sections allows the reader to quickly observe the correlation between major changes in the history of the institution and it’s people with the resulting changes to the campus landscape. (GT, 1)

The Historic Background begins well ahead of the University’s founding with an archeological survey of the site included in the appendix. The CHPP then outlines the history of the site prior to GT’s founding in 1885 and the development of the surrounding City of Atlanta that was founded almost fifty years prior as the town of Terminus.

This information is important because no institution exists in a vacuum or simply appears on the landscape; therefore this pre-institution history explains the context within which the University was founded in relation to its surrounding community. (GT,4) The history goes on to explain the reason for the founding of the University and the events and appropriations that brought it to its original nine acre site on North Avenue. (GT,7)

Additionally, the number of faculty, buildings, cost of tuition and lack of on campus residence halls provide background information for why the campus began its development. (GT, 8) Were any of these factors changed, the University and campus we see today would be a very different place. In addition to referenced text, the history section integrates visuals (pictures, post cards, maps, etc.) as supplemental material to enhance the information. The history section continues with this same pattern of institution history, major campus developments, and important societal events interspersed with images all the way to the present day (at the time of the update in 2009).

The Periods of Development divide the history of GT's built environment into 5 distinct phases, generally surrounding the terms of University Presidents (1885-1922, 1923-1945, 1946-1956, 1957-1968, 1969-2009). Within these phases the document lists major expansions to the campus and the addition of new building on the campus along with any major events that affected these changes. The information is presented in the same format as the history with visuals including detailed maps (Sanborn etc.) interspersed to orient the reader to locations around the campus. New buildings including those that are no longer standing are described and, where possible, pictures of them are included to show the development of the campus structure by structure. The developmental history of the site is also careful to set up a detailed context for the campus by looking at the development of the surrounding community and the prior uses of the site including its role in the defense of Atlanta during the Civil War and the corresponding archeological sites. (GT, 22) It is within this section that the CHPP discusses the prior Campus Master

Plans and the events or visions that impacted their creation. The writers of the CHPP were proactive in their inclusion of phase 5 resources because while they are not currently considered to be historic, they will eventually surpass the fifty year rule in their own right and will impact the historic structures around them in the meantime. The section concludes with a detailed Campus Developmental History Map that breaks up the five development phases by color on a google earth image of the entire 450 acre campus. The last phase (1969 –present) is not shown because at the time of the update those buildings were not yet considered historic based on the fifty year rule.

## **Overview: Part 2**

This section of the CHPP identifies the historic architectural and landscape resources on the campus as well as the sites for potential archeological discovery. In order for the Institute to effectively plan for these Cultural Resources they must be identified and evaluated based on their significance using the *National Register of Historic Places Criteria for Evaluation* (criteria listed ph 56-58 of CHPP). Eligibility for the Georgia/National Register (GA/NRHP) is the benchmark used for the evaluation in the GT CHPP. This sort of information is essential for sound planning for the institutions significant resources but also to elicit proactive response to federal, state, and BOR policies. (GT, 51)

Each of the three firms conducted a section of the survey (Architecture- LAS, Archeological- New South, Landscape- Jaeger Co.) Of the sixty six buildings surveyed ten were part of the Georgia Tech Historic District and thirty five buildings were

recommended as eligible for listing on the GA/ NRHP as significant campus resources. (GT, 59) Thirteen additional resources were identified as “important component of the campus’ architectural fabric and should reach the fifty year milestone and are therefore important to include in preservation planning. (GT, 60) This information was put into a spread sheet and coded map for easy reference.

| GA Tech Building # | Building Name         | Date of Construction | Significance/Historic Associations   | Integrity   | Current Eligibility Recommendation                               | Previous Survey Recommendations |      |      |
|--------------------|-----------------------|----------------------|--|---|--|---------------------------------|------|------|
|                    |                       |                      |  |   |  | 2001                            | 2000 | 1982 |
| 086                | Bunger-Henry Building | 1964                 | Constructed in 1964, the Bunger-Henry building does not currently meet the requirements for eligibility to the Georgia National Register. However it is anticipated to be eligible when it reaches the 50 year age threshold in 2014. Its significance is derived from its associations with mid-twentieth century campus development and is architecturally representative of the Postmodern Formalist style. | The Bunger-Henry building retains its integrity as historic elements such as windows and doors and historic materials are extant. | Not currently eligible - Treat as eligible for planning purposes |                                 |      |      |

Table 8: GT Building Survey (GT,76)

A total of twelve landscapes were surveyed with one (Tech Tower Lawn) having been previously listed on the GNRHP and seven were found to be eligible for inclusion based on their associations and integrity. (GT, 93) Archeological resource areas were compiled based upon a 2001 study that looked at both topographic and hydrographic data to identify the potential location of prehistoric resources and existing Archeological site files. Additional locations of 19<sup>th</sup> century buildings that no longer exist were identified using Sanborn maps and likely to exist as archeological deposits. (GT, 99)

This information was compiled into a map of GNRHP eligible resources by “Institutional Value” which consists of four categories of potential treatment. (GT, 103-107)

Category 1 – Long Term Preservation

Category 2 - Consideration for Long Term Preservation

Category 3 – Limited Potential for Preservation (*NOT A BOR CATEGORY*)

Category 4 – No Institutional Value (*NOT A BOR CATEGORY*)

A color coded map of these resources is included in the CHPP for reference.



While the previously mentioned lists and maps document the campuses resources significance, the second half of the section looks at the integrity of each resource through a conditions survey. The conditions survey was completed according to the “Level I” requirements the BOR Campus Historic Preservation Plan Guidelines. Based on this set of parameters an overall condition rating was applied to each resource using the following scale. (GT, 111-112)

**A - SATISFACTORY**

*The building/feature/system is in like-new (or better) condition.*

**B - MINOR DEFECT**

*The building/feature/system is intact, structurally sound and performing its intended purpose;*

*The building/feature has few or no cosmetic imperfections; or*

*The building/feature/system needs no repair and only minor or routine maintenance.*

**C – DEFECTIVE**

*There are signs of wear, failure, or deterioration, though the building/feature/system is generally functioning;*

*There is failure of a sub-component of the building/feature/system; or*

*Replacement of up to 25% of the building/feature/system or replacement of a defective sub-component is required.*

**D – SERIOUSLY DEFECTIVE**

*The building/feature/system is no longer performing its intended purpose;*

*The building/feature/system is missing;*

*Deterioration or damage affects more than 25% of the building/feature/system and cannot be adjusted or repaired;*

*The building/feature/system shows signs of imminent failure or breakdown; or*

*The building/feature/system requires major repair or replacement.*

**F – FAILED**

*The building/feature/system has failed.*

**Results:**

*None of the buildings surveyed were determined to be have a failed condition rating (F). Three buildings were found to be rated satisfactory (A). Minor defects (B) were identified in 54 buildings.*

*Eight buildings were determined to be defective (C). One building was identified as seriously defective (D).*

*None of the landscapes surveyed were determined to have a satisfactory (A), seriously defective (D), or failed condition rating (F). Minor defects (B) were identified in three landscapes. Nine landscapes were determined to be defective (C).*

(GT,112 &121)

Using the above rating scale each campus resource was evaluated and major renovations and conditions issues were documented to create the following chart.

| GA Tech Building # | Building Name                          | Date of Construction | Date of Major Renovations and Identified Condition Issues   | Condition Rating |
|--------------------|--|----------------------|---|------------------|
| 073                | William A. Alexander Memorial Coliseum | 1957                 | <ul style="list-style-type: none"> <li>• Renovated in 1995</li> <li>• Appears to be missing portions of dome roofing</li> </ul>   | A-B              |
| 60A                | Architecture Annex Building            | 1952                 | <ul style="list-style-type: none"> <li>• Renovated in 1968</li> <li>• Extensive modifications to building façade diminishing historic character</li> </ul>  | B                |
| 076                | Architecture Building (East)           | 1952                 | <ul style="list-style-type: none"> <li>• Renovated in 1992</li> <li>• Minor cracking &amp; deterioration of mortar joints at select locations</li> <li>• Repointing with non-matching mortar at select locations and inappropriate use of sealants</li> <li>• Efflorescence &amp; bio-growth on exterior walls at select locations</li> </ul> | B                |

Table 9: GT building inventory results (GT, 113)

**Overview: PART 3**

Part 3 of the CHPP outlines the appropriate treatments and use of the campus’ historic resources and provides guidelines for the adaptive reuse and maintenance of these resources. In an effort to provide campus decision makers and planners with the necessary information to make informed decisions, this section outlines the applicable legislation including the state stewardship program as well as the BOR CHPP Guidelines. Additionally the team sets “Standards for Rehabilitation” for the campus that are meant

to be reviewed by campus staff when making treatment decisions for historic resources.

(GT, 125-129) The Georgia Tech Standards for Rehabilitation are:

- 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.*

(GT,130)

By combining these standards with the resource survey results, the team was able to create the following table of anticipated treatment and use based on the BOR treatment options for both Architectural and Landscape resources. (GT, 132)

| <b>GA Tech Building #</b> | <b>Building Name</b>                   | <b>Date of Construction</b> | <b>Anticipated Use</b>         | <b>Anticipated Treatment</b>    |
|---------------------------|--|-----------------------------|--------------------------------|---------------------------------|
| 073                       | William A. Alexander Memorial Coliseum | 1957                        | <b>Athletic</b>                | <b>Extensive Rehabilitation</b> |
| 60A                       | Architecture Annex Building            | 1955                        | <b>Academic/Research</b>       | <b>Corrective Maintenance</b>   |
| 076                       | Architecture Building (East)           | 1952                        | <b>Academic/Research</b>       | <b>Extensive Rehabilitation</b> |
| 023A                      | Army Offices                           | 1927                        | <b>Administration Services</b> | <b>Demolition</b>               |
| 074                       | W.C. & Sarah Bradley Building          | 1951                        | <b>Administration Services</b> | <b>Moderate Rehabilitation</b>  |

Table 10: GT Building treatment plan (GT,133)

The final portion of the CHPP consists of treatment and design guidelines for issues like masonry repairs and replacement of windows and doors as well as appropriate lighting and placement of campus monuments. (GT 139-153)

Appendix A of the CHPP catalogues all of the campus resources from 1888 to 1968 in detail and provides both pictures and aerial location of each resource. Additional basic relevant information including construction date, treatment recommendations,

institutional value, and GNRHP eligibility determinations are also included. (GT, 161-202)

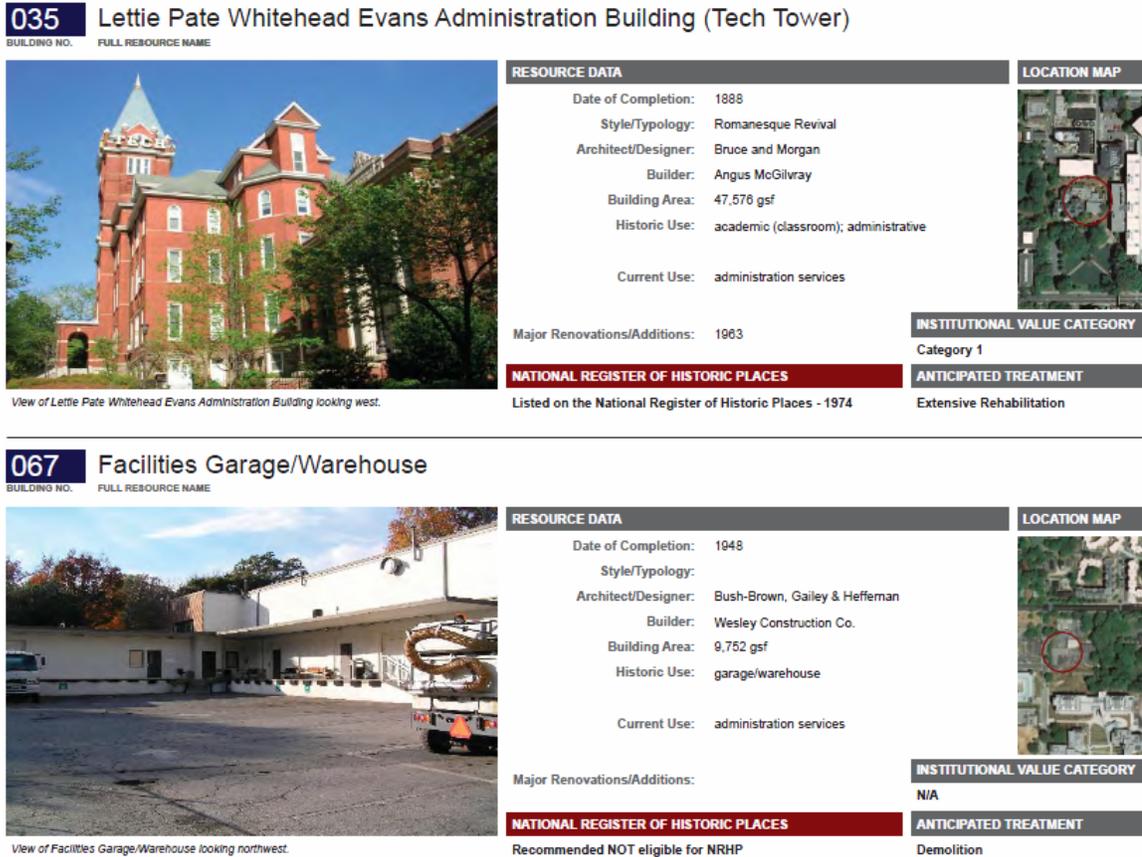


Figure 12: GT resource reference sheet

**Summary:**

Given that Georgia Tech was the first institution to develop a CHPP they deserve praise for taking a proactive position on the issue of preservation. However, being the first does not give you the benefit of learning from the experiences of other schools in the same way institutions like Valdosta State or Augusta State have. While the GT CHPP does not venture far beyond the minimum requirements of the BOR it is concise and easy to use which makes it easier to implement. The use of GIS color coded maps distills the

tremendous amount of survey information into easy to understand visuals but stops short of looking at the resources in terms of their context on campus. This information could be the basis of developing campus character areas that meld the buildings and their landscapes into a combined resource and then allows the entire campus to be treated as a cultural landscape and not a conglomeration of distinct resources. However, the plan does give copies of the archeological site files related to the campus which contain sensitive information about the location and contents of the site which should be considered confidential information and not be included in any document for public distribution.

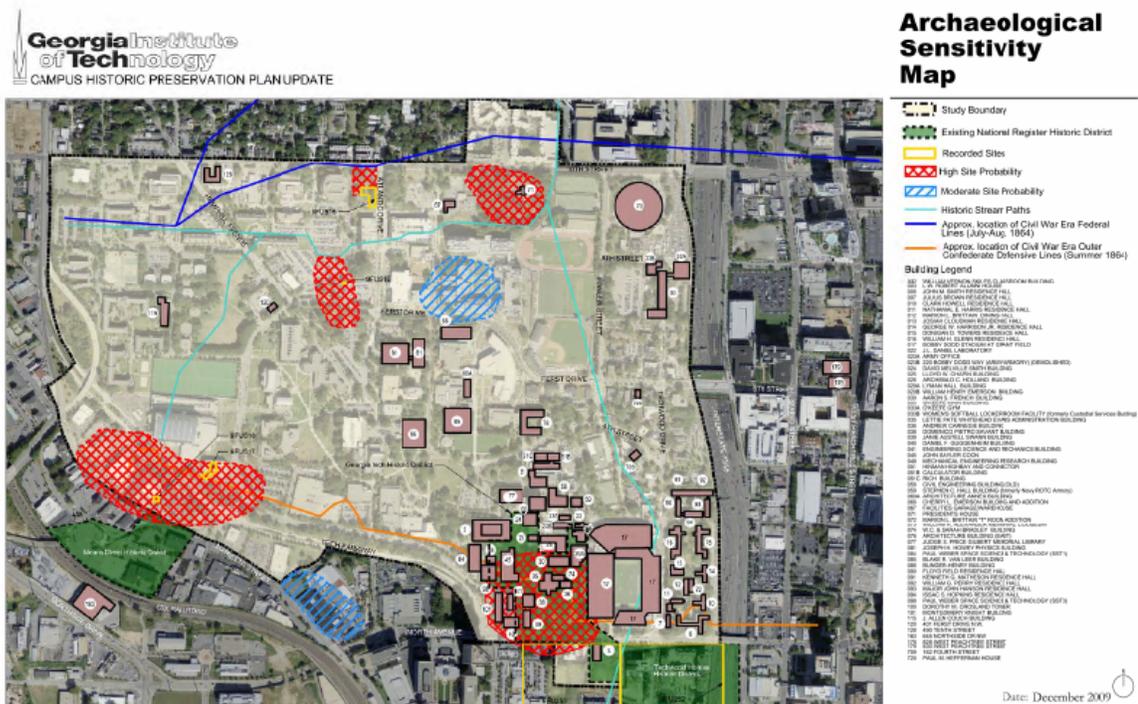


Figure 13: GT archeology map, yellow outline indicates location of documented site (GT,89)

## CHAPTER 6

### Case Study: Berry College

#### Overview:

Berry College, with LAS and the Jaeger Co., undertook the Campus Historic Preservation Process through funding from the 2005 Getty Campus Heritage Grant program because the institution recognized that the cultural resources present on its campus were not only integral to its identity but also a tangible representation of the innovative heritage of the school Martha Berry created more than a century ago. (Berry, ES) Berry College, though a private institution and not governed by the BOR CHPP Guidelines, is significant to the heritage of higher education in Georgia based on its founding mission to educate students in rural north Georgia and its sheer size and wealth of unique cultural resources. The campus has the distinction of being one of the largest in the world at 28,000 acres or the equivalent of 44 square miles. Though it is not governed by the BOR the college recognizes the importance of preserving its historic architecture and archeological sites as well as its diverse natural and manmade landscapes which is inline with the BOR standards.(Berry,1) Berry's campus has benefited from few intrusions to its historic landscape with the majority of its architectural resources dating from the first half of the twentieth century. The diverse styles and types of buildings on campus are often the product of student labor linked to the founder's philosophy of educating "the head, the heart, and the hands." These buildings make up a variety of "mini campus's" divided

both by distance and style and interspersed with agricultural lands that still evoke the same agrarian feel as when they were laid out. Meanwhile faculty housing across campus continues to serve that purpose and makes Berry a unique educational environment among institutions of higher education. (Berry, 2)

Berry undertook the CHPP process because they recognize “that the qualities conveyed by its historic resources contribute to its character and sense of place.” (Berry, 4) Further they recognized that the development of a preservation plan demonstrates responsible stewardship as well as the following tangible benefits.

- *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 college’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 contributes to the economic well being of Georgia communities by creating jobs, attracting private investment, and promoting heritage tourism.*

(Berry, 4)

The Berry administration admitted that though “the College practices a philosophy of conservation the Campus Preservation Report will formalize this intention and make available the information and tools necessary for responsible decision making.” (Berry,4)

Additionally inappropriate repair and maintenance practices can have significant impact on the integrity of historic buildings and landscapes in the same way that unchecked growth and development impacts the character of the historic campus. However, they made it clear that the CHPP process “is not an exercise in master planning.” This report does not focus on the academic and strategic plans of the college and does not seek to analyze space need, trends or infrastructure. Instead the report provides comprehensive cultural resource information to decision makers that should be considered in the master planning/ operational process. (Berry,5)

The reports information was divided into seven distinct sections that have clear roles but reflect the BOR guidelines were they to be broken out into more specific sections:

- **Overview:** Presents Intro, purpose, scope and structure of the report.
- **Contexts:** Establishes Prehistoric and Historic frameworks for the evaluation of campus resources.
- **Inventory:** Locates and identifies architectural, landscape and archeological resources on the Berry campus.
- **Evaluation:** Categorizes resources by significance with relation to the GNRHP and value to the institution.
- **Planning:** Presents ways to incorporate preservation into the planning process and provides design guidelines for future construction.
- **Treatment:** Looks at the current conditions of Berry’s resources and provides recommendations for their treatment.
- **Stewardship:** Discusses the implementation of the report and the ongoing management of Berry’s historic resources.

(Berry, 7)

### **Context:**

In depth research of a multitude of campus sources was conducted in order to develop historic contexts for both the prehistoric and historic resources on the Berry Campus.

This source information provides the basis for the study of campus evolution and the significance of individual resources. (Berry, 13)

Berry's location near the confluence of two rivers with traces of inhabitation dating back 15,000 years makes the campus rich with archeological sites. While there has been archeological investigation recently, the sheer size of the campus makes investigation difficult but still important. (Berry, 14) Prehistoric resources on campus as well as potential vestiges of the Coosa chiefdom, which was described as part of De Soto's contact, are important to our understanding of the native population prior to European contact. (Berry, 16) Post contact resources related to Cherokee settlements, especially the ferry landing operated by Major Ridge a signer of the Treaty of New Echota, are part of the modern campus and are especially significant. (Berry, 17) Following the removal of the Cherokee much of the land that Berry encompasses was small farms, but Oak Hill is a remnant of one of the few large plantations that were operated north of Rome. Additionally, Rome was an important target for Union troops during the Civil War and sites from that period can be found on the campus today. (Berry, 20) Following the Civil War the Berry family moved to Oak Hill and Martha Berry began to explore the surrounding farms with her father and gained her first exposure to the plight of "Southern Highlanders" experiences that would be the catalyst for the establishment of the Boys Industrial School, later renamed Berry College, in 1902. (Berry, 23-25)



Figure 14: Martha Berry's original school (Berry, 24)

Berry began as a modest log structure where Martha Berry taught students to read and write using the bible as a text book but the number of pupils quickly expanded calling for the creation of four campus' within a twenty mile range of her home. Martha recognized that she needed to establish a boarding school to better serve the students and the initial structures for Berry were laid out in a informal pattern of modest building across the street from her home and many of these early structures still exist on the south end of the campus. (Berry, 26) Berry soon began looking at formal campus planning in 1908 based on Martha's recognition of the need for formal guidance of the rapid growth the school. The campus was given a more formal quadrangle between the existing principle buildings and expansion products moved the campus north. (Berry,28)

With the encouragement of donors and advisors like President Theodore Roosevelt, Martha opened a school for girls a mile north of the boys school and gave the new campus a completely new identity through the use of the "Log Cabin" style which was in sharp contrast to the Georgian architecture of the boys school.(Berry, 29) The girls school gained recognition for the quality of the products produced by the handicraft

program. Examples of their work were even exhibited at the 1939 Worlds Fair in New York. (Berry, 30) While the girls school was being established, the boys school continued its expansion north toward it and the first brick structures on campus were constructed.(Berry,31)

Expansion came to Berry again in 1915 with the establishment of the Foundation School, now the Mountain Campus, where orphans and students either too young or too old for the boys school could learn agricultural skills. This campus began as a log cabin campus like the girls school but transitioned to a rustic stone style of architecture and includes notable campus landmarks like the Old Grist Mill.(Berry,33) In the 1920's Martha continued this pattern of founding unique campus' and sought out donations from Henry Ford who financed the construction of a new campus for the girls school in the then popular collegiate gothic style. The complex of buildings designed by Boston Architects Coolidge and Carlson was constructed on a prominent campus hilltop using native stone quarried near the campus.(Berry 34-35)



Figure 15: Berry's Ford Campus following construction (Berry, 35)

Following this phase of campus expansion, the institution formed a junior college and soon moved to be a four year institution in 1930. During this time another large construction project was undertaken to establish a new central campus for the growing school in the Neoclassical Style. The new campus was constructed around a development plan from the Atlanta architectural firm of Cooper and Cooper.(Berry, 37)

These unique phases of campus construction happened under the guidance of the schools founder Martha Berry and set the tone for the institutions character that still has great influence on Berry today. However, following her death in 1942, Berry College underwent almost fifteen years of administrative upheaval resulting in little new construction on campus at a time when most institutions were rapidly expanding and embracing the modern style.(Berry, 38) Beginning in the late 1950's Berry began to gain traction again under a new president who did away with population and income restrictions for admission and opened the doors for the first students from outside the rural south. Berry also was the first school in Floyd County to integrate its campus in 1964. It was during this period that the central campus once again expanded, still in the neoclassical style, and new "gates of opportunity" were established to provide a dramatic entrance to the campus. (Berry,40)

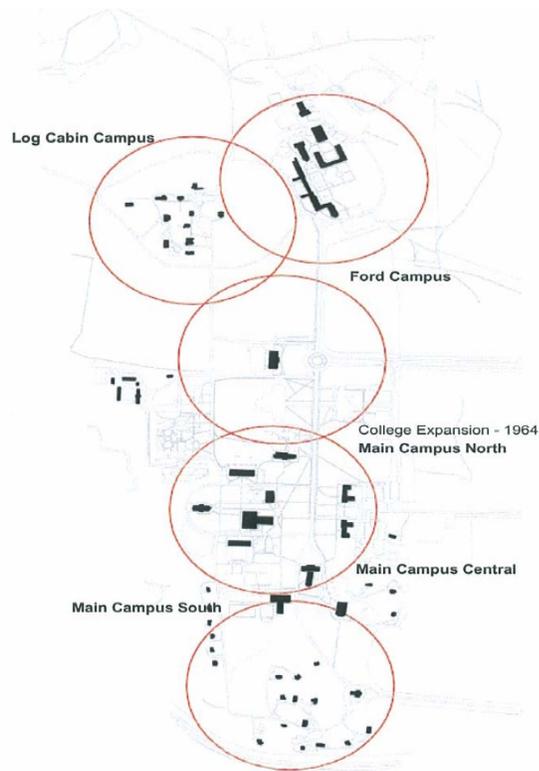


Figure 16: Layout of Berry campus' (Berry, 39)

Berry has continued to increase its campus resources in more recent years through actions like its partnership with Chick-fil-A and other donors. The school also continues to sell off lands along its fringe in order to raise funds or shore up its endowment. However the vision of its founder remains clear both in the management of the school and the physical campus as more than 100 buildings constructed during Martha Berry's lifetime remain on the Berry campus today.(Berry, 42)

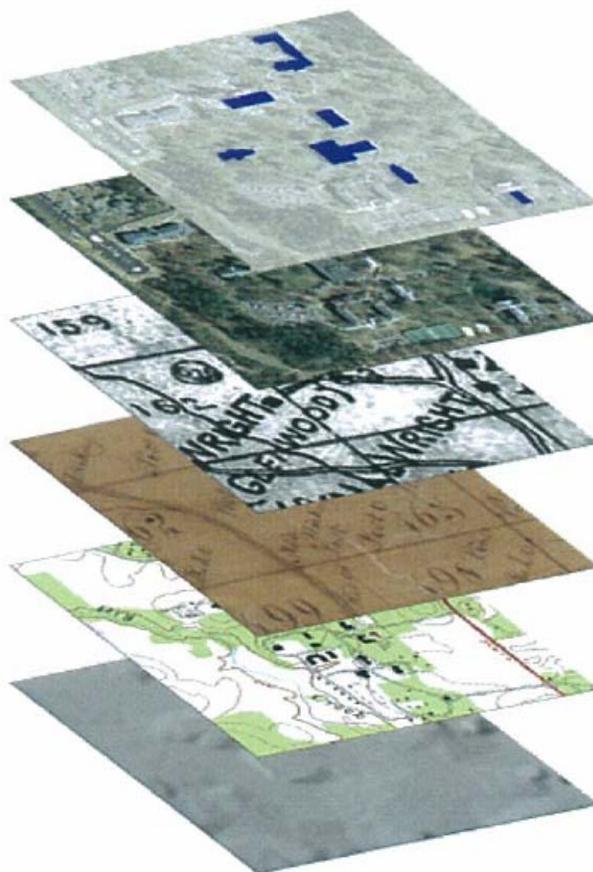
### **Inventory:**

The inventory of Berry's cultural resources was undertaken by looking at Berry records and early National Register nominations from the 1970's and other HPD files.

Archeological site files (thirty eight in all) were also consulted but give little more than

instructive information because all of these sites have been destroyed by localization projects like transmission lines by Georgia Power.(Berry,46) Some historic landscapes were evaluated through the use of large format HABS (Historic American Building Survey) photos from 1983. This information was supplemental to a field survey of the campus' cultural resources in 2006. Survey forms were based on the "FindIt" program (housed at the University of Georgia) and the information was updated into the NAHRGIS system which allows the public to see any of the historic resources uploaded across the state of Georgia.(Berry 47)

One hundred and twenty six Architectural resources were surveyed that were forty years of age or older (ca. 1966) in order to give the survey a ten year period of use before it will need to be updated. This information was evaluated in comparison to the GNRHP and their significance to the existing campus districts and all were listed into the BAHRGIS system (similar to NAHRGIS) that was developed as part of the project. Landscapes and their make up and layout were similarly evaluated and documented.(Berry, 48) The Berry Archeological and Historic Resource Geographic Information System (BAHRGIS) was developed as a tool for college decision makers to access all the required information on the campus' resources in one geo-referenced location. It is anticipated that this system will be eventually used for both academic and institutional management applications like land management, biology, forestry, wildlife management, and agriculture.



The layering of graphic data within the BAHRGIS system provides a means of organizing cultural resource information and evaluating the historical and physical contexts of the Berry College campus.

Figure 17: Layers of data within the BAHRGIS system (Berry, 49)

Beyond simply identifying the individual resources on the campus; Berry's campus was divided into eleven different "character areas". These areas are defined by their natural and built features that make them unique within the context of the campus.

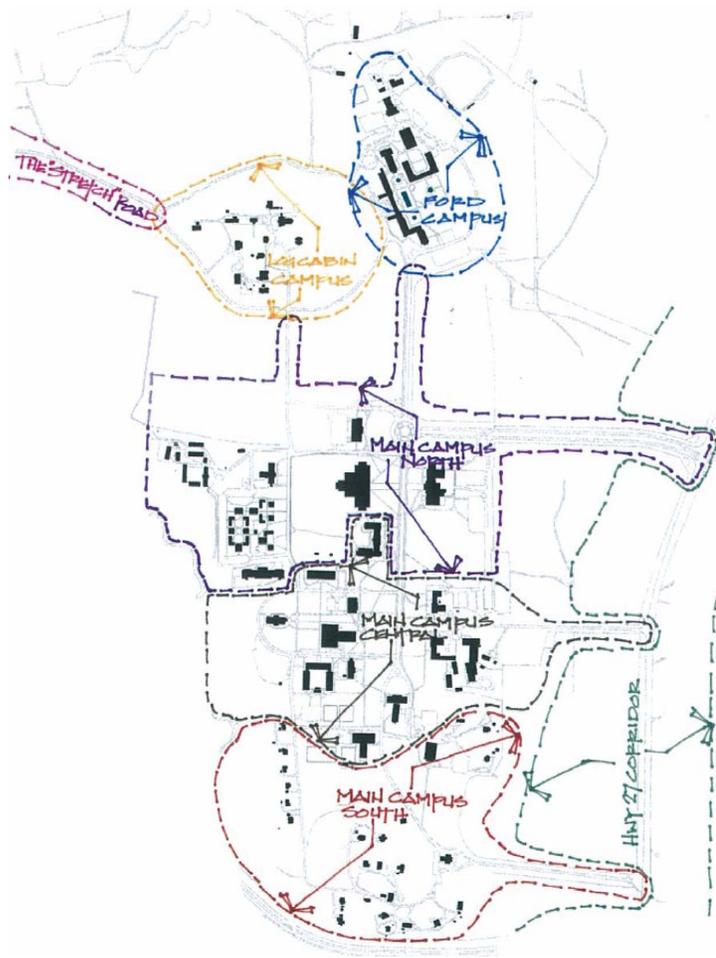


Figure 18: Berry Campus Character areas (Berry, 50)

These character areas were used throughout the report as a framework to discuss the significance and treatment of Berry's resources and to address the way in which each of the resources that makes up a character area are important to the integrity of that area.

A guide to the various architectural styles on campus was also compiled using campus examples as reference material within the report and makes the campus' complex architectural landscape easier to understand and differentiate.



Greenwood (ca. 1846), Highway 27 Corridor

**Greek Revival**  
Ca. 1825 to 1860

Identifying Features

- Symmetrical façade
- Low pitch, hipped roof
- Wide, emphasized cornice
- Pedimented entry porch supported by columns
- Narrow sidelights incorporated into elaborate surround



Poland Hall (1907), Main Campus South

**Queen Anne**  
1880 to 1910

Identifying Features

- Steeply pitched roof with dominant front-facing gable
- Variations in wall texture
- Use of patterned shingles
- Gabled detailing at entry porches



Cabin in the Pines (date unknown), Main Campus North

**Vernacular Log Cabin**  
Before 1850 to 1920

Identifying Features

- Symmetrical façade with central entrance
- Single pen form
- Side-gabled roof with end chimney
- Hewn-log construction with half dovetail corner notching



Dorothy Cottage (1912), Log Cabin Campus

**Arts and Crafts/Rustic Log Cabin**  
1905 to 1925

Identifying Features

- Round log wall construction
- Use of bark-clad, unfinished log elements
- Tapered log crowns
- Chamfered gable ends



Dempsey Farm (ca. 1900), Outlying Areas - Little Texas Valley

**National/Folk Victorian**  
Ca. 1850 to 1920

Identifying Features

- I-House form
- Symmetrical façade with partial width, hipped-roof porch
- Side-gabled roof with end chimneys
- Clapboard wood siding



Dogwood Cottage (1927), Mountain Campus

**Craftsman**  
1905 to 1930

Identifying Features

- Low pitch, side-gabled roof with center dormer
- Full-width porch supported by square columns
- Unenclosed wide eave overhangs
- Stone porch column supports extending to ground

Figure 19: Berry College architectural style guide (Berry, 55)

Landscapes are generally associated with the larger built environment but narrative descriptions of the character of each landscape were included in the report along with photographic comparisons where possible.



Historic view of the designed landscape features of the Ford complex looking south across the reflecting pool towards the Auditorium.



Current view from the same vantage point.

Figure 20: Landscape comparison of Ford Campus (Berry, 63)

Landscape types including “Historic Designed” and “Vernacular” were also differentiated in the same way that architectural styles were explained.

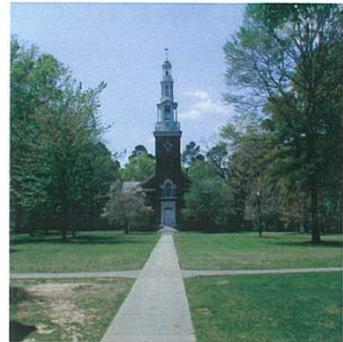


Designed landscape of the Ford Campus.

#### 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.



Designed landscape associated with the Berry Chapel.



Agricultural field north of the Emery Barns.

#### Historic Vernacular Landscapes

##### Identifying Features

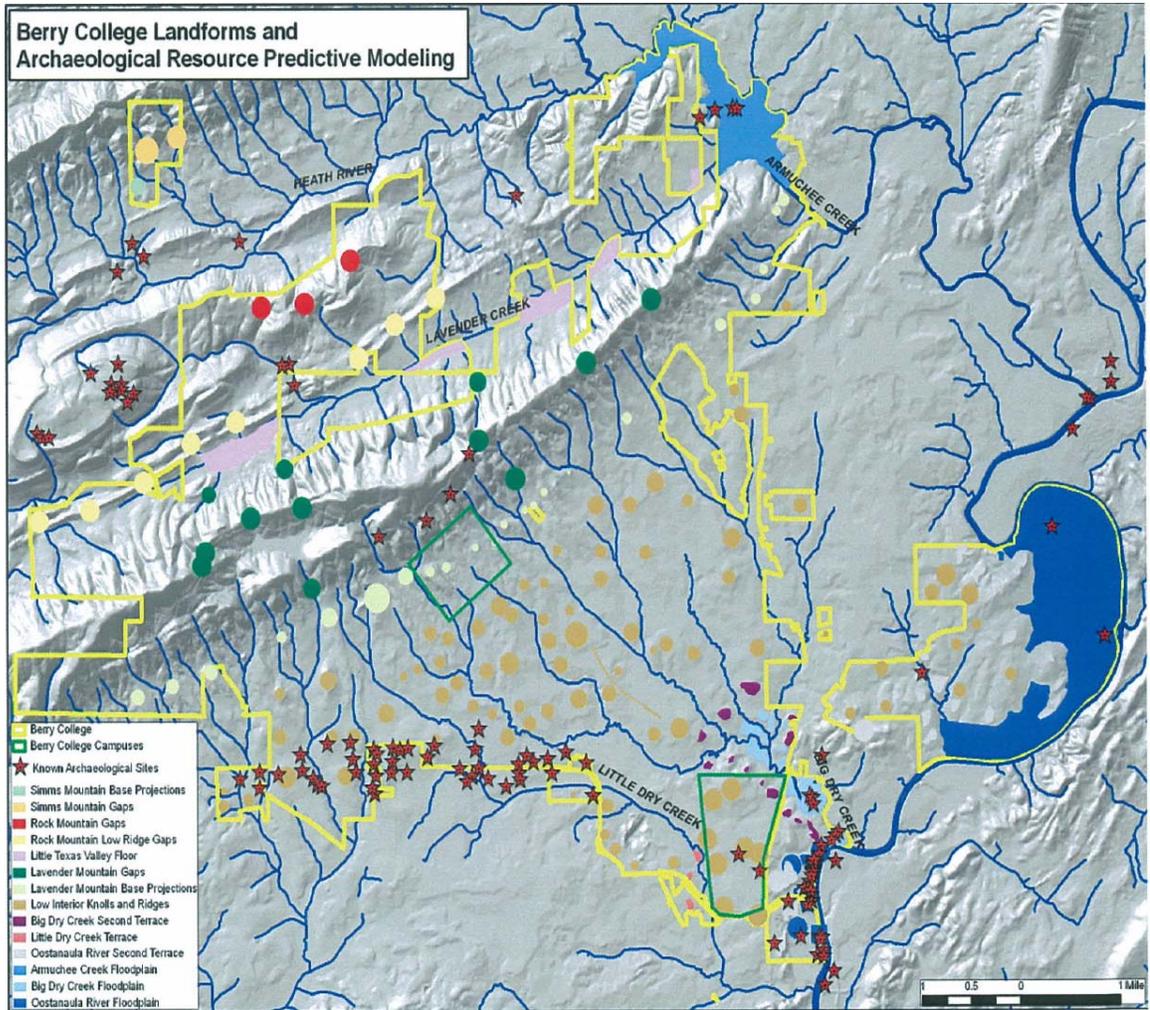
- Landscape modified by human activity in such a way as to reflect certain traditions, customs, social behavior, beliefs or values in the everyday lives of people.
- Functional value is significant.
- Agricultural landscapes are common examples.



Vernacular landscape on Main Campus.

Figure 21: Berry College Landscape types (Berry, 66)

Archeological investigation on campus is ongoing but by the time the report was completed forty two new sites of varied periods had been identified and may prove significant to understanding the role of the land now part of the Berry campus throughout history.(Berry,69)



Archaeological Resource Predictive Modeling Map

Figure 22: Berry College Archeological site map (Berry, 73)

**Evaluation:**

Once resources were identified they were evaluated with regard to their significance and integrity against the GNRHP criteria. Of the 125 resources surveyed 111 (89%) were found to retain their integrity for GNRHP inclusion.(Berry, 83) Independent of that criteria resources were evaluated according to their “value” to the institution so that decision makers can discern between resources that are integral to the heritage of the institution and those that are simply old enough to be historic. Resources were ranked into either “Long Term Preservation” or “Consideration for Long Term Preservation.” (Berry, 81-82)

This information was added into the BAHRGIS system to create the following resource maps that show all of the cultural resources located on the Berry Property within their character area and provide both their GNRHP evaluation and Institutional Value for quick reference.(Berry, 84)

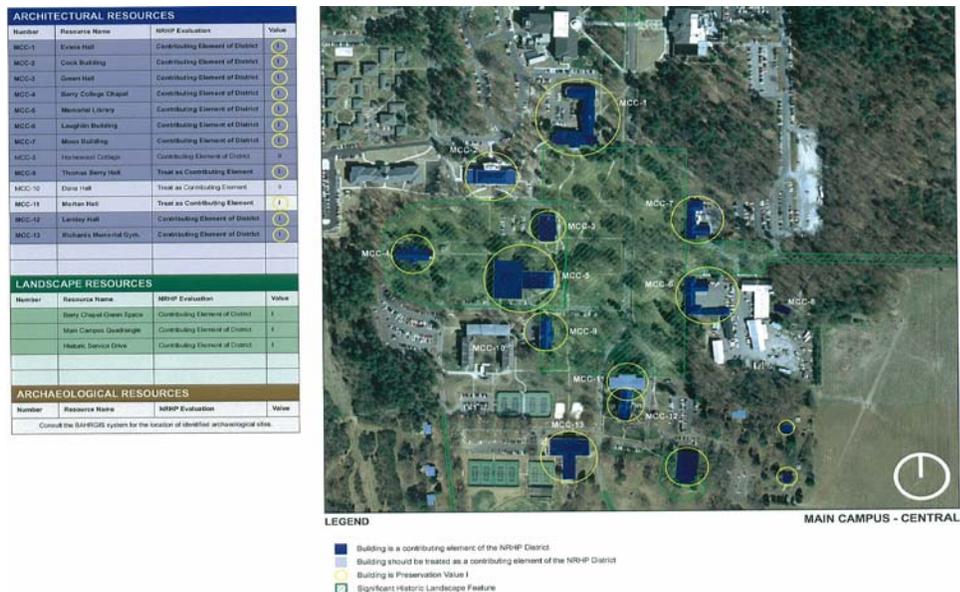
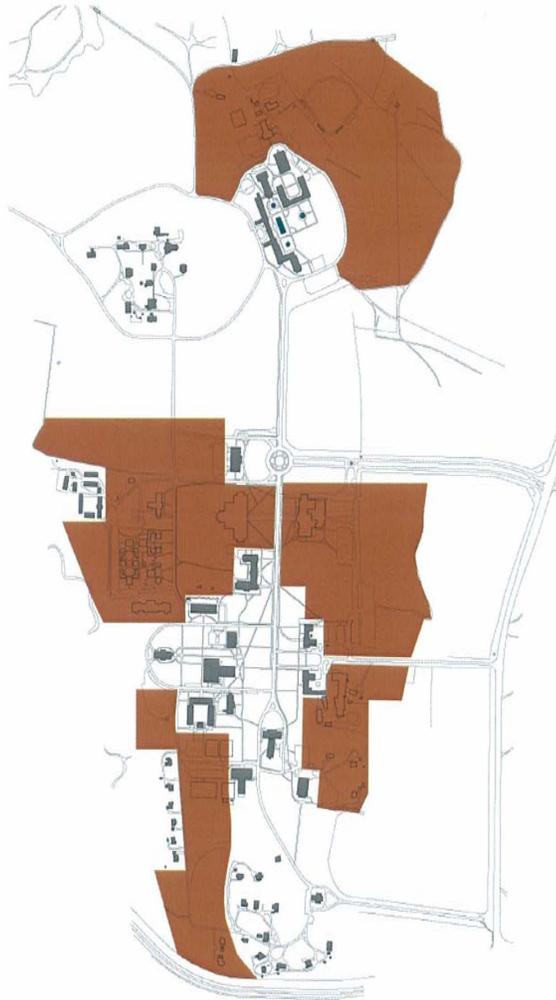


Figure 23: Berry College BAHRGIS character area map (Berry, 87)

**Planning:**

The planning portion of the document seeks to inform the campus decision makers about the potential effects of future campus growth on the historic resources and guide them on the proper location and design guidelines to limit the potential negative impact. Future infill on the existing quadrangles and adjacent to major sightlines should be avoided.



The brown-toned areas of the map identify those areas of the main academic campus that, if developed, would result in limited adverse impacts to significant historic resources.

Figure 24: Berry College Campus minimum impact expansion areas (Berry, 103)

Additionally the plan gives a checklist for use in the project workflow process that fosters historically sympathetic site selection, design, and construction for infill as well as

Design guidelines that address density, building height and massing, and materials.(Berry, 104-108)

Similar, general guidelines for landscape maintenance and improvement are provided and include replacement of historic plants with like materials, maintaining views and open spaces and materials and objects in the landscape (benches, signage, and lighting).

**Treatment:**

The treatment section of the report gives an overview of the existing conditions of the campus resources by their character area and makes recommendations for their treatment.

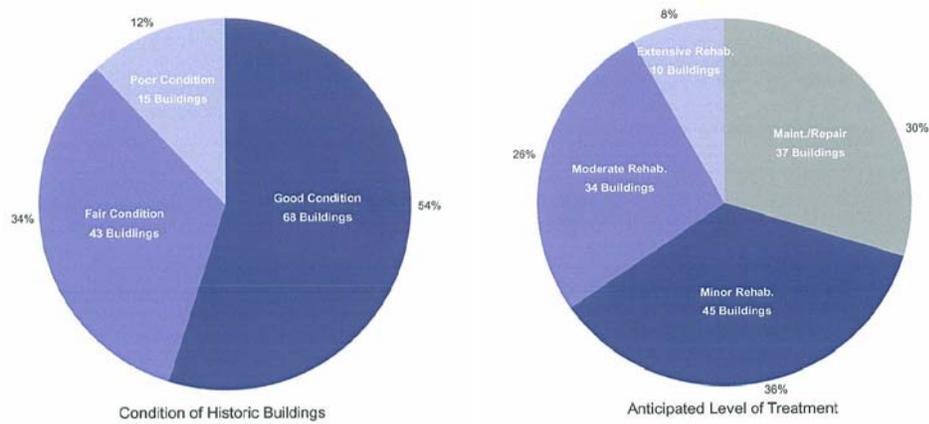


Figure 25: Berry College Condition and Treatment graphs (Berry, 116)

These recommendations are in keeping with the *Secretary of the Interiors Standards for the Treatment of Historic Properties* and of the four treatments “rehabilitation” is identified as the most widely applicable treatment on campus.(Berry, 122-123)

Additionally the report gives broad treatment recommendations for the management of the campus ranging from minimizing differed maintenance to training for staff.(Berry,

124) Specific treatment recommendations are prioritized (High/ Medium) for each of the eleven character areas for both architectural and landscape resources.(Berry, 125-151) Supplemental information about the treatment of specific architectural components like windows/ doors, masonry repair, additions, historic interiors and handicap access are also included. (Berry, 152-163)

### **Stewardship:**

This section provides resource material for implementation by a Campus Historic Preservation Officer to oversee the implementation of this process just like USG campuses. Steps for the nomination of resources to the GNRHP are included as well as maintenance planning guides and external resources. Recommendations on ways to intersperse preservation within the academic curriculum are also provided within this section.(Berry, 164-177)

### **Appendix:**

The appendix of the Berry plan provides as much if not more information than the actual plan. This section gives an in depth overview of each of the eleven character areas defining characteristics. Additionally, it provides an intensive condition assessment and cost estimate for three of the primary cultural resources on campus.

**Summary:**

The Berry plan is significant if for nothing more than they are not required to do one as a private institution. The fact that they undertook this process shows their commitment to the preservation of their institutions identity and heritage while recognizing that their mission is to educate, not run a museum. The consultants on the project team have a track record of preservation planning in Georgia and in some cases worked on the BOR guidelines so there are many similarities between the Berry plan and the BOR CHPP Guidelines. The Berry plan stands out in the ways that they went above and beyond the state baseline that they didn't have to meet in the first place.

Berry's cultural landscape approach to preservation planning allows them to look at the campus as a system and not as a jumble of individual resources. By looking at the way that the landscape affects the building it surrounds and how modifications to either of those can potentially impact archeological resources (whose locations they identify in the public document and should remove) they are able to limit potential domino effects on the integrity of its resources. Additionally the BAHGIS system allows planners to identify the potentially affected resources of any decision quickly and readily assess their decisions significance to both the resources historic and institutional value. The Berry plan is also more user friendly because it goes deeper into the existing conditions of the campus resources and provides clear campus examples of the different styles of architecture and landscape types present on their vast campus. It is also helpful to break the information out into single topic chapters so that the reader is not confused switching from one topic to the other.

## **CHAPTER 7**

### **Case Study: Clark Atlanta University**

#### **Introduction:**

Clark Atlanta University (CAU) is the result of joining two institutions, Atlanta University and Clark College into one institution in 1988. Meanwhile their existing campus abuts two other unique institutions Spelman and Morehouse Colleges that make up the Atlanta University Center (AUC). Each of these private institutions have their own heritage and traditions and the preservation of their individual character is reflected in their individual Campus Historic Preservation Plans all funded by the Getty Campus Heritage Grant Program managed by Clement and Wynn Program Managers in association with the Jaeger Co. and Grashof Design Studios.

#### **Background:**

Atlanta University (AU) was founded in 1867 by the Freedman Bureau and the American Missionary Association just west of downtown Atlanta. The campus grew from its original 47 acres to its current 104 acres over the course of its roughly 130 year history. (Clark, 1-2) Construction began in 1869 with North Hall which was followed closely by South Hall in 1870 to accommodate increases in enrollment. The original property, located on a hill top, had twelve foot high remnants of confederate earthworks that obstructed the view between buildings in some places. Early students were obligated to spend 1 hour a day beatifying the grounds and removing the earthworks over time. The

college began to offer bachelors degrees in the 1870's and the construction of prominent Stone Hall (between the two earlier buildings) was undertaken in 1882 to accommodate further growth in enrollment. (Clark, 1-3)



Figure 26: Atlanta University's original campus (Clark, 1-3)

The campus expanded with construction of the Knowles Industrial Building in 1884 at the far end of a large field opposite the existing campus. In addition to academic and housing buildings the campus operated a barn for the schools agricultural program and a quarry that was leased out while providing stone for the campus at a reduced cost. (Clark, 1-4 & 1-8) Further additions at the turn of the century included a building for teacher training and a Carnegie Library, both of which no longer exist. (Clark, 1-8) In the 1920's plans were made for the construction of a main library building to serve all three of the black colleges in the vicinity (Atlanta, Morehouse, and Spelman). This project began a cooperative planning process that resulted in a cooperative agreement between the three schools in 1929. (Clark, 1-13) This agreement allowed the three schools to pool their resources and made Atlanta University a graduate school while the other two

remained four year institutions. Atlanta University was also deeded two acres at the southern end of Morehouse College in 1931 in order to expand and integrate itself into the combined campus. (Clark, 1-13) This move by the institution was going to leave taxable vacancies at their original campus which necessitated leasing the old campus to Morris Brown College in 1932. AU quickly began construction on dorms and administrative building on their new campus adjacent to Morehouse in 1932-33 and enlisted the services of noted African American Landscape Architect David Williston. During this period AU began to formalize its quadrangle that abutted the end of the Morehouse Quad to the north which included the relocation of trees from the Morehouse Campus into allee. (Clark, 1-17)



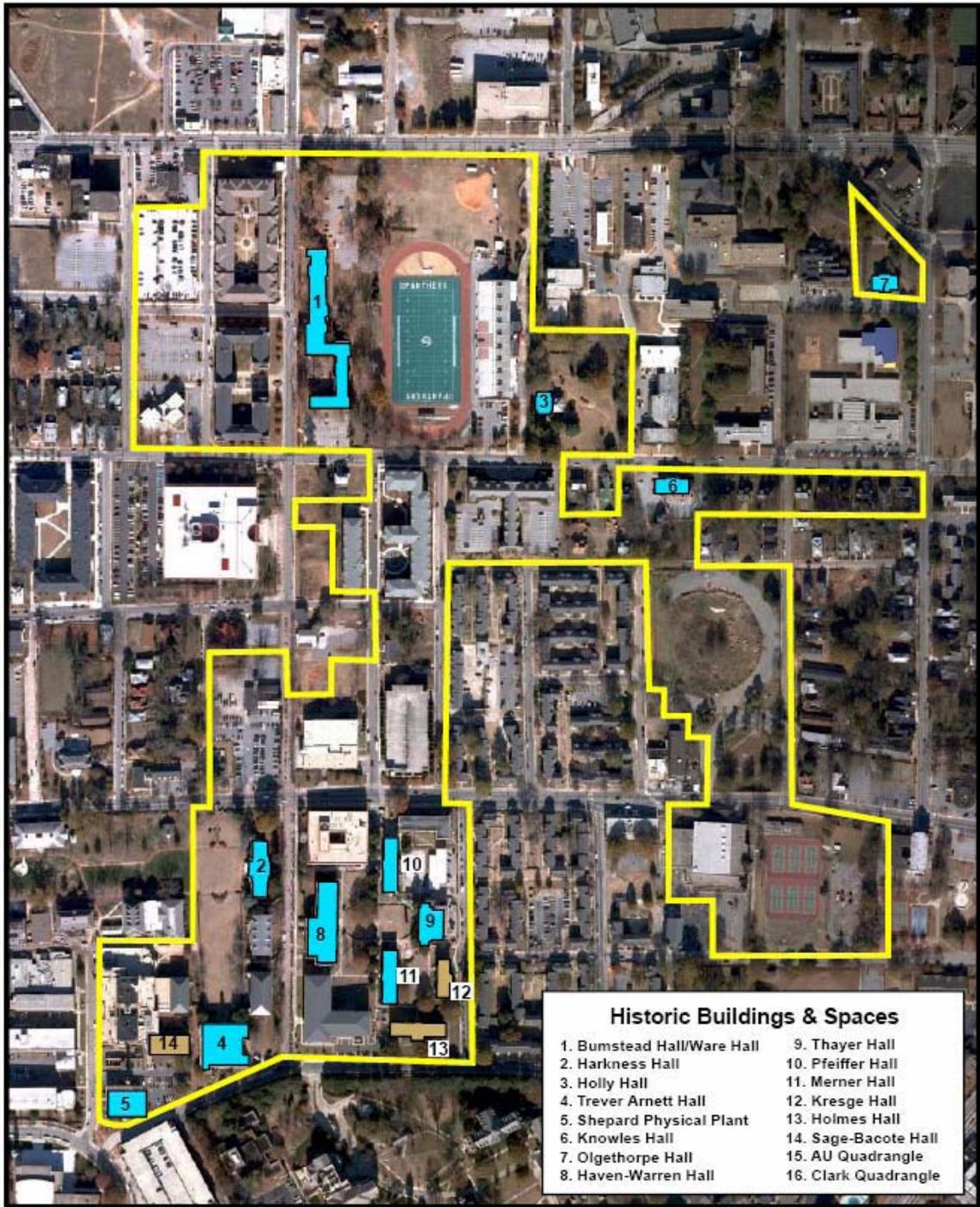
Figure 27: Aerial view of Atlanta University (Left) and Morehouse College (Right) (Clark, 1-22)

Further additions were made between the library and administration buildings during the 1950's and 60's including Dean Sage Hall and Clement and Wright Halls. (Clark, 1-22)

Meanwhile Clark College was formed in 1869 by the Freedmans Aid Society of the Methodist Episcopal Church. Chartered as Clark University in 1877 the school moved on two separate occasions and by 1930 it was under significant financial distress. In the late 1930's the University began negotiations to join with the other black colleges surrounding AU. Clark changed its name back to Clark College and moved to property east of the AU quadrangle. During 1941 the college built four new buildings on their new nine and a half acre campus. Further additions to the campus' facilities were made during the 40's and 50's including dormitories and athletic fields. (Clark, 1-27)



Figure 28: Aerial view of the combined Clarke Atlanta campus, Note the differentiation of the CAU and Morehouse quads by the type of grass, upper right (Clark, 1-30)



- Buildings on Historic Register
- Buildings Eligible for Historic Register
- Clark Atlanta University

## Clark Atlanta University Campus Map

Figure 29: Clark Atlanta University Campus Map (Clark, 2-2)

**Campus Landscape:**

CAU’s historic campus is made up of historic buildings arranged around historic landscapes that give the campus continuity. The historic landscapes present on the CAU campus can be divided into four distinct types: Historic Designed Landscapes, Vernacular Landscapes, Ethnographic Landscapes, and Historic Sites. (Clark, 2-3)

Additionally portions of the CAU campus as well as four other colleges make up the Atlanta University Center Historic District.

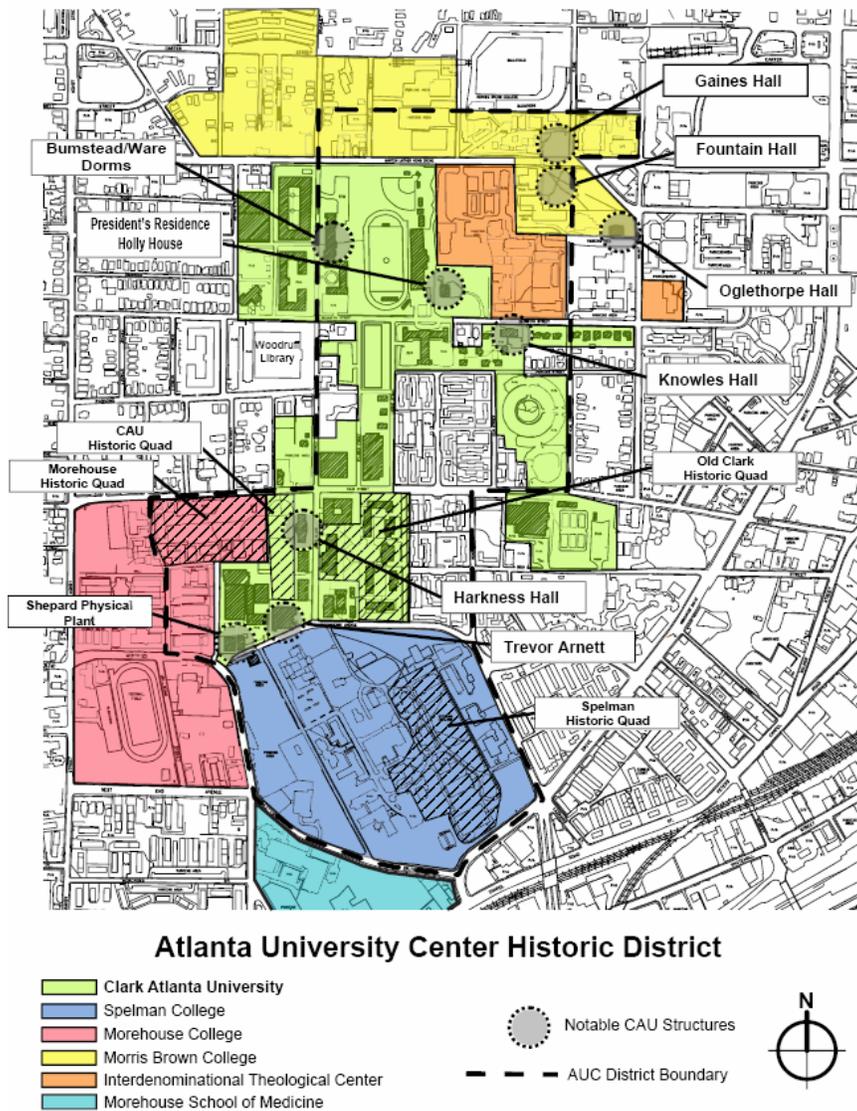


Figure 30: (Clark, 2-4)

Within the 104 acre campus 4 distinct character areas were identified that account for just over thirty two acres or 45% of the total campus.

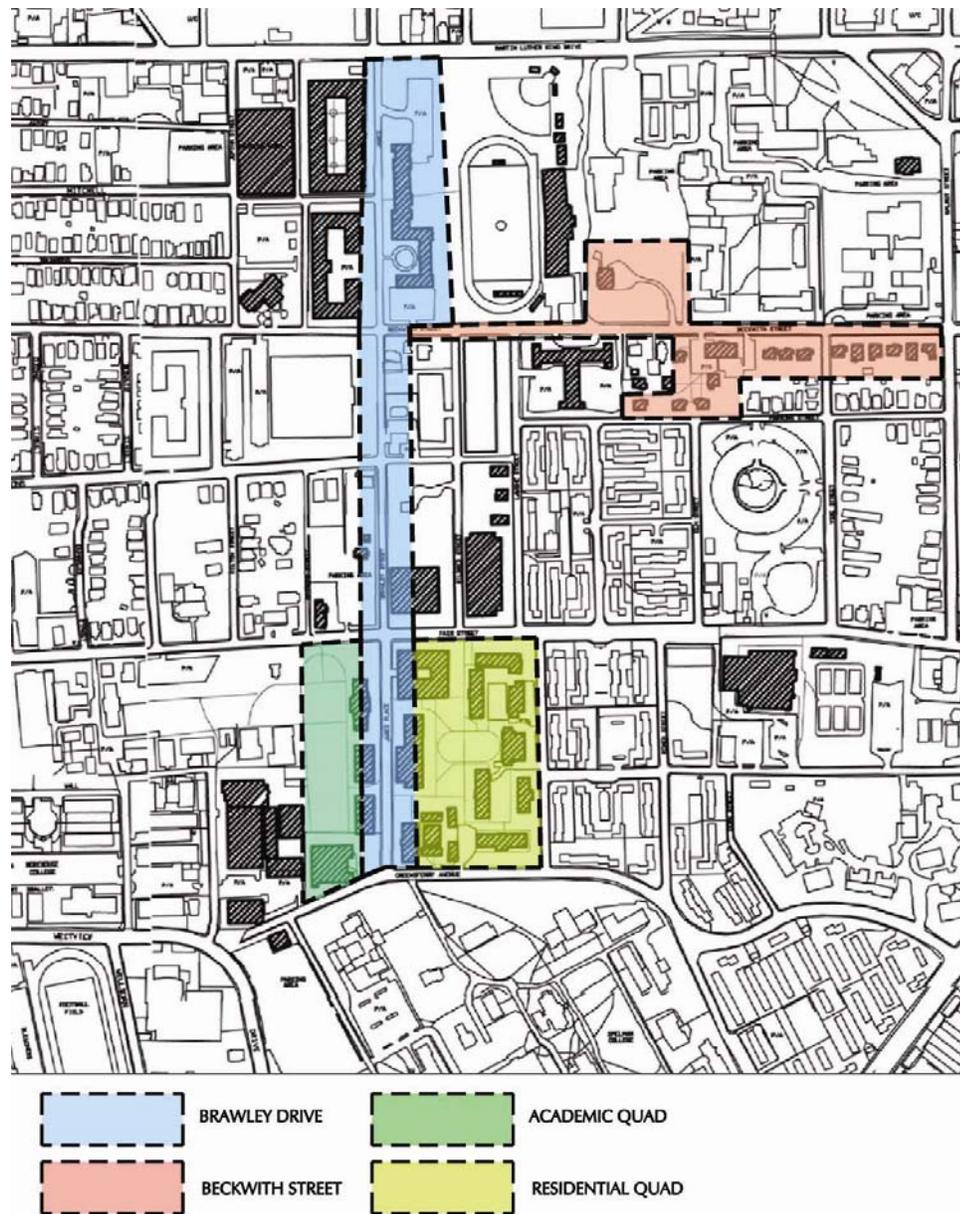


Figure 31: CAU character areas (Clark, 2-9)

Each of these character areas were then assessed in detail for characteristics like spatial relationships, land use patterns, topography, vegetation, circulation (both vehicular and

pedestrian), structures, lighting and furnishings. This information was used to establish character defining features of each landscape like granite curbing, mature trees, road alignment, memorials, etc.. (Clark, 2-9 through 2-30) It should be noted that these landscapes are part of the AUC Historic District but they were not assessed as to their current integrity as contributing resources in the district. However, information was also used to develop specific treatment recommendations for the campus based on the *Secretary of the Interiors Standards* for the entire campus as well as the individual character areas. (Clark, Chapter 3)

### **Historic Building Assessment and Survey:**

Fourteen historic buildings built between 1884 and 1994 were surveyed for basic information like eligibility for the GNRHP, renovations, size, current and historic use but CAU went one considerable step further and had the buildings assessed in detail regarding their significance, integrity, condition both inside and out and compiled into reports on each building they are laid out as follows:

- Statement of significance- included relationships with people or events in the institutions history. The conditions that surrounded its construction and sitting information within the campus.
- Historical Synopsis and Physical Development of the structure including additions or major renovations.
- Architectural description of the building exterior and interior finishes and features.

- Assessment and Recommendations include the character defining features and assessment of the integrity of each building both inside and out.
- Assessment of handicap accessibility, fire safety, and systems condition.
- Drawings and floor plans from archives and Sanborn Maps.
- Historic and current photographs for comparison and documentation of existing conditions.

(Clark, 4.1-1 through 4.14-24)

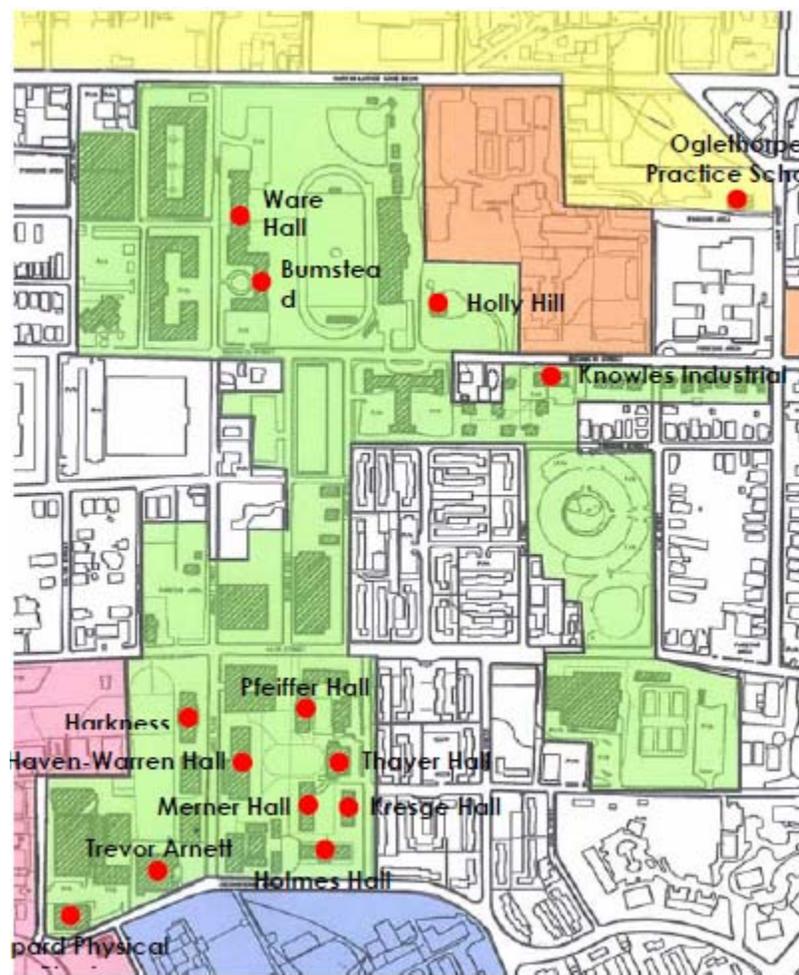


Figure 32: CAU historic buildings (Clark, 4-1)

The detailed assessments of each building were followed by an overview of the *Secretary of the Interiors Standards* and basic guidelines for the mitigation of adverse effects on historic buildings. General recommendations for the treatment of different parts of the historic resources (windows, doors, exterior walls, lighting, landscape, etc.) were also broken down in a chart for easy reference for both interior and exterior features. (Clark, Chapter 5) Maintenance issues were also documented in general terms citing common issues observed during the projects survey, gave a list of elements of particular concern and recommended a maintenance plan to address these issues. (Clark, 5-7)

**Master Planning:**

This report was completed at the same time as a campus planning study that looked at a number of options for future modifications to the campus. Many of these options would result in the destruction of a considerable number of CAU's cultural resources and Chapter 6 of the plan outlines the effect that these plans options would have on the campus's integrity and makes recommendations about the plan that would best address the campus' historic resources. The plan also makes specific recommendations for the preservation of the character defining features of each of the character areas as well as design guidelines for the academic quadrangle. (Clark, Chapter 6)

**Summary:**

CAU's plan is relevant to the BOR CHPP Guidelines because it is an institution that is similar in size to a number of the USG schools and shows a level of detail that smaller institutions should strive to achieve in the assessment of their resources.

Additionally, institutions, including UGA, should look at the interior of their historic resources just as closely as the exterior and in the same way CAU looked at ways to reuse the character defining spaces of their historic resources for modern needs while maintaining or restoring their integrity.



Figure 33: Interior modifications in historic spaces at CAU (Clark, 4.11-13 and 4.3-28)

The definition of character areas is helpful in understanding the way the landscapes define different areas of their disjointed campus but the character areas do not include the buildings as features in the resource so it is difficult to see how all of the resources combine to create the unique CAU campus. In the same way that institutions should not look at their buildings as if they are not effected by their surroundings they should also consider the way that the facades of the building affect the way people experience the landscape.

## **CHAPTER 8**

### **Recommendations**

#### **Executive Summary:**

Campus Historic Preservation Plans are as unique and complex as the campus' that they address and the University of Georgia should address all of their campus resources, both in Athens and across the state, in a systematic and comprehensive manner befitting the significance of the heritage they are entrusted to steward. The University of Georgia will likely encounter all of the preservation issues faced by any other USG institutions, within the context of its statewide resources, making it the ideal institution to expand the BOR's CHPP guidelines and set the benchmark for the others institutions to follow. However, in order for UGA to take its place as the flagship institution for preservation, it cannot simply comply with the minimum BOR guidelines, it must exceed them. UGA should look at all of the threats and challenges that impact its tremendous resources and the unique opportunities that result from those situations in order to create a Preservation Plan that looks at the campus as a whole, and sets a precedent for other USG institutions. A survey of **ALL** cultural resources (Architectural, Landscape, Archeological, Character Areas) built prior to 1972 and owned by the University of Georgia should be undertaken as soon as possible using the numerous assets embedded within our academic programs and outside consultants. The architectural survey should look at the character defining features of each resource, both inside and out, that still exist or could be restored based on

documentation. Landscapes should be assessed to locate significant features, vistas and plantings that contribute, or could be restored, to its original character of the campus and provide context for the significant architectural resources across campus. Archeological sites on lands owned or leased by the University of Georgia should be identified and assessed for likely information they could provide while threats to their integrity through construction or agricultural practice should be assessed and mitigated where possible. Beyond simply surveying these resources, character areas within the main campus and all of the UGA properties across the state should be assessed and the character defining features that give them context identified. Using the data compiled by these surveys, all of the resources should be evaluated based on their historic and institutional value. Once these assessments are completed, UGA should work with the state HPD to expand the existing National Register listings and create new individual and district nominations where appropriate.

UGA should also develop a system for identifying and engaging stakeholders in assessing which resources hold particular meaning to the UGA community and, therefore, require more consideration than their historic significance or value to the administration might suggest. This sort of proactive discussion is imperative if the University wants to build trust with the community and limit the chances of controversial preservation issues damaging the university's public image. Using the survey data, and the input from stakeholders, a treatment approach for each resource and character area should be created that would take the impact of the treatment plan on the resource and the context of the surrounding resources into account. Through this process, design guidelines for infill,

landscaping, etc. can be produced that preserve and expand the character defining features of the area through future projects.

The preservation planning process should also take into account ongoing maintenance and stewardship issues. Cyclical maintenance and practices that are unsafe for historic materials should be modified in order to limit the possibility of adverse maintenance affects. On the other side of the issue, deferred maintenance that has long plagued the USG will only get worse with the recent budget cuts; the effects on vulnerable historic resources can be severe and should be planned for with resources triaged by importance and need. Additionally, the University has a history of engaging in demolition by neglect, or using deferred maintenance, as a foundation for the demolition of historic resources that are not valued by the administration. This practice is at odds with the University's stewardship and sustainability obligations and should cease.

Preservation planning should be viewed as a financial, regulatory, and public relations asset by the universities administration rather than as a liability. Preservation, in all aspects of the universities planning processes will help to maintain or increase giving by alumni and donors by maintaining their places of memory. Additionally, the proactive nomination of historic resources to the GNRHP will help to open the door to federal funding under Section 106, and allow the university to offset costs during periods of budget shortfall. Finally, preservation planning, that takes into account the diverse opinions of the university community, will free the administration of the recurring

preservation conflicts that are a drain on their time, money, and good will within the community.

Most importantly, the university administration must recognize that preservation planning for the campus is not at odds with progress, but rather develops a firm foundation for it. The input of the university's stakeholders can no longer be dismissed as unimportant or nonexistent because their perspective is indicative of the people who make it possible for the university to exist at all. The sense of place that UGA's campus provides for its alumni, current students, and future students, is not something that can be quantified on a spread sheet, but that does not mean that it is not integral to the university's mission. Our campus bears witness to events that have directly or indirectly shaped our society and reflect the good and the bad in our humanity, making it arguably our most effective teaching tool.

## **Recommendations:**

### **Survey all architectural resources:**

A comprehensive survey of Architectural resources administered by the University of Georgia and its departments should be undertaken as soon as possible. This survey should include all buildings and structures, leased or owned by the university across the state that are forty years of age or older. The survey should include both the exterior and interior of these resources documenting any character defining details that are currently present or can be restored from documented sources. Buildings like Fine Arts and Demosthenian Hall gain a large portion of their significance from interior spaces that, if lost, would greatly diminish their significance and integrity. Therefore, it is important to look at the campus as more than a Hollywood backlot by assessing and planning for the preservation of the entire resource, not simply its façade. The resulting information should be included in the Universities GIS database as well as the NAHRGIS system. Additionally this information should be made public through publishing the Campus Historic Preservation Plan.

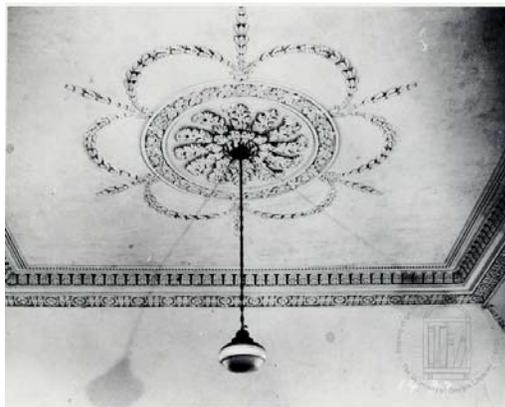


Figure 34: Demosthenian Hall Ceiling, HABS Survey (Library of Congress)

**Survey all landscape resources:**

A comprehensive survey of Landscape resources, and their evolution, administered by the University of Georgia and its departments should be undertaken as soon as possible. This survey should include all designed, vernacular, ethnographic landscapes, or historic sites, leased or owned by the university across the state. Consideration should be given not only to space, form, and pattern of the landscape but also view sheds and vistas that could be impacted by new construction, expansion, or infill projects. Significant plantings or features like the plantings from Oglethorpe’s property in England, should be documented according to the Historic American Landscape Survey guidelines and assessed for integrity and significance and their impact upon the character of surrounding resources. Where significant supporting evidence exists steps should be taken to repair or reconstruct degraded or missing landscape features. The resulting information should be included in the Universities GIS database as well as the NAHRGIS system. Additionally this information should be made public through publishing the Campus Historic Preservation Plan.

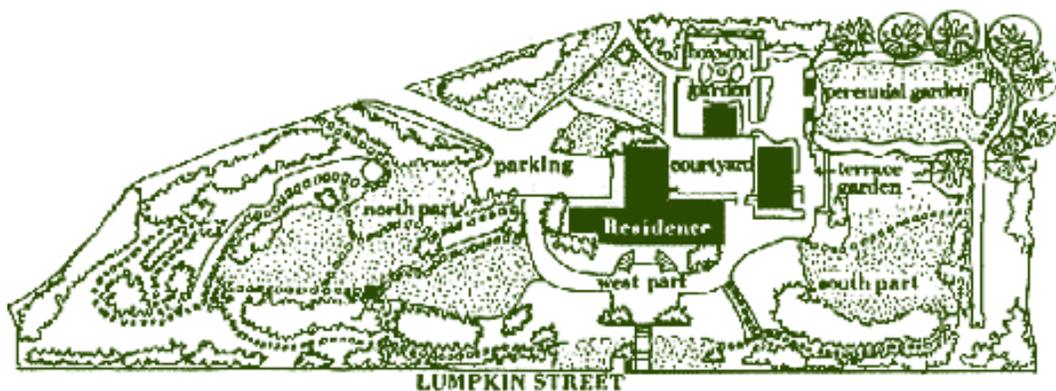


Figure 35: Founders Garden plan (Garden Club of Georgia)

**Survey all archeological resources:**

A comprehensive survey of Archeological resources administered by the University of Georgia and its departments should be undertaken as soon as possible. This survey should include all historic and prehistoric archeological sites, leased or owned by the university across the state. This survey should begin with a review of the state archeological site files, currently housed at the University of Georgia, to establish the number and location of known sites currently on UGA properties across the state.

This should be followed by the development of a prioritized list of sites to be excavated or surveyed further, based on potential threats posed by UGA construction projects or agricultural operations. The results from these surveys should NOT be made available to the public in order to protect the resources from looting.

Descriptions of the types of sites surveyed, and identification of broad areas that are considered sensitive, should be included in the Campus Historic Preservation Plan.



Figure 36: Image of Civil War breastwork (1925) which was partially destroyed by campus expansion in 1969 (UGA Physical Plant)

**Identify character defining features and campus character areas:**

Using the information gathered from the previously described surveys, character areas throughout the main campus should be established and the character defining features of those areas should be identified. Character areas for all of UGA's resources across the state should be determined on a site-by-site basis with the character defining features of those sights identified for preservation.

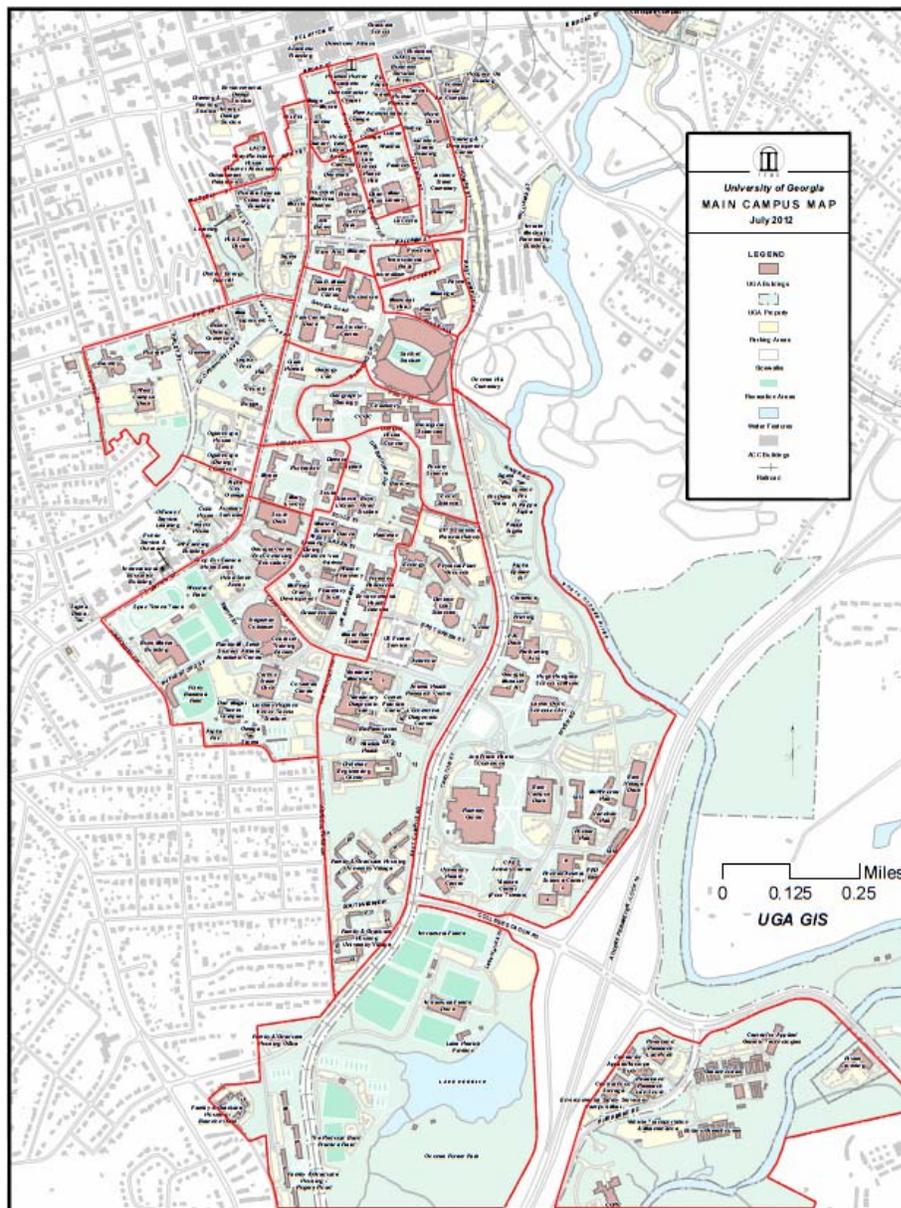


Figure 37: Sample Character Areas for the UGA Main Campus (Author)

**Nominate eligible resources to the GNRHP:**

UGA should comply with the BOR Guidelines and nominate all of their eligible resources to the GNRHP, expand its current historic district, and establish new districts as necessary. The Current North Campus District does not include the PWA buildings along Baldwin Street or the modernist Visual Arts Building. Other potential districts include the mid-century science complex on Ag Hill or the remaining contributing resources to the Myers Quadrangle. These resources as well as others on campus are worthy of recognition through the GNRHP and the expansion of our register listings is not only good for preservation but also for University advertisement.

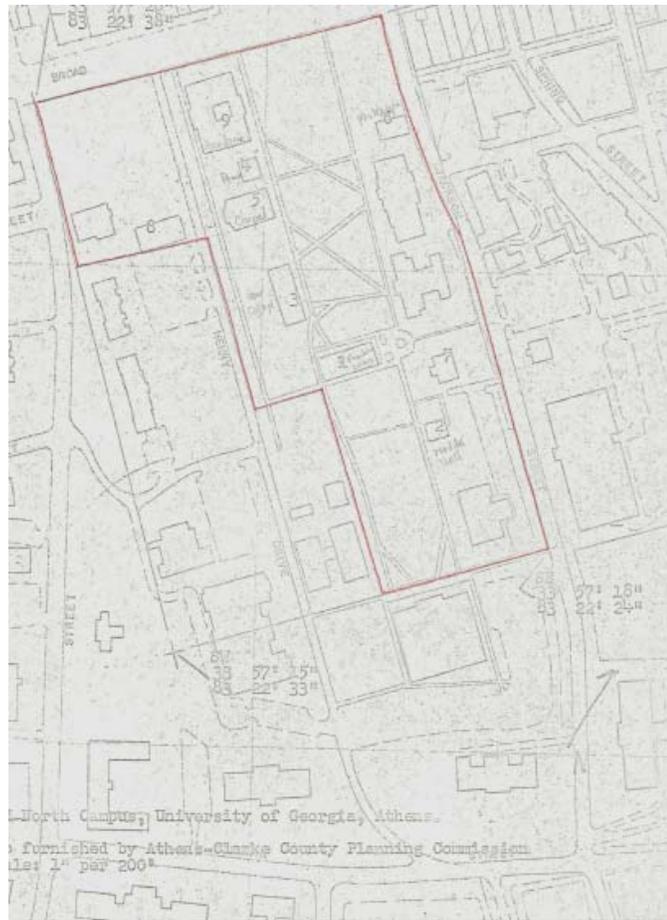


Figure 38: Existing North Campus Historic District (North Campus National Register Nomination)

**Develop design and management guidelines applicable to all resources/  
individual character areas:**

Based on the character defining features of the character areas, design guidelines for each area as well the university as a whole should be established according to the levels of historic/ university significance the accompanying resources have. These guidelines should take into account UGA's history of varied architectural styles reflecting the time that the building or landscape was constructed in order to promote significant design on campus in the tradition of Old College, The Chapel, Stegman Coliseum, Visual Arts, the North Campus Quads, and the Founders Garden. Sensitivity in scale, massing and style, for additions and infill projects and should address landscape design as well as smaller items like lighting, seating, and monuments in the landscape that have an affect on the visual character of the area.



Figure 39: Scale on the Myers Quadrangle, Left, Mary Lyndon Halls relationship to axial sidewalk. Right, new Rutherford Halls larger scale impeding the sightline in the opposite direction. Both pictures taken from the same point on the quad in opposite directions. (Author)

**Develop and Identify policies and procedures that effect historic resources:**

The Preservation Plan should also include maintenance issues and practices that that effect historic resources. These issues include widespread differed maintenance, inappropriate cyclical maintenance, and demolition by neglect. Deferred maintenance of historic buildings allows historic fabric loss and, if left unchecked, can result in demolition-by-neglect where the resource is either lost or reaches such a state of disrepair that is must be demolished for safety reasons. These issues damage the integrity of the resources individually as well as the campus as a whole and prioritized planning should be undertaken to ensure that the most susceptible resources are maintained despite the current cutbacks in state funding.



Figure 40: Left, deferred maintenance to the chapels historic triple sash windows. Right, Unaddressed and increasing storm damage to the Red Barn (Author)

Conversely, inappropriate maintenance on even a small scale can damage the historic fabric of a resource. This issue is exacerbated by the implementation of cyclical maintenance plans that prescribe treatments on a recurring schedule vs. a need based schedule. Treatment guidelines for the specific elements of the university's historic buildings should be developed that account for the variety of materials and construction techniques used in their construction as well as the varied environmental factors experienced by resources scattered across the state.

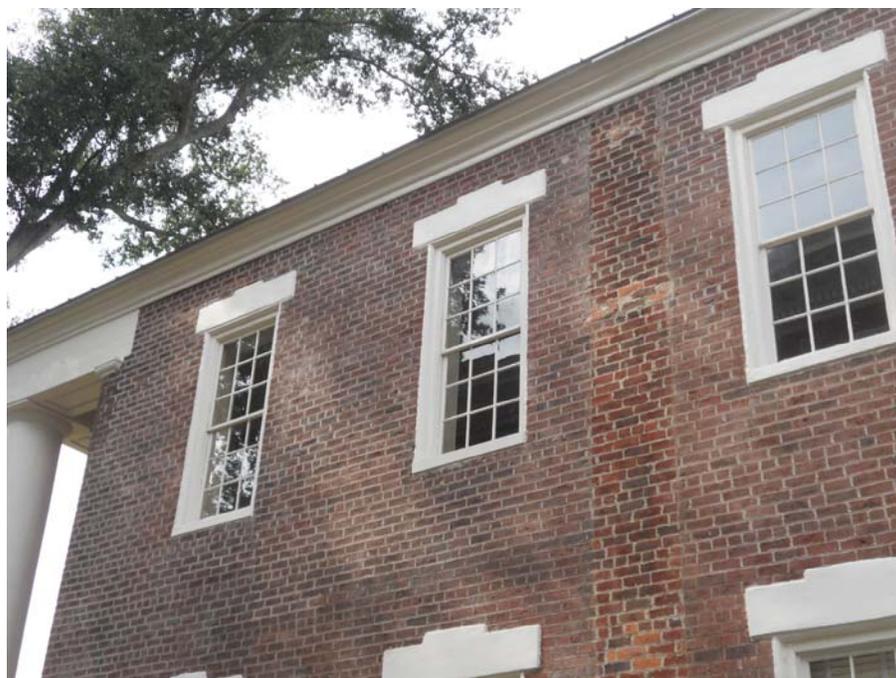


Figure 41: South façade of Phi Kappa Hall showing the color change caused by the repeated application of water proofing material to the exterior prior to a chimney addition being removed

(Author)

**Proactively address the impact of large crowds and vandalism on resources:**

UGA has a number of additional issues that are unique because of its size and prestige as an institution. The amount of use that its historic buildings endure, due to increases in enrollment, could not have been planned for when these resources were constructed. External forces, like vibrations created by the number of campus transit buses, on the buildings like the Governor Lumpkin house or objects like the arch, take a toll over time if not monitored. Therefore, preservation issues related to this stress should be addressed within the document. The open nature of the campus to the surrounding community and the tremendous increase in visitorship during football season are also issues that should be addressed in a proactive manner. Repeated vandalism at the Old Athens Cemetery and the levels of litter and wear to the historic resources are examples of these issues and they should be addressed in the maintenance and design recommendations of the plan.



Figure 42: Left, Debris and destruction in front of Phi Kappa Hall on Sunday morning. Right, (re)broken grave markers following a home game in Old Athens Cemetery. (Physical Plant)

**Develop a system for seeking comprehensive input from stakeholders:**

UGA should develop a system for seeking input from their stakeholders about the resources on campus that should have high institutional importance. In recent years, the University has been repeatedly caught off guard by the backlash from outside the university and within over plans to demolish resources that the administration did not consider significant. The reaction to the concerns of stakeholders has damaged the relationship between the administration and the community and these issues should be addressed immediately. Developing a proactive system for addressing concerns from the public, through constructive dialogue, should be developed and groups of stakeholders should be identified so that the planning process reflects as many points of view as possible. The development of a preservation plan, that has the backing of the university community, will help to mitigate future conflicts and provide for a better plan.

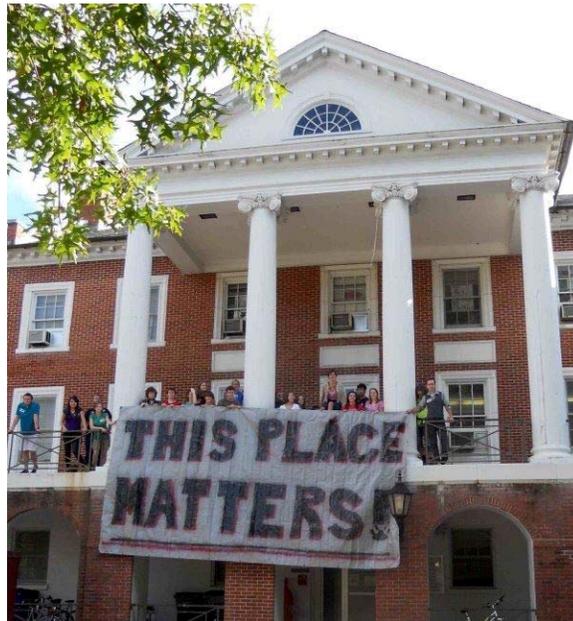


Figure 43: Rutherford residents protesting the demolition of their dormitory (Author)

**Identify and use campus resources to make the process more efficient and effective:**

The Campus Historic Preservation Planning process is time consuming and complex as well as costly which is why many institutions took advantage of the Getty Grants. UGA's campus preservation plan will be as complicated as the resources it contains which make the process more daunting. The university can make this process easier, and educationally useful, by using the resources already at its disposal. It is important that UGA look at the site files that they administer to look at the number of archeological sites that are affected by UGA's decisions and plan accordingly for them. The university administers the NAHRGIS system and has the resources through the Find-It program to convert all survey data into useful information for decision makers. UGA also has the College of Environment and Design which has training and resources in preservation, planning, design guidelines, landscape architecture, and cultural landscapes, all of which go into the preservation planning process. UGA can save money and create a tremendous educational opportunity by doing a lot of the survey leg work in house and utilize consultants for the synthesis of that information and the creation of a useful document.

**Plan for the next generation:**

The University needs to formally adopt a policy and procedure for measuring the intangible institutional value of its resources based on the opinion of universities stakeholders/community as well as the administration. As the oldest state chartered institution in the United States, UGA, and its resources, has a long and complex history which should not be considered based simply on a snapshot in time. The administration should strongly consider the input of the university community before any demolition plans are finalized because the loss of a resource currently considered obsolete by the administrators can potentially leave a tremendous void in the integrity of our campus. For example, at the end of the nineteenth century Old College was not the beloved landmark we know today, instead it was abandoned and slated for demolition by the university. Yet, through the protest of UGA students, faculty and alumni, the administration was convinced to rehabilitate the building at great expense and effort. The decision to reevaluate and modify their plans based on the input from stakeholders was not a sign of weakness from UGA but, rather, a sign of prudence that maintained for us a cherished campus landmark. Future leaders should seek to follow that example when weighing the fate our campus resources.



Figure 44: Photo of Old College abandoned (Franklin College)

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