

A THREATENED LANDSCAPE:  
APPLYING PRESERVATION PLANNING GUIDELINES TO THE MORRIS  
BROWN COLLEGE CAMPUS

by

SEAN GRIFFITH

(Under the Direction of SCOTT NESBIT)

ABSTRACT

The purpose of this thesis will be the creation of recommendations for a preservation plan for the Morris Brown College campus in Atlanta, GA. Morris Brown is one of Atlanta's Historically Black Colleges, and has a long history dating back to the late 19<sup>th</sup> century. Currently, the college is struggling financially and the land that it has occupied for many years is at risk of being fragmented under different property owners. There are also significant development pressures on the campus because of the current building and population boom that is occurring in Atlanta. Several of the buildings on the campus are worthy of preservation, with the entire landscape itself being an important historic area, so the creation of a preservation plan for the campus is essential. The thesis will establish the historic significance of the campus, and the built environment on it. Current conditions analysis will take place and current legal issues over land ownership of the campus will be explored to better inform any recommendations that are made. The University System of Georgia Campus Historic Preservation Plan Guidelines will be used as a basis for making recommendations for the creation of a preservation plan for the

campus. Those guidelines will be analyzed, synthesized, and illustrated using examples from other preservation plans that have been created using the guidelines as a framework. Finally, a roadmap for a preservation plan dealing with the Morris Brown College campus will be created that is based off of the information gathered in the previous portions of the thesis.

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## **DEDICATION**

I dedicate this thesis to my colleagues, whom are close friends, Catherine Sauer, James Locke, and Jacob Schindler without whom this project would never have existed.

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## CHAPTER 1: INTRODUCTION

Though based off of a centuries long evolution of the institutions of higher education in England, the idea of a college or university campus with an idea of campus life tied to it is a uniquely American invention and tradition.<sup>1</sup> This tradition of an entire landscape of higher education in the United States has led to the creation of some of the most significant cultural landscapes in the country. These are continually evolving entities that carry many significant historic events and narratives from different periods of time. In many ways colleges and universities base their prestige and standing on their long histories and traditions that are inherently tied to the physical landscapes that they occupy. This is a large reason why colleges and universities are able to keep alumni involved with their alma mater through donations and other similar contributions.<sup>2</sup> It is plays a large part in the recruitment of new students for many colleges and universities.

However, until recent times many of these colleges and universities did not have effective strategies to preserve their campuses in ways that would tell a narrative or story about their legacy in any type of planned way. More often than not preservation happens on college campuses because of the need to meet regulatory requirements or pressures from specific interest groups that have stakes in individual resources instead of the large

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<sup>1</sup> Paul V. Turner, *Campus: An American Planning Tradition* (Cambridge: MIT Press, 1984), 3.

<sup>2</sup> *Ibid.*,

whole of the campus.<sup>3</sup> More recently initiatives like the Getty Institute's Campus Heritage Grant program, totaling thirteen and a half million dollars over eighty six grants, have done a significant amount to assist in creating preservation plans that will help colleges and universities tell their stories'.<sup>4</sup> This program enabled many Historically Black Colleges and Universities (HBCU) to create preservation plans that would not have been able to afford such efforts otherwise. The University System of Georgia has even created their own set of historic preservation guidelines to help direct preservation efforts on college or university campuses in an organized and uniform way. Those guidelines will be discussed and analyzed in detail later in this thesis.

HBCUs are a special group of institutions within the wider history of the American college and university because they were created after the end of the civil war to provide places of higher education for African-American citizens that would have no access to such an education otherwise.<sup>5</sup> Throughout their history these institutions have provided a places of culture, empowerment, community, and safe spaces of acceptance for those that attended or taught at them. HBCUs have been the setting and stage for some of the most important events in the long struggle against the segregation, discrimination, and racism that African-American citizens have faced and continue to face. The historic resources on these campuses testify to these stories and embody the missions and traditions that have developed on these campuses over time. HBCUs, in general, try to provide affordable educations to those who are underprivileged in terms of access to education and they account for 20% of all African-American graduates in the

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<sup>3</sup> VanLandingham, Sarah Elisabeth. 2013. *A Seat at the Table: Integrating Historic Preservation into Comprehensive Campus Planning. (Master's Thesis)*. Philadelphia, PA: University of Pennsylvania, 4.

<sup>4</sup> Turner, 4.

<sup>5</sup> VanLandingham, 5.

county.<sup>6</sup> However, HBCUs often operate with fewer resources than and have more financial difficulty than other institutions of higher education America because of the mission of affordability that they carry out.

Many HBCUs have had to close their doors over the past few decades and many more are under threat due to lack of resources, ballooning debts, loss of accreditation, and other operational difficulties.<sup>7</sup> Bishop College, Knoxville College, Daniel Payne College, Mary Holmes College, and Morris Brown College are just a few names on that growing list of HBCU institutions.<sup>8</sup> This is a significant challenge for those interested in the preservation of these vital cultural landscapes because preserving and re-purposing such large sites that require building and landscape maintenance is not a simple venture. It is difficult enough to find a single property owner to assume control of the entire campus, and harder still to find one with the interest and resources to preserve a campus. In arguing that HBCUs, and college campuses in general, are cultural landscape there is an element of evolution over time for the landscape but there are physical resources that must be present and preserved for a landscape or campus to retain its integrity and significance.

Morris Brown College, an HBCU located in Atlanta, Georgia, is the embodiment of many of these previously mentioned issues. Morris Brown College occupied the former campus of Atlanta University (now Clark Atlanta University) which was founded in 1869. Morris Brown took ownership of the campus in 1932 after Atlanta University

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<sup>6</sup> James T. Minor, *Contemporary HBCUs: Considering Institutional Capacity and State Priorities: A Research Report*, (East Lansing: University of Michigan, 2008): 8.

<sup>7</sup> Clement, Arthur J., and Arthur J. Lidsky. 2011. "The Danger of Slipping Away: The Heritage Campus and HBCUs." *Planning for Higher Education*. Vol. 39. No. 3, April-June, 149-150.

<sup>8</sup> Clement and Lidsky, 155.

moved to a new campus. The campus was managed and built upon by Morris Brown College until 2003 when they lost their accreditation after a long struggle with ballooning debts and mismanagement of financial funds. In 2014 most of the campus was sold to the City of Atlanta and Friendship Baptist Church during bankruptcy proceedings for Morris Brown College. The campus is currently fragmented between four different property owners and in legal dispute between Clark Atlanta University and the City of Atlanta concerning a deed that Clark Atlanta claims gives them ownership over the original campus.

The Morris Brown College campus is mostly within the bounds of the Atlanta University Center National Register historic district and also contains two National Historic Landmarks: Stone (Fountain) Hall and the Herndon Home. This campus, and the surrounding area, is steeped in significant people, events, and places within African-American history at the local, state, and national level. W.E.B. Dubois taught at Atlanta University while he was in the midst of his famous educational debate with Booker T. Washington of Tuskegee University and Dubois wrote many of his significant works during his tenure. The campus was also central to many important historic themes of the Civil Rights era while Martin Luther King Jr. made his home just down the street in addition to many other significant happenings. These historic events and associations make the Morris Brown Campus nationally significant within the context of African-American education and the social development of African-American peoples in the United States. The proper management and preservation of this campus should be imperative for the different stakeholders at play in its ownership. The development

activities and pressures on the campus are too great, and the campus too important, to allow it to be lost to a wave of residential and commercial development.

The question that this thesis will attempt to answer is how the University System of Georgia Campus Historic Preservation Planning Guidelines (USG CHPP) can be applied to a non-USG member institution and still be used as an effective management tool? This thesis will analyze the Morris Brown Campus within a context of the University System of Georgia's Campus Historic Preservation Planning Guidelines, designed specifically to help colleges and universities in Georgia create preservation plans for their campuses, to create a roadmap to a preservation plan for the Morris Brown College campus. The thesis will answer the research question through gathering information on the developmental history of the campus including construction dates, demolition dates, land acquisitions, existing listings in the National Register of Historic Places, and significant themes or events.

The developmental history will create the framework for an assessment of current conditions on the campus including current campus boundaries, the land ownership situation on the campus, the conditions of the physical campus, identifying potential cultural resources, and determining base eligibility for the Georgia and National Register of Historic Places. The current conditions assessment will guide the selection of case studies to determine optimal preservation practices for the Morris Brown Campus which involves analyzing HBCU preservation planning, examples of HBCU preservation plans, how Georgia campus preservation planning guidelines compare with HBCU preservation planning examples, and how the two can complement each other. The analysis of preservation planning principles and examples will inform the creation of

recommendations for a preservation plan for the Morris Brown College campus using the best and most applicable examples of practices.

Chapter two of this thesis will be a brief historic context for the Morris Brown College campus that will be developed in accordance with the CHPP Guidelines, and will tell the story of the campuses' development in a succinct fashion. Chapter three will be an analysis of current conditions of that campus that will include architectural and landscape resource conditions, legal issues over land ownership of the campus, and a Level I historic architectural resources survey of the Morris Brown Campus. Chapter four will be dedicated to describing and analyzing the CHPP Guidelines themselves and will make use of examples from other campus preservation plans in Georgia to illustrate or analyze different points. Chapter five will be a set of recommendations for the creation of a preservation plan for the Morris Brown College campus based on the information gathered in the previous chapters.



## CHAPTER 2: HISTORIC CONTEXT

### Developmental Background

Morris Brown College and Clark-Atlanta University have a history that is intertwined both figuratively and literally because both institutions give historic significance to the same site. The Morris Brown College campus is in the northernmost portion of the Atlanta University Center National Register historic district, and is also the oldest area on the Atlanta University Center (AUC) campus.<sup>9</sup> The Morris Brown Campus Boundaries are shown in red in Figure 2 below and are taken from the AUC district nomination.<sup>10</sup> Also included in the nomination of the AUC district are several churches, and residential areas, associated with the development of the AUC educational complex over time.<sup>11</sup> The Atlanta University Center is a major force, historically and currently, in building a strong African American community in Atlanta and is also a major force in the history of African American education efforts over the past one hundred and fifty years.<sup>12</sup> Figure 1 shows the boundaries of the Morris Brown campus in red within the context of the larger Atlanta Area while Figure 2 shows the boundaries of the Morris Brown Campus. Figures 3 and 4 provide a key and map of major buildings built from 1869 to the present day on the Morris Brown College campus.

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<sup>9</sup> Lyon, Elizabeth A., and Dan Durett. 1976. *Atlanta University Center District*. National Register of Historic Places Inventory/Nomination Form, Atlanta, GA: Atlanta Urban Design Commission. Section 7, Description.

<sup>10</sup> *Atlanta University Center District*. Section 10, Geographical Data.

<sup>11</sup> *Ibid.*,

<sup>12</sup> *Atlanta University Center District*. Section 8, Significance.

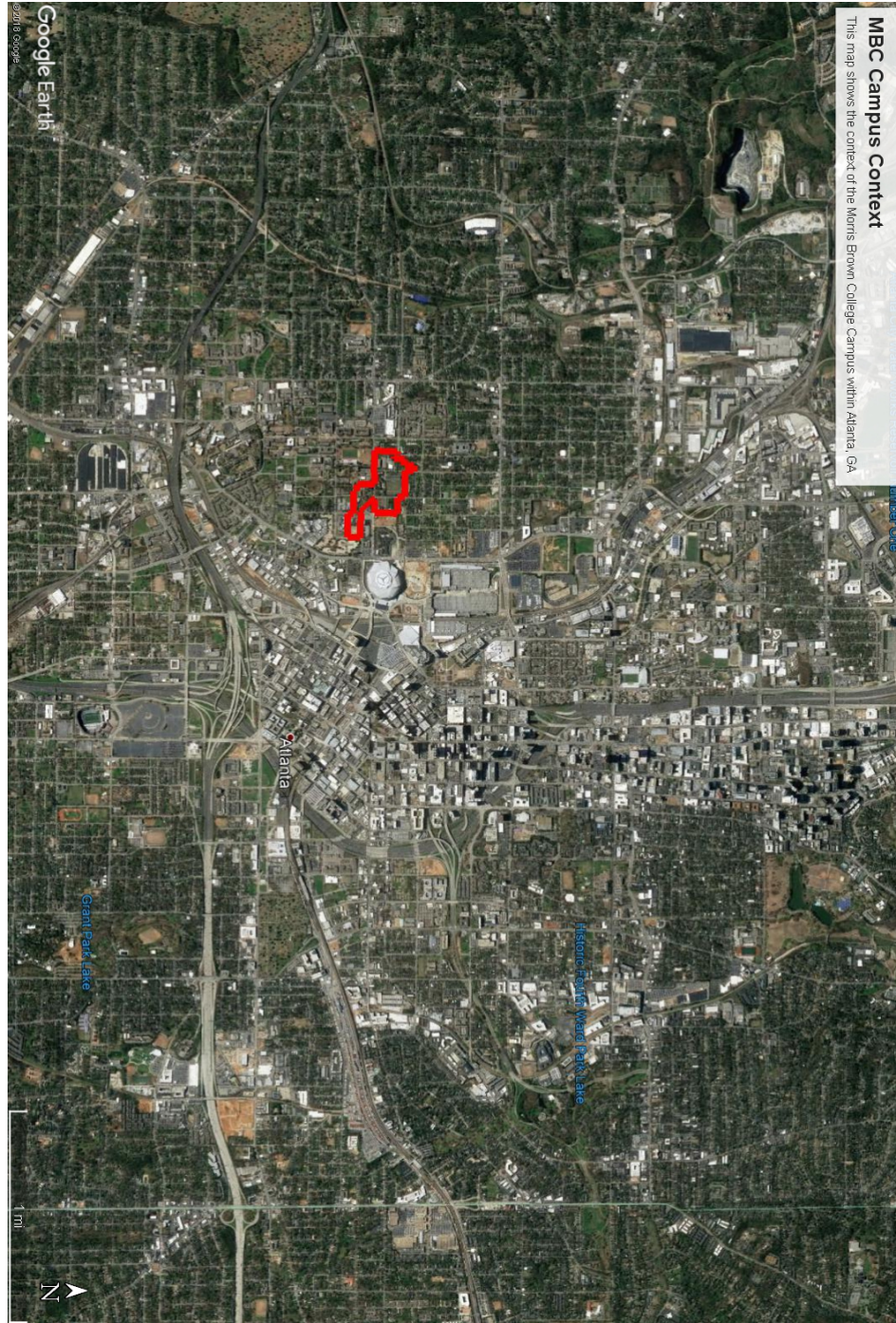


Figure 1: Griffith, Sean. Context of Morris Brown College Campus within Atlanta Area. November, 2018. Created using Google Earth Pro





Figure 2: Griffith, Sean. Boundaries of Morris Brown College Campus. October, 2018. Created using Google Earth Pro.

| Building                       | Construction Date | Demolition Date |
|--------------------------------|-------------------|-----------------|
| 1. North (Gaines) Hall         | 1869              |                 |
| 2. South (Grant) Hall          | 1870              | 1968            |
| 3. Stone (Fountain) Hall       | 1882              |                 |
| 4. Furber Cottage              | 1899              |                 |
| 5. Carnegie Library            | 1905              | 1967            |
| 6. Oglethorpe Hall             | 1905              |                 |
| 7. Herndon Home                | 1906              |                 |
| 8. Towns House                 | 1900              |                 |
| 9. President's Home            | 1944              |                 |
| 10. Sarah Allen Quadrangle     | 1948              | 2012            |
| 11. Old Herndon Stadium        | 1945              | 1993            |
| 12. Wilkes Hall                | 1964              |                 |
| 13. Griffin-Hightower Building | 1968              |                 |
| 14. Magnolia Apartments        | 1965              | 2007            |
| 15. Middleton Complex          | 1968              | 2016            |
| 16. Administration Building    | 1967              |                 |
| 17. Hickman Center             | 1964              |                 |
| 18. John H. Lewis Gymnasium    | 1977              |                 |
| 19. New Herndon Stadium        | 1993              |                 |

Figure 3: Griffith, Sean. Boundaries of Morris Brown College Campus. October, 2018. Created Using Google Earth Pro.



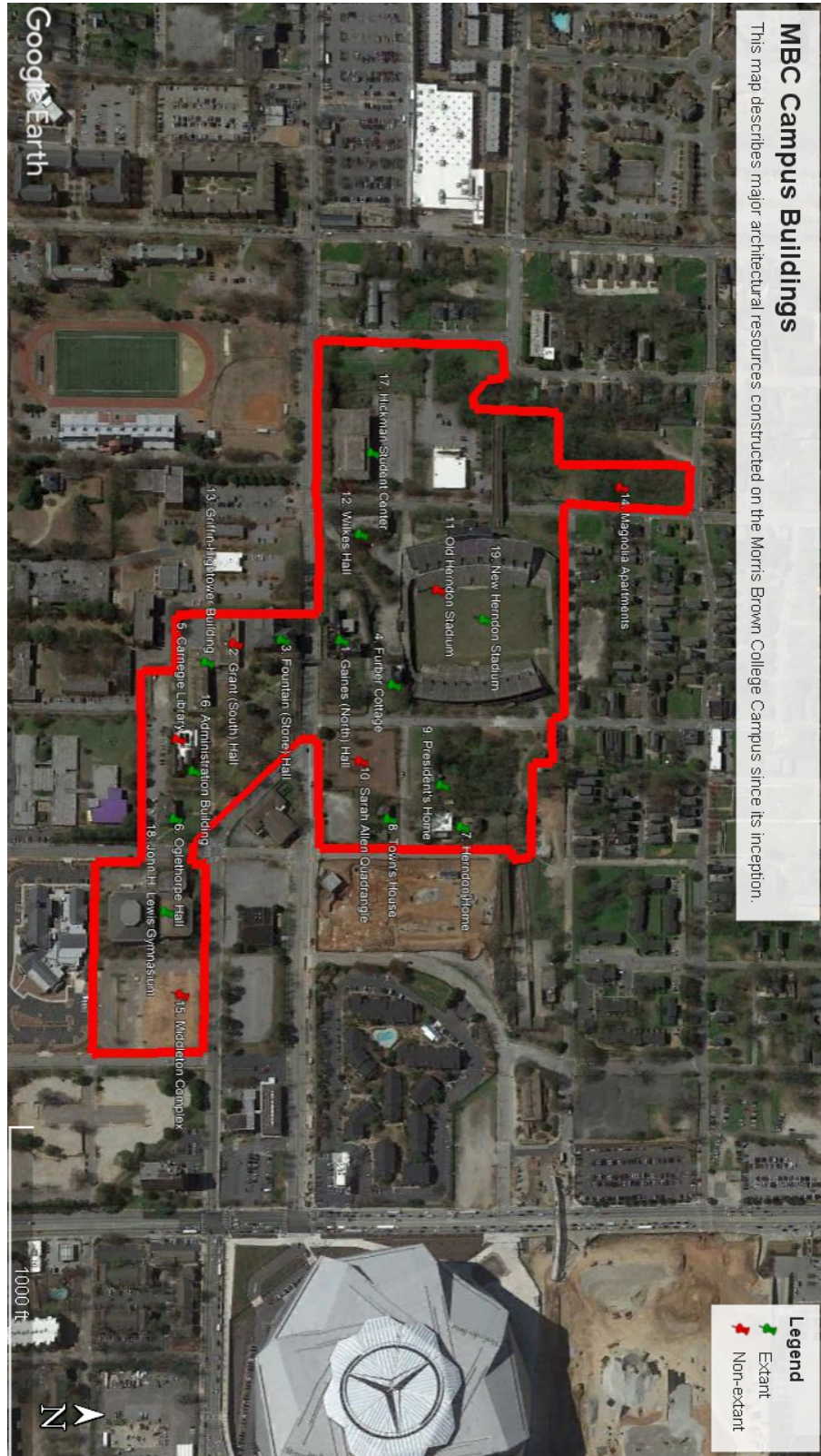


Figure 4: Griffith, Sean. Major Architectural Resources on the Morris Brown Campus. November, 2018. Created using Google Earth Pro.



Figure 5: Photograph of the exterior of South Hall, Stone Hall, and North Hall at Atlanta University, Atlanta, Georgia. Circa 1890. Digital Collection of Robert W. Woodruff Library (AUC).

## Pre-1869 Historic Background

Atlanta Universities' early history is centered around the American Missionary Association (AMA) and a member of their organization named Asa Ware, pictured in Figure 6, who would later go on to found Atlanta University.<sup>13</sup> When Ware came to Atlanta in 1866 he faced a city that was doing what it could to recover from the damage associated with the Civil War and a large population of new freed men and women that came to Atlanta looking for opportunity and education.<sup>14</sup> The A.M.A was an abolitionist group of missionaries from New York whose mission it was to combat inequality in the South by funding the training of African American teachers and missionaries.<sup>15</sup> Eventually Ware was appointed as the superintendent of the Freedman's Bureau in Georgia, in addition to working for the A.M.A., and on October 16, 1867 the A.M.A. endorsed the creation of a central educational institution for African Americans in Atlanta which created Atlanta University.<sup>16</sup> Ware would serve as president of the newly created

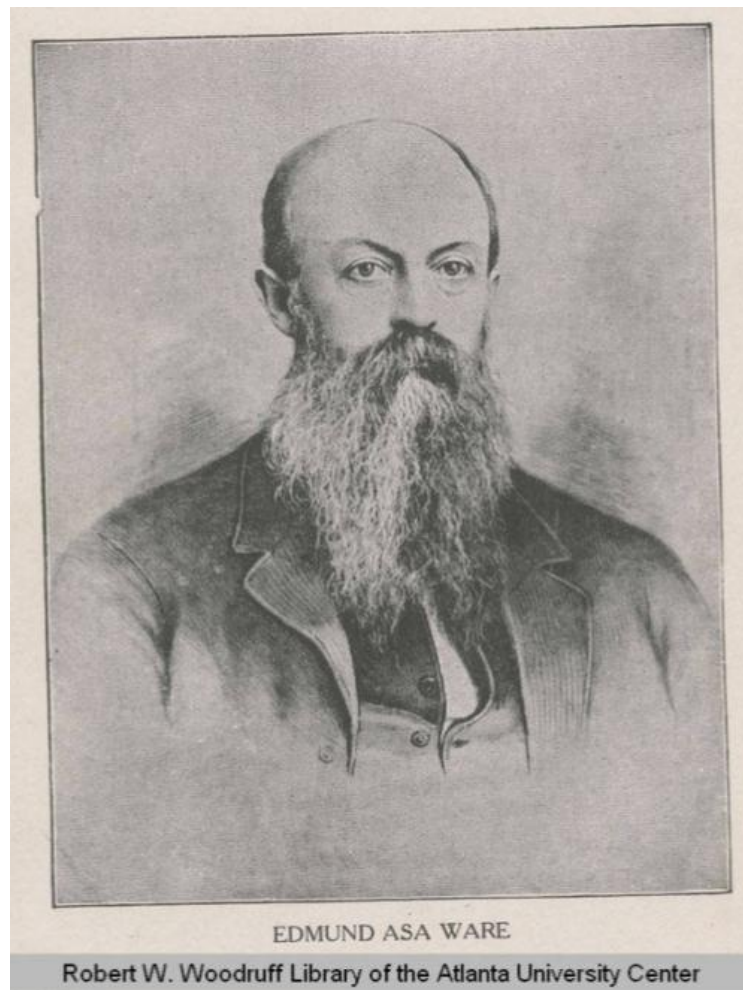
<sup>13</sup> Bacote, Clarence A. 1969. *The story of Atlanta University: A century of service, 1865-1965*. Atlanta, GA: Atlanta University, 7.

<sup>14</sup> Bacote, 3.

<sup>15</sup> Brooks, F. Erik, and Glenn L. Starks. 2011. *Historically Black Colleges and Universities: An Encyclopedia*. Santa Barbara, CA: Greenwood, 12.

<sup>16</sup> Bacote, 4.

board of trustees with eight other prominent white A.M.A. supporters and two prominent African American leaders totaling eleven members.



*Figure 6: Illustration of Edmund Asa Ware, Atlanta, Georgia. Circa 1869. Digital Collection of Robert W. Woodruff Library (AUC)*

At this point in history Atlanta and the rest of the south was just beginning to come out of the devastation caused by the Civil War. Atlanta was particularly affected by the war because it played host to combat that lasted for months which resulted in heavy damage to all parts of the city. At the same time there was massive social upheaval going on throughout southern society in terms of how newly freed citizens of color would assert themselves after emancipation. The Freedman's Bureau was created by congress to

facilitate newly freed citizens of color in transitioning to being citizens.<sup>17</sup> The services offered by the bureau included providing rations to those that needed them, distributing land, creating a contract-labor system to replace enslaved labor, assistance with legal disputes, and setting up schools for newly freed citizens of color to get an education.<sup>18</sup> In terms of education the Freedman's Bureau made most of its contributions through helping to build schools while organizations like the A.M.A. would shoulder the responsibilities of running the schools.<sup>19</sup>

## **Development and History: 1869 to 1900**

### **Site Selection and Land Acquisition**

The new board of trustees immediately created a set of goals that centered on two things: finding a suitable site for the establishment of the campus they wanted to create and raising money from every possible source to aid the accomplishing the former goal.<sup>20</sup> Finding a suitable site was especially important because the educational efforts that Ware spearheaded, establishing normal schools and training African American teachers, were made difficult by overcrowding which forced constant moving to new locations.<sup>21</sup> In one of his most famous works *Souls of Black Folk*, and while teaching at Atlanta University, W.E.B. Dubois wrote that "Education will set this tangle straight" in reference to issues of race and inequality in society.<sup>22</sup> Providing educational assistance for African Americans was a mandate for the Freedman's Bureau because demand for it was so

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<sup>17</sup> Hatfield, Edward A. 2009. *Freedman's Bureau*. July 1. Accessed September 20th, 2018. <https://www.georgiaencyclopedia.org/articles/history-archaeology/freedmens-bureau>

<sup>18</sup> Ibid.,

<sup>19</sup> *Freedman's Bureau*.

<sup>20</sup> Bacote, 18.

<sup>21</sup> Bacote, 17.

<sup>22</sup> DuBois, W.E.B. 1990. *The Souls of Black Folk*. New York: Library of America, 76.



high.<sup>23</sup> Atlanta University was to be a place where educational efforts would find a home and have room to grow into the future.<sup>24</sup>

In the latter half of 1868 the trustee's focus was on getting the university open as quickly as possible which they accomplished by creating enough temporary educational facilities while also focusing on the creation of more permanent institutional structures. As a priority the trustees wanted to establish a normal school in the abandoned Washburn Asylum.<sup>25</sup> The establishment of a permanent normal school on the property was important as a first step towards more educational growth because it would begin to alleviate the overcrowding problem that had challenged Asa Ware and his associates throughout their time in Atlanta.<sup>26</sup> Top of the class students were chosen from several African American educational establishments across Georgia to come to the new normal school and classes began in the newly repurposed asylum in April of 1869.<sup>27</sup> The students would train here for some months to prepare for the planned opening of Atlanta University for classes that coming fall which also necessitated the construction of structures befitting a university. Figure 7 shows the original campus location, highlighted in red, within the context of Atlanta in 1877.

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<sup>23</sup> Thompson, Mildred C. 1921. "The Freedmen's Bureau in Georgia in 1865-6: An Instrument of Reconstruction." *The Georgia Historical Quarterly* Volume 5, No. 1, 48.

<sup>24</sup> Bacote, 17.

<sup>25</sup> Bacote, 19

<sup>26</sup> Ibid.,

<sup>27</sup> Ibid.,



Figure 7: Christopher & Budden, lith. Map of Atlanta / compiled & drawn by Henry T. McDaniell, city engineer ; by order of the City Council. 1877. Georgia Office of Surveyor General.

Creating a new institution, like Atlanta University was, needed to be marked by its own distinct style and character which usually came from creating a flagship building or structure. For Atlanta University there was need for a robust fundraising effort to cover the proposed cost for such a structure on their campus. The board of trustees for the

university had four thousand three hundred dollars on hand in the spring of 1869 to construct a permanent facility, but they needed an additional eleven thousand dollars to cover the fifteen thousand dollars they thought they would need.<sup>28</sup> However, the board was determined to overcome this obstacle and launched a national fundraising campaign, with a local Atlanta focus, to meet this goal as quickly as possible. It did not take long to reach the amount that was needed and the board exceeded their initial goal once the Freedman's Bureau was convinced to provide an allotment of twenty five thousand dollars toward the project giving them a total of forty thousand dollars.<sup>29</sup> Many other schools were set up in a similar fashion during the same period that were also intended to serve African Americans who wanted to pursue an education. Shaw University (1865), Fisk University (1866), Alabama State University (1867), Talladega College (1867), and Hampton University (1868) to name a few.<sup>30</sup> The efforts of philanthropists, charitable organizations, and the Freedman's Bureau combined to create many schools to serve newly freed people of color in the south.

Site selection decisions about where to place the new Atlanta University Campus were made quickly. Within months of establishing a set of goals the board of trustees decided to begin acquisition of fifty acres of land in West Atlanta that consisted of blocks "between Hunter, Parsons, Walnut, and Chestnut Streets."<sup>31</sup> The site was chosen mainly because of its topographic characteristics. The area was one of the highest elevated points in Atlanta which would give someone standing there a long view shed in every direction and makes sense considering the prestige that the trustees wanted the site to bring to the

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<sup>28</sup> Bacote, 20.

<sup>29</sup> Bacote, 22.

<sup>30</sup> Brooks and Starks, 20-47.

<sup>31</sup> Bacote, 17.

school. The site was known as “Diamond Hill” which is interesting because the development of college campuses in the United States was often associated with the concept of creating a shining institution on a hill.<sup>32</sup> The land was purchased from a private citizen, Edward Parsons, for a sum of twelve thousand five hundred dollars in August of 1868 and the process of planning the new campus began immediately.<sup>33</sup> In Figure 8 the campus from the early 1920s is shown along with topography to demonstrate the earlier point that the campus was placed because of that reason. Also shown are the names of the streets that bound the campus.



Figure 8: 1928 Atlanta City Map. 1928. Emory Digital Scholarship Commons.

<sup>32</sup> Clement & Wynn Program Managers; The Jaeger Company; Grashof Design Studio. 2007. *Campus Heritage Plan: Clark Atlanta University*. Historic Preservation Plan, Atlanta, GA: Clark Atlanta University, 1-2.

<sup>33</sup> *Atlanta University Center District*. Section 8, Significance.

## Construction Begins

In June of 1869 the first cornerstone of North Hall (Gaines Hall) was laid, with the entire building completed by September of that same year, which allowed the normal school to officially open on October 13, 1869.<sup>34</sup> North Hall, pictured in Figure 9, was designed by Atlanta architect William H. Parkins whose North Hall design is reflected in South Hall built later.<sup>35</sup> There was a celebration of the cornerstone laying, befitting the significance of the event, in which the governor of Georgia and many other prominent state officials were present.<sup>36</sup> North Hall, now known as Gaines Hall for the AME bishop that founded the school, is a three story red brick, Italianate style, building with semi-circular and segmentally arched window headings, brick pilasters, stone string courses and, eave brackets.<sup>37</sup> The building was initially eighty-five feet long by forty-five feet wide, a total of twelve thousand square feet over three stories, which was increased later with the construction of a rear wing addition later on.<sup>38</sup> North Hall was built to house dorms for teachers, dormitory rooms for fifty girls, parlors, dining rooms, kitchens, and bathrooms with furniture gathered from various sources.<sup>39</sup> North Hall housed every need Atlanta University had at the time and it served as a solid base for the continued expansion of the school over the next several decades.

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<sup>34</sup> Bacote, 24.

<sup>35</sup> *Campus Heritage Plan: Clark Atlanta University*, 1-2.

<sup>36</sup> Bacote, 21.

<sup>37</sup> *Atlanta University Center District*. Section 7 Description.

<sup>38</sup> *The Story of Atlanta University*, 23.

<sup>39</sup> *Ibid.*,





*Figure 9: Photograph of North Hall Building at Atlanta University Center, Atlanta, Georgia. Circa 1886. Digital Collection of Robert W. Woodruff Library (AUC)*

Between 1869 and 1930 Atlanta University experienced continued growth and a changing environment with the end of reconstruction and the beginning of the Jim Crow Era in the south. That growth was reflected in an expanding physical campus that was overseen by Ware and several of his successors for the next several decades. As soon as 1870, it became apparent to the board that they would need to construct more space to house more students, with the North Hall dormitories becoming overcrowded.<sup>40</sup> This led to the construction of South Hall, a forty foot by one-hundred-foot dormitory, in 1870 along with several barns and smaller administration buildings over the next several years.<sup>41</sup> South Hall, pictured in Figure 10, is very similar to North Hall in appearance with the same kinds of Italianate styling and details along with a similar plan and layout overall. South Hall was demolished in the 1960s to make room for the new Griffin-Hightower building that was completed in 1967. In 1871, North Hall gained the rear

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<sup>40</sup> Bacote, 26.

<sup>41</sup> Bacote, 27.

wing addition it still sports today, which cost around eleven thousand dollars, and was raised from private citizens and general assembly appropriations. Figures 11 and 12 display a map of the campus and its context within the city in 1878.



*Figure 10: Photograph of the exterior of the South Hall Building at Atlanta University, Atlanta, Georgia. Circa 1870.  
Digital Collection of Robert W. Woodruff Library (AUC)*

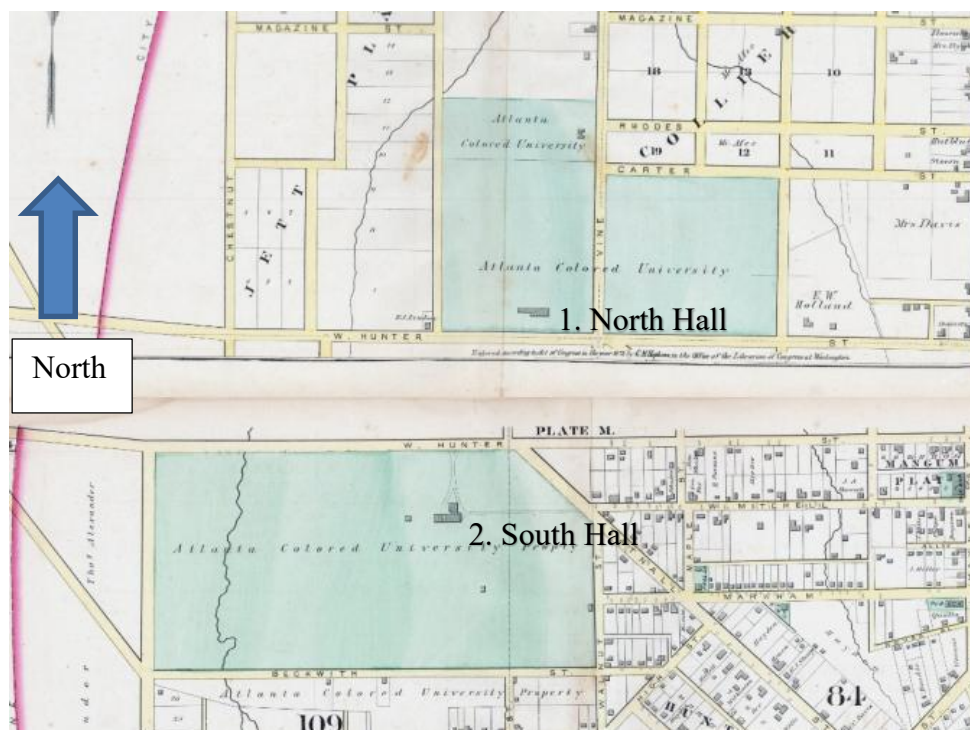


Figure 11: 1878 Atlanta Atlas. 1878. Emory Digital Scholarship Commons.

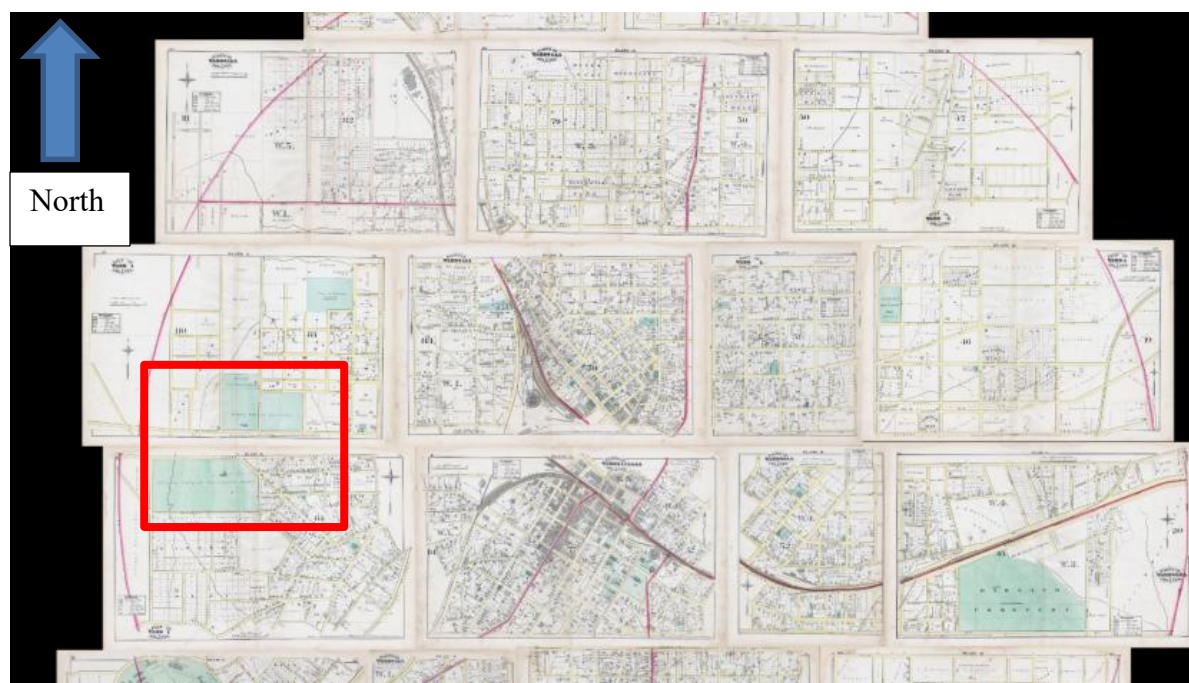


Figure 12: 1878 Atlanta Atlas. 1878. Emory Digital Scholarship Commons.



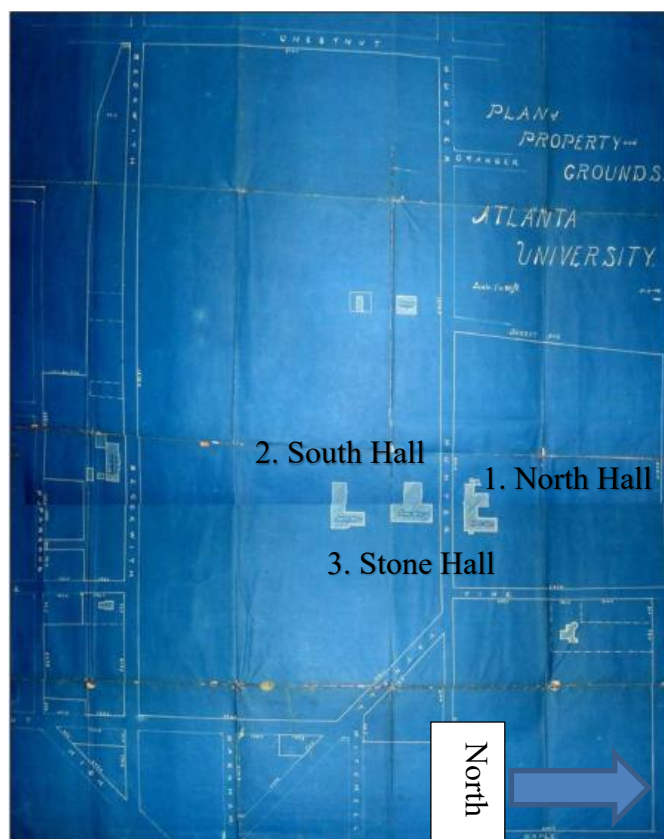


Figure 13: 1898 Plan of Property and Grounds of Atlanta University. 1898. Digital Collection of Robert W. Woodruff Library (AUC) in Clement & Wynn Program Managers; The Jaeger Company; Grashof Design Studio. 2007. Campus Heritage Plan: Clark Atlanta University. Historic Preservation Plan, Atlanta, GA: Clark Atlanta University. 1-7.

## Expansion Continues

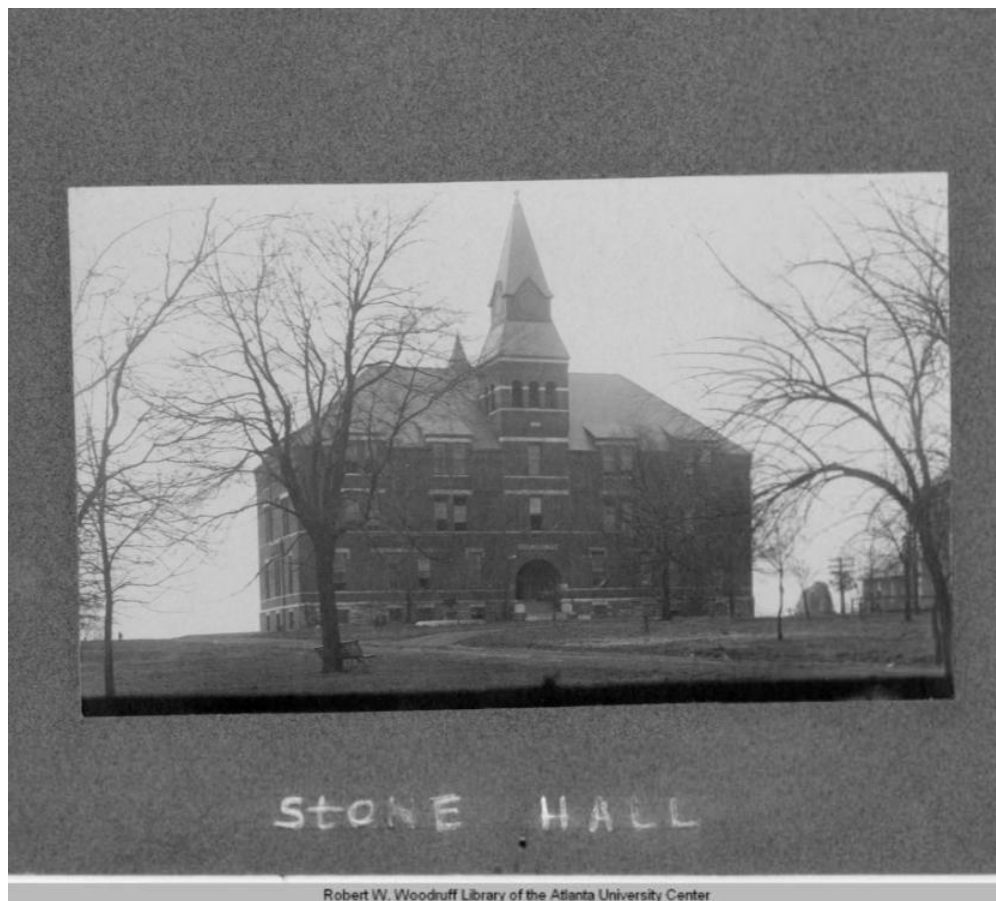
The most impressive structure constructed during Ware's tenure, Stone Hall, is located on the south side of Hunter Street and was constructed in 1882.<sup>42</sup> This building was a three-story, hipped roof, red-brick Queen Anne style building with Romanesque revival elements that were being popularized elsewhere by architects like H.H. Richardson.<sup>43</sup> Stone Hall was designed by architect Gottfried L. Norman who was a prolific designer throughout the southeast, but few of his works remain extant.<sup>44</sup> Figure

<sup>42</sup> Atlanta University Center District. Section 7, Description.

<sup>43</sup> Ibid.,

<sup>44</sup> City of Atlanta, GA. n.d. *Fountain Hall*. Accessed September 29th, 2018. <https://www.atlantaga.gov/government/departments/city-planning/office-of-design/urban-design-commission/fountain-hall>.

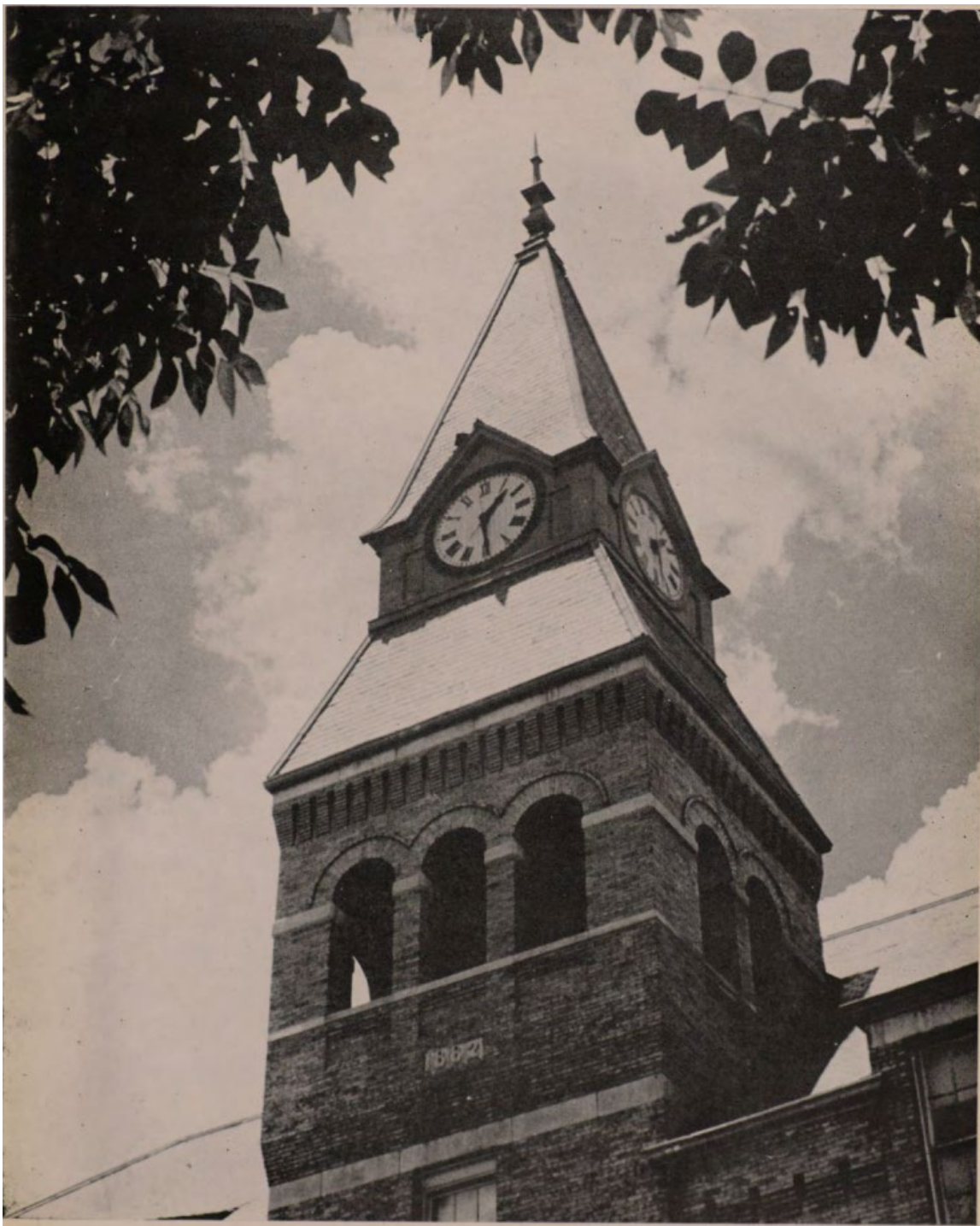
14 shows a picture of Stone Hall from 1882 that shows many of the architectural details described above. Because of its elevated site and clock tower projection, the building was visible throughout the central district of the city in 1882.<sup>45</sup> Of particular note is the main tower projection in the main façade of the building. The tower is the highest point on the campus and has become a symbol of the campus and the occupying institutions over the years. As a main character defining feature of the campus the Stone Hall tower is significant to the building and as a potential resource within the landscape of the campus itself. Figures 15 and 16 show different photos over time involving the Stone Hall tower.



*Figure 14: Photograph of the exterior of Stone Hall at Atlanta University, Atlanta, Georgia. 1882. Digital Collection of Robert W. Woodruff Library (AUC)*

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<sup>45</sup> *Fountain Hall.*



*Figure 15: Stone Hall Tower. The Brownite Yearbook 1944. Digital Commons Atlanta University Center Robert W. Woodruff Library.*





Figure 16: Stone Hall Tower. *The Brownite Yearbook 1973*. Digital Commons Atlanta University Center Robert W. Woodruff Library.

The University's development was not only limited to its northern region, however. The Knowles Industrial building was constructed in 1884, which was a three-story red-brick structure that featured intricate and decorative brick detailing that utilized a local practice of black brick pigmentation.<sup>46</sup> The Knowles building stood on its own on the south of the campus, but it emphasized the full scale of the land Atlanta University had available to it. Asa Ware's entire tenure with Atlanta University was a story of trying to accommodate the demand from African American citizens for education adolescent to adult leveled, and he made significant contributions on that front until his death in 1885, which presented a period of change for the school to confront. Ware is buried in front of Stone Hall with a large piece of granite from his home town as a grave marker.<sup>47</sup>



Figure 17: Photograph of Knowles Industrial Building at Atlanta University, Atlanta, Georgia. 1884. [Digital Collection of Robert W. Woodruff Library \(AUC\)](#)

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<sup>46</sup> *Atlanta University Center District. Section 7, Description.*

<sup>47</sup> *Campus Heritage Plan: Clark Atlanta University, 1-4.*

## Transition and the Turn of the Century

Horace Bumstead, a longtime board member and professor at the university, was selected as Ware's successor in 1889.<sup>48</sup> Bumstead had a vision of total education from kindergarten to graduate/professional education much like his predecessors and worked to continue that effort at Atlanta University.<sup>49</sup> This was done in reaction to a push for African American education to focus more on industrial and vocational skills, which was intended to be the quickest path toward economic advancement and equality.<sup>50</sup> Bumstead believed that higher education was key to the advancement of African Americans in the post-war south because it would create a cultured and scholarly class of citizens, instead of people that just knew trades.<sup>51</sup>

In part due to some financial issues with the State of Georgia taking away annual appropriations from Atlanta University, the campus went nearly fifteen years without a new significant structure.<sup>52</sup> However, in 1892 a significant landscape resource was constructed in the bridge that connected the Atlanta University campus over Hunter Street. This bridge was constructed as part of installing a streetcar line along Hunter Street in the 1890s and the company installing the streetcar came to an agreement with Atlanta University to build the bridge. Since its construction the bridge has served as a symbol of connection and solidarity between the northern and southern quadrangles of Atlanta University and then Morris Brown College. The bridge has become one of the most pictured and memorialized structures on the campus and is another potential

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<sup>48</sup> Bacote, 103.

<sup>49</sup> Bacote, 105.

<sup>50</sup> Bacote, 104.

<sup>51</sup> Bacote, 105.

<sup>52</sup> Bacote, 87.

significant resource within the full landscape context of the campus. Different eras of the bridge's existence can be seen in Figures 18 through 20 which show the growing importance of the bridge to the institution in the decades after its construction.

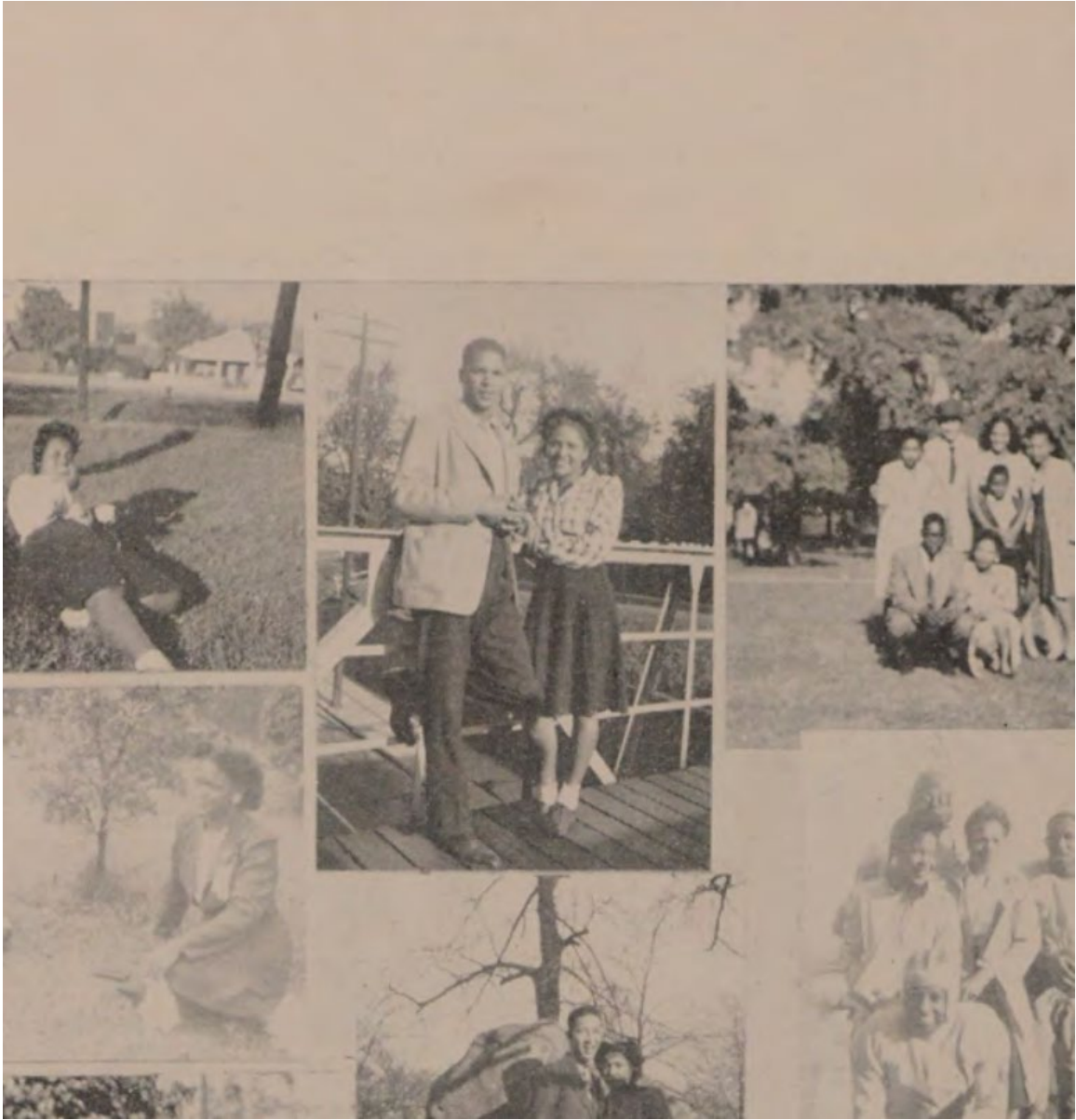


Figure 18: Hunter Street Bridge. *The Brownite Yearbook 1945*. Digital Commons Atlanta University Center Robert W. Woodruff Library.





Alpha Phi Alpha Fraternity

*Figure 19: Hunter Street Bridge. The Brownite Yearbook 1960. Digital Commons Atlanta University Center Robert W. Woodruff Library.*





Figure 20: Hunter Street Bridge. *The Brownite Yearbook 1973*. Digital Commons Atlanta University Center Robert W. Woodruff Library.

Furber Cottage, pictured in Figure 21, is another brick Georgian Revival building but with a gambrel roof and built in 1899 with the intention of being a model home for economics classes taught at the university.<sup>53</sup> The front façade of Furber Cottage is completely symmetrical except for a small projecting wing on the right side of the building. This was part of a vocational education for women that persisted on many HBCU campuses including Atlanta University. Despite having access to a college

<sup>53</sup> Atlanta Preservation Center. 2018. *Morris Brown College Campus*. Accessed September 10th, 2018. [http://www.atlantapreservationcenter.com/place\\_detail?id=20&pt=1](http://www.atlantapreservationcenter.com/place_detail?id=20&pt=1).

education before many white women, African American women had to struggle for access to courses that men did.<sup>54</sup> Furber Cottage was designed by Hartwell, Richardson, and Drever, Architects which was a firm out of Boston who did other buildings on the Atlanta University campus.<sup>55</sup>



Figure 21: Photograph of Furber Cottage at Atlanta University, Atlanta, Georgia. November 17, 1900. [Digital Collection of Robert W. Woodruff Library \(AUC\)](#)

## Into a New Century: 1900 to 1930

### Dubois at Atlanta University

President Bumstead's vision for Atlanta University was part of a larger debate in the African American education field that would last from much of the late 19<sup>th</sup> and early 20<sup>th</sup> centuries. Booker T. Washington, a preeminent figure in African American education, was a staunch advocate of African American education focusing on vocational trades that would help African American citizens create a type of economic infrastructure

<sup>54</sup> Allen, Walter R., Joseph O. Jewell, Kimberly A. Griffin, and De'Sha S. Wolf. "Historically Black Colleges and Universities: Honoring the Past, Engaging the Present, Touching the Future." *The Journal of Negro Education* 76, no. 3 (2007): 268. <http://www.jstor.org.proxy-remote.galib.uga.edu/stable/40034570>.

<sup>55</sup> *Campus Heritage Plan: Clark Atlanta University*, 1-8.

that would assist by which their status in society would be raised.<sup>56</sup> In contrast, African American educators like W.E.B. Dubois believed that the vocational model was a not adequate for the promotion of African American equality in the United States.<sup>57</sup> This side of the African American education pushed for a liberal arts education that resembled that of white institutions of the day which taught philosophy, language, math, law, and literature. Dubois viewed this as essential to achieving African American equality in the United States during this time which he espoused in several academic works during his time at Atlanta University.<sup>58</sup>

The philosophical debate on education between Dubois and Washington was actually part of a larger ideological conflict amongst African-American peoples during the early twentieth century dealing with immediate equality versus gradual improvement in terms of socio-economic status. Booker T. Washington was part of crafting the Atlanta Compromise of 1895 which was an unwritten agreement between African-American leaders and southern white leaders dealing with African-American rights and socio-economic status.<sup>59</sup> Under the agreement African-American peoples would cease to demand the right to vote and accept segregation/discrimination in exchange for the willful provision of education (vocational only) and legal due process by southern white leaders. Dubois initially supported this agreement but came to vehemently disagree with it by the time he became a faculty member at Atlanta University. Dubois was integral in

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<sup>56</sup> Fairclough, Adam. 2001. *Teaching Equality: Black Schools in the Age of Jim Crow*. Athens, GA: University of Georgia Press, 13.

<sup>57</sup> Allen, Walter R., Joseph O. Jewell, Kimberly A. Griffin, and De'Sha S. Wolf. "Historically Black Colleges and Universities: Honoring the Past, Engaging the Present, Touching the Future." *The Journal of Negro Education* 76, no. 3 (2007): 268. <http://www.jstor.org.proxy-remote.galib.uga.edu/stable/40034570>.

<sup>58</sup> See DuBois publications during his time at Atlanta University: *The Souls of Black Folk*, *Niagara Movement*, *The Philadelphia Negro*, *Reconstruction and Its Benefits*.

<sup>59</sup> Lewis, 218-219.

the founding of the Niagara Movement which was a conference of African-American rights activists whose aims were antithetical to those of the Atlanta Compromise. The Niagara Movement held that no result other than full equality of the races and the cessation of segregation/discrimination should be accepted by African-American citizens of the United States.<sup>60</sup> This position gained traction soon after the creation of the movement due to the Atlanta Race Riots of 1906 which left upwards of one hundred African-American residents dead.

### **Early Twentieth Century Development**

A Carnegie Library, pictured in Figure 22, was built in 1905 by architect William C. Richardson of Hartwell, Richardson, and Drever which was a one-story red brick Georgian Revival building that also had a basement.<sup>61</sup> The library also has quoins on either end of the front façade and stone coursework that denotes the floor line all around the building. However, the library was demolished in the 1960s for the constructions of a new administration building.<sup>62</sup> Carnegie libraries were usually grant funded from steel tycoon turned philanthropist Andrew Carnegie.<sup>63</sup> Several Carnegie Libraries were built specifically to serve African American institutions during the early 20<sup>th</sup> century which included Tuskegee and Hampton Universities.<sup>64</sup>

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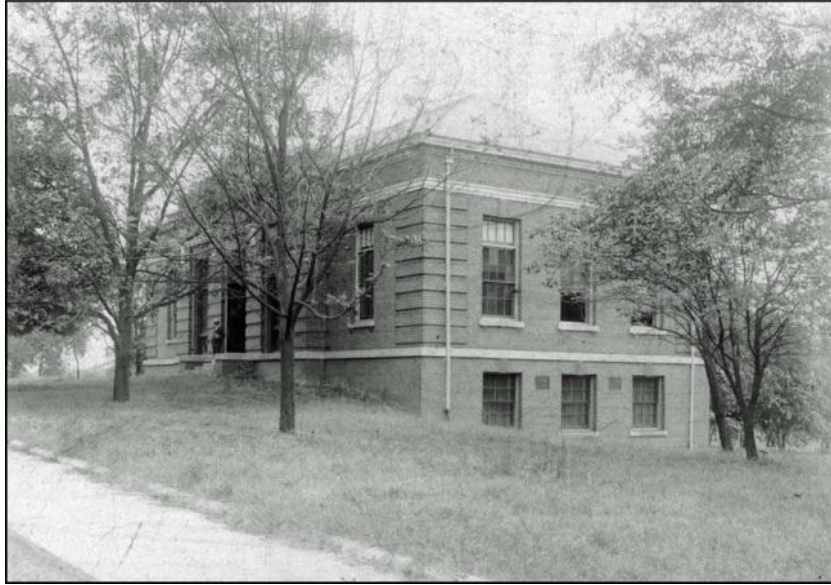
<sup>60</sup> Lewis, 220.

<sup>61</sup> *Atlanta University Center District*. Section 7, Description.

<sup>62</sup> Bacote, 147.

<sup>63</sup> Stamberg, Susan. 2013. *How Andrew Carnegie Turned His Fortune Into A Library Legacy*. August 1. Accessed September 10, 2018. <https://www.npr.org/2013/08/01/207272849/how-andrew-carnegie-turned-his-fortune-into-a-library-legacy>

<sup>64</sup> Berry, Dr. John M. 2008. *Andrew Carnegie and Race*. June 17. Accessed October 2nd, 2018. <https://diverseeducation.com/article/11301/>.



*Figure 22: Carnegie Library at Atlanta University. Circa 1910. Digital Collection of Robert W. Woodruff Library (AUC) in Clement & Wynn Program Managers; The Jaeger Company; Grashof Design Studio. 2007. Campus Heritage Plan: Clark Atlanta University. Historic Preservation Plan, Atlanta, GA: Clark Atlanta University. A.2.B-20.*

Oglethorpe Hall, pictured in Figure 23, was built in 1905 also by William C.

Richardson of Hartwell, Richardson, Drever. Oglethorpe Hall is a three-story dark red brick Georgian Revival building with a low hipped roof, projecting central bay under a triangular gable, and brick quoin patterns at the corners. Oglethorpe Hall was intended to be a practice school for those who were training to be teachers and it was located just east of the Carnegie Library.<sup>65</sup> Oglethorpe Hall was just to the east of the Carnegie Library.

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<sup>65</sup> *Campus Heritage Plan: Clark Atlanta University*, 1-8.



Figure 23: Photograph of Oglethorpe School at Atlanta University, Atlanta, Georgia. Circa 1905. [Digital Collection of Robert W. Woodruff Library \(AUC\)](#)



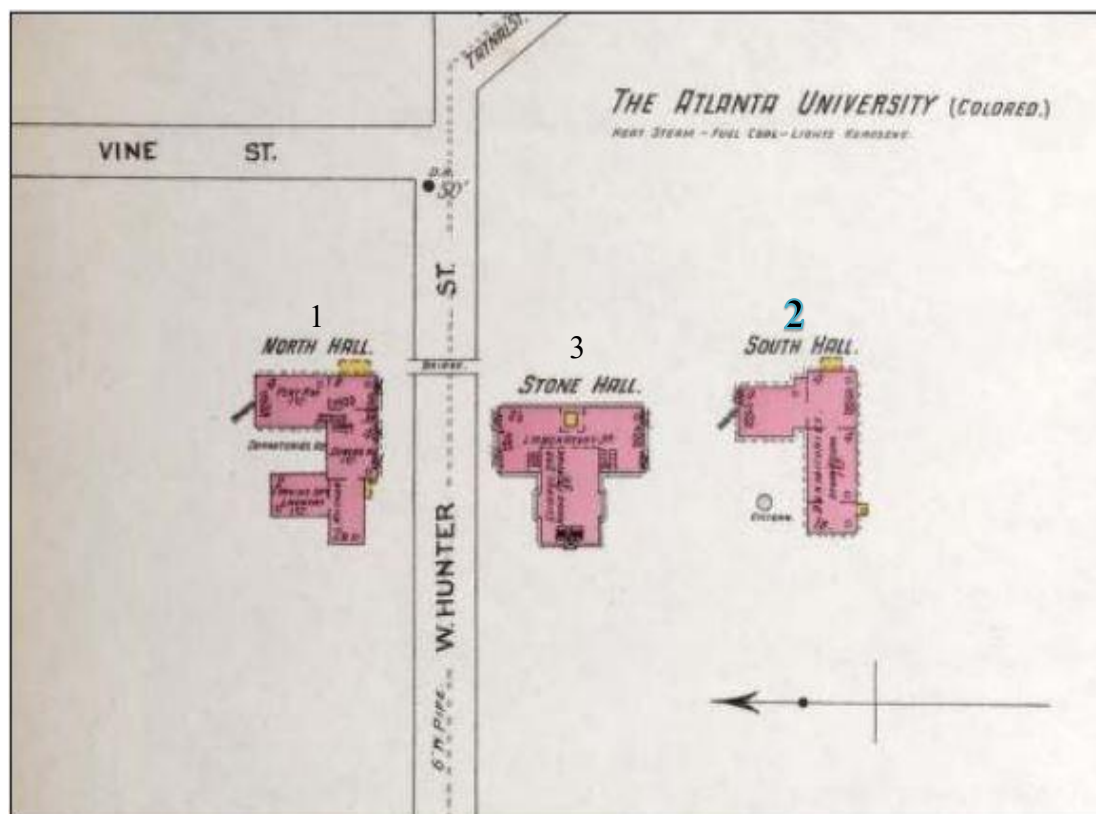


Figure 24: Sanborn Fire Insurance Map, Atlanta, Georgia (Fulton County, 1899, Sheet 107. Digital Library of Georgia: Sanborn Fire Insurance Maps

### Development of the Surrounding Area

Significant physical development during President Bumstead's term occurred in the surrounding vicinity of Atlanta University. The development of an education center in west Atlanta spawned a wealth of residential construction on the streets north of the campus, which today include Vine, Walnut, Delbridge, Magnolia, and Rhodes streets. These were mostly faculty homes, of a late Victorian character, that housed many of the famous educators that President's Ware and Bumstead brought in to teach at Atlanta University. Such figures as W.E.B. Dubois, Susan Herndon, and George Towns lived in this residential area of the district, and the latter two figures built two of the most iconic residential structures in the area. Adrienne Herndon, wife of Alonzo Herndon, built a magnificent neo-classical house in 1906 just east of the Atlanta University campus that

still stands today as a famous architectural landmark and is pictured in Figure 25.<sup>66</sup>

George Towns, a long-serving professor at Atlanta University, built a high-style Victorian home, in 1900, just across the street to the south of the Herndon Home which also still stands today and is pictured in Figure 26.<sup>67</sup> These two figures were prominent in the Ware and Bumstead administrations and were also famous figures in the wider context of local and state history for Atlanta and Georgia.



*Figure 25: Herndon Home, Atlanta, Georgia. Circa 1915. National Historic Landmark, Herndon Home, Fulton County, Georgia. NHL # 121.*

<sup>66</sup> Atlanta University Center District. Section 7, Description.

<sup>67</sup> Atlanta Preservation Center. 2011. *Grace Towns Hamilton House*. Accessed October 3rd, 2018. [http://www.atlantapreservationcenter.com/place\\_detail?id=15&pt=1](http://www.atlantapreservationcenter.com/place_detail?id=15&pt=1).





*Figure 26: Towns Home. 1975. The Brownite Yearbook 1975. Digital Commons Atlanta University Center Robert W. Woodruff Library.*

### **Steps Leading to Affiliation**

President Bumstead resigned his position in 1907 after decades of service to Atlanta University and was succeeded as president by Asa Ware's younger son Edward Ware.<sup>68</sup> The younger Ware was just as dedicated to the education of African Americans as his father was, and he took many steps toward professionalizing the educational process in Atlanta for those.<sup>69</sup> Edward Ware only served as president for twelve years, due to illness, but in those years he made more stringent preparatory requirements for

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<sup>68</sup> Bacote, 149.

<sup>69</sup> Ibid.,

incoming students, introduced entrance exams, and extended the period of time that students would be in school.<sup>70</sup> Edward Ware was followed by Winslow Adams as president in 1919, after overseeing Atlanta University through World War I efforts on the Home front and resigning to fight illness. Adams, like Ware, expanded university programs. Ware focused on bringing in the study of some trades like mechanics, while Adams focused on bringing in programs like business and financial studies.<sup>71</sup> Figure 27 is a map graphic of Sanborn Fire Insurance Maps that is part of the Clark Atlanta University preservation plan. The graphic displays the development of the campus up to 1911.

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<sup>70</sup> Bacote, 155.

<sup>71</sup> Bacote, 155-168.

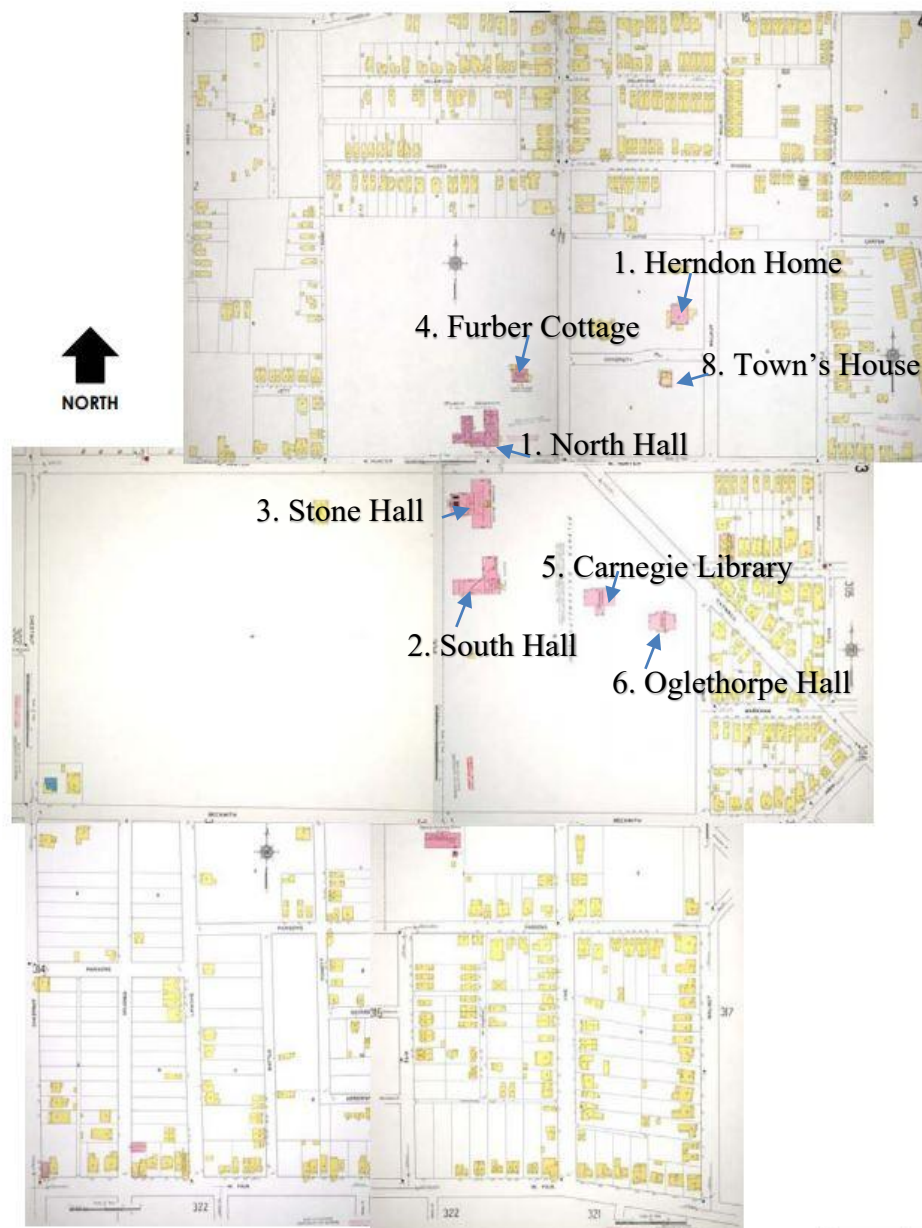


Figure A-3-4: Sanborn Fire Insurance Map, Atlanta, Georgia (Fulton County), 1911.

1 – Volume 1, Sheet 3

2 – Volume 1, Sheet 4

3 – Volume 3, Sheet 303

4 – Volume 3, Sheet 304

5 – Volume 3, Sheet 315

6 – Volume 3, Sheet 316

Available on-line at <http://dlg.galileo.usg.edu/sanborn/CityCounty/Atlanta1911/>.

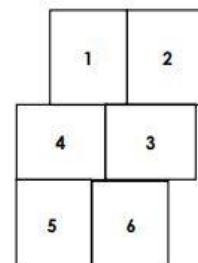


Figure 27: Sanborn Fire Insurance Maps Showing Atlanta University Campus. 1911. In Clement & Wynn Program Managers; The Jaeger Company; Grashof Design Studio. 2007. Campus Heritage Plan: Clark Atlanta University. Historic Preservation Plan, Atlanta, GA: Clark Atlanta University. Appendix 3-5.

The Ware and Adams administrations made a distinct change in focus from expanding the campus, to making the educational programs on the campus more robust. Both presidents, along with President Bumstead, succeeded in creating an educational pipeline for African Americans from kindergarten to college. The lack of financial resources available at the time made it difficult to do physical expansion projects. Lack of financial resources was a problem that challenged the other African American higher education institutions in the area, which were Morehouse College, Spelman College, Clark University, and Morris Brown University.<sup>72</sup> Therefore, around the turn of the century, cooperative relationships began to unfold amongst these institutions to more efficiently use their resources toward the common goal they were working towards. These relationships would lead to the eventual question of whether there should be some type of affiliation between the schools.

At this time, around 1920, the Atlanta University area was a type of institutional island within a growing urban landscape with the Atlanta city center and streetcar suburbs surrounding the campus.<sup>73</sup> Within this context, President Myron Winslow Adams presided over a period of rapid developmental change at the university. Up until 1926, graduation ceremonies were held on the lawn north of the Carnegie library due to its openness and acoustics, but that location was changed during the Adam's administration.<sup>74</sup> Also in 1926 the Knowles Industrial Building was converted into a high school to help younger students get into the university, and education students to train as teachers in an actual school setting. However, due to an agreement forged with the

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<sup>72</sup> Bacote, 256.

<sup>73</sup> *Campus Heritage Plan: Clark Atlanta University*, 1-9.

<sup>74</sup> Bacote, 23.

Atlanta Board of Education, Knowles High School was closed in 1929, with its students and educators going to Booker T. Washington high school which was opened in 1924.<sup>75</sup> Simultaneously, the main catalyst for a future affiliation was being conceived by the General Education Board (GEB) that was a significant source of funding for all the African American institutions in the area.

### **Forming the Atlanta University Affiliation**

In 1928, the General Education Board disclosed to President John Hope of Morehouse College that they might be willing to fund a large library to serve the needs of all African American institutions of higher education in the Atlanta area.<sup>76</sup> This library is the Trevor Arnett Library pictured in Figure 28. This included Atlanta University, Morehouse College, Spelman College, Clark University, and Morris Brown College. However, the G.E.B., hesitant to make more individual contribution to each institution, pushed for a more cooperative relationship to be formed. Subsequently, discussions took place in the fall of that year toward that end.<sup>77</sup> At the same time, the G.E.B. began to acquire land for the purpose of construction of the library.

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<sup>75</sup> Bacote, 169.

<sup>76</sup> Bacote, 260.

<sup>77</sup> Bacote, 259.



*Figure 28: Trevor Arnett Library, north elevation, 1932. [Digital Collection of Robert W. Woodruff Library \(AUC\)](#)*

The result of discussions among the previously mentioned institutions was a general plan of cooperation between Atlanta University, Morehouse College, and Spelman College that was intended to overcome the individual funding issues that each institution faced.<sup>78</sup> Clark University and Morris Brown College were subjects of these discussions but were not party to them yet. Under the agreement, Atlanta University would become a strictly graduate level institution, with Morehouse and Spelman doing undergraduate education. Clark University and Morris Brown College were also included in these discussions but were not yet part of what would become the Atlanta University Center. Another important development for Atlanta University in 1929 was the appointment of John Hope as its first African American president. Hope had been

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<sup>78</sup> Bacote, 260-263.

president of Morehouse College, and was recommended to become president of Atlanta University by the G.E.B. which held a lot of sway in decision making due to their financial leverage over the institutions in the affiliation.<sup>79</sup> Figure 29 displays the campus development that had occurred up to 1928 with the numbered buildings being what Morris Brown College would inherit.

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<sup>79</sup> Bacote, 268.





Figure 29: 1928 Atlanta City Map. 1928. Emory Digital Scholarship Commons.

## A New Tenant: 1930 to 1960

### Moving Campuses

President Hope came into the institution with a vision and a plan. He saw Atlanta University as the leader in education of African Americans in the south and wanted it to compete with the top white institutions in the nation in terms of educational standards.<sup>80</sup> Through the early 20<sup>th</sup> century the private African American in Atlanta remained four-year colleges and universities that taught sciences, language, and liberal arts. The early 20<sup>th</sup> century was also the period where W.E.B. DuBois carried out some of his most famous sociological works on African Americans in the United States while teaching at Atlanta University.<sup>81</sup> Hope and DuBois were close friends and shared many of the same beliefs on education so in a way Atlanta University was the flagship institution for the DuBois side of the African American education debate for many years. Subsequently, Hope began to craft a plan for Atlanta University to move to a new campus, with newer facilities, soon after the creation of the Atlanta University Affiliation.

The intention was to move southward, closer to the site where the G.E.B. was planning to place the library they were proposing to build. The library was going to be the nucleus of the affiliation, so President Hope wanted to move as close as possible to that site.<sup>82</sup> The total for the move was around five and half million dollars, which was as grand an amount was the vision that President Hope had for Atlanta University. Included in that plan were several administrative buildings, a new presidents home, and land acquisitions from Morehouse college. However, abandoning the old Atlanta University

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<sup>80</sup> Dittmer, John. 1977. *Black Georgia in the Progressive Era, 1900-1920*. Urbana, IL: University of Illinois Press, 150.

<sup>81</sup> Bacote, 153-155.

<sup>82</sup> *Campus Heritage Plan: Clark Atlanta University*, 4.3-1.

campus was problematic for President Hope because abandonment would require taxes to be paid on the land, so there was need for a new occupying institution on the old campus.<sup>83</sup>

### **Negotiating a Move with Morris Brown College**

In 1929, President Hope entered negotiations with Morris Brown College about the possibility of relocating to the old Atlanta University campus so that no one would owe property taxes to the city of Atlanta.<sup>84</sup> Morris Brown was founded in 1881 and was the only institution that was founded, owned, and operated by the African Methodist Episcopal Church.<sup>85</sup> At the time, Morris Brown College was in a dire financial situation. The institution was indebted to the point where they were being forced to sell off assets at a rapid pace, and were under threat of losing the buildings they were currently located in.<sup>86</sup> Morris Brown was led, at this time, by President W.A. Fountain Jr. and Bishop W.A. Fountain, a father-son duo that is integral to the history of the institution.<sup>87</sup> Presidents Fountain and Hope quickly began negotiations about the specific terms of relocating Morris Brown to the old Atlanta University campus.

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<sup>83</sup> Bacote, 309.

<sup>84</sup> Ibid.,

<sup>85</sup> Dittmer, 151.

<sup>86</sup> Sewell, George A. and Troup, Cornelius V. *Morris Brown College: The First 100 Years*. Atlanta, GA: Morris Brown College, 1981, 76-80.

<sup>87</sup> Sewell and Troup, 78.

Those negotiations resulted in Morris Brown being leased most of the buildings and land on the original campus

“for a term of five years, at a rental payable quarterly in advance, the use of North and South Halls, Stone Hall, Furber Cottage, the front campus, and a playing field. The amount of the rental fee was to be sufficient to take care of the cost to the University of maintaining the buildings and other properties involved in the agreement. The University, however, refused Morris Brown’s request for the use of the Carnegie Library...[because] at the time of the agreement, part of the Carnegie Library was being used as a library for the Oglethorpe Practice School.”<sup>88</sup>

Morris Brown College originally wanted to buy most of this land, and acquire use of the existing Carnegie Library, but Atlanta University rejected this proposal in favor of a more gradual arrangement. In the process of these negotiations the Fountains also negotiated the liquidation of Morris Brown’s existing assets in Old Fourth Ward on Boulevard and Houston Street, as well as settlement of outstanding debts, which allowed the move to happen with a blank financial slate for the institution.<sup>89</sup>

### **Establishing a Presence**

In 1932, Morris Brown College completed its move, from its original campus in east Atlanta, to its new home on the old Atlanta University campus. President Fountain received grant assistance from the G.E.B., worked out an exchange of teachers and students with Atlanta University to get classes started, and access to the new library being built south of the campus in question.<sup>90</sup> For the rest of the 1930s President Fountain, and the rest of Morris Brown College’s leadership, focused on solidifying their position at their new location, which took the form of permanent land acquisitions, and renovations of the existing campus. Land acquisitions were important because Morris Brown College

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<sup>88</sup> Bacote, 310.

<sup>89</sup> Sewell and Troup, 80.

<sup>90</sup> Ibid.,

was initially leasing the land they had moved to. Morris Brown raised or borrowed around two hundred thousand dollars between 1932 and 1942 to purchase the roughly thirty five acres they occupied at the time.<sup>91</sup> Renovations covered every facility on the campus, and cost about ninety thousand dollars.

### **Morris Brown Begins Physical Improvements**

By the mid-1940s, Morris Brown College had finished acquiring all title to the land they were occupying, making the old Atlanta University campus the Morris Brown College campus in every sense. Having acquired the land, President Fountain wanted to begin adding on to the Morris Brown campus with new facilities, which lined up with the endowment building and development that he had embarked upon over the previous decade.<sup>92</sup> To this end, President Fountain was able to gather around one hundred and five thousand dollars for the school endowment, and executed some quick construction projects that were needed. These included cottages for teachers, the President's Home, and apartments for teachers.<sup>93</sup> The President's Home is shown in Figure 30. In 1948 Morris Brown contracted for the construction of a large apartment building, and an episcopal residence, which cost nearly three hundred thousand dollars. These two periods of construction developed the area that is presently known as the Sarah Allen Quadrangle, pictured in Figure 31, which is outlined in Figures 34 and 35 in black. This desire to expand led to a sustained period of development, in a mid-century modern style, that would last three administrations, and nearly three decades into the future. Also highlighted in red is the improvements that were made to create the original Herndon

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<sup>91</sup> Sewell and Troup, 82.

<sup>92</sup> Sewell and Troup, 82.

<sup>93</sup> Ibid.,



Stadium, pictured in Figures 32 and 33, in the mid-1940s which was subsequently improved in the early 1990s.



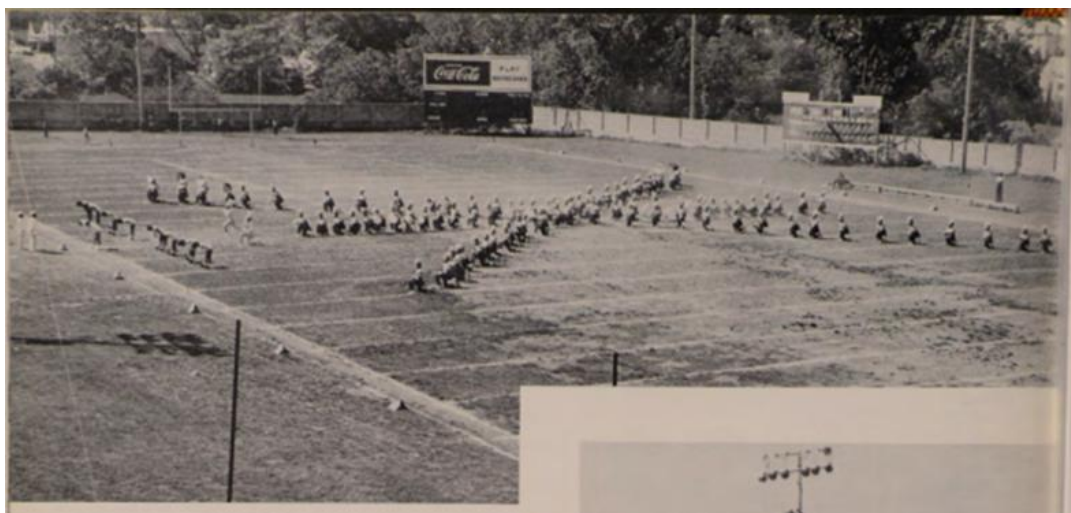
*Figure 30: President's Home. The Brownite Yearbook 1965. Digital Commons Atlanta University Center Robert W. Woodruff Library.*



*Figure 31: Sarah Allen Quadrangle. The Brownite Yearbook 1959. Digital Commons Atlanta University Center Robert W. Woodruff Library.*



*Figure 32: Herndon Stadium During Football Game.. The Brownite Yearbook 1947. Digital Commons Atlanta University Center Robert W. Woodruff Library.*



*Figure 33: Marching Band in Herndon Stadium. The Brownite Yearbook 1968. Digital Commons Atlanta University Center Robert W. Woodruff Library.*





Figure 34: Aerial Photograph of Morris Brown Campus, Fulton County, Georgia. 1940. Digital Library of Georgia: Georgia Aerial Photographs.



Figure 35: Aerial Photograph of Morris Brown Campus, Fulton County, Georgia. 1949. Digital Library of Georgia: Georgia Aerial Photographs.

### **Morris Brown, Atlanta, and the Civil Rights Era**

Going in to the era of the Civil Rights movement which covered much of the 20<sup>th</sup> century, the Atlanta University Center was a core part of supporting a robust African American middle class and many businesses in and around Sweet Auburn.<sup>94</sup> The leaders, entrepreneurs, and citizens that the Atlanta University Center produced gained enough economic power to make some societal inroads into discrimination in terms of African Americans being able to spend their money at white owned banks and department stores.<sup>95</sup> Major African American business institutions like Citizens Trust Bank, Mutual Federal Savings and Loan Association, and Atlanta Life Insurance Company were another part of supporting an African American middle class in Atlanta.<sup>96</sup> Despite these advances African Americans were still barred from many skilled jobs that were available to whites and access to public education was still segregated even after the *Brown v. Board of Education* decision as was the case in much of the south.<sup>97</sup> Public schools in Atlanta did not begin the desegregation process until they were forced to by a federal court in 1960, and even then the process lagged because of delaying tactics and “white flight” out of the city.<sup>98</sup>

Atlanta was known as the “City Too Busy to Hate” during the Civil Rights Era which was mostly a marketing ploy to keep the image of the city good for business and economic purposes and to set it apart from other cities that were experiencing protests

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<sup>94</sup> Bayor, Ronald H. 1996. *Race and the Shaping of Twentieth-century Atlanta*. Chapel Hill, NC: University of North Carolina Press, 94.

<sup>95</sup> Bayor, 110.

<sup>96</sup> Ibid.,

<sup>97</sup> Bayor, 110 and 224.

<sup>98</sup> Bayor, 234.

and violence.<sup>99</sup> This characterization of Atlanta was not totally inaccurate as Atlanta did not have protests and violence on the levels of other cities involved in the Civil Rights Movement, but African Americans in Atlanta were not really any better off than African American residents of any other city in the south. Some more recent authors have attributed the relative peaceful process Civil Rights Movement to an African American establishment that pushed for negotiation and deal making with white leaders of the city which curtailed a lot of desire for more direct forms of protest against discrimination and segregation.<sup>100</sup> This establishment includes African American business owners, investors, church leaders, and intellectuals and higher education and the Atlanta University in some respects. However, many students and lower class African American residents did protest their lack of access to jobs, education, and public resources in the 1960s which did go against the negotiating style that the establishment usually favored.<sup>101</sup>

Atlanta eventually did desegregate and open facilities and services to African American residents but discriminatory practices were instituted in policies relating to urban renewal, transportation infrastructure, and suburbanization among other things. Roads, highways, and public transportation were built in ways that created racial barriers or kept African American communities isolated.<sup>102</sup> Urban renewal resulted in significant demolition of residences through condemnation in the 1960s and 70s which combined with investments in public housing that pushed African Americans into organized government ran communities.<sup>103</sup> Morris Brown College took advantage of some of these

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<sup>99</sup> Hein, Virginia H. 3rd Qtr 1972. "The Image of "A City Too Busy to Hate": Atlanta in the 1960's." *Phylon Vol. 33, No. 3*, 210.

<sup>100</sup> Johnson, Maurice J. 2009. *The Dawning of the Black New South: A Geo-Political, Social, and Cultural History of Black Atlanta, Georgia, 1966-1996*. Urbana, IL: University of Illinois Press, 60.

<sup>101</sup> Hein, 215-216, Johnson, 64-68.

<sup>102</sup> Bayor, 257.

<sup>103</sup> Bayor, 257.

programs to acquire land for future buildings and get funding to build new buildings in the 1960s and 70s.<sup>104</sup> This is the context through which to understand some of the physical development of the Morris Brown Campus from the 1940s to the 1970s.

## **Mid-Century Physical Expansion: 1960 to 1978**

### **Land Acquisitions**

After the end of the Fountain administration in 1951 the John Lewis administration focused on gaining full accreditation for Morris Brown College which had been a major goal for the institution to attain since the beginning of the Fountain Administration. Frank Cunningham, the next president of Morris Brown College, took advantage of Urban Renewal projects occurring in the area in the 1960s to acquire land between Sunset and Griffin streets that totaled around eight acres, and cost around three hundred thousand dollars.<sup>105</sup> Another piece of land on the west side of the campus, totaling around six acres, was acquired in 1964 for a total of around two hundred and fifty thousand dollars. These pieces of land were to be used for the construction of a new student center, and a new center for science, language, and a library.<sup>106</sup> President Cunningham believed that these were necessary, and long needed, for the advancement of the college after acquiring full accreditation during the Lewis administration. Those buildings became Wilkes Hall, and the Griffin Hightower building. A renovation of North Hall was also completed during the early 1960s, along with some other administrative and dormitory renovation projects. The Magnolia Apartments were also constructed on this newly acquired piece of property but are no longer extant.

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<sup>104</sup> Sewell and Troup, 103-110, Bayor, 256-259.

<sup>105</sup> Sewell and Troup, 103.

<sup>106</sup> Sewell and Troup, 104.

## Physical Development

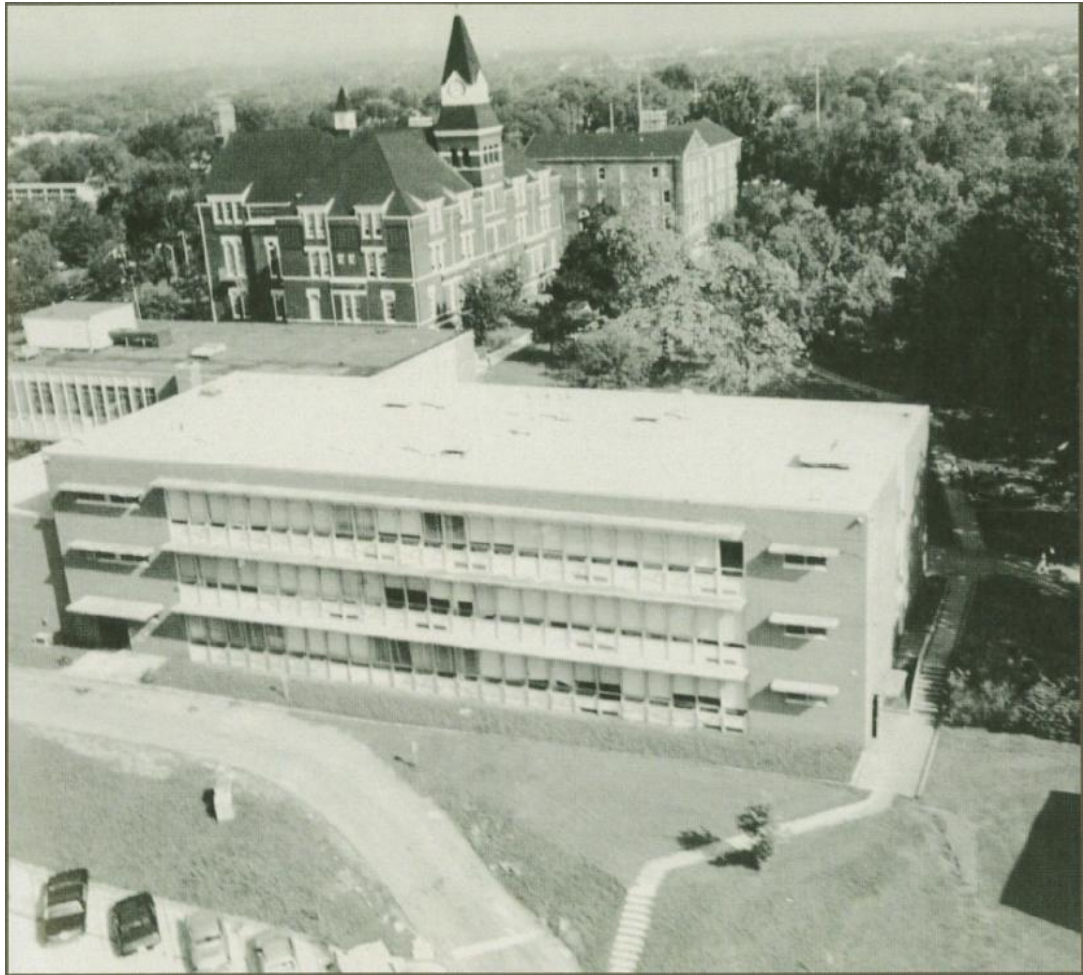
Wilkes Hall, pictured in Figure 36, is a rectangular shaped brick veneered building that is two stories tall with a basement. There is one front entrance with sets of ribbon windows between each brick veneer wall. See Figure 30 and 31 for pictures. The Griffin-Hightower Building, pictured in Figure 37, consists of two main rectangular structures that are offset and connected by a smaller wing in the middle. The northern wing of the building has walls that mostly consist of vertical paned glass with brick veneer on the sides. The southern wing has walls that are fixed pane single windows that are stacked over three stories instead of being completely vertical and is also brick veneer.

The older South Hall was torn down to make way for the Griffin-Hightower Building. The physical development of these buildings in spatial displayed in Figures 38 and 39 which compare aerial imagery of the campus in 1960 versus 1972. Figure 38 shows the land acquisition, outlined in black, where Wilkes Hall was built and Figure 39 shows Wilkes Hall and the Griffin-Hightower Building post-construction outlined in black. Figure 39 also shows where land was acquired in the southeastern part of the campus between 1960 and 1972 which eventually became the Middleton Complex and John H. Lewis Gymnasium.





*Figure 36: Wilkes Hall. The Brownite Yearbook 1976. Digital Commons Atlanta University Center Robert W. Woodruff Library.*



*Figure 37: Griffin-Hightower Building. The Brownite Yearbook 1980. Digital Commons Atlanta University Center Robert W. Woodruff Library.*



Figure 38: Aerial Photograph of Morris Brown Campus, Fulton County, Georgia. 1960. Digital Library of Georgia: Georgia Aerial Photographs.



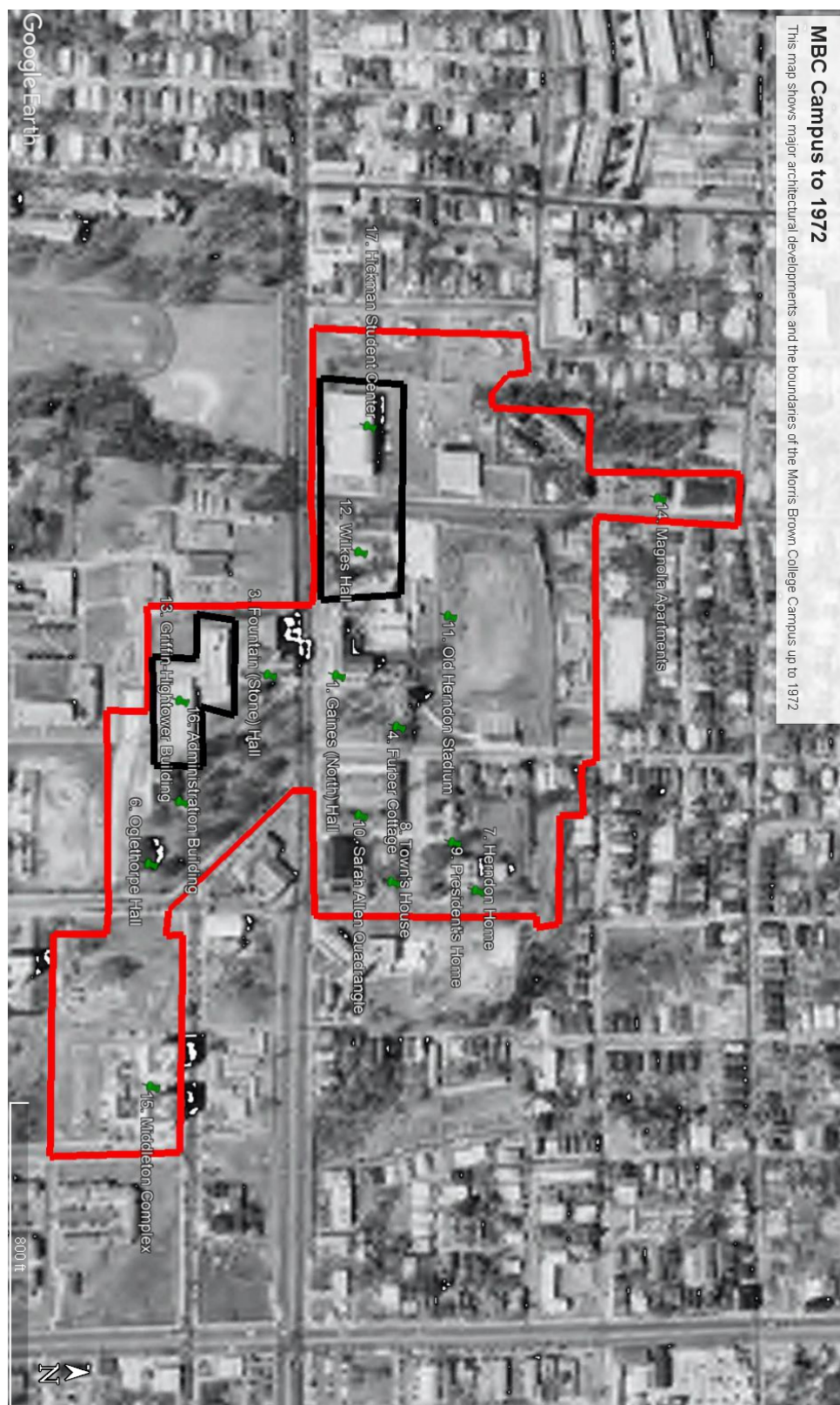


Figure 39: Aerial Photograph of Morris Brown Campus, Fulton County, Georgia. 1972. Digital Library of Georgia: Georgia Aerial Photographs.

The expansion did not stop with the Cunningham administration. Reverend John Middleton followed Dr. Cunningham as president of Morris Brown College, and built upon earlier construction efforts by collaborating with the University of Tennessee on campus planning in 1965.<sup>107</sup> The University of Tennessee had a special laboratory dedicated to school planning that was funded by the Ford Foundation. Middleton began by pursuing extra funding from the Department of Housing and Urban Development for an addition on to the Middleton housing complex located slightly southeast of the main campus. This resulted in three additional stories being added to each tower, resulting in two ten-story buildings.<sup>108</sup> The Middleton Complex consists of two ten-story dormitory buildings built in a modern style with a one-story dining hall attached. The Middleton Complex was constructed on a ten acre tract of land that was acquired in 1966 with the building being completed in 1969.<sup>109</sup> The building has projecting window bays stacked on top of each other over the upper nine stories that are separated by concrete pillars which is displayed in Figure 42 and 43. The renderings in those figures were done before an additional three stories were added due to Atlanta University receiving a HUD grant.<sup>110</sup> Unfortunately, this building is no longer extant.

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<sup>107</sup> Sewell and Troup, 122.

<sup>108</sup> Ibid.,

<sup>109</sup> Sewell and Troup, 130.

<sup>110</sup> Ibid.,



*Figure 40: Middleton Complex. The Brownite Yearbook 1968. Digital Commons Atlanta University Center Robert W. Woodruff Library.*





Figure 41: Middleton Complex. *The Brownite Yearbook 1968*. Digital Commons Atlanta University Center Robert W. Woodruff Library.



A new Administration Building, pictured in Figure 42, was constructed in 1967 that was a three-story brick veneer building that has some stone coursework on the exterior and a large pediment-topped stone entrance way.<sup>111</sup> Hickman Student Center was also finished during the Middleton Administration, which required extra funding and time due to unsuitable soil on the corner of Hunter Street and Sunset Avenue.<sup>112</sup> The Hickman center, pictured in Figure 43, is a two-story brick, concrete, and glass structure that has large fixed windows between concrete pillars on the front façade. President Middleton nearly tripled the physical value of the Morris Brown Campus, and ensured the ability to expand east and west with the acquisition of new land. In terms of eligibility as defined in the Georgia and National Register of Historic Places (GNRHP), the Middleton Administration marks the limit on what can currently be considered GNRHP eligible according to historic preservation regulations in the state of Georgia. However, that does not mean newer constructions, alterations, or demolitions are any less important than potentially GNRHP eligible resources.

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<sup>111</sup> *Campus Heritage Plan: Clark Atlanta University*, 1-8.

<sup>112</sup> Sewell and Troup, 134.

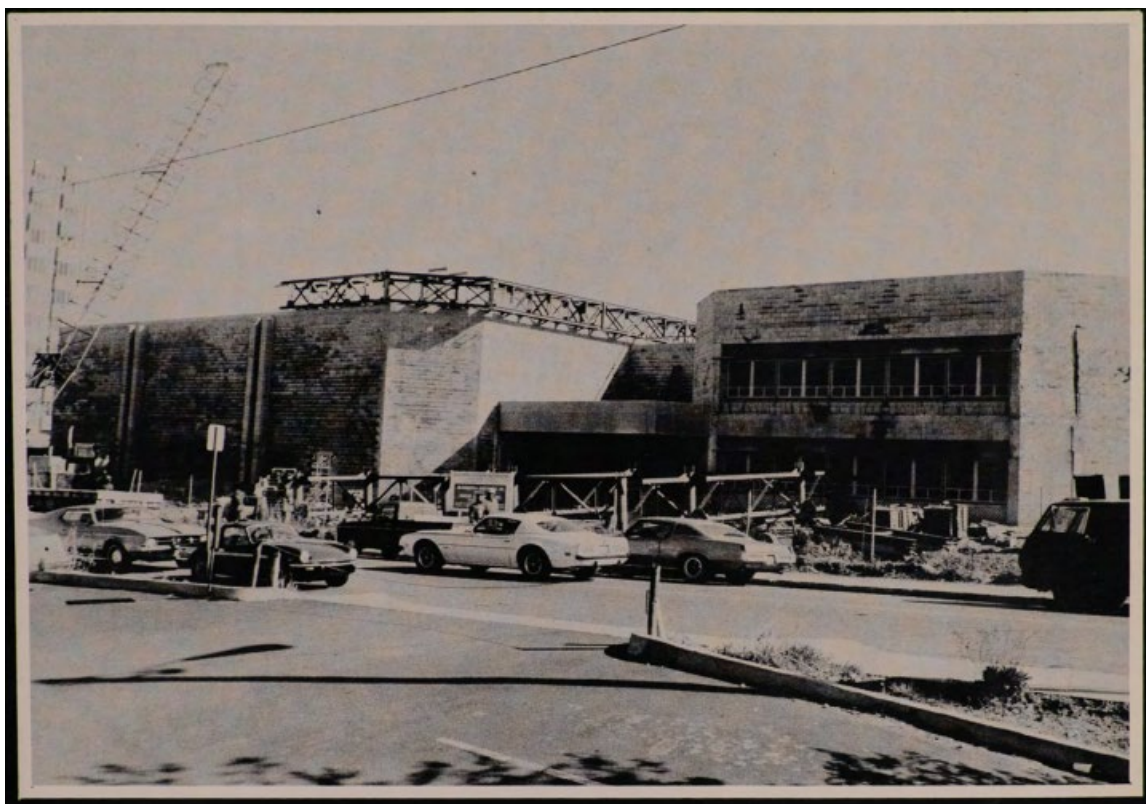


*Figure 42: Audra Melton. Morris Brown Administration Building. 2017. Atlanta Magazine.*



*Figure 43: Sean Griffith. Morris Brown College Hickman Student Center. 2017 Site Visit.*

The last two projects that are important to the development of the Morris Brown campus are the Middleton Complex and the John H. Lewis Gymnasium. The Middleton Complex was constructed on a ten acre tract of land that was acquired in 1966 with the building being completed in 1969.<sup>113</sup> The John H. Lewis Gymnasium, built in 1977, is a complex of three different sized buildings that are all brick veneer constructions.<sup>114</sup> The largest building is a seven thousand seat arena with the other two buildings serving the health and wellness of the student body. The largest building has few windows, but the other two buildings have sections containing ribbon windows on their facades which is displayed in Figures 44 and 45.



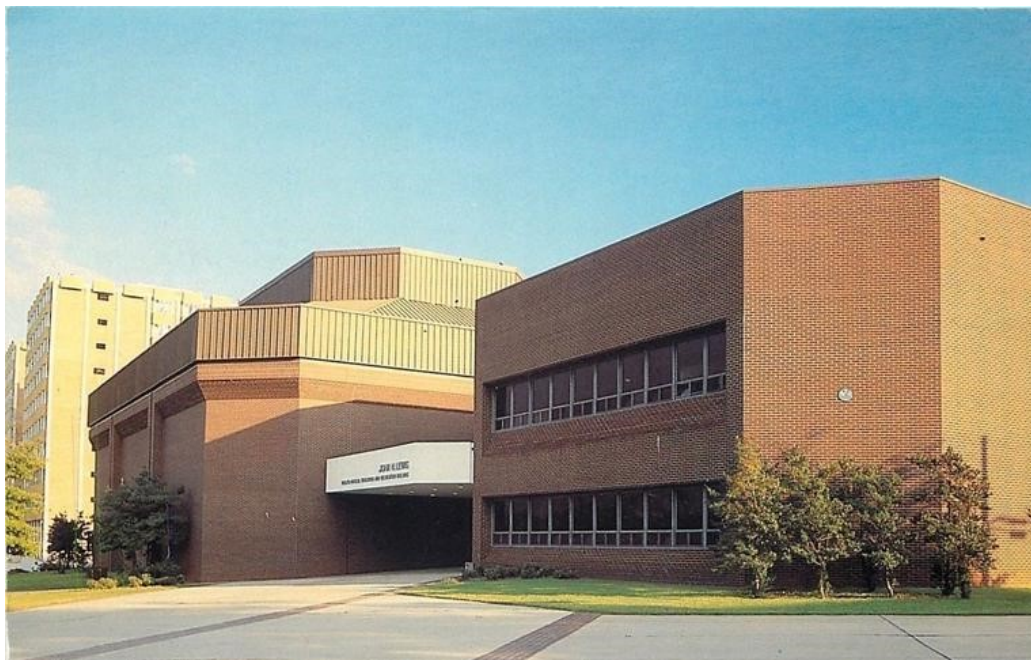
*Figure 44: John H. Lewis Gymnasium Construction. The Brownite Yearbook 1976. Digital Commons Atlanta University Center Robert W. Woodruff Library.*

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<sup>113</sup> Sewell and Troup, 130.

<sup>114</sup> Sewell and Troup, 134.





*Figure 45: Jenise Harden. John H. Lewis Gymnasium. Circa 1980. The Mann Center. Westside/Southside: The National Photographic Exhibition.*

The mid-century architecture constructed during the Fountain, Lewis, Cunningham, and Middleton administrations. Unfortunately, some older buildings were torn down to make way for the new, and many newer buildings on the campus no longer exist. Figure 46 shows an aerial image of the campus from 1996 which displays the currently existing buildings with green pin points and the demolished buildings with red pin points. This visual shows the significant amount of physical change on the Morris Brown College campus from its inception to the present day. Mixed in to all of this are buildings that are currently, or may potentially be, considered eligible for listing in the GNRHP. The next chapter will explore the current conditions that exist on the Morris Brown College campus. These will include more recent history of the campus leading to the present day, legal issues over land ownership, an inventory and assessment of each architectural resource mentioned in this chapter.

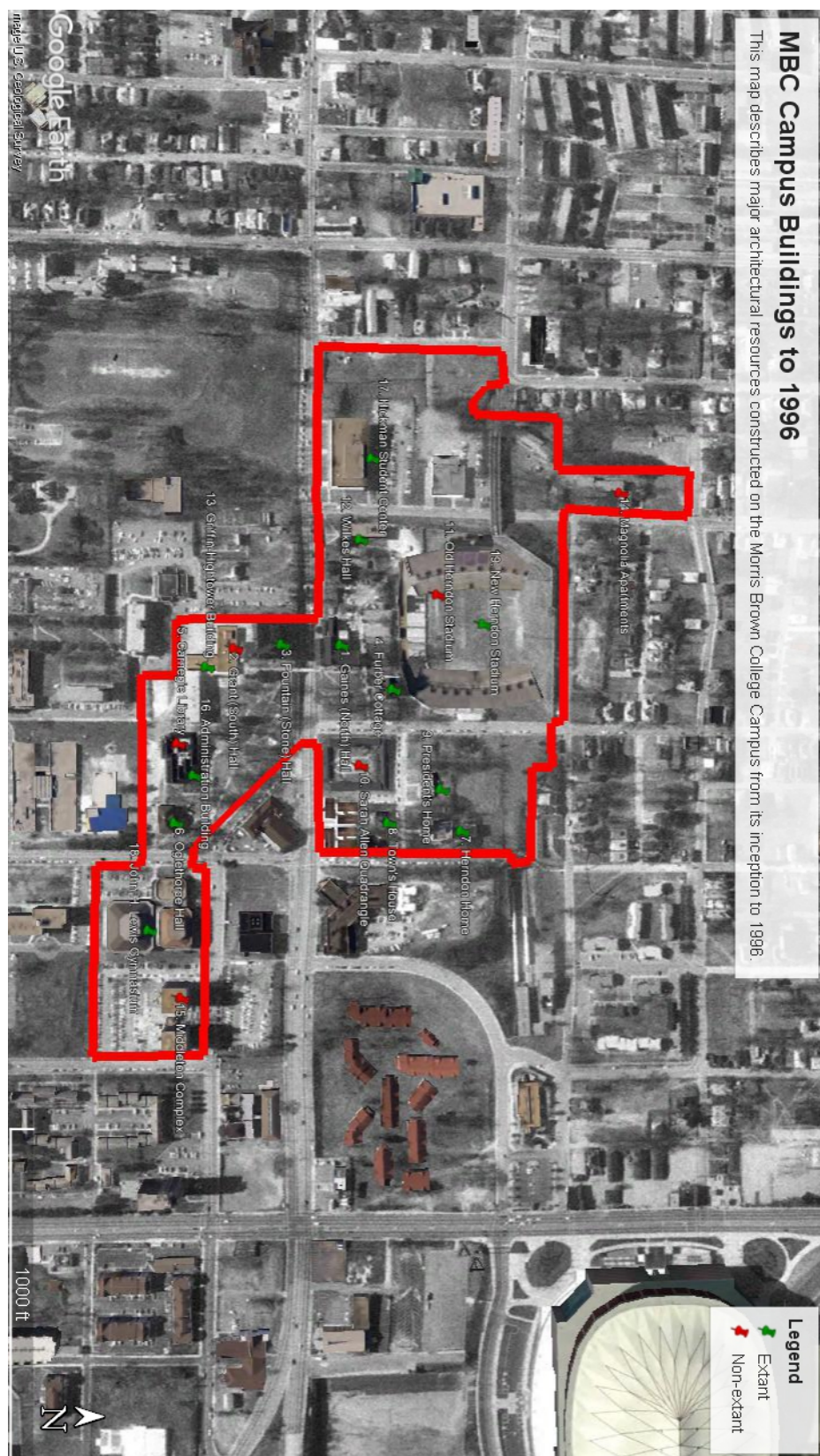


Figure 46: Sean Griffith. Morris Brown College Campus Aerial Photograph. 1996. Created in Google Earth

## CHAPTER 3: CURRENT CONDITIONS

### Getting to Current Time: 1978 to 2018

Between 1978 and the present day the Morris Brown College campus has gone through some major changes in terms of historic fabric. These changes have included several fires, demolitions, and land ownership changes over the years. 1978 is a significant year for this research because the State Historic Preservation Office in Georgia requires that all potentially Georgia and National Register of Historic Places (GNRHP) eligible resources over forty years of age be surveyed and documented.<sup>115</sup> This goes for all agencies in the state in terms of how they do survey of their cultural resources, which includes architecture and landscapes. Survey and documentation is an important part of any preservation plan because that information keeps track of any changes to the resources you manage, and can provide a basis for any maintenance or repair work that needs to be done. Most of the major structures on the Morris Brown Campus were previously documented in the creation of the Atlanta University Center National Register historic district, but that nomination only included resources built up to the mid-1920s.

The biggest example of a recent physical change to the original Morris Brown campus is the unfortunate fire that caused heavy damage to Gaines Hall, formerly North

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<sup>115</sup> *Georgia Historic Resources Survey Manual*, 3.



Hall, in August of 2015.<sup>116</sup> The fire caused the roof to cave in, and severely damaged the structural integrity of the building. Gaines Hall was the first building constructed on the campus in the late 1800s, and is a vital cultural resource on the campus.<sup>117</sup> After the fire, Atlanta fire officials declared that the building needed to be torn down due to safety concerns for drivers and pedestrians that pass Gaines Hall.<sup>118</sup> The Georgia Trust for Historic Preservation, and other preservation advocacy groups, are pushing the City of Atlanta to save the building, but those efforts have yet to bear fruit.<sup>119</sup>

Several other buildings have suffered demolition over the years, including the Middleton Complex (after fire), parts of Jordan Hall, and buildings on the Sarah Allen Quadrangle.<sup>120</sup> These are all buildings that play a part in the history of Morris Brown College and the wider Atlanta University Center, so their complete loss does irreparable damage to the historic fabric of the area. The Middleton Complex was particularly unfortunate because it was an excellent mid-century cultural resource, which is currently a significant research focus among preservationists in Georgia. However, there are some mid-century resources on Morris Brown's campus that could be eligible for the Georgia and National Register of Historic Places, and warrant further evaluation. Those include the Hickman Student Center, the Griffin-Hightower Building, and Wilkes Hall, which

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<sup>116</sup> Markiewicz, David. 2015. *Atlanta fire: Former Morris Brown dorm should be demolished*. August 21. Accessed October 15, 2018. <https://www.ajc.com/news/crime--law/atlanta-fire-former-morris-brown-dorm-should-demolished/CVlkt5JcCovzgRESPK6ymN/>.

<sup>117</sup> Georgia Trust for Historic Preservation: Places in Peril. n.d. *Gaines Hall, Furber Cottage, Towns House and the Hamilton House*. Accessed October 15, 2018. <https://www.georgiatruster.org/places-in-peril/gaines-hall-furber-cottage-towns-house-and-the-hamilton-house/>

<sup>118</sup> Markiewicz. *Atlanta fire: Former Morris Brown dorm should be demolished*.

<sup>119</sup> *Gaines Hall, Furber Cottage, Towns House and the Hamilton House*.

<sup>120</sup> Foreman, Lauren. 2016. *Former Morris Brown College dormitory catches fire*. February 1. Accessed October 15, 2018. <https://www.ajc.com/news/crime--law/former-morris-brown-college-dormitory-catches-fire/KJXYeJzjyvyk3BXsFTjFN/>

demonstrate a distinct change in character from earlier Victorian and Colonial Revival construction.

In addition to these previously mentioned changes, there were some new structures added between the late 1970s and today, and they are significant in the developmental history of Morris Brown College. The first is the John H. Lewis Gymnasium, named after former college president Lewis, which was constructed in the late 1970s. The gym can accommodate seven thousand people for athletic events, and provided many athletic/wellness functions for students at Morris Brown College. The other major addition to the campus was the demolition and reconstruction of the original Herndon Stadium. The City of Atlanta, and other partners, gave Morris Brown around twenty one million dollars to build a new stadium in preparation for the 1996 Olympics.<sup>121</sup> The new stadium held over 15,000 people, and was the venue for field hockey in the 1996 Olympic Games. The Herndon Stadium is the youngest structure on the campus and marks the peak of prestige of the Morris Brown College campus.

### **Steps Leading Accreditation Loss**

However, a few years later, Morris Brown College began to run into financial difficulties that ultimately led to the college attempting to liquidate most of the original campus discussed in this thesis. In the late 1990s and early 2000s Morris Brown reached peak levels of enrollment, about 2500 students, and seemed to be on track for a period of consistent growth.<sup>122</sup> Under the surface, federal financial aid had been improperly

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<sup>121</sup> Atlanta Journal Constitution. 2018. *Morris Brown: How an Atlanta HBCU Fell Into Bankruptcy*. January 31. Accessed October 15, 2018. <https://www.myajc.com/news/local/morris-brown-college-timeline/I8aag6h6giHPHW84ExIAfM/>

<sup>122</sup> *Morris Brown: How an Atlanta HBCU Fell Into Bankruptcy*.

allocated, and the college was also dealing with an enormous debt burden.<sup>123</sup> In response to these issues, federal investigations began to take place around Morris Brown's finances, and ultimately resulted in the Southern Association of Colleges and Schools revoking accreditation for the institution.<sup>124</sup> The loss of accreditation left Morris Brown in serious financial difficulty because its students were no longer eligible to receive federal financial aid, and the college was cut off from important funding sources like the United Negro College Fund.<sup>125</sup>

Subsequently, Morris Brown's enrollment numbers plummeted, faculty left the institution, and Morris Brown filed for bankruptcy in 2012 to settle a debt that was close to thirty million dollars.<sup>126</sup> The administration of the college, now under Dr. Stanley Pritchett, was determined to keep the school open, despite funding challenges, but that would come at a cost because of the large debt burden the institution carried. During bankruptcy proceedings, to settle that debt, Morris Brown agreed to sell almost all of the land and buildings that it owned to the City of Atlanta and Friendship Baptist Church.<sup>127</sup> This sale package was a joint buyout from the city and the church, which stipulated that Morris Brown would retain control over the GNRHP listed or eligible buildings on its

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<sup>123</sup> Fletcher, Michael A. 2003. *Morris Brown College May Close Its Doors*. April 9. Accessed October 15, 2018. [https://www.washingtonpost.com/archive/politics/2003/04/09/morris-brown-college-may-close-its-doors/f72e144a-585c-415b-92c0-ffb1534f7bb2/?noredirect=on&utm\\_term=.cfba8c25fe0c](https://www.washingtonpost.com/archive/politics/2003/04/09/morris-brown-college-may-close-its-doors/f72e144a-585c-415b-92c0-ffb1534f7bb2/?noredirect=on&utm_term=.cfba8c25fe0c)

<sup>124</sup> The Associated Press. 2002. *Morris Brown College loses accreditation*. December 10. Accessed October 15, 2018. [http://www.southerndigest.com/article\\_b71dbef6-56e2-5478-8c08-cb07c5af7d04.html](http://www.southerndigest.com/article_b71dbef6-56e2-5478-8c08-cb07c5af7d04.html)

<sup>125</sup> Fletcher. *Morris Brown College May Close Its Doors*.

<sup>126</sup> Suggs, Ernie. 2012. *Morris Brown hopes to prevent auction of campus*. August 25. Accessed October 15, 2018. <https://www.ajc.com/news/local/morris-brown-hopes-prevent-auction-campus/iRITBKqyd7PyaQhMIiOuaP/>

<sup>127</sup> Morris, Mike. 2015. *Morris Brown Trustee: College Emerging from Bankruptcy*. March 27. Accessed October 15, 2018. <https://www.ajc.com/news/morris-brown-trustee-college-emerging-from-bankruptcy/kj2ccm8eSF7Ob4XZKoyusM/>

campus for educational purposes and to respect the legacy of the school.<sup>128</sup> The City would own the land where Fountain Hall sits and all Morris Brown land north of Martin Luther King Jr. Boulevard.<sup>129</sup> Friendship Baptist would own the land where the Middleton Towers sit, and the John H. Lewis Gymnasium.<sup>130</sup> Mayor of Atlanta at the time, Kasim Reed, believed that this sale would help Morris Brown alleviate its debt burden, while not damaging its mission or legacy, and also help the city meet its development goals in the area.<sup>131</sup>

As of 2014, Morris Brown agreed to this buyout package from the City of Atlanta and Friendship Baptist Church. However, deed agreements between Morris Brown College and Atlanta University made in the 1930s and 1940s stipulated that Atlanta University would retain ownership rights to the land if its use for educational purposes ceased.<sup>132</sup> In September of 2014, Clark Atlanta University filed a lawsuit against the City of Atlanta claiming that they retained rights to the land now that Morris Brown College was no longer the owner, and on the premise that it was no longer being used for educational purposes.<sup>133</sup> As of 2018, Clark Atlanta won the court case over the land sold by Morris Brown to the City of Atlanta, and the fate of the campus currently appears to be unclear. This case will be discussed in more detail later in this chapter.

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<sup>128</sup> Shapiro, Jonathan. 2014. *Judge OKs Morris Brown Buyout Offer from City of Atlanta and Friendship Baptist Church*. June 18. Accessed October 15, 2018. <https://www.wabe.org/judge-oks-morris-brown-buyout-offer-city-atlanta-and-friendship-baptist-church/>

<sup>129</sup> Davis, Janel. 2014. *Morris Brown and Atlanta May Revive Talks Over Selling Property*. March 14. Accessed October 15, 2018. <https://www.ajc.com/news/morris-brown-and-atlanta-may-revive-talks-over-selling-property/mXuUcVgMm3ouyHlwzPsUPI/>

<sup>130</sup> *Morris Brown and Atlanta May Revive Talks Over Selling Property*.

<sup>131</sup> Shapiro. *Judge OKs Morris Brown Buyout Offer from City of Atlanta and Friendship Baptist Church*.

<sup>132</sup> Davis, Janel. 2014. *Clark Atlanta Sues City of Atlanta Over Disputed Morris Brown Property*. September 10. Accessed October 15, 2018. <https://www.ajc.com/news/local-education/clark-atlanta-sues-city-atlanta-over-disputed-morris-brown-property/SbPGyTOWorg3tXl6uJlgyJ/>

<sup>133</sup> Carr, Nicole. 2018. *City loses Costly Land Dispute to Clark Atlanta University*. April 27. Accessed October 15, 2018. <https://www.wsbtv.com/news/local/atlanta/city-loses-costly-land-dispute-to-clark-atlanta-university/740033933>

Despite an unclear situation with land ownership, it is important to treat the campus as whole historic site as much as possible, because there is a clear progression of history that is attached to the entire campus landscape. The initial key processes to accomplish this goal would be a clear spatial delineation of the Morris Brown College campus, supported by historical context and evidence, along with a robust assessment of architectural and landscape resources. An earlier chapter of this thesis begins to establish the historic context needed for the physical development of this campus, and a later chapter will give specific details on how an assessment of resources can be done.

As previously stated, Georgia requires all agencies, public and private, to survey all their cultural resources that are forty years old, or older, for potential historic value under GNRHP criteria. In the University System of Georgia Campus Historic Preservation Planning Guidelines (USG CHPP), there are three levels of survey that historic architectural and historic landscape resources must go through if they are located on the boundaries of a campus.<sup>134</sup> The first level of survey would include every resource to get base level data on what is already listed in GNRHP, what is potentially eligible for GNRHP, and what is not eligible for GNRHP, the second level would be to determine if a potentially eligible resource is definitely eligible or not eligible, and the third level provides detailed data for repair and rehabilitation purposes for resources that are eligible.<sup>135</sup> This document will provide a level I architectural resource survey since there are already several architectural resources on the Morris Brown College campus that are listed in the GNRHP.

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<sup>134</sup> *Campus Historic Preservation Plan Guidelines*, 57-61.

<sup>135</sup> *Campus Historic Preservation Plan Guidelines*, 57-61.

## **Current Conditions**

The description of general conditions on the campus will begin with an inventory of what architectural resources over forty years old that currently exist on the Morris Brown campus in Figure 47 followed by a descriptive map to show their locations with demolished resources in red in Figure 48. This conditions assessment will be consistent with a level I architectural resource survey as defined in the Georgia Historic Resource Survey Manual which is published by the Georgia State Historic Preservation Office. This level of survey is one of three levels of intensity and is designed to gather base level information on the resources in question to determine which resources may need further survey.



| Building                       | Construction Date | Demolition Date |
|--------------------------------|-------------------|-----------------|
| 1. North (Gaines) Hall         | 1869              |                 |
| 2. South (Grant) Hall          | 1870              | 1968            |
| 3. Stone (Fountain) Hall       | 1882              |                 |
| 4. Furber Cottage              | 1899              |                 |
| 5. Carnegie Library            | 1905              | 1967            |
| 6. Oglethorpe Hall             | 1905              |                 |
| 7. Herndon Home                | 1906              |                 |
| 8. Towns House                 | 1900              |                 |
| 9. President's Home            | 1944              |                 |
| 10. Sarah Allen Quadrangle     | 1948              | 2012            |
| 11. Old Herndon Stadium        | 1945              | 1993            |
| 12. Wilkes Hall                | 1964              |                 |
| 13. Griffin-Hightower Building | 1968              |                 |
| 14. Magnolia Apartments        | 1965              | 2007            |
| 15. Middleton Complex          | 1968              | 2016            |
| 16. Administration Building    | 1967              |                 |
| 17. Hickman Center             | 1964              |                 |
| 18. John H. Lewis Gymnasium    | 1977              |                 |
| 19. New Herndon Stadium        | 1993              |                 |

Figure 47: Sean Griffith. *Excel Inventory of Morris Brown College Buildings*. 2018. Created in Microsoft Excel.



Figure 48: Griffith, Sean. Current Extant Architectural Resources. November, 2018. Created using Google Earth Pro.

## Architectural Resources

### 1. Gaines Hall

Gaines Hall, originally North Hall, is the first building constructed on the original Atlanta University campus, and has become deeply entrenched in the history of Morris Brown College as well.

Gaines Hall suffered from a fire in August of 2015, which did a lot of damage in one of the oldest parts of the building.<sup>136</sup> The biggest issue with the building now is that much of the roof caved in after the fire, which leaves the interior and walls exposed to the elements. This damage also leaves the walls unstable since there is no longer any roof or rafter system holding them in place with the foundation. Because of this, the walls have the potential to deteriorate, or even collapse completely. The interior fireplaces have collapsed due to the fire damage, and many of the windows have been heavily damaged or destroyed. Other issues with Gaines Hall include the porch on the left side being heavily damaged, which is a character feature that appeared on the building as early as 1886, and the condition of mortar on the brick load-bearing walls of the structure which have been exposed to moisture on the exterior and interior for years now. Pictures of current state and damage are in Figures 49 and 50.

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<sup>136</sup> Saporta, Maria. 2017. *Atlanta – save Gaines Hall – a building too important to die*. November 19. Accessed October 15, 2018. <https://saportareport.com/atlanta-save-gaines-hall-building-important-die/>





*Figure 49: Sean Griffith. Morris Brown College Gaines Hall East Face 2017. 2017 Site Visit.*



*Figure 50: Sean Griffith. Morris Brown College Gaines Hall South Face 2017. 2017 Site Visit.*

After acquiring the property in 2015, the City of Atlanta began efforts to stabilize, and rehabilitate, Gaines Hall, which was estimated to cost around two and half million dollars after the fire.<sup>137</sup> Efforts got as far as stabilizing the property when Atlanta's Investment Authority lost a lawsuit over the land to Clark Atlanta University, which reverted the property ownership to Clark Atlanta. The firms contracted to do work on Gaines Hall are currently waiting for the Investment Authority and Clark Atlanta to work out some kind of arrangement to continuing efforts to save Gaines Hall.<sup>138</sup> This important structure is under severe threat, and it is imperative that preservation efforts begin in earnest as soon as possible.

## **2. Stone Hall**

Stone (Fountain) Hall, Figures 51 and 52, was the third building constructed on the campus in 1882, and is the only building on the campus that is designated as a National Historic Landmark. Stone Hall was renamed to Fountain Hall by Morris Brown College after it acquired the building in 1929.

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<sup>137</sup> Saporta Report. August 9, 2018. *Chronology of Events to Restore Gaines Hall*. Timeline, Atlanta, GA: Saporta Report.

<sup>138</sup> Ibid.,



*Figure 51: Sean Griffith. Morris Brown College Fountain Hall. 2017 Site Visit.*



*Figure 52: Atlanta Journal Constitution. Fountain Hall. 2015.*



Stone Hall retains much of its GNRHP historic integrity and appears to be in relatively good condition considering its age and state of abandonment. There appears to have been an addition placed on the back of the building at some point in time, but it is within the overall character of the building and does not detract from the original historic details. Most of the windows appear to be in character with what was originally on the building and are also mostly intact, except for the boarded-up 1<sup>st</sup> story and basement windows. The biggest alteration on the main façade is the sign that reads “Fountain Hall,” which is not an original feature, but a later potentially GNRHP eligible alteration made by Morris Brown College.

Since it appears that Stone Hall has not been occupied for several years now, there are some basic maintenance issues that show themselves. Minerals from the front sign are beginning to leech onto the brick under it, there appears to be some water leaking from the gutters onto the front façade, vegetation is beginning to grow on the building, and the roof needs to be maintained to keep water out of vital structural systems. Overall, the character defining features of Stone Hall, the clock tower, paired windows, sign, and decorative brick detailing, are still in good shape and retain their integrity.

### **3. Furber Cottage**

Furber Cottage, Figures 53-57, was built just to the northwest of Gaines Hall in 1899 with the purpose of being the home of economics education for Atlanta University. The building sports a Georgian Revival style with the rare addition of a gambrel roof and is already listed in the Atlanta University Center historic district.



*Figure 53: Photograph of Furber Cottage at Atlanta University, Atlanta, Georgia. November 17, 1900.  
Digital Collection of Robert W. Woodruff Library (AUC)*



*Figure 54: Furber Cottage 1975. The Brownite Yearbook 1975. Digital Commons Atlanta University Center  
Robert W. Woodruff Library.*



*Figure 55: Sean Griffith. Morris Brown College Furber Cottage. 2017 Site Visit.*



*Figure 56: Sean Griffith. Morris Brown College Furber Cottage. 2017 Site Visit.*

Furber Cottage retains most of its GNRHP historic character and integrity, but there are noticeable alterations and additions made over time. The window bays, roof shape, and gablets all match the original structure. The chimney and the balustrade on the east facing projection have been removed. The porch has been altered to only have one pair of columns instead of the two pairs that appear on original construction of the building. There is an addition to the western face of the building, but it does not appear to be detrimental to the character and integrity because it is similar in shape and size to the projection on the eastern face of the building. There are also alterations to the basement in the rear of the building that appear to be more recent changes, which could be related to the construction of the new Herndon Stadium in the mid-1990s.

In terms of building condition, there are glaring issues with vegetation and windows. There are plants and trees growing onto, or into, the structure of Furber Cottage which can be a source of major structural damage if not addressed. Vegetation too close to a building will also bring moisture which brings another set of structural issues with it. Another issue related to moisture are the damaged windows on the roof. The frames, panes, and sashes appear damaged on all three window bays to greater or lesser extents, and that can expose the interior of the building to moisture from precipitation. Some of the boarded-up windows are only partially covered which can create a trap for precipitation moisture if not addressed. The roof, masonry, and gutters appear to be in decent condition.

#### 4. Oglethorpe Hall

Oglethorpe Hall, Figures 57-60, was built in 1905 as a grammar preparatory school for children as part of an effort to prepare them for an eventual college education.<sup>139</sup> Oglethorpe Hall is already addressed in the Clark Atlanta Heritage Preservation Plan with a full context, conditions report, assessment of historic character and integrity, and recommendations for treatment and use. It is also listed in the Atlanta University Center historic district. As part of this preservation plan, Oglethorpe Hall underwent an extensive renovation in 2009-2010 to restore the exterior to its original 1905 state, which is the state the exterior is in as of the existing conditions pictures taken in 2018. Oglethorpe Hall is in good condition, still possesses integrity and significance architecturally, and is managed well by Clark Atlanta under an existing preservation plan.

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<sup>139</sup> *Campus Heritage Plan: Clark Atlanta University*, 4.2-2.



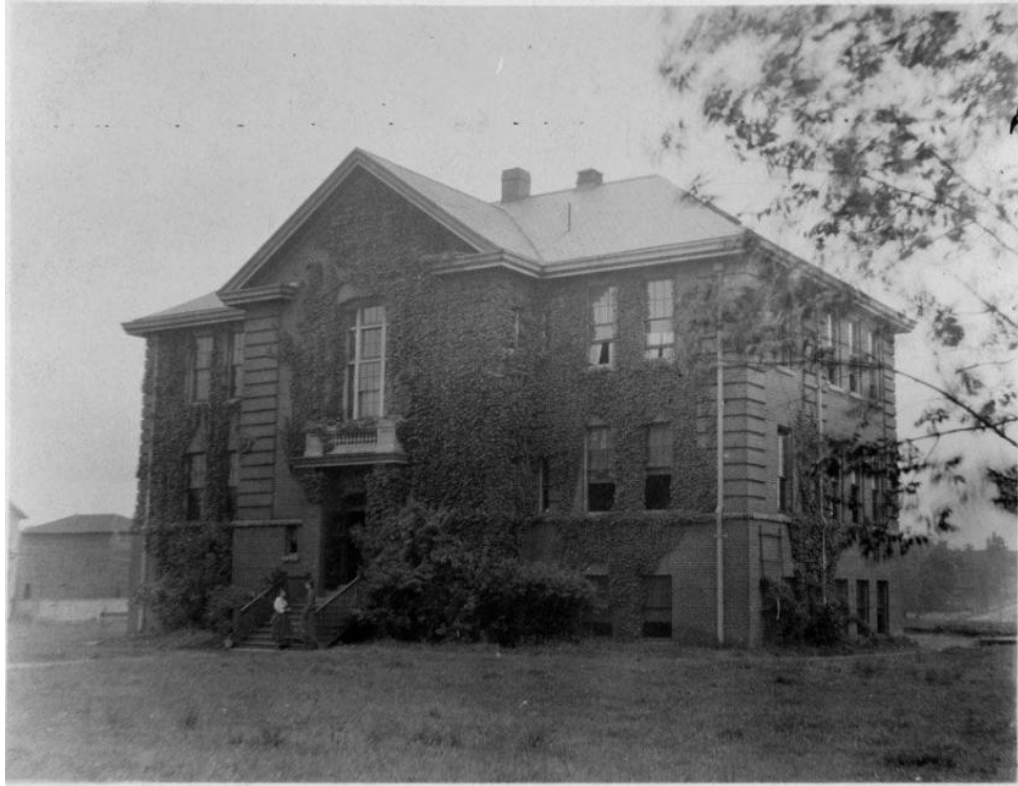


Figure 57: Photograph of Oglethorpe School at Atlanta University, Atlanta, Georgia. Circa 1905. [Digital Collection of Robert W. Woodruff Library \(AUC\)](#)



Figure 58: Oglethorpe Hall 1975. *The Brownite Yearbook 1975*. Digital Commons Atlanta University Center Robert W. Woodruff Library.





*Figure 59: Oglethorpe Hall. 2017. Picture taken using Google Street View.*



*Figure 60: Oglethorpe Hall. 2018. Picture taken using Google Street View.*

## 5. Herndon Home

The Herndon Home, Figures 61-63, is another National Historic Landmark in this historically rich area but this house was never an official building related to the operations of either Atlanta University or Morris Brown College, so its significance is different than that of Stone Hall. However, The Herndon Home was built on land that did belong to Atlanta University originally.<sup>140</sup> It is significant because of its architecture, and its owner Alonso F. Herndon, who was one of the richest African-American persons in Atlanta in the early 1900s. The house is now a house museum that tells the story of Alonso Herndon.<sup>141</sup>



Figure 61: Herndon Home, Atlanta, Georgia. Circa 1915. National Historic Landmark, Herndon Home, Fulton County, Georgia. NHL # 121.

<sup>140</sup> Lyon, Elizabeth A., and Dan Durett. 1976. *Atlanta University Center District*. National Register of Historic Places Inventory/Nomination Form, Atlanta, GA: Atlanta Urban Design Commission.

<sup>141</sup> Alonzo F. and Norris B. Herndon Foundation. n.d. *The Home*. Accessed October 15, 2018. <http://www.herndonhome.org/the-home/>



*Figure 62: Herndon Home 1975. The Brownite Yearbook 1975. Digital Commons Atlanta University Center Robert W. Woodruff Library.*



*Figure 63: Sean Griffith. Herndon Home. 2017. Site visit.*

The Herndon Home is in good shape overall, and all its character defining features remain in-tact. There are no changes to the polychromatic brick, the windows, or the stone walkway leading up to the main entrance. The only major change from the original construction to the present day are the main columns, which were replaced around 1915 and is documented in the National Historic Landmark Nomination. The Herndon Home is an essential resource to the character of the Morris Brown College campus and should be considered in any preservation planning that happens on the campus even though it is not an official campus cultural resource. It will be important for partnership and connection to be maintained between the campus and the Herndon Home.



## 6. Towns Residence/Human Resources Building

The Town's Residence, Figures 64 and 65, was built by professor George Towns in 1900, who taught at Atlanta University while that institution occupied the campus.<sup>142</sup> This house is located on a residential street to the east of the main campus and is one of two remaining residences from the earlier history of the campus. According to tax records, Morris Brown College did not acquire this property until 1989, which is when it gained use as a human resource building.<sup>143</sup> The Towns Home is listed in the Atlanta University Center historic district.



Figure 64: George Towns House. *The Brownite Yearbook 1975*. Digital Commons Atlanta University Center Robert W. Woodruff Library.

<sup>142</sup> *Atlanta University Center District*

<sup>143</sup> Fulton County Board of Assessors. 2018. 594 University PL NW. October 2. Accessed October 15, 2018.

<https://qpublic.schneidercorp.com/Application.aspx?AppID=936&LayerID=18251&PageTypeID=4&PageID=8156&KeyValue=14%20008300070392>





*Figure 65: Sean Griffith. George Towns House/Human Resources Building. 2017. Site Visit.*

The George Towns House is not collapsing in on itself, but it needs maintenance and upkeep to avoid any major deterioration. All the windows are now boarded-up, so it is difficult to tell what kind of condition they are in. The porch supports are deteriorating, and some of the porch railings have already fallen off the porch due to rot. The porch stairs and brick sidings to those stairs are cracking with vegetation growing out of them. Most of the foundation is covered up with vegetation, so it is difficult to tell exactly what kind of condition the foundation is in currently. The chimneys are still in-tact, but the western portion of the roof is beginning to severely deteriorate, which may damage the chimneys, and the rest of the western face of the house. However, most of the original features of the house remain in-tact, with little evidence of major alterations or additions.

## 7. President's Home

The President's Home, Figure 66, is a building built in 1944, and is a more modern structure than other residences that have occupied the area. The building was built as part of campus expansion in 1944 and is a simple ranch house that does not appear to have any striking architectural detailing.



*Figure 66: Sean Griffith. President's Home South Face. 2017. Site Visit.*

The structure is heavily obscured by vegetation so many details like windows and foundations are difficult to assess, but the structure appears to be in decent condition overall. The front door and some windows are boarded-up so their condition is unknown. There are two paired windows on either side of the front entrance. The front entrance



consists of three columns, a stair entrance, and an accessibility ramp on the east side. The roof is a simple side gable, with a gablet that extends in the front to cover the porch. In terms of ranch house architecture this building does not have any features that make it outwardly appear significant but it still needs to be evaluated under a level II survey because it could be eligible for GNRHP for other reasons. For example, a person that lived there could make the building historically significant under GNRHP criteria.

## **8. Wilkes Hall**

Wilkes Hall, Figures 67 and 68, was built in 1964 as a center for language studies at Morris Brown College and is a simple example of mid-century institutional architecture. The building is located at the corner of Sunset Drive and Martin Luther King Jr. Blvd just to the west of Gaines Hall.



*Figure 67: Sean Griffith. Wilkes Hall South Face. 2017. Site Visit.*



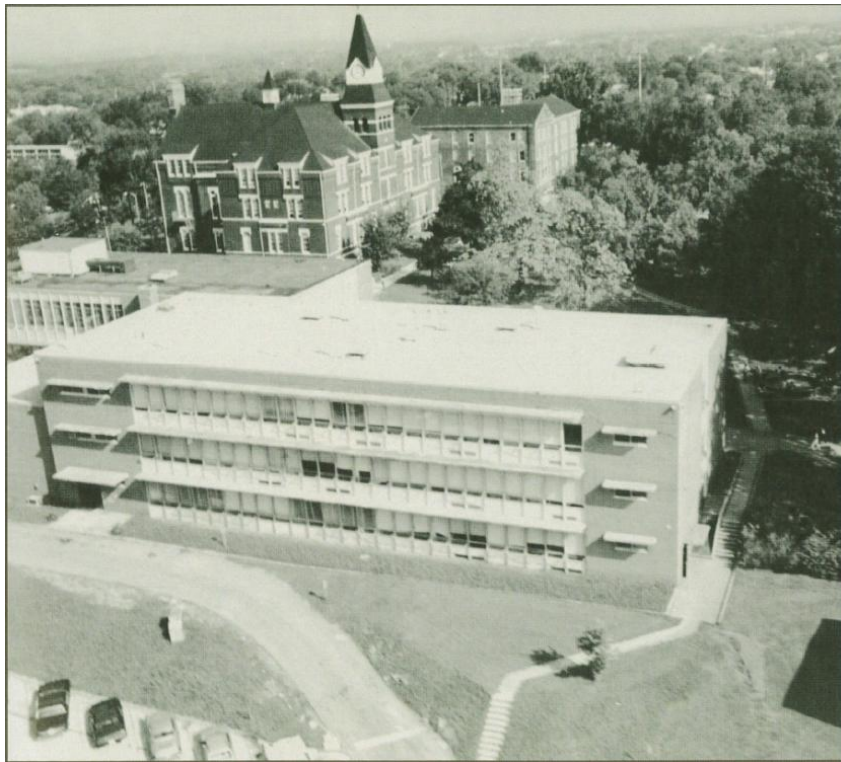
*Figure 68: Sean Griffith. Wilkes Hall East Face. 2017. Site Visit.*

Wilkes Hall does not appear to have any major structural issues or moisture problems on the exterior. The windows appear to be in-tact and in their original state with no major breakage anywhere. The first floor windows and door are boarded-up though. Wilkes Hall was not a GNRHP eligible structure when the Atlanta University Center National Register historic district nomination was created in 1976, but it could be now that it is over fifty years old and appears to have retained its original integrity. Because it is a potentially GNRHP eligible structure, more in depth survey is needed to determine if there is anything specific about this building that makes it significant enough to warrant being on the National or Georgia register of historic places. This would be considered a level II survey, which will be explained elsewhere in the document.

## **9. Griffin-Hightower Building**

The Griffin-Hightower Building, Figures 69 and 70, was completed in 1968 as

part of a period of aggressive expansion on the Morris Brown campus and was intended to be a center for the sciences. Griffin-Hightower is situated just south of Stone Hall, and occupies the land where South Hall used to exist. South Hall was demolished for the construction of the Griffin-Hightower Building.



*Figure 69: Andrew Feiler in Without Regard to Sex, Race, or Color: The Past, Present, and Future of One Historically Black College. Griffin-Hightower South Face c.1980s.*





*Figure 70: Sean Griffith. Griffin-Hightower Building. 2017. Site Visit.*

The Griffin-Hightower Building is a more striking example of modern architecture than the other mid-century buildings on the Morris Brown campus, and is still in good condition. The building consists of two east-west oriented wings connected by a north-south wing in the center, which also matches with the original shape of the building. The southernmost wing is three stories, and the other two portions of the building are two stories tall. There are also several glass curtain walls on the building which are its most striking modern architectural feature.

In terms of current conditions Griffin-Hightower matches well with what was originally constructed and there are no glaring issues with damage or deterioration on the exterior of the building. This building is one of the few that Morris Brown College was able to retain through its bankruptcy proceedings, so its occupation has been consistent since construction as well as its maintenance. Griffin-Hightower is a potentially GNRHP

eligible resource that retains its original character, so it also needs to be further evaluated under a level II survey to determine its eligibility for the National or Georgia Register of Historic places.

### **10. Administration Building**

The Administration Building, Figure 71, was constructed in 1967 following the demolition of the Carnegie Library that stood in its place. This building is a three-story brick veneer structure with stone coursework wrapping around the building above and below each window. There are three projecting bays on the left side of the building that follow a step pattern as they project further from the building. There is only one projection on the right side of the building. The main entrance is made of stone and topped with a gable that is perpendicular to the rest of the roof structure. The building appears to mimic a type of Victorian Romanesque architectural style that was more prominent in the late 19<sup>th</sup> and early 20<sup>th</sup> century, but this building was built in 1967. Overall the Administration Building is potentially eligible for the GNRHP based on its age but it will require further evaluation for definite determination of eligibility.



*Figure 71: Audra Melton. Morris Brown Administration Building. 2017. Atlanta Magazine.*

## **11. Hickman Center**

The Hickman Student Center, Figures 72 and 73, was built in 1964 as part of a period of mid-century expansion for Morris Brown College. It was built to be a central point for student life and culture on the campus, and it was one of the major priorities that President Cunningham wanted to achieve during his administration.



*Figure 72: Hickman Center. 2018. Photo Taken Using Google Street View.*





*Figure 73: Hickman Center. 2018. Photo Taken Using Google Street View.*

The Hickman Center, much like the Griffin-Hightower Building, has a lot of glass curtain walling on the exterior which is a distinctive feature of modern architecture. The rest of the structure is mostly concrete and brick veneer. Most of the glass and other details are covered up with plywood currently so the only visible features of the building are the concrete pillars and small parts of the windows. The Hickman Center does not appear to be in bad shape on the exterior. Nothing is collapsing on itself, and the visible structural pieces appear to be intact. The building is over fifty years old so is potentially eligible for GNRHP. A level II survey would involve taking the boards off that cover most of the exterior to get a full assessment of integrity but the Hickman Center is a resource that may meet national register criteria, and may be eligible for listing on the National or Georgia Register of Historic Places upon further investigation.

## **12. John H. Lewis Gym**

The John H. Lewis Gymnasium, Figures 74 and 75, was built in 1976 as a health

and recreation complex for Morris Brown College. It is named after former College President Lewis and was sold to Friendship Baptist Church in 2014 as part of a bankruptcy settlement on the part of Morris Brown College.



*Figure 74: Jenise Harden. John H. Lewis Gymnasium. Circa 1980. The Mann Center. Westside/Southside: The National Photographic Exhibition.*



*Figure 75: John Lewis Gymnasium. 2018. Photo taken using Google Street View.*

The John H. Lewis Gymnasium biggest current problem is that it appears to no longer be in the possession of Friendship Baptist Church, which was the third party



involved in Morris Brown College's bankruptcy land sale in 2014. Friendship appears to have sold this property, along with the Middleton Complex property, to a private investment company in 2016 for around five and a half million dollars.<sup>144</sup> The John H. Lewis Gymnasium is one of the largest facilities ever constructed on the Morris Brown College campus, and has just become eligible for consideration as a potentially GNRHP eligible resource since it is over forty years old. There should be as much as possible done to ensure that this structure is included in any preservation planning that is done with the Morris Brown College campus because losing this structure could be detrimental to the overall character of the campus.

In terms of condition, the John H. Lewis Gymnasium appears to have not been used for several years due to the windows and entrances being boarded up. However, all the windows that are visible appear to be in good shape with no visible evidence that any of them are broken. Structurally the building appears to be sound and there are no visible issues with water damage or problems on the exterior of the structure. The mostly flat roofing makes it difficult to tell whether there are any leaks when looking from street level, but the roofing appears to be in good shape and recently maintained. The biggest threat to this resource is its land ownership situation because of the heavy development pressures being placed on Vine City at the present moment.

### **13. New Herndon Stadium**

The New Herndon Stadium, Figures 76 to 78, was built in 1993 for the Olympic games that would be held in Atlanta in 1996. The structure is massive in scale compared to the rest of the campus due to the twenty-million-dollar infusion that came from the

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<sup>144</sup> Fulton Board of Assessors. *594 University PL NW*.

City of Atlanta for the construction of the stadium. It seats over 15,000 people, and hosted field hockey during the Olympics. Movies such as “Drumline” and “We are Marshall” have also filmed in Herndon Stadium over the years. The stadium has sat mostly unused since Morris Brown lost accreditation in 2003.



*Figure 76: United States Air Force Photography. Herndon Stadium Hosting Olympics. 1996.*



*Figure 77: Sean Griffith. Herndon Stadium. 2017. Site Visit.*



*Figure 78: Sean Griffith. Herndon Stadium. 2017. Site Visit.*

The stadium sits abandoned today, and is slowly deteriorating due to exposure and lack of maintenance. There is also vandalism and graffiti that are prevalent all over the stadium. The site visit photographs show vegetation in the stands, but that was from recent filming that had taken place in the stadium. Since this iteration of Herndon Stadium was built in 1993 it is not yet eligible for consideration as a GNRHP eligible resource, but that does not diminish its importance to the history of Morris Brown College. It is important to maintain resources that are vital to the character of the campus even if they are not yet GNRHP eligible because they most likely will be considered eligible and listed on the GNRHP once they do reach the proper age. Herndon Stadium will most likely be on the National and Georgia Register of historic places for the events

that have taken place there as long its integrity and significance are maintained into the future.

### **Landscape Resources**

In terms of the condition of historic cultural landscapes on the Morris Brown campus, further research needs to be done to determine what types of historic landscapes exist on the Morris Brown campus. Two potential prominent resources that could be considered landscape resources are the bridge over Martin Luther King Jr. Drive and the tower on the main façade of Fountain Hall. These resources can come together with other identified resources to make a distinctive character area or defined landscape that incorporates more than just a single architectural resource. Considering landscapes as important resources to the campus is important because cultural landscapes often incorporate the ways different groups have affected an area over time.

#### **1. Martin Luther King Jr. Drive Bridge**

The bridge connecting the northern and southern academic quadrangles of the Morris Brown College campus is an important symbol on the campus and an essential cultural resource to the for the institution. Currently the bridge is fenced off along with the rest of the campus. However, the bridge is still usable and looks to be in good condition. The bridge is currently made of steel and measures around eighty-five feet across Martin Luther King Jr. Drive. This resource needs to be researched and evaluated for potential eligibility and listing in the Georgia and National Register of Historic Places. Figures 79 and 80 below show a view on the bridge looking at Gaines Hall and of the bridge from east looking west with Fountain and Gaines Hall on either side showing the symbolic connection the bridge makes.





*Figure 79: Kelly Jordan. Martin Luther King Jr. Drive Bridge. 2017. SaportaReport.*



*Figure 80: Martin Luther King Jr. Drive Bridge. 2018. Photo taken using Google Street View.*

## **2. Fountain Hall Tower**

The tower on Fountain Hall's main façade is another essential landscape resource to the campus because it provides a focal point as the highest point on the campus and is a symbol of Morris Brown College. The tower is in the same condition as the rest of

Fountain Hall as previously described and is in need of regular maintenance to ensure no further damage results from its vacancy. Further pictures of the tower are shown in Figures 81 and 82.



*Figure 81: Maria Saporta. Fountain Hall Tower. 2014. SaportaReport.*





*Figure 82: Maria Saporta. Fountain Hall Tower. 2014. SaportaReport.*

Overall, the physical landscape of the campus is mostly intact, with the exception of some buildings that have been lost due to unfortunate circumstances. Focus needs to

be put on resources like Gaines Hall which suffered heavy fire damages and other structures that are prone to damage like the President's House, the Human Resources Building, and Furber Cottage. These structures are either threatened by age or some type of physical damage like vegetation growth, and need to be protected because they are listed or may be considered for listing in the Georgia and National Register of Historic Places. Most importantly, further surveying needs to be done according and appropriate guidelines to ensure that these resources are all documented to the fullest extent to determine the best treatments for them. Further explanation on this topic will be given in chapter four which describes specifics of the application of preservation planning guidelines to college campuses in Georgia.

### **Legal Issues for Morris Brown and The Campus Land**

There remains the question of who owns what parts of the Morris Brown Campus. Morris Brown College and the City of Atlanta were both aware of the terms of the 1940 deed that governed the transfer of land from Atlanta University to Morris Brown College at the time that the deal was made to sell the campus land to the City of Atlanta in 2014.<sup>145</sup> A federal bankruptcy court handling Morris Brown's case stipulated that they would approve a land sale to the city of Atlanta and Friendship Baptist Church, but that Morris Brown could only sell what interests it held under the deed.<sup>146</sup> The bankruptcy court was also clear in saying that the City of Atlanta took title to the property, but that title would be subordinate to any interests that Clark Atlanta University would have in the land.<sup>147</sup> The deed itself was very clear in stating that if Morris Brown College ceased to

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<sup>145</sup> Finley, Linda S. 2016. "Real Property." *Mercer Law Review*. Vol. 68., 261.

<sup>146</sup> Ibid.,

<sup>147</sup> Finley, 261.

use this land for educational purposes, at any time in the future, the land would revert to Atlanta University or its successors.<sup>148</sup>

Exercising its legal rights, Clark Atlanta University sued the City of Atlanta soon after the bankruptcy court approved the sale between Morris Brown and the City of Atlanta. Clark Atlanta wanted declaratory judgement reverting any portions of the campus not being used for educational purposes to their ownership.<sup>149</sup> At this time, Morris Brown already received money from the city of Atlanta for the property that was the subject of this lawsuit by Clark Atlanta. The City of Atlanta filed a motion to dismiss the lawsuit on the grounds that Clark Atlanta's lawsuit was outside "the validity, scope, and application of the Restriction and the Reverting clause."<sup>150</sup> The Georgia Superior Court ruled that Clark Atlanta's lawsuit was valid, and that the reverting clause in the deed applied to all land that was sold to the city of Atlanta.<sup>151</sup> This decision set the stage for about three years of litigation between the City of Atlanta and Clark Atlanta University.

To be clear, this deed only applies to land that Atlanta University granted to Morris Brown College, which is most, but not all, of Morris Brown College's land holdings. A map below (insert map) will show what land is covered by the 1940 deed, and what land Morris Brown College could do as they pleased with. As of April 2018, after winning the right to continue with their lawsuit, Clark Atlanta was given final right to ownership over the original Morris Brown Campus land by the Georgia Supreme

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<sup>148</sup> Justia U.S. Law. 2016. *Atlanta Development Authority v. Clark Atlanta University, Inc.* March 7. Accessed October 15, 2018. <https://law.justia.com/cases/georgia/supreme-court/2016/s15a1684.html>, 3.

<sup>149</sup> *Atlanta Development Authority v. Clark Atlanta University, Inc.*, 2.

<sup>150</sup> *Atlanta Development Authority v. Clark Atlanta University, Inc.*, 4.

<sup>151</sup> *Atlanta Development Authority v. Clark Atlanta University, Inc.*, 5.



Court in a reaffirmation of an earlier ruling by the Georgia Court of Appeals.<sup>152</sup> Under the ruling most of the original, roughly 37 acre land sale, was still valid, but the thirteen acres containing the original GNRHP listed parts of the campus would revert to the ownership of Clark Atlanta University. This land is home to Gaines Hall, Furber Cottage, and Herndon Stadium. The land in question is valued around ten million dollars, and the City of Atlanta has the potential to lose around twenty million dollars on top of that amount due to damages that Clark Atlanta University is seeking in court.<sup>153</sup>

Clark Atlanta is seeking twenty million dollars to reimburse their legal fees, and get financial resources to rehabilitate Gaines Hall, which was damaged by fire in 2016.<sup>154</sup> Clark Atlanta University wants to have that land to help their mission of being an economic engine in a rapidly developing West Atlanta.<sup>155</sup> Other considerations that this ruling brings about include the cost of maintaining the re-acquired land, and how to incorporate it into existing plans that the university has already made. Morris Brown College still exists, and never intended on giving up their rights to use the GNRHP listed buildings on their campus, but it is unclear whether they can keep those rights without having to renegotiate a different arrangement with Clark Atlanta University. The city of Atlanta also still has interest in the land, even though they suffered a major legal blow in their attempts to acquire it, but new mayor Keisha Lance-Bottoms hopes to repair the City's relationship with Clark Atlanta.<sup>156</sup>

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<sup>152</sup> *Atlanta Development Authority v. Clark Atlanta University, Inc.*, 6.

<sup>153</sup> Carr. *City loses Costly Land Dispute to Clark Atlanta University*.

<sup>154</sup> *Ibid.*,

<sup>155</sup> Saporta, Maria. 2018. *Clark Atlanta's president wants university to be economic engine for Westside*. April 20. Accessed October 15, 2018. <http://www.cau.edu/news/2018/04/cau-president-wants-university-economic-engine-westside.html>

<sup>156</sup> Saporta, *Clark Atlanta's president wants university to be economic engine for Westside*.

One scenario that could happen would be that Clark Atlanta University keeps the land under their care, and integrates it into their long-term planning. This would involve Clark Atlanta incorporating this newly acquired land into their existing preservation planning, and taking responsibility for preserving several GNRHP listed, or potentially GNRHP eligible, structures than they originally planned for. Preservation and rehabilitation efforts can be significant costs to any institution so it is important to have proper planning and financial resources to undertake those tasks as an institution. Getting Fountain Hall, Gaines Hall, Furber Cottage, and other GNRHP listed buildings on the Morris Brown Campus up to code could easily cost twenty to thirty million dollars if the level of rehabilitation they need is anywhere near what Clark Atlanta is seeking just for Gaines Hall.

It is also possible that Morris Brown College could regain and retain stewardship over the land in question. Morris Brown could negotiate an arrangement with Clark Atlanta similar to what they negotiated with the city, and also similar to what was originally negotiated when the infamous deed was created in 1940. The better arrangement would be one where Clark Atlanta, Morris Brown, and the City of Atlanta come to some type of shared stewardship agreement dealing with the Morris Brown Campus, which could give access to necessary preservation resources, and protection from development pressures. This is an issue that will be navigated over the coming years amongst the stakeholders in question, but this thesis will seek to make preservation planning recommendations that should be followed regardless of who owns what on the land in question. Outside of the money that Clark Atlanta is seeking, the City of Atlanta also already paid Morris Brown College around fourteen million dollars for their part of

the land acquisition deal. It is not apparent that the city will seek any of that money back from Morris Brown College, but the next steps in this legal ordeal are still to be made. For its part in all of this Morris Brown College is still functioning and hopes to get back on track by gaining accreditation in the near future.

## **Development Pressures**

The land that the campus occupies is under so much contest and conflict between these different institutional stakeholders because the Vine City and Atlanta University Neighborhood areas are under heavy development pressures due to various factors. Controlling that land is important to Morris Brown, Clark Atlanta University, and the City of Atlanta because none of those parties want to see this piece of Atlanta history fall into hands that may not respect its legacy. Various investments, or commitments to invest, in transit, infrastructure, and entertainment have been made in the area over the past decade which has made the area very attractive to private developers and those desiring to live in Atlanta.

Part of the Atlanta Beltline will be constructed around a mile away from the Atlanta University Center, which has been a catalyst for major development in parts of the city already.<sup>157</sup> Atlanta's new streetcar program is also slated to run between Midtown and the Beltline along Martin Luther King Jr. Boulevard, and there is already existing MARTA rail and stations very close to the Morris Brown Campus. This is in addition to the pre-existing bus routes that already serve the area around the campus. There are very few places that have that type of access to transit and it has already played

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<sup>157</sup> Keenan, Sean. 2018. *Song called 'Death by the Beltline' laments multi-use trail's transformative power*. September 4. Accessed October 15, 2018. <https://atlanta.curbed.com/2018/9/4/17817414/death-by-beltline-song-eastside-edgewood-murder-kroger>

a part in attracting development to the area. There have already been proposals for development on the campus itself, but the status of those projects is currently unclear due to the ownership of the campus land reverting to Clark Atlanta University.<sup>158</sup> The red box in Figure 83 below outlines the Vine City area and Figure 84 shows the context of the Beltline are within the Atlanta Area.

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<sup>158</sup> Keenan, Sean. 2018. *\$60M development loaded with affordable housing bound for Vine City*. April 23. Accessed October 15, 2018. <https://atlanta.curbed.com/2018/4/23/17269012/mixed-income-development-vine-city>

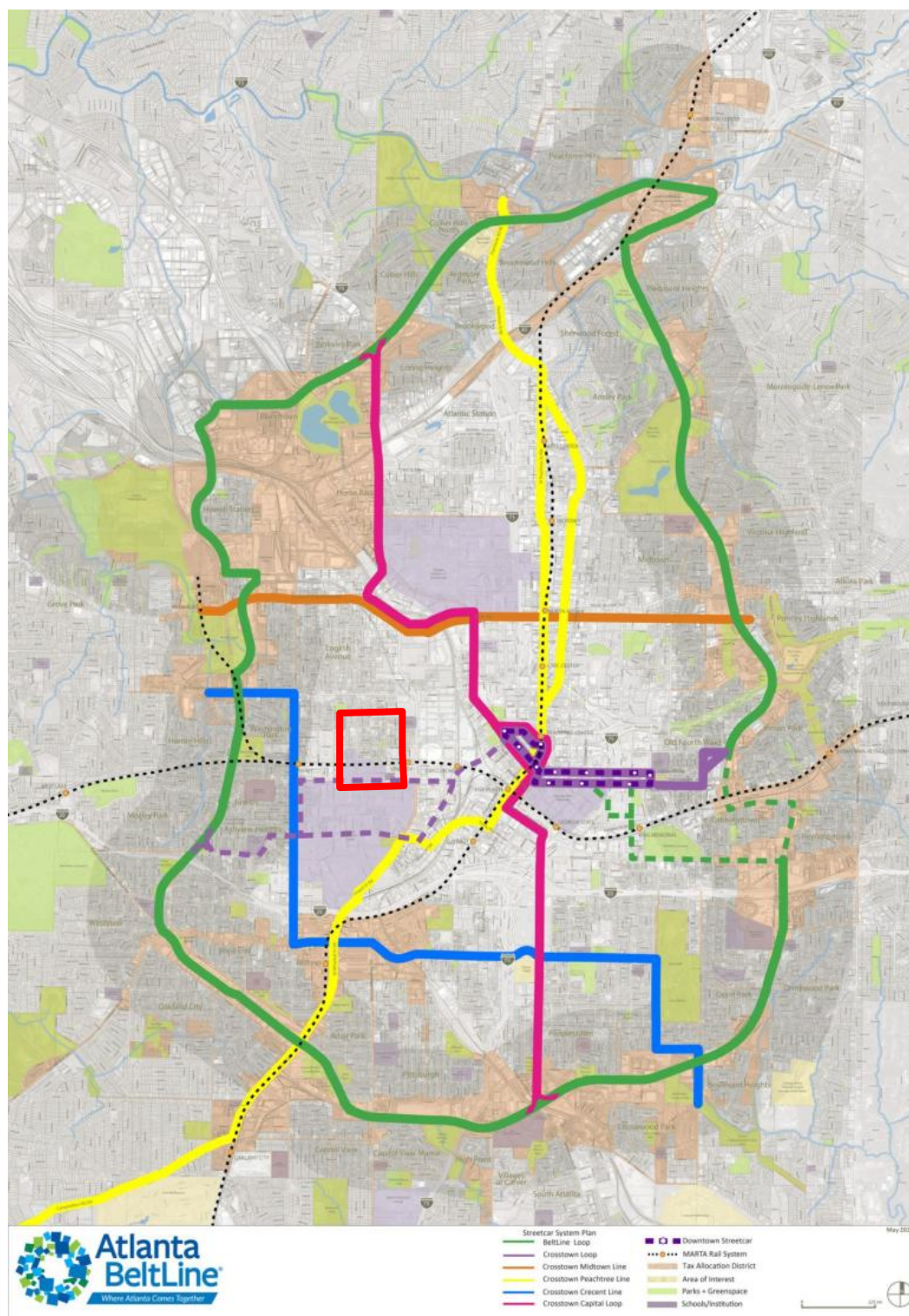


Figure 83: Atlanta Beltline Inc. Streetcar System Plan. 2016.



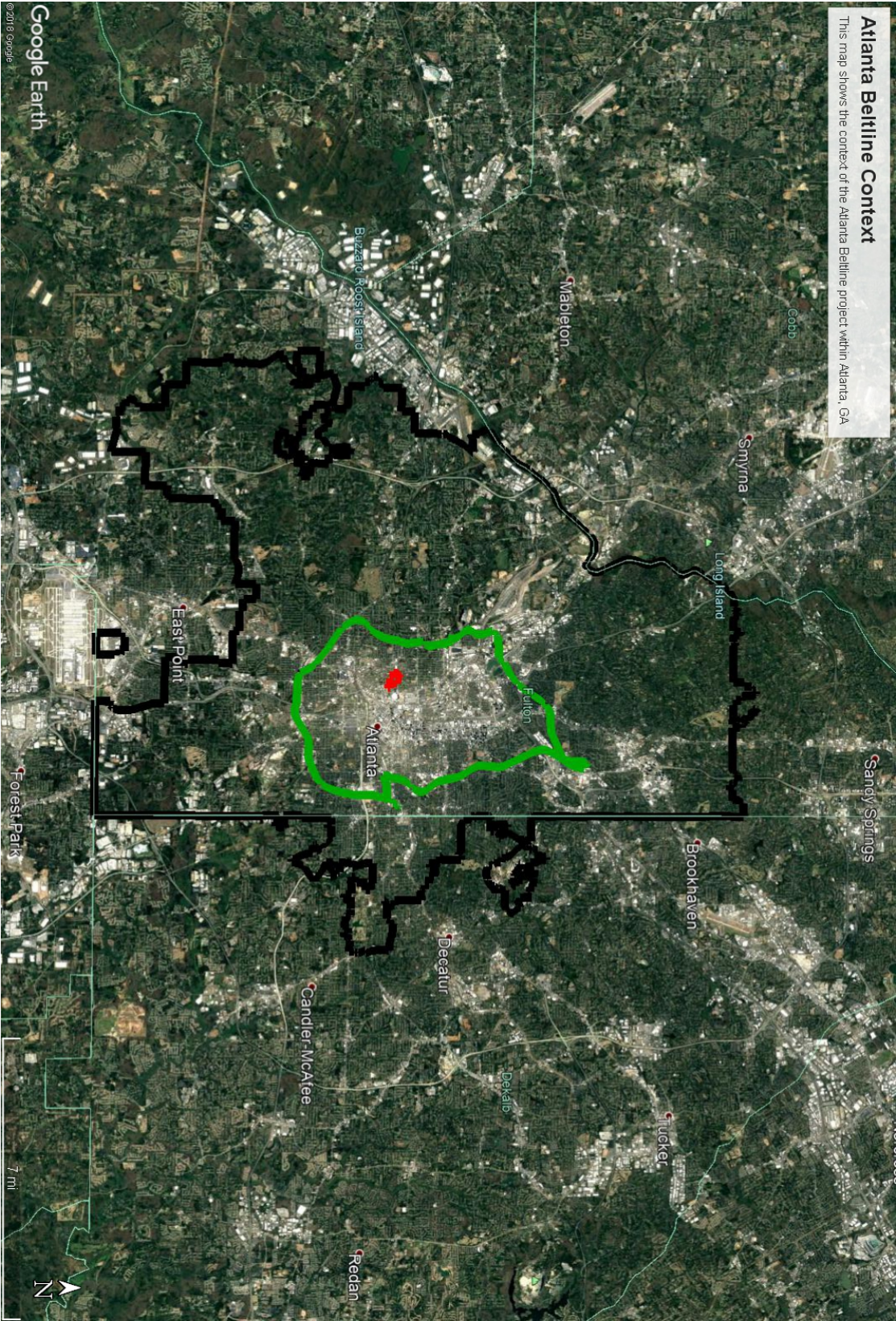


Figure 84: Griffith, Sean. Atlanta Beltline Context. November, 2018. Created using Google Earth Pro.

Another investment in the area is Rodney Cook Sr. Park, Figure 85, a few blocks north of the campus. This park is a forty five million dollar storm water retention park in the same vein as Old Fourth Ward Park in the Old Fourth Ward of Atlanta.<sup>159</sup> This park is designed to remedy the flooding problems that have plagued several parts of Vine City over the years and be a community center piece for recreation. If this park is anything close to what Old Fourth Ward Park turned out to be its effect on development in the area will be significant. One of the poorest areas in the City was quickly transformed by the park in conjunction with beltline construction right next to it, and the redevelopment of a Sears Roebuck Warehouse into the famous Ponce City Market.<sup>160</sup> Housing prices now go easily into the millions and longtime residents struggle to afford to pay their property taxes. This is of course a simple version of events, but it is still relevant to understand the situation the Morris Brown Campus and surrounding Vine City could be facing.

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<sup>159</sup> Trubey, J. Scott. 2017. *Westside park could have potential of Historic Fourth Ward Park*. May 18. Accessed October 15, 2018. <https://www.myajc.com/news/local/westside-park-could-have-potential-historic-fourth-ward-park/fQN44tgwYhc93xkIPeDiUM/>

<sup>160</sup> Schenke, Jarred. 2018. *For Some Longtime Old Fourth Ward Residents, Redevelopment Has Its Price*. February 21. Accessed October 21, 2018. <https://www.bisnow.com/atlanta/news/neighborhood/for-some-long-time-old-fourth-ward-residents-redevelopment-has-its-price-85257>





*Figure 85: Trust for Public Land. Rodney Cook Sr. Park Rendering. 2017.*

The final piece of major investment in the area is the new Mercedes-Benz Stadium located just over half a mile east of the Morris Brown Campus. This was a 1.5-billion-dollar project that involved a mix of public and private funds. It is also the home of the Atlanta Falcons and Atlanta United sports teams. A College Football national championship game has already been held there and the Super Bowl will be hosted there in February of 2019.<sup>161</sup> This investment in entertainment is considerable for the area and becomes quite a combination when taken into mind with the transit and infrastructure investments that are taking place around the Morris Brown campus.

<sup>161</sup> Green, Josh. 2018. *From atop Mercedes-Benz Stadium, an 'architectural icon' is finally unveiled*. July 25. Accessed October 15, 2018. <https://atlanta.curbed.com/2018/7/25/17612886/mercedes-benz-stadium-roof-open-close-falcons-united>

The best strategy for dealing with these development pressures on an important piece of history like the Morris Brown Campus is to create a preservation strategy that involves all stakeholders in question and provides a clear direction for the future of the whole campus. This will require the City of Atlanta, Clark Atlanta University, and Morris Brown College to work in conjunction to develop a comprehensive preservation plan for the campus. If this does not happen then there is greater risk of the campus being fragmented more than it already is, which could lead to the loss of more vital historic fabric. This strategy should include surveys, recommendations for use and treatment, and strategy to get the campus into some type of consistent use. The process for this to happen will be described in the next two chapters as the University System of Georgia Campus Preservation Planning Guidelines are described and used to make some recommendations for what a preservation plan could look like for this area.

## CHAPTER 4: UNIVERSITY SYSTEM OF GEORGIA

### CAMPUS HISTORIC PRESERVATION PLANNING

### GUIDELINES

Campus preservation planning is a rare opportunity because a college campus is an all-encompassing cultural landscape. Campuses are “multi-resource, closed communities, controlled (if not owned) by a single entity – the academic institution.”<sup>162</sup> Campuses are also insulated from many of the typical factors affecting a historic property (economic and social mainly) because they are not necessarily beholden to investors, interest groups, or local governments. For the most part, campuses can act independently in terms of how they plan and preserve their historic characteristics.<sup>163</sup> The defining factor for a college campus, in terms of historic preservation, is that a campus acts like a district, but is organized around a single factor, which is education. Campuses also generally gear themselves toward faculty, staff, and students. These factors make historic college campuses into, nearly, self-organizing historic districts.<sup>164</sup> It was with this mindset that preservationists, archaeologists, architects, landscape architects, and other

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<sup>162</sup> Lyon, Elizabeth. 2003. *Campus Heritage Preservation: Traditions, Prospects, and Challenges*. Eugene, OR: University of Oregon: School of Architecture and Allied Arts, 3-4.

<sup>163</sup> *Lyon*, 3-4.

<sup>164</sup> *Ibid.*,



interested parties came together in 2002 to confer on how to address the cultural landscape behemoth that is the historic college campus.<sup>165</sup>

That conference of preservation professionals produced a report, and many ideas, on how to handle campus preservation planning, and the University System of Georgia began the process of adopting their own preservation planning guidelines the following year.<sup>166</sup> The University System of Georgia (USG) is the largest holder of cultural resources and landscapes in Georgia, spread over thirty-four institutions, so it was imperative preservation planning be addressed at a macro level, especially with the onset of mid-century modern architecture becoming eligible for the Georgia and National Register of Historic Places (GNRHP).<sup>167</sup> Those guidelines were designed to assist college campuses in Georgia, like Morris Brown College, to address their individual preservation needs within a larger organizational structure. The reasoning behind this is based on each campus in Georgia being obligated to address their cultural resources under state law, which brings up some obvious issues when one considers over thirty campuses doing preservation in different ways.

In closer relation with Morris Brown, Clark Atlanta University and Morehouse College have already completed campus preservation plans similar to what these guidelines suggest, which gives some existing examples of how these guidelines could be applied to the Morris Brown campus. Those campuses are also HBCUs, along with having similar architectural and cultural characteristics, located in the same area as

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<sup>165</sup> Lyon, 3-4.

<sup>166</sup> Lyon, 3-4.

<sup>167</sup> Campbell, Kyle B. 2012. *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 (Master's Thesis)*. Athens, GA: University of Georgia, 30.

Morris Brown. Addressing Morris Brown College’s preservation planning needs through a plan made under these guidelines would be an effective way to preserve the tangible and intangible historic factors of the campus, and recommendations for doing so will be made later in this thesis. In the following sections of this chapter, the process of creating a preservation plan under the University System of Georgia (USG) preservation planning guidelines, what those guidelines consist of, and their applications to Morris Brown College will be explained in further detail.

### **USG CHPP Background and Process**

In cooperation with Georgia’s State Stewardship Program for preservation, a set of campus historic preservation planning guidelines (CHPP) were created by the University System of Georgia in 2005. The USG brought together stakeholders including Lord, Aeck, and Sargent, the Jaeger Company, Southern Research Historic Preservation Consultants, Sasaki Associates, and the Historic Preservation Division (State Historic Preservation Office) of the Department of Natural Resources.<sup>168</sup> The CHPP Guidelines “support the preservation of campus heritage and provide a framework for defining these rich cultural landscapes of shared meanings.<sup>169</sup>” The main idea of these guidelines is to provide a dynamic framework for each individual institution of the USG to address preservation planning as they see fit.

The guidelines themselves are a three-part document that describes the process of properly creating a campus historic preservation plan.

“Part I of the document defines the three major categories of cultural resources- Historic Architecture, Historic Landscapes, and Archaeology - and provides an

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<sup>168</sup> Lord, Aeck, & Sargent: Jon Buono, Ed. 2005. *Campus Historic Preservation Plan Guidelines*. Guidelines, Atlanta, GA: University System of Georgia Board of Regents: Office of Real Estate & Facilities.

<sup>169</sup> *Campus Historic Preservation Plan Guidelines*, V.

overview of these resources with the USG. Part II explains the campus preservation planning process in terms of guiding legislation and the official planning policy of the Board of Regents (BOR). Part III outlines the structure of a CHPP document, the purpose of each section, and provides standardized Scopes of Work for professional services. Following Part III, the document contains a glossary of relevant terminology, and a series of appendices for further reference.”<sup>170</sup>

The following sections of this chapter will elaborate further on the specific parts of the CHPP Guidelines, and relate them to cultural resource planning issues that Morris Brown College faces. In various sections comparisons will be made between the Georgia Tech and University of Georgia preservation plans, guided by the CHPP Guidelines, and the Clark Atlanta University Preservation plan to help illustrate the differences between private HBCU preservation planning and public college/university planning.

### **CHPP Guidelines Part I: Cultural Resources**

The USG CHPP Guidelines deal with three categories of cultural resources: Historic Architecture, Historic Landscapes, and Archaeological Sites.<sup>171</sup> There is a lot of focus on the physical aspects of a historic campus, with not so much mention about intangible resources, but the CHPP Guidelines are geared to protecting physical resources that cannot be recovered once lost. This does not mean that intangible cultural resources like campus culture or associations in memory are not important in the guidelines, or campus preservation planning, but they are an issue that is not specifically addressed. The CHPP Guidelines want institutions to address the characteristics that make their resources and campus historically significant, but do so within an architectural, landscape, or archaeological site. Morris Brown has many architectural resources that are already

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<sup>170</sup> *Campus Historic Preservation Plan Guidelines*, VI.

<sup>171</sup> *Campus Historic Preservation Plan Guidelines*, 3.

deemed listed in the GNRHP for a variety of reasons and also has resources that could be considered historic landscapes. Stone and Gaines Hall are already nationally recognized as historic landmarks, and the original quad outside of Gaines Hall could be a potentially historic landscape. In terms of archaeology, Morris Brown College would need to do further investigation to determine whether there are any relevant resources on their campus.

Understanding what is GNRHP listed and eligible is important when a college is doing historic preservation planning for their institution. The standards for what is GNRHP eligible have been put forth by the Department of the Interior, as part of the National Historic Preservation Act (NHPA) of 1966.<sup>172</sup> These standards created the National Register of Historic Places, which Georgia closely follows in the Georgia and National Register of Historic Places creating what has been mentioned as the GNRHP. Generally, a building, landscape, or archaeological site needs to be at least fifty years old to be considered eligible for listing, and be deemed significant under at least one of four criteria as follows.

“The quality of significance in American history, architecture, archaeology, 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:

Criterion A. That are associated with events that have made a significant contribution to the broad patterns of our history; or

Criterion B. That are associated with the lives of persons significant in our past; or

Criterion C. That embody the distinctive characteristics of a type, period, or method of construction or that represent the work of a master, or that possess high artistic values, or that represent a significant and distinguishable entity whose components may lack individual distinction; or

Criterion D. That have yielded or may be likely to yield, information important in prehistory or history.”<sup>173</sup>

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<sup>172</sup> 2018. *National Register of Historic Places*. August 17. Accessed October 2, 2018. <https://www.nps.gov/subjects/nationalregister/index.htm>

<sup>173</sup> *Campus Historic Preservation Plan Guidelines*, 5.

This is not to say that resources younger than forty are not important, because they may become eligible one day, but fifty years is a general rule of thumb to work from when planning for potentially GNRHP eligible resources.

### **Historic Architecture**

Historic architecture, as defined in the CHPP Guidelines, encompasses a comprehensive list of built resources and ties their importance to human activity along with their architectural significance.<sup>174</sup> Historic architecture can be a building, bridge, dam, train engine, ruins, or mound and everything in between. As of the latest full survey in 1993, USG owned forty percent of publicly controlled GNRHP listed buildings, which is the largest share amongst government agencies in Georgia.<sup>175</sup> As of 2005, when these guidelines were created, there were over seven hundred potentially GNRHP eligible structures under the control of USG, which is now over a decade ago.<sup>176</sup> An important consideration to make as a result, is the explosion of development that happened in the mid-20<sup>th</sup> century, after World War II. The guidelines make this distinction and make it clear that these resources need to be considered part of a campus's historic fabric. Figures 86 and 87 below show examples of historic architecture on the Georgia Institute of Technology Campus in Atlanta.

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<sup>174</sup> *Campus Historic Preservation Plan Guidelines*, 5.

<sup>175</sup> *Campus Historic Preservation Plan Guidelines*, 10.

<sup>176</sup> *Ibid.*,





*Figure 86: Georgia Institute of Technology. Carnegie Building. 1907.*



*Figure 87: BNIM, Inc. Georgia Institute of Technology. Price-Gilbert Library (1953) Renovation Rendering. 2014.*

## **Historic Landscapes**

Historic landscapes generally fall into four different categories, which are historic designed landscapes, historic vernacular landscapes, ethnographic landscapes, and historic sites. These are not a concrete framework to consider landscapes within, but they are good general guidelines to follow. Historic Cultural Landscapes can be associated

with an event, person, activity, or some other significant cultural or aesthetic value, and they can include characteristics such as topography, water, vegetation, circulation, sidewalks, among many other characteristics. The study of cultural/historic landscapes encompasses a wide range of cultural resources that meld together into a comprehensive cultural context, so they are a constantly evolving field of study, but are essential to consider in preservation planning for any institution.

### ***Historic Vernacular Landscapes***

A historic vernacular landscape is usually a landscape changed by human activity in a way that reflects traditions, customs, and values that are a part of everyday life for the humans that occupied that land.<sup>177</sup> The importance of these landscapes is usually based on their function within human society and what that function says about the people that lived there. Much of the USG land holdings that are historic vernacular landscapes are the result of land acquisitions that are usually related to agriculture or rural historic districts. Figure 88 below shows the Botanical Gardens on the Georgia Southern University Campus as examples of historic vernacular landscapes.

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<sup>177</sup> *Campus Historic Preservation Plan Guidelines*, 10.



*Figure 88: (Top and Bottom) The Jaegar Company. Botanical Gardens on the Georgia Southern Campus. 2005.*

### ***Ethnographic Landscapes***

Ethnographic Landscapes are landscapes, objects, places, or natural resources that are significant to the culture of the people that are associated with that resource.<sup>178</sup> These types of resources are usually Native American religious sites or associated with them. Ethnographic landscapes are not evaluated for significance and integrity according to GNRHP criteria because their significance is based on their value to the people that are associated with them. These could be fields of grass, forests, riverbanks, and hills among many other examples. The USG does not own many ethnographic landscapes. Figures 89 and 90 show examples of ethnographic landscapes on the Georgia Southwestern State University Campus.



*Figure 89: The Jaegar Company. Wetland and Lake on Georgia Southwestern State University Campus. 2005.*

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<sup>178</sup> *Campus Historic Preservation Plan Guidelines*, 15.



*Figure 90: The Jaegar Company. Wetland and Lake on Georgia Southwestern State University Campus. 2005.*

### ***Historic Designed Landscapes***

Historic Designed Landscapes are areas designed or laid out by a landscape architect, master gardener, architect, engineer, or horticulturalist in accordance with recognized design principles or within a specific tradition or style.<sup>179</sup> Historic Designed Landscapes could be significant for persons, trends, or events or could also be an example of an important theory or practice in landscape architecture. These landscapes are usually campuses, parks, and large estates and are mostly based on aesthetic values. Many USG campuses fit the profile of Historic Designed Landscapes due to their designers or the style of design they are done in. Figures 91 and 92 below show the Abraham Baldwin Agricultural College which was laid out by a designer in the same fashion as many other agricultural colleges of the early twentieth century.

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<sup>179</sup> *Campus Historic Preservation Plan Guidelines*, 16.





*Figure 91: Lord Aeck and Sargent. Abraham Baldwin Agricultural College Campus Layout. 2005.*



*Figure 92: Lord Aeck and Sargent. Abraham Baldwin Agricultural College Campus Layout. 2005.*

### ***Historic Sites***

Historic Sites are landscapes that are associated with events, activates, or people that are historically significant according to GNRHP criteria and associated.<sup>180</sup> These are most often things like battlefields, properties of historically significant persons, or campus quadrangles. Many USG campuses deal with historic sites in their preservation planning efforts due to the events or persons associated with specific locations on a campus over time. Figure 93 below shows the University of Georgia's North Campus

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<sup>180</sup> *Campus Historic Preservation Plan Guidelines*, 17.

Quadrangle which is a historic site that began development in the early nineteenth century. This quadrangle has already been listed on the GNRHP as a historic district.<sup>181</sup>



*Figure 93: University of Georgia Office of Sustainability. UGA Historic North Campus. 2018.*

### **Archaeological Resources**

Under the CHPP Guidelines archaeological resources are sites containing physical evidence of human activity which can include commercial, industrial, residential, religious, and military artifacts. Archaeological resources must usually be fifty years old or older to be considered significant according to most archaeologists but some federal guidelines state that resources must be at least one hundred years old to be significant. This definition of an archaeological site means that mostly everything that is considered eligible for the GNRHP could also be an archaeological site as long as it is submerged in the earth due to the age of the resources that are at question. Virtually every USG campus in existence has some type of archaeological site(s) on it and there are many examples of USG institutions having to deal with these types of resources.

However, there is no existing survey of archaeological resources on USG campuses, so the CHPP Guidelines attempt to describe what resources could be on

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<sup>181</sup> Waters, John C. 1972. *Old North Campus - University of Georgia*. National Register of Historic Places Inventory/Nomination Form, Athens, GA: Athens-Clarke Heritage Foundation.

different campuses around the state, and what to do once those resources are discovered.<sup>182</sup> The different types of sites an institution could deal with is dependent on location, and age of the campus, but it seems that archaeological sites are dealt with as they are discovered. It appears to be up to specific institutions as to how they deal with archaeological sites, as long as they follow existing regulation and legislation concerning cultural resources. An example of archaeological sites in action on a USG campus would be the discovery of human remains of enslaved peoples on the University of Georgia campus during construction on Baldwin Hall in 2015. This discovery was unexpected by university officials despite historical evidence suggesting the possibility of remains being present on the site and the process to deal with the archaeological discovery is ongoing.<sup>183</sup> The University of Georgia did not have a historic preservation plan that specifically provided a transparent process for dealing with discoveries like these which caused a significant amount of controversy due to actions that members of the public felt were decided behind closed doors with no public input.<sup>184</sup>

## **CHPP Guidelines Part II: Process Guidelines**

The CHPP Guidelines provide explanation of many legal and regulatory requirements that colleges and universities must face when doing preservation planning on their campuses. The preservation plans that these guidelines help produce are designed to tackle many of those requirements through the processes that they direct colleges and universities to carry out. These requirements include Section 106 and 110 of the National

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<sup>182</sup> *Campus Historic Preservation Plan Guidelines*, 22-28.

<sup>183</sup> Schrade, Brad. 2018. *After Missteps and Criticism, UGA to Honor Memory of Slaves on Campus*. September 7. Accessed October 15, 2018. <https://www.ajc.com/news/state--regional/after-missteps-and-criticism-uga-honor-memory-slaves-campus/dja1Kp61WyTrzzr7BNsRkI/>

<sup>184</sup> *Ibid.*,

Historic Preservation Act, The Georgia Environmental Policy Act, the National Environmental Protection Act, and the Georgia State Agency Historic Property Stewardship program. All of these policies are designed to protect cultural resources from adverse effects in one way or another. These are often difficult processes for an institution to carry out because they cost time and money, but they are important to carry out properly in the preservation planning process because they are designed to ensure proper stewardship of cultural resources by colleges and universities in Georgia. However, for private institutions section 106 is the main regulation to contend with because the other regulations are almost exclusively applied to state or federal agencies which is why public institutions deal with them more.

### **State Stewardship Policy**

The Georgia State Agency Historic Property Stewardship Program is designed to ensure that preservation of cultural resources is integrated into the planning processes of Georgia's state agencies. The program is based on Section 110 of the National Historic Preservation Act and was created in 1998 by the Georgia State Historic Preservation Office.<sup>185</sup> This policy is a reaffirmation of federal preservation legislation, and ensures that preservation planning is not separate from overall master planning for any USG campus. Under the state stewardship policy, the Vice Chancellor of Facilities for the USG Board of Regents serves as the preservation officer for all USG institutions, and oversees the implementation of the goals of the State Stewardship program.<sup>186</sup> As part of this program, each USG institution is required to create a historic preservation plan that is based on the CHPP Guidelines described here with seven principles associated with the

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<sup>185</sup> *Campus Historic Preservation Plan Guidelines*, 35.

<sup>186</sup> *Campus Historic Preservation Plan Guidelines*, 35.

Historic Property Stewardship Program which are listed below. The University of Georgia has designed a set of standard operating procedures that fulfill these standards and are incorporated into a decision making matrix for the treatment of cultural resources on their significant campus holdings.<sup>187</sup>

1. Standard One

- a. Each agency must establish a preservation program that is headed by a qualified preservation officer and seeks to advance the Historic Property Stewardship Program.

2. Standard Two

- a. Any agency must identify and evaluate their resources for GNRHP eligibility in a timely manner.

3. Standard Three

- a. Any agency must nominate qualified resources to the GNRHP.

4. Standard Four

- a. Any agency must give preservation principles full consideration when considering an action that might affect that resource

5. Standard five

- a. Any agency must consult with relevant outside parties on its preservation practices such as the State Historic Preservation Office.

6. Standard six

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<sup>187</sup> Wiss, Janney, Elstner Associates, Inc. Liz Sargent HLA; Panamerican Consultants, Inc. Heritage Strategies, LLC. 2018. *University of Georgia Historic Preservation Master Plan Draft*. Plan Draft, Athens, GA: University of Georgia, 94.



- a. Any agency must maintain resources in a way that respects their historic, architectural, archaeological, and cultural values.

7. Standard seven

- a. Historic properties are given priority in carrying out agency missions.

### **GEPA and Section 106**

The Georgia Environmental Protection Act (GEPA) and Section 106 of the National Historic Preservation Act are two pieces of legislation that outline the legal requirements that the State Stewardship program aims to help individual institutions follow. GEPA is a state level piece of legislation, while Section 106 is federal legislation, but both require government agencies to create different types of impact statements that address how any capital improvements might affect cultural resources. Those statements are intended to show a description of the improvements proposed, how they could affect cultural resources, and then how the agency will mitigate any negative impacts to those resources.<sup>188</sup> Section 106 review is usually only triggered when federal funds are being used in improvement projects, but the GEPA review process is almost unavoidable for any state agency, and is in place to ensure that cultural resources are protected at the state and local level.<sup>189</sup> Both of these regulatory processes are reviewed and administered by the Georgia State Historic Preservation Office so any agency doing section 106 or GEPA review must consult with that office

Because the section 106 and GEPA review requirements are very similar to the ones outlined in the Historic Property Stewardship Program USG institutions already

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<sup>188</sup> *Campus Historic Preservation Plan Guidelines*, 37.

<sup>189</sup> NPS Section 106, Georgia Department of Natural Resources: Historic Preservation Division. n.d. *Georgia Environmental Policy Act*. Accessed October 10, 2018. <https://georgiashpo.org/review-GEPA>

have much of the process built into their preservation plans. The University of Georgia has consultation processes with the State Historic Preservation Office built into their decision making matrix concerning cultural resources so any section 106 or GEPA project reviews are already built into the plan.<sup>190</sup> This is the type of integrative planning process that the University System of Georgia envisioned when they created the CHPP Guidelines.

### **Local Preservation Ordinances**

Any USG institution is not required to abide by local preservation ordinances by any legal mechanism, but it is still good practice for an institution to consider local preservation ordinances in its preservation planning.<sup>191</sup> This can be an effective way to build good will between institutions of higher education, and the municipalities that they are a part of.

### **The Campus Historic Preservation Planning Process**

The CHPP process is intended 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.”<sup>192</sup> The guidelines put emphasis on using the resulting plan as a basis for parts of master planning, meeting federal requirements, and all levels of the institution being informed on how to deal with cultural resources. The process of creating preservation guidelines for a USG institution usually starts with updating or creating a master plan for the entire institution. Coordinating preservation planning with overall master planning ensures that the two plans will not conflict with

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<sup>190</sup> *University of Georgia Historic Preservation Master Plan Draft*, 93.

<sup>191</sup> *Campus Historic Preservation Plan Guidelines*, 38.

<sup>192</sup> *Campus Historic Preservation Plan Guidelines*, 39.

each other, and that historic preservation is an essential consideration in the future vision of the institution.

However, the creation of a CHPP for an institution is usually handled by a professional historic preservation consultant, who will have the expertise and means to create an effective and comprehensive plan. Federal guidelines dictate requirements for an organization to be considered historic preservation professionals, and can be found in federal code, or in the appendices of this document.<sup>193</sup> The role of the institution is usually supervisory and informative, while the consultant does the main legwork of the plan. The University of Georgia was recently able to do most of the survey and assessment work on resources for their preservation plan in-house due to the vast amount of resources and expertise that the institution has on-hand.<sup>194</sup> However, UGA still hired consultants like Wiss, Janney, Elstner Associates, Inc., Liz Sargent HLA, Panamerican Consultants, Inc., and Heritage Strategies, LLC to help produce their preservation planning strategies and document because they are qualified preservation professionals.<sup>195</sup>

## **Document Structure**

The Institution and consultant would work together through the process of document creation, consultation, distribution, and review of the proposed plan. The document would be structured as follows:

1. Executive Summary
2. Campus Historic Context

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<sup>193</sup> *Campus Historic Preservation Plan Guidelines*, 40.

<sup>194</sup> *University of Georgia Historic Preservation Master Plan Draft*, 95.

<sup>195</sup> *University of Georgia Historic Preservation Master Plan Draft*, 93., Cover Page.

3. Identification and Evaluation of Cultural Resources
4. Recommendations for Treatment and Use

which would allow different sections of the plan to be updated as needed, while others could remain consistent.<sup>196</sup> The Georgia Institute of Technology created a table of contents using this framework that is described below and can be found on pages i-ii in their preservation plan.<sup>197</sup>

1. Executive Summary
2. Guiding Principles for Campus Historic Preservation
3. Part 1 - Historic Context
  - a. Introduction
  - b. Periods of Development at Georgia Tech
  - c. Historical Background
  - d. Chronology of Development and Use
4. Part 2 - Identification and Evaluation of Cultural Resources
  - a. Introduction
  - b. Survey Methodology and Previous Studies
  - c. Georgia/National Register Eligibility
  - d. Results of Cultural Resources Survey
  - e. Institutional Value of Historic Resources
  - f. Current Conditions of Cultural Resources
5. Part 3 - Recommendations for Treatment and Use

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<sup>196</sup> *Campus Historic Preservation Plan Guidelines*, 41.

<sup>197</sup> Lord, Aeck, & Sargent; The Jaeger Company; New South Associates. 2009. *Georgia Institute of Technology Campus Historic Preservation Plan Update*. Plan Update, Atlanta, GA: Georgia Institute of Technology, i-ii.

- a. Introduction
- b. Applicable Legislation
- c. Treatments and Use of Georgia Tech's Historic Buildings
- d. Historic Architecture Treatment Guidelines
- e. Historic Landscape Treatment Guidelines

### **Public Consultation**

To ensure that each part of the plan is as informed as possible, consulting with all possible relevant stakeholders is essential. This would include input from the public, interest groups, and other governmental agencies. The CHPP Guidelines provide some guidance for institutions in this process, which say the institution should:

1. Make its interests and constraints clear to stakeholders at the beginning of the consultation process.
2. Make clear any rules, processes or schedules applicable to the consultation process.
3. Acknowledge others' interests and seek to understand them.
4. Develop and consider a full range of options.
5. Try to identify solutions that will leave all parties satisfied.

In addition to being stakeholders, institutions are also required to consult with certain public agencies on all preservation related activities. Those agencies include the Georgia State Historic Preservation Office, Regional Development Centers, and the Georgia Archaeological Site Files.<sup>198</sup> Each of those organizations has expertise and knowledge of different levels cultural resource management in the State of Georgia, and

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<sup>198</sup> *Campus Historic Preservation Plan Guidelines*, 41.



more information on them will be available in the appendices of this document. The Georgia Institute of Technology integrates the above consultation principles into the principles that guide their historic preservation plan.<sup>199</sup> Those principles give an understanding of how the institute will do preservation planning on the campus, consult the public and other relevant stakeholders, steward cultural resources, make the campus sustainable, and communicate decisions about the treatment of cultural resources.<sup>200</sup>

### **Chain of Accountability**

To ensure that implementation and stewardship are carried out the CHPP Guidelines designate a chain of accountability for campus preservation planning. According to the guidelines the Chief Business Officer is usually appointed as the chief preservation officer but in some instances this responsibility falls to the Campus Architect or the Facilities Manager.<sup>201</sup> Who holds this position should ensure implementation of the plan by integrating it into budgeting and funding activities, and should also make efforts to ensure that other staff dealing with cultural resources understand the CHPP Guidelines.

The Chief Preservation Officer (CPO) of the campus is also responsible for creating a process to list eligible resources to the National and/or Georgia Register of Historic Places. This will be done after a full survey of resources is completed, and the eligible resources for nomination to the registers are identified. Listing properties on the National Register of Historic Places is sometimes unclear in terms of benefits versus cost but some benefits include intangible prestige, access to tax benefits for GNRHP listed

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<sup>199</sup> *Georgia Institute of Technology Campus Historic Preservation Plan Update*, v-vi.

<sup>200</sup> *Georgia Institute of Technology Campus Historic Preservation Plan Update*, v-vi.

<sup>201</sup> *Campus Historic Preservation Plan Guidelines*, 44.

and eligible properties, state grant assistance, and alternatives for fire and safety code compliance in rehabilitation.<sup>202</sup> However there are no legal restrictions on the resource that come with national listing as there may be with buildings under local ordinances, but it is possible that alterations to the resource could result in de-listing due to losing integrity and significance.<sup>203</sup>

As part of educating other staff about the CHPP Guidelines, it is important for the chief preservation officer to ensure that all maintenance staff understand maintenance procedures for cultural resources because proper maintenance is often the first line of defense in preventing damage to these resources. These activities could be as simple as understanding that any ground disturbance eight inches or more underground needs to be paired with archaeological survey to ensure no resources are disturbed. Another example of proper maintenance would be staff understanding how to take care of trees or vegetation that contributes to historic character, or is GNRHP eligible itself.<sup>204</sup>

On top of regular maintenance, the Chief Preservation Officer must ensure that protection of cultural resources is integrating into the planning of major and minor capital projects, and that the institution understands all mitigation measures that may be requires. For minor capital projects contractors and institution officials should consult with the Chief Preservation Officer to determine the best path forward for the project to mitigate any negative effects on cultural resources. For major capital projects there must be an Environmental Site Assessment (ESA) completed before construction to get a full understanding of potential negative effects to cultural resources on the site. After the

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<sup>202</sup> *Campus Historic Preservation Plan Guidelines*, 45.

<sup>203</sup> *Campus Historic Preservation Plan Guidelines*, 45.

<sup>204</sup> *Campus Historic Preservation Plan Guidelines*, 47.

ESA, project plans must undergo GEPA approval for assurance that negative effects on cultural resources are properly mitigated.<sup>205</sup> It is possible to do the ESA and GEPA review together as one process as well.

The University of Georgia clearly establishes who their Chief Preservation Officer is supposed to be and what their responsibilities will be under the campus historic preservation plan. UGA combines the Historic Property Stewardship Program with the Chief Preservation Officer Responsibilities into a series of standard operating procedures that govern how cultural resources are treated and dealt with on the campus. These standard operating procedures can be found on pages ninety-four to one hundred and eight of the UGA historic preservation plan and are:

1. Establish a Campus Preservation Officer
2. CPO responsibilities with consultation and reporting
3. Recording and documenting any changes or repairs to historic architecture and landscapes
4. Re-evaluating the preservation plan every ten years
5. Processes governing excavation and archaeology
6. The process of doing and storing historic resource studies
7. Creating best management practices for cultural resources
8. Creating a process for consulting with the CPO
9. Creating a process for the CPO to consult with the State Historic Preservation Office

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<sup>205</sup> *Campus Historic Preservation Plan Guidelines*, 47.

10. Establishing a process for getting a determination of eligibility for a resource from the State Historic Preservation Office
11. Consulting with the State Historic Preservation Office to determine impacts/effects of projects on cultural resources
12. Creating a process for consulting with the State Historic Preservation Office and Governor's Office on proposed demolition of cultural resources
13. Creating a consultation process with the State Historic Preservation Office on mitigation of impacts and effects on cultural resources
14. Establish a process for having public hearings when GEPA requires public consultation and input.

Preservation Planning under these guidelines also makes it difficult to get to point of demolishing or losing a GNRHP eligible or listed cultural resource. If demolition is proposed the process must be conducted in tandem with the State Historic Preservation Office (SHPO) to determine what alternatives exist to demolition. This includes an Environmental Effects Report (EER) that ensures all due-diligence is done and alternatives to demolition are explored. That EER must be approved by the president of the institution and the Board of Regents, and if approved must be followed by some type of alternative mitigation to minimize the impact of losing that resource.<sup>206</sup> To ensure that demolition is minimized as a possibility the Chief Preservation Officer of an institution should create a process for updating their plan every ten years.<sup>207</sup> Flexibility to update the

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<sup>206</sup> *Campus Historic Preservation Plan Guidelines*, 49.

<sup>207</sup> *Campus Historic Preservation Plan Guidelines*, 50.

plan is essential because the type and significance of cultural resources coming under the purview of the plan can change over time.

### **Clark Atlanta University Regulation Management**

The Clark Atlanta University preservation plan does not directly address any of the regulations mentioned above but does put some structure into their plan to assist in mitigation planning. In Chapter five and six of the plan a structure is laid out to integrate the preservation plan with the wider campus master plan by outlining the planning of capital projects, mitigation of adverse effects on resources, maintenance programs, and design guidelines for identified campus character areas.<sup>208</sup> These guidelines are not the same as what is required in a section 106 review but they do provide some guidance on how to properly treat culture resources in the planning and maintenance process. Clark Atlanta University goes further than Georgia Tech or the University of Georgia in their plan by creating design guidelines and specific treatment guidelines in these chapter of their plan.

## **CHPP Guidelines Part III: Document Guidelines**

### **Campus Historic Context**

The campus historic context is the basis for the entire campus preservation planning document and must set the stage for the significance of cultural resources on the campus. The context needs to identify a clear historical background and a chronology of development and use. Historical backgrounds usually focus on the people, events, and themes that shape the history of the campus, and what about those things might make

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<sup>208</sup> *Campus Heritage Plan: Clark Atlanta University*, 5-3 – 6-9.



cultural resources on the campus significant under GNRHP criteria.<sup>209</sup> A famous figure could have been a founder or instructor on the campus, or the campus could have been developed in a particular period of significant architecture. These are only a couple of examples in a wide range of possible historical background for a campus. The chronology of development and use tracks the physical development of the campus over time, and ties physical resources to time periods and themes in the historical background. The two are usually written together in a context to establish solid historical narrative about the cultural resources on a campus. These narratives are usually supplemented with graphics and maps that illustrate the development of the campus over time, and give a visual representation of what is being described in the narrative. Those resources could include aerials, sanborn maps, renderings, and photographs.<sup>210</sup>

The Georgia Institute of Technology used this framework for their historic context chapter:

1. Part 1 - Historic Context
  - a. Introduction
  - b. Periods of Development at Georgia Tech
  - c. Historical Background
    - i. Prehistoric Background
    - ii. Pre-institution history
    - iii. Georgia School of Technology (1885-1922)
    - iv. Georgia School of Technology (1922-1945)
    - v. Georgia Institute of Technology (1946-1956)

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<sup>209</sup> *Campus Historic Preservation Plan Guidelines*, 55.

<sup>210</sup> *Campus Historic Preservation Plan Guidelines*, 55.

- vi. Georgia Institute of Technology (1957-1969)
- vii. Georgia Tech (1969-Present)
- d. Chronology of Development and Use
  - i. Pre-Institution History
  - ii. Georgia School of Technology (1885-1922)
    - i. Georgia School of Technology (1922-1945)
    - ii. Georgia Institute of Technology (1946-1956)
    - iii. Georgia Institute of Technology (1957-1969)
    - iv. Georgia Tech (1969-Present)

There is a clear separation here between the historical narrative of the institution and the developmental history of the campus itself. The section on historical background follows the people and events that are important to the history of the campus and describes what makes them important. These are figures such as Henry Grady, Kenneth Matheson, and Lyman Hall. Most of the historical background section uses the terms of the institutions' presidents as an organizing structure and follows them chronologically. The section on Chronology and Development of Use is organized thematically the same way that the historical background section is to create a connection between the historical narratives of the school and the campus. Historic photography, sanborn maps, and aerial images are among the resources used to tell the story of how the Georgia Tech campus developed over time to the present day. The section on pre-institutional history gives a description of civil war events on the campus in the historical background and chronology and development of use sections but gives a pre-historic background a place in the appendix in a separate report.

The Clark Atlanta University Campus Heritage Preservation Plan, which is not a University System of Georgia Institution, has a different structure to the historic context section of their preservation plan. The context in that plan is called the “Evolution of the Campus Landscape” and it attempts to weave the story of the school and development of the campus into one flowing narrative.<sup>211</sup> The structure of the context follows defined periods of history for the institution chronologically instead of following the Georgia Tech model which organizes by the terms of presidents. Organizing this way keeps the significant events and people together with the story of development of the campus which could be a better way to tell a historical narrative versus separating the two. Creating an intertwined historic narrative as Clark Atlanta has done ties historic events, people, traditions, and themes directly to the physical campus landscape which makes it easier to create a sense of identity for the campus itself. The Clark Atlanta plan also leans on historic photos, maps, and aerial imagery among other tools to tell the story of development on their campuses.

### **Identification and Evaluation of Cultural Resources**

This section of the document is intended to use the campus historic context to evaluate physical cultural resources for significance, integrity, and eligibility for being designated as eligible for GNRHP. This process includes gathering all existing data possible on existing resources on the campus, along with current conditions assessments, to determine the developmental histories of each cultural resource. This information could include reviewing GNRHP data and GEPA data held at the offices of the SHPO, building information and plans held by the institution, or historic graphic materials that

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<sup>211</sup> *Campus Heritage Plan: Clark Atlanta University*, i.

illustrate campus development.<sup>212</sup> The institution should be consulted through review of their archives, interviews with officials, and looking at materials like yearbooks that might document significant events on the campus.

Once all of that data has been collected the next step is laying out a methodological survey process to thoroughly evaluate cultural resources on the campus. These surveys focus on evaluating current conditions of the cultural resources, and then comparing that with gathered data to determine if the resource is GNRHP eligible or not GNRHP eligible along with an assessment of its integrity.<sup>213</sup> These surveys should also assess building conditions in terms of their usability for campus activities which includes structural assessments and what parts of a structure need to meet current safety/building codes. Developing a preservation plan in conjunction with a physical master plan will make the process of bringing buildings up to code much easier because that process is often not straightforward with GNRHP listed and eligible buildings. Part of this survey process is determining physical boundaries of the campus which is important in giving the survey some type of scope to operate in. The GNRHP eligibility and conditions assessments used the CHPP Guidelines are described below.

#### ***Historic Rating for Landscape and Architecture***

- 1) U – Undetermined
  - a) The historic significance of the building/feature has not been determined
- 2) H – Historic
  - a) The building/feature has historic significance
- 3) T – Treat as historic

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<sup>212</sup> *Campus Historic Preservation Plan Guidelines*, 57.

<sup>213</sup> *Campus Historic Preservation Plan Guidelines*, 58

- a) The building/feature, although not original, is an appropriate replacement in-kind and should be treated as if it has historic significance
- 4) N – Not historic
  - a) The feature does not have historic significance

***Condition Rating for Landscape and Architecture***

- 1) Satisfactory
  - a) Good or like-new
- 2) Minor Defect
  - a) Only minor or routine maintenance
- 3) Defective
  - a) Functioning but obvious wear and deterioration
- 4) Seriously Defective
  - a) Imminent failure or major deterioration
- 5) Failed
  - a) Failure or beyond repair

***Historic Architectural Condition Survey***

A survey of architectural conditions uses the campus historic context to gather quantitative data on the significance of architectural resources on the campus. These surveys should include reconnaissance of previously surveyed buildings to determine if they are still eligible for their GNRHP status and identify resources that were not previously surveyed, and may now be eligible to be GNRHP listed resources. Those performing architectural conditions surveys need to be professionals well versed in historic building and construction practices to properly identify issues and maintenance



on cultural resources.<sup>214</sup> There are three levels of survey performed in this part of the CHPP process and each level provides an additional level of data that is gathered in the survey process.

Level I surveys provide baseline data on what is already GNRHP eligible, what may be GNHRP eligible, and what is clearly not GNRHP eligible by reviewing historic research and photography of the building. The Level I survey is conducted by looking at the exterior of the building for retained integrity. Level II surveys evaluate listed GNHRP resources and potentially eligible GNHRP resources, as identified by the level I survey, by documenting specific interior and exterior features that are significant and relevant to make a final determination of GNRHP eligibility. Level III surveys take all previously gathered information and then make more specific assessments on the condition and needed repair on certain features, and also overall cost estimates on the rehabilitation of the resource as described in the CHPP Guidelines.<sup>215</sup> The different levels of architectural survey will be described below. The specific process of what goes into each level of survey can be found in the Appendix of this thesis on pages 219 - 220.

The Georgia Institute of Technology displays the results of their level I and II surveys in tables in their preservation plans. In those tables are the building number, year built, a significance description, an integrity description, an eligibility recommendation, and what was recommended about the resource in previous surveys.<sup>216</sup> Those resources were broken into those recommended as eligible by themselves, those eligible as part of

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<sup>214</sup> *Campus Historic Preservation Plan Guidelines*, 60.

<sup>215</sup> *Campus Historic Preservation Plan Guidelines*, 61.

<sup>216</sup> *Georgia Institute of Technology Campus Historic Preservation Plan Update*, 61.

an identified district, and those that were not eligible. A sample of the table is pictured below in Figure 94.

| GA Tech Building # | Building Name                          | Date of Construction | Significance/Historic Associations   | Integrity  | Current Eligibility Recommendation   | Previous Survey Recommendations |      |      |
|--------------------|--|----------------------|--|--|--|---------------------------------|------|------|
|                    |  |                      |  |  |  | 2001                            | 2000 | 1992 |
| 073                | William A. Alexander Memorial Coliseum | 1957                 | The Alexander Memorial Coliseum is associated with a period of post-war growth throughout the University System of Georgia spanning from 1946-1960 known as the System's second phase of development. The Coliseum is representative of the work of Richard L. Aeck during a System-wide transitional period where the design of campus buildings began to take on an institutional modern design aesthetic.   | The Alexander Memorial Coliseum does not retain its historic integrity due to multiple non-historic additions made to the original building.   | Recommended Not Eligible   |                                 |      |      |
| 60A                | Architecture Annex Building            | 1955                 | Constructed in 1955, the Architecture Annex is associated with the mid-twentieth century development of the campus. The building was acquired by the Institute in 1966. It is not significant within the historic educational context of the Institute.  | The Architecture Annex does not retain its integrity due to the replacement of historic windows and exterior doors with modern units.  | Recommended Not Eligible   |                                 |      |      |
| 076                | Architecture Building (East)           | 1952                 | The Architecture East Building is significant under Criteria A and C. Constructed in 1952, it is representative of mid-twentieth century growth on campus and is significant as one of the first buildings in the country designed for and by an architecture department. The Architecture East building is representative of the work of Bush-Brown, Galley & Heffeman with Heffeman as lead designer in the International Style. This building is also significant as the one of the first buildings in the country designed for and by an architecture department. The Architecture East Building is recommended eligible as part of a proposed Modern-era National Register of Historic Places District on campus. | The Architecture East building retains its historic integrity as historic elements such as windows and doors and historic materials are extant.  | Recommended Eligible (as part of a potential Modern-Era Historic District) | ✓                               | ✓    |      |
| 023B               | Army Offices                           | 1927                 | The Army Offices are significant under Criteria A and C. Constructed in 1927, this building is associated with the early development of the campus and represents the second phase of campus development. Though stylistically simple, this building is architecturally significant within the historic context of the Institute.  | The Army Offices retains its historic integrity as historic features such as windows and doors and historic materials are extant.  | Recommended Eligible   |                                 |      | ✗    |
| 074                | W.C. & Sarah Bradley Building          | 1951                 | The Bradley building is significant under Criteria A and C. As a mid-twentieth century building, it is representative of a period of post-war growth throughout the University System of Georgia spanning from 1946-1960 known as the System's second phase of development. The Bradley Building is representative of the work of Bush-Brown, Galley & Heffeman in the International Style within an institutional modern design aesthetic. The Bradley Building is recommended eligible as part of a proposed Modern-era National Register of Historic Places District on campus.   | The Bradley building retains its integrity despite the replacement of some historic windows and exterior doors with modern units not matching the historic condition. Although these modifications did not result in the replacement of historic materials in-kind, the building retains its overall architectural and historic character. | Recommended Eligible (as part of a potential Modern-Era Historic District) | ✓                               | ✓    |      |

Figure 94: Georgia Institute of Technology.. A sample of architectural resource surveys on the Georgia Tech campus. 2009. Georgia Institute of Technology Historic Preservation Plan Update.

The Clark Atlanta University Plan provides multi-page assessment and analysis for each of their architectural resources, which is more feasible in their plan because there are only fourteen resources addressed. These assessments include a context, development synopsis, architectural description, recommendations, drawings/floor plans, historic photography, and historic maps for each architectural resource.<sup>217</sup> This is a level of detail provided publicly that the Georgia Tech plan does not give. For example, the Knowles Industrial Building begins with a description of key facts including date of construction, architect, and National Register Status. That is followed by a map that shows where the building is on the campus, a brief historic context for the building, and a series of conditions assessment and treatment recommendations specific to that resource. Specific examples of how this is done in the Clark Atlanta Preservation Plan can be found in the Appendix of this Thesis.

### ***Historic Landscape Condition Survey***

The structure and purpose of the historic landscape survey is the same as the historic architecture survey but the content involved is very different. Historic Landscapes deal more with continuity over time because things like plants can evolve over time, which means that there are different layers to understand through a landscape's historic periods.<sup>218</sup> However, character defining features of the landscape must retain their integrity and significance in the same way as architectural resources do. The process should begin with defining the boundaries of a landscape and collecting a basic overview

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<sup>217</sup> *Campus Heritage Plan: Clark Atlanta University*, 4.1-1 – 5.

<sup>218</sup> *Campus Historic Preservation Plan Guidelines*, 65.

of resources that exist within those boundaries. There are also three levels of survey in the process of evaluating historic landscapes.<sup>219</sup>

Level I landscape survey gathers base level visual information like circulation patterns, land uses, ground disturbances, roads, and resources on the periphery of the landscape. Level I landscape surveys also make a base level determination of eligibility to the GNRHP if a landscape is not already listed. Level II landscape surveys are performed if the Level I survey determines that a landscape may be eligible or is listed in the GNRHP. Level II survey includes all Level I survey information along with further documentation of specific character defining features that are physical or cultural. Those features could be vegetation, hydrology, circulation, land use, and lighting fixtures among a long list of other potential landscape features. A Level III contains all the information of a Level I and II survey but also includes more detailed quantification of significant resources and cost estimates for maintenance and rehabilitation of historic landscape features.<sup>220</sup> Specific examples of CHPP Guidelines on historic landscape survey can be found in the Appendix of this thesis on page 223 – 224.

The Georgia Tech preservation plan provides the same type of summary for landscapes as it did for architectural resources. Current conditions and recommendations for treatment and use are included in other chapters but are also brief. There is also a lack of photography to illustrate what the plan is talking about. This part of the Georgia Tech plan is clearly meant to tell the reader very basic information about what landscapes exist on the campus and which are GNRHP eligible but not much more information than that. An example of this inventory is pictured below in Figure 95.

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<sup>219</sup> *Campus Historic Preservation Plan Guidelines*, 65.

<sup>220</sup> *Campus Historic Preservation Plan Guidelines*, 67.

| GA Tech Landscape # | Landscape Name                    | Date of Construction | Significance/Historic Associations  | Integrity   | Current Eligibility Recommendation   |
|---------------------|-----------------------------------|----------------------|---|---|--|
| 355                 | Grant Field                       | Pre-1908             | Grant Field is associated with the earliest history of the campus. The 1908 campus map identifies Grant Field. While the field is an important resource to the campus, alterations to the field and stadium have eroded the resource's integrity. | After years of alterations to the field and its surroundings, little original fabric remains to convey the historic significance of this resource to the campus.                            | Recommended Not Eligible   |
| 363                 | Tech Tower Lawn                   | Pre-1910             | Significant under Criteria A. The lawn was established as Tech's first greenspace and original entrance to campus. The lawn also served as a parade ground for the military in the early 1900s.   | Tech Tower Lawn retains a high level of integrity despite the addition of a small parking lot on the western edge of the lawn and slight alterations to the circulation.                    | Within the established Tech Historic District (contributing resource)                            |
| 352                 | Harrison Square                   | 1968                 | Not significant due to being less than 50 years of age or an outstanding resource that would merit listing before 50 years. Greenspace occupies former footprint of Old Shop Building which was razed in 1968.                                    | Harrison Square retains its integrity despite minor modifications to the western edge along Cherry Street.  | Not Currently Eligible for NRHP (Non-contributing resource within in the Tech historic district) |
| None                | Paul M. Heffeman House Landscape  | 1927                 | Significant as an evolving modern landscape associated with an important campus architect and educator.   | The integrity of this landscape is diminished somewhat by disintegration of the plant material and hardscape materials. Spatial relationships remain strong, particularly in the back yard. | Not Currently Eligible for NRHP  |
| 354                 | Mayer Garden                      | 1987                 | Dedicated to professor of civil engineering Paul Mayer in 1987. The garden replaces a portion of the original 1960 landscape for the Classroom Building.  | The Mayer Garden retains its integrity.   | Not Currently Eligible for NRHP (should be treated as eligible for planning purposes)            |
| 371                 | President's House - Pettit Garden | 1949                 | Significant under Criteria A and C. The landscape and circulation were installed at the time of construction in 1949 and reflect the Classical Revival style of the home.   | Despite additions of a pool and additional gardens in the last 20 years, the landscape of the President's House has retained its integrity.   | Recommended Eligible   |
| 347                 | Rose Bowl Field                   | Pre-1932             | Significant under Criteria A. This athletic field complex has continuously provided facilities for students athletics since the 1930s.  | Rose Bowl Field has retained its original function and 1940s spatial arrangement. Additional athletic facilities added to the north have not had a negative impact on the original fields.  | Recommended Eligible   |

Figure 95: Source: Georgia Institute of Technology.. A sample of architectural resource surveys on the Georgia Tech campus. 2009. Georgia Institute of Technology Historic Preservation Plan Update.

The Clark Atlanta University Plan provides a richer inventory of their historic landscapes, and more detailed descriptions for a better understanding of why the



landscapes are GNRHP eligible. Context, Character defining features, spatial organization, topography, vegetation, circulation, structures, furnishings, and ample supporting pictures are provided. For example, the James P. Brawley Drive landscape begins with a historic synopsis and follows with detailed descriptions of spatial organization, topography, vegetation, and circulation among other character defining features of that landscape.<sup>221</sup> Picture evidence is also provided to give visual examples of all of those features. At the end of that section there is a full assessment of condition and recommended treatments for the character defining features of that landscape which is a much greater level of detail than is provided in the Georgia Tech preservation plan. Examples of the James P. Brawley Drive section of the Clark Atlanta University preservation plan can be found on pages 225 - 226 in the appendix of this thesis.

### *Archaeological Resources*

Dealing with archaeological resources is different from architectural and landscape resources because they cannot be surveyed the same way. Archaeological resources exist under the ground, and excavations of those resources don't usually happen unless there is a site discovered as part of a construction project. However, upon discovery archaeological sites are still evaluated for GNRHP eligibility in the same ways as other resources which is through determinations of integrity and significance relative to a historic context.<sup>222</sup> The historic context for archaeological resources on a campus is also a little different because they require pre-history to be addressed in the context. This means that the campus historic context should address the land as far back as evidence goes of human occupation of it at least in a general sense. The context should include

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<sup>221</sup> *Campus Heritage Plan: Clark Atlanta University*, 2-9 – 2-10.

<sup>222</sup> *Campus Historic Preservation Plan Guidelines*, 70

reviewing maps on file at Georgia Archaeological Site File (GASF), records from SHPO, GEPA, and GNRHP, institutional materials, and oral history interviews.<sup>223</sup> These pieces of information are used to create sensitivity maps that show where existing GNRHP eligible, non-GNRHP eligible, and potentially GNRHP eligible archaeological sites are located on the campus.

Actual archaeological investigation on campuses is split into two levels of intensity. Level I archaeological survey is intended to be a base level overview of where archaeological resources may be located based on research, gathered data, and limited field surveys of the land.<sup>224</sup> Sensitivity maps are developed in this process which inform campus planners where it is likely there are archaeological resources based on previous research. Level I survey also involves evaluating existing archaeological sites for integrity and significance to determine if they are still GNRHP eligible. Level I survey is only sufficient for sites on a campus where development is not planned to happen, or where it is not very likely that there are archaeological sites. In any other situation Level II surveys are necessary. Level II survey involves successive testing of sites that are deemed to be likely to have archaeological resources, or where there is planned development on a campus. The process goes from shovel tests, to boundary creation, subsoil excavation, and intensive data recovery. The details of this process can be found on page seventy-five of the CHPP Guidelines document. Both level I and II archaeological survey are required to provide the Georgia Archaeological Site File with geo-referenced maps that show where archaeological sites are located on the campus.

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<sup>223</sup> *Campus Historic Preservation Plan Guidelines*, 70.

<sup>224</sup> *Campus Historic Preservation Plan Guidelines*, 72.

Examples and graphics detailing the USG CHPP Archaeological Resource Survey process can be found in Appendix C.

Only certified archaeologists in the state of Georgia have full access to archaeological records, but the Georgia Tech plan does provide some information on known sites, and also produces a sensitivity map that will be pictured in the following section dealing with mapping. The Georgia Tech plan also provides some GASF site files in the appendix of the plan. The Clark Atlanta University Heritage Preservation plan does not address archaeology in any way which is not a good management strategy for dealing with future archaeological issues.

## **Cultural Resource Mapping**

Mapping of cultural resources on a campus is a process designed to correspond to the level of survey being done. Maps should clearly delineate campus boundaries, include all campus owned properties, and include existing significant cultural resources.<sup>225</sup> Level I architecture and landscape survey mapping includes maps of GNRHP eligibility and Chronology of Development and Use. The GNRHP eligibility map is supposed to spatially display individually listed resources in GNRHP or National Historic Landmark (NHL) databases, historic districts with contributing resources, resources recommended eligible of GNRHP now and within ten years, resources recommended not eligible, and campus boundaries.<sup>226</sup> The chronology of development and use map is only supposed to show different historically significant periods of building and what was built in those periods as defined in the historic context.

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<sup>225</sup> *Campus Historic Preservation Plan Guidelines*, 79.

<sup>226</sup> *Campus Historic Preservation Plan Guidelines*, 79.

Level I archaeological survey mapping produces sensitivity maps and survey maps. Sensitivity Maps are supposed to show where known archaeological sites are, where it is likely that there are archaeological sites, where it is unlikely that there are archaeological sites, and where there are no archaeological sites.<sup>227</sup> Survey maps are supposed to show areas that have been surveyed and sites that were recorded as part of that survey. Specific examples and guidance from the CHPP Guidelines on Level I archaeological, architecture, and landscape mapping and can be found on page 228 in the appendix of this thesis.

Level II and III mapping for architecture and landscapes is supposed to add a landscape inventory map. The landscape inventory map is supposed to display major landscape features such as quadrangles, circulation, plantings, trees, view shed, and lighting among other features. Level II and III mapping for archaeological resources involves adding a map of testing and discovery of archaeological sites. This map displays shovel test locations, sites boundaries, and excavation data/locations. Specific examples and guidance from the CHPP Guidelines on Level II and III archaeological, architecture, and landscape mapping and can be found on page 229 in the appendix of this thesis.

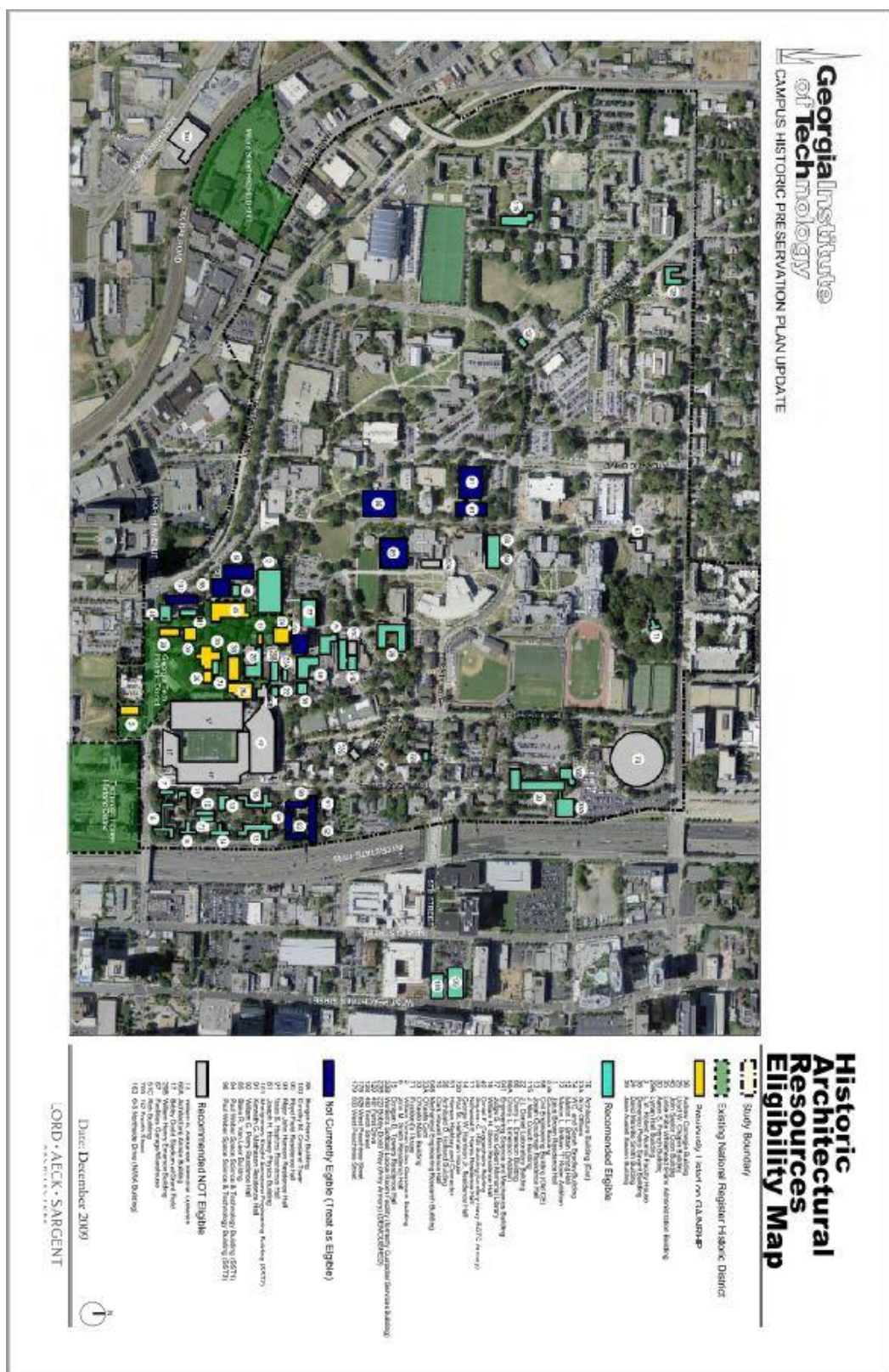
Figure 98 below is an example of a Level I GNRHP architecture eligibility map from the Georgia Tech preservation plan. That map displays different levels of GNRHP eligibility for different resources, those resources that are already listed, campus boundaries, and the location of existing historic districts along with the resources within

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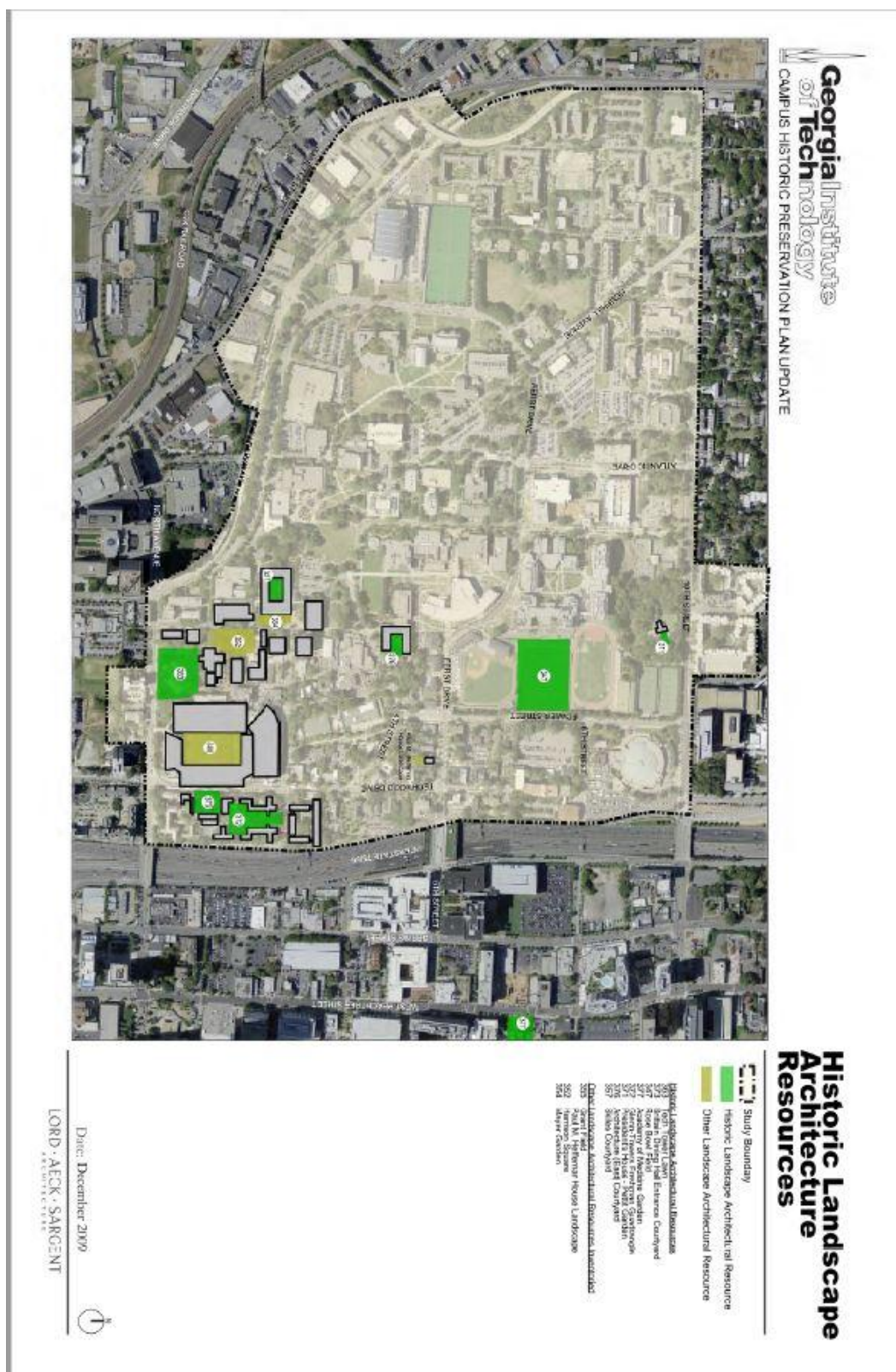
<sup>227</sup> *Campus Historic Preservation Plan Guidelines*, 79.

them. Figure 99 below is an example of a Level I GNRHP landscape eligibility map from the Georgia Tech preservation plan. That map displays landscapes that are considered eligible for the GNRHP and those that are not eligible along with a campus boundary. Figure 100 below is an example of an archaeological sensitivity map from the Georgia Tech preservation plan. That map displays campus boundaries, existing sites, likely sites, moderately likely sites, and different boundaries of activity related to the Civil War events on the campus.





*Figure 96: Georgia Institute of Technology. Historic Architectural Resources Eligibility Map. 2009. Georgia Institute of Technology Historic Preservation Plan Update.*





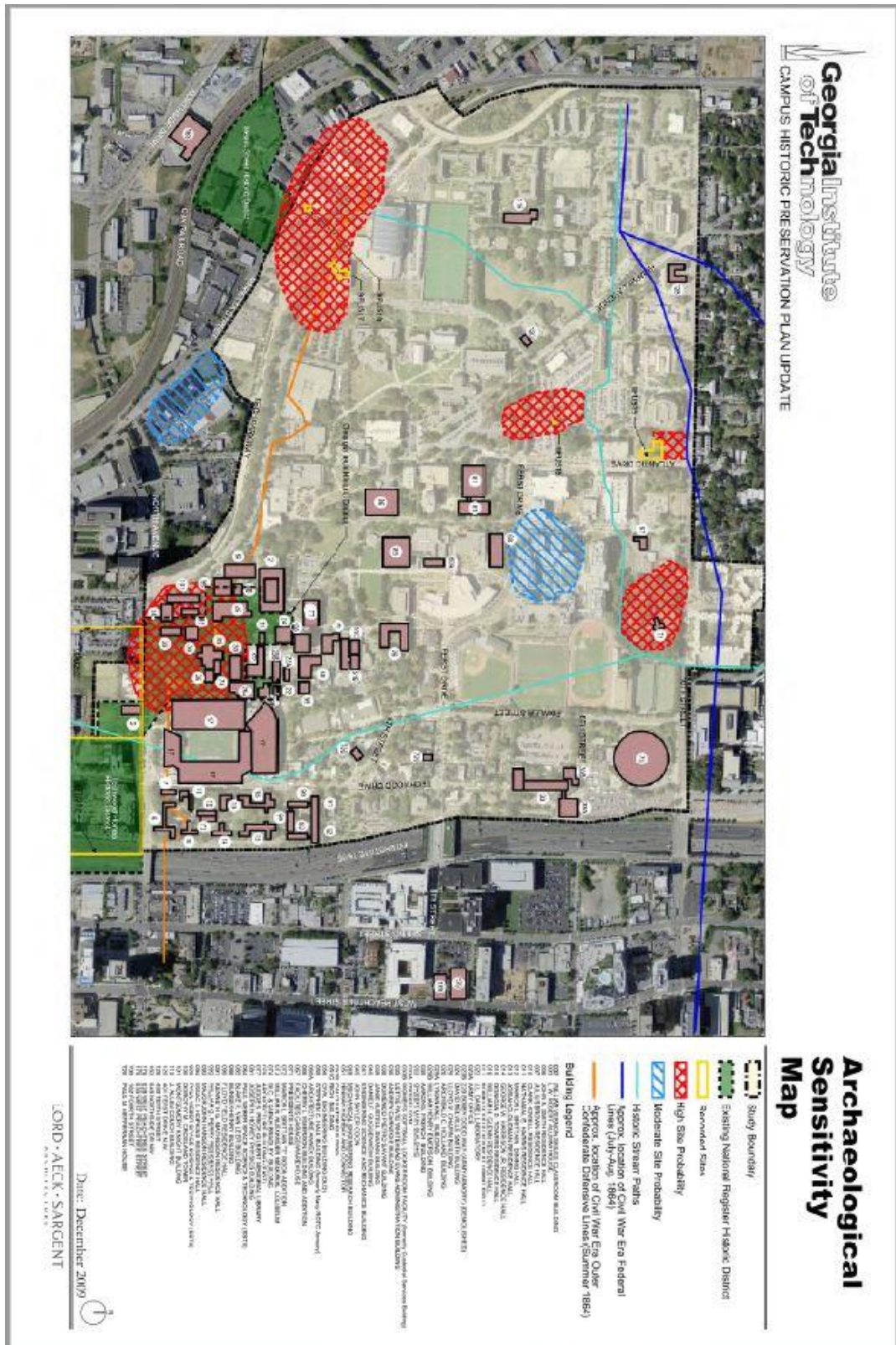


Figure 98: Georgia Institute of Technology. Archaeological Sensitivity Map. 2009. Georgia Institute of Technology Historic Preservation Plan Update.

## Recommendations for Treatment and Use

### *Categorization of Historic Architecture and Landscape Resources*

Institutions are responsible for managing effects on all their resources that meet the eligibility requirements for listing in the National/Georgia Register of Historic Places, but this does not require the institutions to maintain all of these resources *in situ* (as they are), or any particular condition.<sup>228</sup> Specific cultural resource management policies should be done in consultation with the Board of Regents and the State Historic Preservation Office. However, the guidelines to provide a couple of guiding categories that contain management strategies for resources that should be preserved long-term and resources that should be considered for long-term preservation.<sup>229</sup> These are guidance for preserving the most significant resources on the campus, and all resources should be categorized according to their priority.

#### Category I – Long-Term Preservation Criteria:

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

The following strategies should be used on resources that meet the previous criteria:

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<sup>228</sup> *Campus Historic Preservation Plan Guidelines*, 85.

<sup>229</sup> *Ibid.*,

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 Criteria

1. 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
2. Have historical or aesthetic value, but are not central to defining or maintaining the character of the Institution.
3. Are good, but not outstanding examples of architectural styles, engineering methods, artistic values or landscape architecture.
4. Can contribute to the interpretation of the history, development or tradition of the Institution but that are not necessary to that interpretation.
5. Have some potential for continued or adaptive reuse.

The following strategies should be used on resources that meet the previous criteria:

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

#### ***Categorization and Treatment of Archaeological Resources***

After survey and testing there are generally three categories that archaeological resources fall into. Those are ineligible for nomination to the GNRHP, eligible for nomination to the GNRHP, or potentially eligible for nomination to the GNRHP. Sites that are ineligible are often too eroded or disturbed, so they lack enough integrity to be considered GNRHP eligible. These sites are studied as much as possible, and then left as



is with no restrictions on what can be done on the site. Eligible sites have been extensively surveyed and tested with data gathered that determines that the site has integrity and is significant to the time period it is from. These sites are preserved *in situ*, and should not be built on or disturbed unless absolutely necessary. Potentially eligible sites are identified in the survey process, but have not gone through enough testing yet to determine significance and integrity. They should be tested and then categorized as either ineligible or eligible depending on their determined significance and integrity.

The University of Georgia extended these categories beyond just two to incorporate a wider range of resources into their GNRHP and treatment/use framework. UGA manages over seven hundred and fifty cultural resources at all levels of GNRHP eligibility across the state so two categories would not have been sufficient to properly describe and manage such a wide range of resources. UGA defined their categories as:

- 1) Category five
  - a) Resources that are individually listed or are individually GNRHP eligible
- 2) Category two
  - a) Contributing resources within an existing or eligible historic district
- 3) Category three
  - a) Other resources that are fifty years of age with historic value
  - b) Non-GNRHP eligible resources that have some other value to a UGA campus
- 4) Category four
  - a) Other resources not fifty years of age that have inherent or potential value
- 5) Category five

- a) Resources that are not GNRHP eligible, will not be, and have no significant value to the campus

### ***Treatment of Historic Architecture and Landscape Resources***

As a guiding principal, the USG CHPP Guidelines use the categories of treatment laid out in the Secretary of the Interior's Standards for the Treatment of Historic Properties. Those are as follows:

#### **1) Preservation**

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

#### **2) Rehabilitation**

- a) Acknowledges the need to alter or add to a GNRHP listed or eligible property to meet continuing or changing uses while retaining the property's historic character.

#### **3) Restoration**

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

#### **4) Reconstruction**

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

However, most institutions will be dealing with rehabilitation as their main treatment for architecture because of the need to interior upgrades and technology and educational needs evolve. Preservation is most favored for landscape treatment to allow for appropriate maintenance and replacement of landscape features over time. Overall treatment recommendations must be done on a case by case basis. The CHPP Guidelines

elaborate on the category of rehabilitation since it is so heavily used and that is as follows:

- 1) Extensive Rehabilitation
  - a) May include preservation, restoration, or reconstruction of historic features
  - b) May also include adaptive re-use along with major building code upgrades
- 2) Moderate Rehabilitation
  - a) May include preservation, restoration, or reconstruction of historic features
  - b) Includes adaptive re-use with minor building code upgrades
- 3) Minor Rehabilitation
  - a) May include preservation and restoration
  - b) Utility maintenance and replacement
- 4) Corrective Maintenance
  - a) Typical maintenance and repairs on historic features
- 5) Demolition
  - a) Last resort process for any resource
  - b) Requires extensive consultation before a demolition can be approved

In the University of Georgia's historic preservation plan the above actions are incorporated into a larger set of actions that also includes definitions for ground disturbing activities, additions and new construction, master planning, and routine maintenance.<sup>230</sup> This list of actions is set on a matrix with the standard operating procedures and categories of resources to create a decision matrix that creates a process to determine treatments and uses for the University of Georgia's cultural resources.<sup>231</sup>

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<sup>230</sup> *University of Georgia Historic Preservation Master Plan Draft*, 98.

<sup>231</sup> *University of Georgia Historic Preservation Master Plan Draft*, 97-98.

That matrix is designed to be integrated into a master planning process so any actions resulting from the master plan that affect a cultural resource in one of those categories will automatically trigger a set of procedures that must be carried out to properly manage it. That matrix is pictured in Figure 101 below and incorporates the proposed actions and resource categorization described earlier in this chapter.

ASSESSMENTS

ACTIONS

|            | Master Planning | Routine Maintenance   | Corrective Maintenance  | Minor/Moderate Rehabilitation                     | Extensive Rehabilitation | Additions & New Construction      | Demolition & Disposition | Ground Disturbance |
|------------|-----------------|---|---|---|--------------------------|-----------------------------------|--------------------------|--------------------|
| Category 1 | SOP 8           | If NO material or character altering change<br>SOP 7<br><br>If material or character altering change<br>SOP 8 | SOP 8   | SOP 8   | SOP 6<br>SOP 9<br>SOP 10 | SOP 5<br>SOP 6<br>SOP 9<br>SOP 10 | SOP 6<br>SOP 9<br>SOP 10 | SOP 5              |
| Category 2 | SOP 8           | If NO material or character altering change<br>SOP 7<br><br>If material or character altering change<br>SOP 8 | If NO material or character altering change<br>SOP 7<br><br>If material or character altering change<br>SOP 8 | SOP 8   | SOP 6<br>SOP 9<br>SOP 10 | SOP 5<br>SOP 6<br>SOP 9<br>SOP 10 | SOP 6<br>SOP 9<br>SOP 10 | SOP 5              |
| Category 3 | SOP 8           | SOP 7   | SOP 7   | If material or character altering change<br>SOP 8 | SOP 6<br>SOP 8           | SOP 5<br>SOP 6<br>SOP 8           | SOP 6<br>SOP 9<br>SOP 10 | SOP 5              |
| Category 4 | SOP 8           | SOP 7   | SOP 7   | If material or character altering change<br>SOP 8 | SOP 6<br>SOP 8           | SOP 5<br>SOP 6<br>SOP 8           | SOP 6<br>SOP 9<br>SOP 10 | SOP 5              |
| Category 5 | NONE            | NONE  | NONE  | NONE  | NONE                     | NONE                              | SOP 6<br>SOP 9<br>SOP 10 | SOP 5              |

Notes: (1) When necessary, the Campus Preservation Officer may elevate any action for SHPO for additional consultation.

(2) "Ground Disturbance" may accompany any of the other actions.

The University of Georgia

Historic Preservation Master Plan

Facilities Officers Conference

October 26, 2017

Figure 99: University of Georgia: Office of University Architects. Decision Matrix. 2017. University of Georgia Historic Preservation Plan Presentation.

For cultural resources it is also important to assign appropriate sets of future uses for the institution to follow so that no uses incompatible with preserving the historic character of the building occur.<sup>232</sup> Use categories are usually institution specific because

<sup>232</sup> Campus Historic Preservation Plan Guidelines, 89.

each campus has different factors affecting how resources are used. However, the CHPP Guidelines state that those sets of uses generally fall into the following categories:<sup>233</sup>

- 1) Office/Administrative
- 2) Office/Classroom
- 3) Office/Laboratory/Studio
- 4) Residential-Undergraduate
- 5) Residential-Graduate/Faculty
- 6) Recreation
- 7) Assembly

Clark Atlanta University takes a much different approach with their preservation plan in terms of recommending treatments and uses. That plan goes resource by resource describing specific character defining features, conditions assessments, and areas of needed improvement or renovation in chapters two and four. The plan then gives general treatment recommendations in chapters three and five before combining all of that information into design guidelines for defined character areas on the campus. Those character areas contain landscape and building resources and are created around a certain set of themes or organizing principles that permeate through the area. Design guidelines are written for two defined quadrangle character areas and give overall guidance on what should be done in those areas in terms of existing and future resources built there.<sup>234</sup> The organizational structure of the Clark Atlanta University preservation plan has treatment and use as a permeating theme throughout the document rather than it being addressed in a specific section.

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<sup>233</sup> *Campus Historic Preservation Plan Guidelines*, 89.

<sup>234</sup> *Campus Heritage Plan: Clark Atlanta University*, 6-1 – 6-9.



However, this way of treating treatments and uses leads to some disorganization in the document because there are different areas that address different things in a document that is hundreds of pages long. The way the University of Georgia addresses recommended treatments and uses in their preservation plan is more organized for the end user in being able to understand what decisions are made and why they are made. A middle ground would be giving a detailed level of information on a resource similar to the Clark Atlanta plan and having a clear decision making structure for those recommendations like the University of Georgia preservation plan has.

### **Executive Summary**

The executive summary of the CHPP should outline the purpose, methodology, and general recommendations contained in the plan. Findings should be summarized with focus on what is important to campus planners and decision makers. An abbreviated history of the institution should be provided, and summaries of specific data should also be included to illustrate the findings of the plan. Other elements to include the campus preservation philosophy, recommendations for treatment and use, and the overall integration of cultural into the campus planning process. Specific examples from the CHPP Guidelines on how to create an executive summary are provided in Appendix F.

## **CHAPTER 5: MORRIS BROWN PRESERVATION PLAN RECOMMENDATIONS**

### **The University System of Georgia Campus Historic Preservation Planning Guidelines and Morris Brown College**

Morris Brown College and Clark Atlanta University are both private institutions that are not members of the University System of Georgia. Therefore, they are not bound to follow the University System of Georgia Campus Historic Preservation Planning Guidelines at all and there are some portions that do not apply to them at all. However, this chapter will lay out a case as to why the CHPP Guidelines are still a good basis to use for a preservation plan for the Morris Brown Campus and how they can be applied. This chapter will provide recommendations that will create a roadmap of sorts for the creation of a full preservation plan that will address the specific historic preservation issues that exist on the Morris Brown College campus.

The Morris Brown campus does not exist within the framework of the University System of Georgia Board of Regents department of Real Estate and Facilities and is not subject to the same level of environmental review processes that a state institution would be. Specifically, the campus is not governed by Section 110 of the National Historic

Preservation Act and the State Agency Historic Property Stewardship program.<sup>235</sup>

However, Section 106 of the National Historic Preservation Act still applies if any projects on the campus are federally funded and the Georgia Environmental Policy Act if any project is funded by the state.<sup>236</sup> This would mean that any major or minor capital projects on the campus that have federal or state funding would be subject to those two pieces of legislation in addition to any local ordinances that must be considered. Local preservation ordinances would have more power to regulate the Morris Brown campus though because private ownership does not exempt a private institution like a state agency would be.

Since the land is not owned by a state agency, there is no requirement to make a preservation plan to fulfill state stewardship and other legal requirements. However, the CHPP Guidelines are still the only set of guidelines that specifically deal with campus preservation in the state of Georgia and they provide a good set of minimum standards for any college to follow. The purposes of creating a campus historic preservation plan are also still in line with mostly any preservation goals that would be a part of preservation planning on the Morris Brown campus. The guidelines encourage that the preservation plan be developed in conjunction with a physical master plan which will have to be done once the issues around land ownership of the campus are settled.<sup>237</sup> There are also several existing examples of how publicly and privately owned college campuses have put that goal into practice in their preservation and master planning. If the

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<sup>235</sup> Georgia Department of Natural Resources: Historic Preservation Division. n.d. *Georgia Environmental Policy Act*. Accessed October 10, 2018. <https://georgiashpo.org/review-GEPA>, National Park Service. 2016. *Federal Agency Compliance with Section 106 of the National Historic Preservation Act*. May 1. Accessed October 15, 2018. [https://www.nps.gov/history/tribes/national\\_section\\_106.htm](https://www.nps.gov/history/tribes/national_section_106.htm)

<sup>236</sup> *Federal Agency Compliance with Section 106 of the National Historic Preservation Act*.

<sup>237</sup> *Campus Historic Preservation Plan Guidelines*, 39.

Morris Brown Campus could be governed by a master and preservation plan that are developed in conjunction with each other, and integrated with dependent relationships, managing cultural resources on the campus would be more effective.

Another reason that the CHPP Guidelines are a good basis for a Morris Brown Campus preservation plan is that they provide flexibility within a framework that addresses the big issues. Big things like resource survey and treatment standards are spelled out explicitly in the guidelines because they are standardized processes. However, classifying those resources and creating uses for them is left largely up to the institution and its consultants/planners. The sections dealing with what should go in a historic context also appear to be flexible, in that they don't spell out every detail that is required, which gives an institution the ability to shape the narrative that the rest of the plan will be based on. These points of flexibility are especially important to a historically black college or university because their preservation practices and focuses are slightly different, in general, when compared with other colleges and universities. HBCUs tend to focus more on things like interpretive plaques and making their campuses living museums to bring their precious heritage to the forefront of campus. This strong connection between events/people and the built environment can result in different preservation priorities for an HBCU that capitalize on the flexibility that the CHPP Guidelines supply when making recommendations for cultural resources.

## **Overall Recommendations**

There is a great need for a cooperative relationship to form between Clark Atlanta University, Morris Brown College, and the City of Atlanta to manage the historic campus that Clark Atlanta and Morris Brown once occupied. As shown in earlier chapters all

three of those groups own or have stake in parts of the Morris Brown campus which is under great threat from development pressures and fragmentation. A physical master plan needs to be created in conjunction with a preservation plan, and that is the assumption that will be made when addressing specific points of a preservation plan in this chapter. Much of the current scholarship on best practices in campus preservation planning makes integrated preservation planning a pillar of the entire process.<sup>238</sup> The rest of this chapter will use examples from other plans, scholarship, and guidelines to make a roadmap on how a preservation plan might be accomplished.

## Historic Context

Some of the need for a historic context for the Morris Brown campus have already been fulfilled in the first chapter of this thesis so this chapter will serve as an analysis of that context, and will provide some additional details that should be considered when creating a historic context for a preservation plan. The purpose of the existing context in the first is to create a framework that can be built upon with further research to create the solid basis that a historic campus context should be. The first chapter is strong in the realm of describing the development of the architectural resources on the campus and the historical context for those decisions but need further elaboration in the realms of historic landscapes and archaeological resources. That chapter is also set up as a woven narrative of the campus development to begin telling a story of the campus rather than just listing out what was built when and by whom. Recommendations made in this chapter will

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<sup>238</sup> VanLandingham, Sarah Elisabeth. 2013. *A Seat at the Table: Integrating Historic Preservation into Comprehensive Campus Planning. (Master's Thesis)*. Philadelphia, PA: University of Pennsylvania. Craig, Charles A., David N. Fixler, and Sarah D. Kelly. 2011. "A Rubric for Campus Heritage Planning." *Planning for Higher Education*, Vol. 39, No. 3., April-June: 55-70. Cotton, Katlyn E. 2017. *Stewarding an Educational Legacy: Historic Preservation at Historically Black Colleges and Universities. (Master's Thesis)*. Philadelphia, PA: University of Pennsylvania. Clement and Lidsky, 154.



include further elaboration on the context of the campus, working with Clark Atlanta to establish a joint context for the campus, and addressing archaeology and historic landscapes with further research.

The current historic context in the first chapter of this thesis is intended to be an overview of the development of the Morris Brown Campus that tells a story using a review of historic events on the campus. Because of that there are several necessary details about each resource that are left out. However, the Clark Atlanta Preservation Plan provides a good way to define a context that will meet what is required in the USG CHPP Guidelines. The Clark Atlanta plan provides a historic context that establishes historic themes and development history of their campus and also gives further contextual details about each resources further into the document. In regards to the Oglethorpe School that is addressed in the Clark Atlanta plan and this document, the Clark Atlanta Plan says:

Two addition buildings were constructed on the Atlanta University campus in 1904 and 1905: The Oglethorpe Practice School and the Carnegie Library respectively. The Oglethorpe School, a three-story red brick building was designed by William C. Richardson of Hartwell, Richardson, and Drever, Architects. Oglethorpe served as a practice school for students training as teachers. The site of the Oglethorpe School was to the east of South Hall “on the main campus facing the footpath and near the junction of Tatnall and Walnut Streets.”<sup>239</sup>

The plan later elaborates in a separate section when further discussing specifics on the Oglethorpe School. There is information on the specific circumstances surrounding the decision to construct the building, funding mechanisms used to finance it, and descriptions of the original floorplan.<sup>240</sup> This level of detail is not required to be

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<sup>239</sup> Clement & Wynn Program Managers; The Jaeger Company; Grashof Design Studio. 2007. *Campus Heritage Plan: Clark Atlanta University*. Historic Preservation Plan, Atlanta, GA: Clark Atlanta University, 1-8.

<sup>240</sup> *Campus Heritage Plan: Clark Atlanta University*, 4.2 1-2.

published as a part of a CHPP guided preservation plan as seen in the Georgia Tech and University of Georgia plans, but it does allow for the historic context section to be more of a story while ensuring that important details about individual buildings are still included in the document. The Clark Atlanta preservation plan also includes sections about current conditions, spatial location, and developmental history within the same section pictured above. The recommendation for this part of the plan for the Morris Brown campus should keep a woven narrative for the main historic context that gives the most important details about the development and history of the campus. The details of that context should be elaborated upon in later sections of the document that deal with conditions of the individual resources.

The next recommendation to make in regards to a historic context for the Morris Brown Campus is that Morris Brown College and Clark Atlanta University should work together to build a historic context for the campus that they both occupied and is integral to their legacies. Considering that in 1998 the National Trust for Historic Preservation listed HBCUs as one of their eleven most endangered cultural resources and that the number of HBCUs dealing with financial difficulty continues to grow, cooperation to preserve these campuses is essential.<sup>241</sup> Affiliations of HBCUs like the United Negro College Fund, the Thurgood Marshall College Fund, and even the Atlanta University Center have been a powerful tool for individual HBCUs to band together for a common goal and the situation on the Morris Brown Campus is no different.<sup>242</sup>

Working together to develop a historic context for the campus that both institutions have shared would only strengthen the basis for any type of preservation

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<sup>241</sup> Clement and Lidsky, 149-155.

<sup>242</sup> Cotton, 47.

planning that is done on the Morris Brown Campus. On an overall scale it would also be beneficial to both institutions to jointly develop the preservation plan as a whole.

Ultimately it will be up to those institutions and those that own land that campus cultural resources sit on to begin working together on such things once land ownership disputes are completely settled. Clark Atlanta University also addresses all of the buildings that Morris Brown gained control of in a pictorial history of those buildings that is in the appendix of their plan. If Clark Atlanta University and Morris Brown College were to jointly develop a historic context, the information in the first chapter of this thesis and the information in the Clark Atlanta preservation plan could be combined together to create a comprehensive context that benefits both institutions. The details of Morris Brown College's mid-century expansion of the campus would complement well the detailed context that Clark Atlanta University already provides for the cultural resources that existed on the Morris Brown campus before they moved there in 1932.

Historic Landscapes and archaeology are issues not directly addressed with the information provided in the first chapter of this thesis because defining a historic landscape would require synthesizing of the information provided in a historic context, and archaeology needs its own research within archaeological site files and ground survey. However, some suggestions will be given on how to approach these issues in the historic context section of the eventual preservation plan.

Historic Landscapes are tied together by certain character defining features that are prevalent throughout an area and set it apart from the rest of its environment. As previously written in chapter three historic landscapes can take four different forms under the CHPP Guidelines, and most of what an institution like Morris Brown would be

dealing with would be historically designed landscapes or historic sites. Most of the Morris Brown Campus is already within the boundaries of the Atlanta University Center National Register historic district along with Fountain/Stone Hall and the Herndon Home being National Historic Landmarks. The Atlanta University Center historic district in itself is a defined landscape but it lacks the nuance of understanding that modern study of historic landscapes has brought to the table and needs to be updated with buildings that were younger than fifty years old at the time the district was created.

Most of the district nomination involves discussion of architectural resources but nothing about things like vegetation or spatial organization of the campus. The recommendation here would be to create a historic context that includes discussion of features like vegetation, terrain, landscape design, and similar factors that are not just related to an architectural resource. Looking at the CHPP landscape survey rubric as discussed in chapter three would be a good place to start deciding what information about landscapes is relevant. Another resource to reference in deciding what is relevant for context of landscape features is the Secretary of the Interior's Standards for the Treatment of Cultural Landscapes.<sup>243</sup> This could take the form of a character area district around the residential sections of the campus where the Herndon Home and Town's House are because it contains residential features and characteristics that are separate from the institutional areas. The bottom line is that the historic context needs to provide sufficient discussion of landscape features to inform a landscape survey that would take

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<sup>243</sup> National Park Service. 1996. *The Secretary of the Interior's Standards for the Treatment of Historic Properties with Guidelines for the Treatment of Cultural Landscapes*. Standards, Washington D.C.: National Park Service.

place in the next section of the document and discuss the context of existing landscapes like the Atlanta University Center historic district.

For archaeology there needs to be a more robust review of the literature surrounding potential resources that could be found on the Morris Brown Campus. For the historic context section this would include a brief discussion on the ethnography of the area up to the time that Atlanta University first acquired the land for the institution. The recommendation for this would be reviewing the Georgia Archaeological Site Files for information on archaeological sites on or in the vicinity of the campus. The Clark Atlanta University preservation plan already makes mention of removing confederate earthworks that were on the property when it was first acquired in the 1870s, so further contextual research into that and native American history in the area would be important to include in the historic context.<sup>244</sup> This does not have to be extensive, but a brief explanation of human activity on the site before it was occupied by the institution in question is important to include.

Overall the historic context needs more information on significant details of architectural resources like who designed mid-century buildings on the campus, a more defined scope for what is included in the historic context section versus what could be included in later sections dealing with individual resources, a cooperative effort between Morris Brown College and Clark Atlanta University, and more information on Landscape and Archaeological resources. What exists now in chapter one is a solid basis to work from to create a historic context that will sufficiently inform the rest of the eventual preservation plan.

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<sup>244</sup> *Campus Heritage Plan: Clark Atlanta University*, p. 1-3

## Identification and Evaluation of Cultural Resources

A section of a preservation plan dealing with inventorying and surveying cultural resources is designed to supplement an existing conditions section of a physical master plan for a campus which assumes that the preservation plan is being developed in conjunction with a campus master plan. The process in getting to a survey of cultural resources involves establishing a historic context that shapes a narrative within which cultural resources on a campus are understood and valued. The cultural resource survey is intended to inform the mapping by showing what resources are eligible or not eligible for listing in the Georgia and National Register of Historic Places. The resource survey can also provide information on other resources that fit categories other than eligible and non-eligible.

There are several steps to take before actually performing a historic resource survey on the Morris Brown Campus. Previous research on the campus need to be gathered which will include the historic context that is a part of chapter one and further gathering on maps, photos, and aerials of the campus from various points in history. Since neither Morris Brown College or Clark Atlanta University are a part of the State Stewardship Preservation program it is important that any survey efforts on the campus are done in conjunction with the State Historic Preservation Office (SHPO).<sup>245</sup> The Georgia Historic Resource Survey Manual, published by the SHPO, suggests utilizing United States Geological Survey (USGS) topographical maps at a minimum and use of tax parcel maps where survey is being done in denser urban areas like the Morris Brown

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<sup>245</sup> Georgia Department of Natural Resources: Historic Preservation Division. 2017. *Georgia Historic Resources Survey Manual*. Manual, Stockbridge, GA: Georgia Department of Natural Resources, 1.



Campus is located in.<sup>246</sup> Other sources of information about the development of a campus include yearbooks, college/university newsletters, administrative reports, and historic city maps.

Another source of information that needs to be gathered is previous survey data on any of the buildings that will be included in that survey. Any resource that has already been deemed historically significant according to National Register criteria and guidelines only needs to be reassessed on any physical changes that might affect the Georgia and National Register of Historic Places (GNRHP) integrity of the resource.<sup>247</sup> This could be as simple as taking some pictures, filling out a new survey form, and comparing it to old survey data to see what, if anything, has changed. Any resource that is being surveyed for the first time will require more intensive survey to determine GNRHP significance and integrity than a previously surveyed resource. The Morris Brown Campus has six resources that have already been surveyed and listed in the GNRHP as part of the Atlanta University Center district nomination, one resource that was included in the Atlanta University Center district nomination and resurveyed under the Clark Atlanta University preservation plan, and six resources that need to be assessed for historic significance and integrity. Those resources are listed below.

Once sufficient background information is gathered to inform the survey it is time to create a survey boundary. The USG CHPP Guidelines suggest that any survey of a campus should include the administrative bounds of the campus, meaning everything the institution owns, so that there is at least baseline information about the potential GNRHP

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<sup>246</sup> *Georgia Historic Resources Survey Manual*, 2.

<sup>247</sup> *Campus Historic Preservation Plan Guidelines*, 60.

eligibility of each resource gathered.<sup>248</sup> For the Morris Brown Campus this is slightly more complicated because the campus itself is fragmented under different owners. Figure 100 below shows the boundaries of the Morris Brown College campus based on historic context and research. Figure 101 below shows in red the boundaries of land still controlled by Morris Brown College, Clark Atlanta University, the Herndon Home, or the City of Atlanta and in yellow land controlled by unrelated private parties.

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<sup>248</sup> *Campus Historic Preservation Plan Guidelines*, 58.



Figure 100: Griffith, Sean. Survey Boundary for the Morris Brown College Campus. October, 2018. Created using Google Earth Pro.



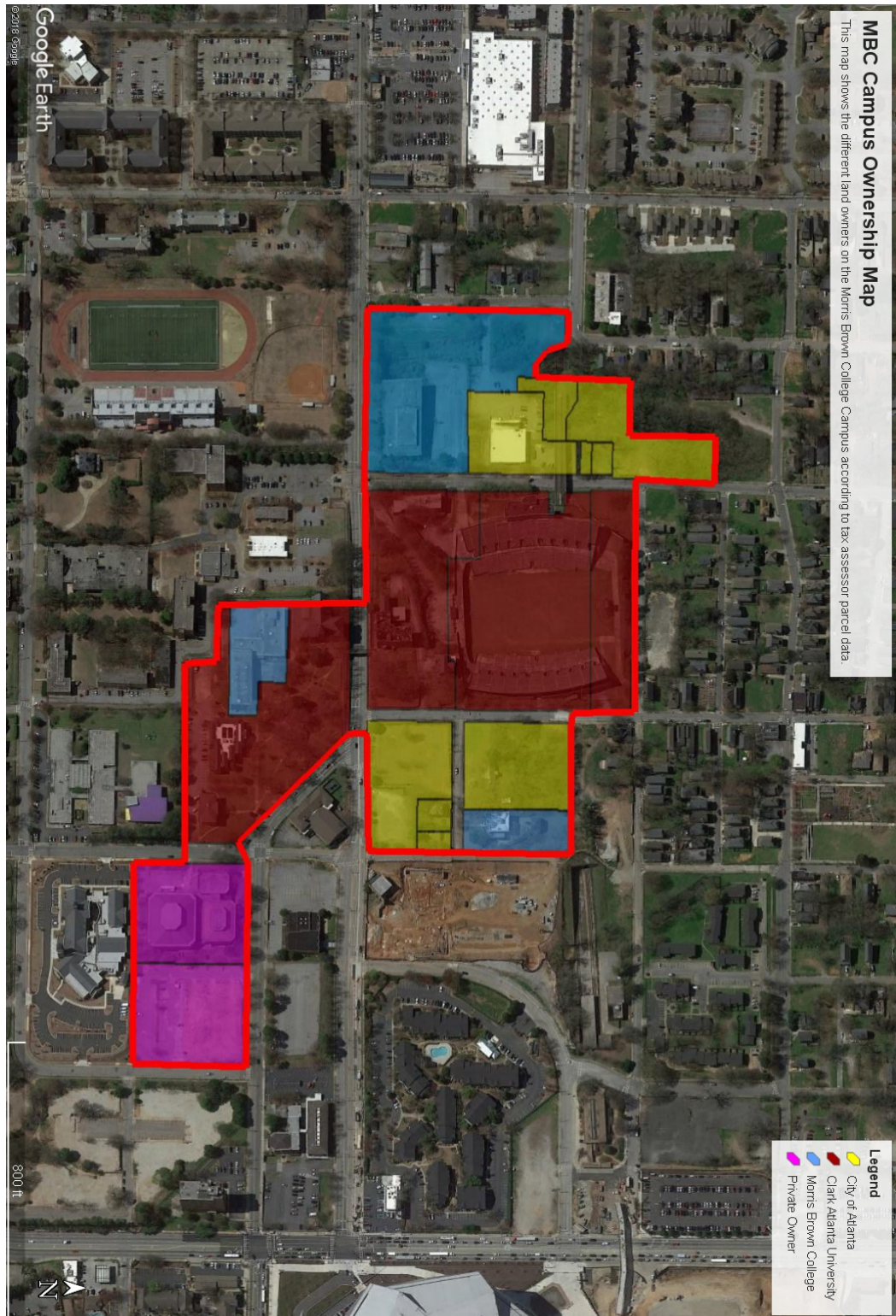


Figure 101: Griffith, Sean. Morris Brown College Campus Ownership Map. October, 2018. Created using Google Earth Pro.

In an ideal scenario the survey would include the entirety of the Morris Brown Campus but that may not be possible due to the fragmented land ownership of the campus. According to tax assessor data the area highlighted in yellow is owned by some type of investment company called SPD II which acquired the land from Downtown West Development, LLC which acquired the land from Friendship Baptist Church.<sup>249</sup> This land held the Middleton Complex and holds the John H. Lewis Gymnasium, which is the largest piece of mid-20<sup>th</sup> century architecture that is extant on the Morris Brown Campus. The reason that this piece of land remains separate in the above graphics is that Clark Atlanta, Morris Brown, and the City of Atlanta all have vested preservation interests on the campus through efforts to preserve specific resources.<sup>250</sup> SPD II LLC may not share the same preservation motivations as those three institutions but every effort should be made to reacquire rights to the John H. Lewis gymnasium to ensure it is included in this survey and protected under a preservation plan. Fragmentation of sites such as this campus are a major threat to the overall historic significance and integrity of the campus.

This section of the Morris Brown College campus preservation plan draws more heavily on the USG CHPP Guidelines because they encompass the entirety of the built environment on the campus instead on only portions. The Clark Atlanta University preservation plan goes into great depth on architectural and landscape resources that are eligible, or already eligible, for listing in the Georgia and National Register of Historic

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<sup>249</sup> qPublic.net. 2018. *570 MITCHELL ST SW*. October 3. Accessed October 11, 2018. <https://qpublic.schneidercorp.com/Application.aspx?AppID=936&LayerID=18251&PageTypeID=4&PageID=8156&KeyValue=14%200084%20%20LL0076>

<sup>250</sup> Saporta, Maria. 2018. *Georgia Supreme Court rules in favor of Clark Atlanta and against Invest Atlanta in Morris Brown land sale*. April 17. Accessed October 11, 2018. <https://saportareport.com/georgia-supreme-court-rules-in-favor-of-clark-atlanta-and-against-invest-atlanta-in-morris-brown-land-sale/>

Places. However, the Clark Atlanta Preservation plan does not address resources that are may be eligible in the future or have some other value besides being listed in the register. Those types of resources are often nearly or just as important as listed resources and need to be addressed in a preservation plan because often times the preservation plan for a campus is integrated into the overall campus master planning process. Leaving out resources that are anything but eligible for the Georgia and National Register of Historic Places leaves room for potential oversights in resource management. However, providing a high level of detail for each resource in a plan for a campus the size of the Morris Brown Campus is still important and very manageable which is where the Clark Atlanta University Preservation Plan is stronger.

### **Architectural Resources On Campus**

The Morris Brown campus has a variety of resources built between 1869 to 1993. Many of those resources that were fifty years old in 1975 when the Atlanta University Center historic district was created are already included as contributing resources in that district nomination. Those include:

- 1) Gaines Hall
- 2) Furber Cottage
- 3) Fountain Hall
- 4) Oglethorpe School
- 5) Herndon Home
- 6) Carnegie Library (non-longer extant)
- 7) Towns House

Resources that have never been assessed before include:



- 1) The President's home
- 2) Hickman Center
- 3) Wilkes Hall
- 4) The new Herndon Stadium
- 5) John H. Lewis Gymnasium
- 6) Griffin-Hightower Building
- 7) Administration Building

Historic architectural resource survey involves looking at a single physical structure for significant architectural details. Historic landscape survey involves evaluating specific architectural elements of a site or property which is usually a main structure and whatever outbuildings or structures are associated with it. A historic landscape resource survey looks for relationships between buildings, structures, vegetation, circulation, and other features over a wider spatial area than just a single building. A historic architectural resource can be part of a historic landscape not the other way around.<sup>251</sup>

### **Historic Landscapes On Campus**

The Morris Brown campus has no identified GNRHP eligible or listed landscapes outside of the existing Atlanta University Center historic district. The nomination for that district is heavy on architecture and not so much on significant landscape details which makes its use for creating landscapes limited. However, in pictures, maps, and other media there are details about the campus that can be teased out to determine if there are

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<sup>251</sup> Birnbaum, Charles A. 1994. *Preservation Briefs 36: Protecting Cultural Landscapes: Planning, Treatment, and Management of Historic Landscapes*. Brief, Washington D.C.: National Park Service, 6.

any landscapes on the Morris Brown Campus that might qualify for GNRHP eligibility as a historic landscape. The most prominent potential landscape on the campus could be the Stone Hall Quad and Gaines Hall Quad that are connected by a bridge over Martin Luther King Jr. Boulevard which is shown in yellow in Figure 102.



Figure 102: Griffith, Sean. Potential Historic Landscape on the Morris Brown College Campus. October, 2018.  
Created using Google Earth Pro

This area has been central to campus life from the beginning to the present day seeing events such as graduations, funerals, demonstrations, and other events significant

to the history of the college. This area is also prominent in many of the Morris Brown college yearbooks all the way back to when Morris Brown moved on to its current campus. Many yearbook photos show students on the bridge over Martin Luther King Jr. Drive or with the Fountain Hall tower as main features and back drops which are seen in Figure 103 and 104 below. Significant landscape features here include the existing GNRHP listed buildings on the quads, the bridge itself, the Fountain Hall Tower, the circulation patterns, and various vegetation features. The bridge and tower are especially prominent because they are the most prominent symbols and structures to the memory of the Morris Brown College campus and therefore the focal points of any historic landscape that may be identified on the campus. To identify the landscape and determine its eligibility for the GNRHP it will need to undergo level I and II historic landscape survey procedures as defined in the Georgia Historic Resources Survey manual and the CHPP Guidelines.





*Figure 103: Stone Hall Tower. The Brownite Yearbook 1944. Digital Commons Atlanta University Center Robert W. Woodruff Library.*



*Figure 104: Hunter Street Bridge. The Brownite Yearbook 1960. Digital Commons Atlanta University Center Robert W. Woodruff Library.*

### **Historic Archaeology On Campus**

For archaeological surveys there must be a professional archaeologist working on the site that can perform site survey, tests, and research that are consistent with standards established by the CHPP Guidelines and the state of Georgia. The Morris Brown campus should be surveyed for archaeological resources and a process should be established for dealing with archaeological resources that are discovered in the process. Considering that there is already mention of things like Confederate earthworks being removed, and the entire Atlanta area being a part of the Creek Native American nation, there is strong likelihood that there are archaeological resources on the Morris Brown campus. To mitigate any potential issues with mismanagement of archaeology in the future there should be professional archaeologists hired to do a level I archaeological survey that can



produce a full sensitivity map of the campus and a Level II survey wherever there is threat of disturbance, need to excavate, or planned development of some kind. That state archaeologist at the SHPO should be consulted with as much as possible in terms of archaeological resources on the campus.

### **Resource Conditions Assessment**

This is a preliminary conditions assessment for architectural resources since there are no pre-identified historic landscapes. The USG CHPP Guidelines establish conditions ratings for Significance:

- 1) U – Undetermined
  - a) The historic significance of the building/feature has not been determined
- 2) H – Historic
  - a) The building/feature has historic significance
- 3) T – Treat as historic
  - a) The building/feature, although not original, is an appropriate replacement in-kind and should be treated as if it has historic significance
- 4) N – Not historic
  - a) The feature does not have historic significance

USG CHPP Guidelines also rate the conditions of the features and resources on a scale from 1-5:

- 1) Satisfactory
  - a) Good or like-new
- 2) Minor Defect
  - a) Only minor or routine maintenance

- 3) Defective
  - a) Functioning but obvious wear and deterioration
- 4) Seriously Defective
  - a) Imminent failure or major deterioration
- 5) Failed
  - a) Failure or beyond repair

Given this information the architectural resources on the Morris Brown campus will be preliminary assessed as:

- 1) Gaines Hall: Historic and seriously defective.
- 2) Furber Cottage: Historic with minor defects.
- 3) Fountain Hall: Historic with minor defects.
- 4) Oglethorpe School: Historic and satisfactory.
- 5) Herndon Home: Historic and satisfactory.
- 6) Towns House: Historic and defective.
- 7) The President's home: Undetermined with minor defects.
- 8) Hickman Center: Undetermined with minor defects.
- 9) Wilkes Hall: Undetermined with minor defects.
- 10) The new Herndon Stadium: Non-historic and defective.
- 11) John H. Lewis Gymnasium: Undetermined with minor defects.
- 12) Griffin-Hightower Building: Undetermined with minor defects.
- 13) Administration Building: Undetermined and satisfactory.

This architectural resource assessment satisfies level I historic architecture condition survey requirements under the CHPP Guidelines. A level II survey would make

final determination on the eligibility of architectural resources for the GNRHP that are currently labeled as undetermined. Another note is that each significant feature of a historic landscape is surveyed and assessed by itself as part of wider landscape assessment when identifying a new historic landscape. Once Level II and III surveys of historic architecture and landscapes are completed, and Level II archaeological survey, the Morris Brown Campus should have comprehensive information on what buildings are eligible for the GNRHP.

The USG CHPP Guidelines provide templates and guidance for the surveying of historic architecture, landscapes, and archaeology but the next issue to address in addition to that is how that information will be stored and accessed. The University of Georgia digitized the historic resource survey forms which allowed them to enter information directly into a Microsoft access database.<sup>252</sup> That database can be added to any digital map as an information layer, and can be used to provide greater accessibility to data that will inform planning decisions on the campus. The Morris Brown Campus is much smaller than UGA's property holdings but such a system would still be beneficial. Beginning to integrate cultural resource information with Geographic Information Systems and online databases can only make the preservation planning process more efficient and effective.

## **Cultural Resource Mapping**

Mapping is an important step to take in any preservation plan because it spatially displays the results of your cultural resource survey to show what resources are eligible

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<sup>252</sup> Wiss, Janney, Elstner Associates, Inc. University of Georgia College of Environment and Design; University of Georgia Office of University Architects for Facilities Planning. 2017. "The University of Georgia Historic Preservation Master Plan." *University System of Georgia Facilities Officers Conference*. The University System of Georgia Board of Regents.

for GNRHP, not eligible for GNRHP, or fit some other defined category of value to the history of the campus. Maps show spatial relationships, trends, and information that may be difficult to describe in writing. The maps in Figures 105 and 106 are consistent with a level I GNRHP Eligibility map and level I Chronology of Development map standards in the CHPP Guidelines:



Figure 105: Griffith, Sean. Level I GNRHP Eligibility Map of Morris Brown College Campus. October, 2018. Created using Google Earth Pro



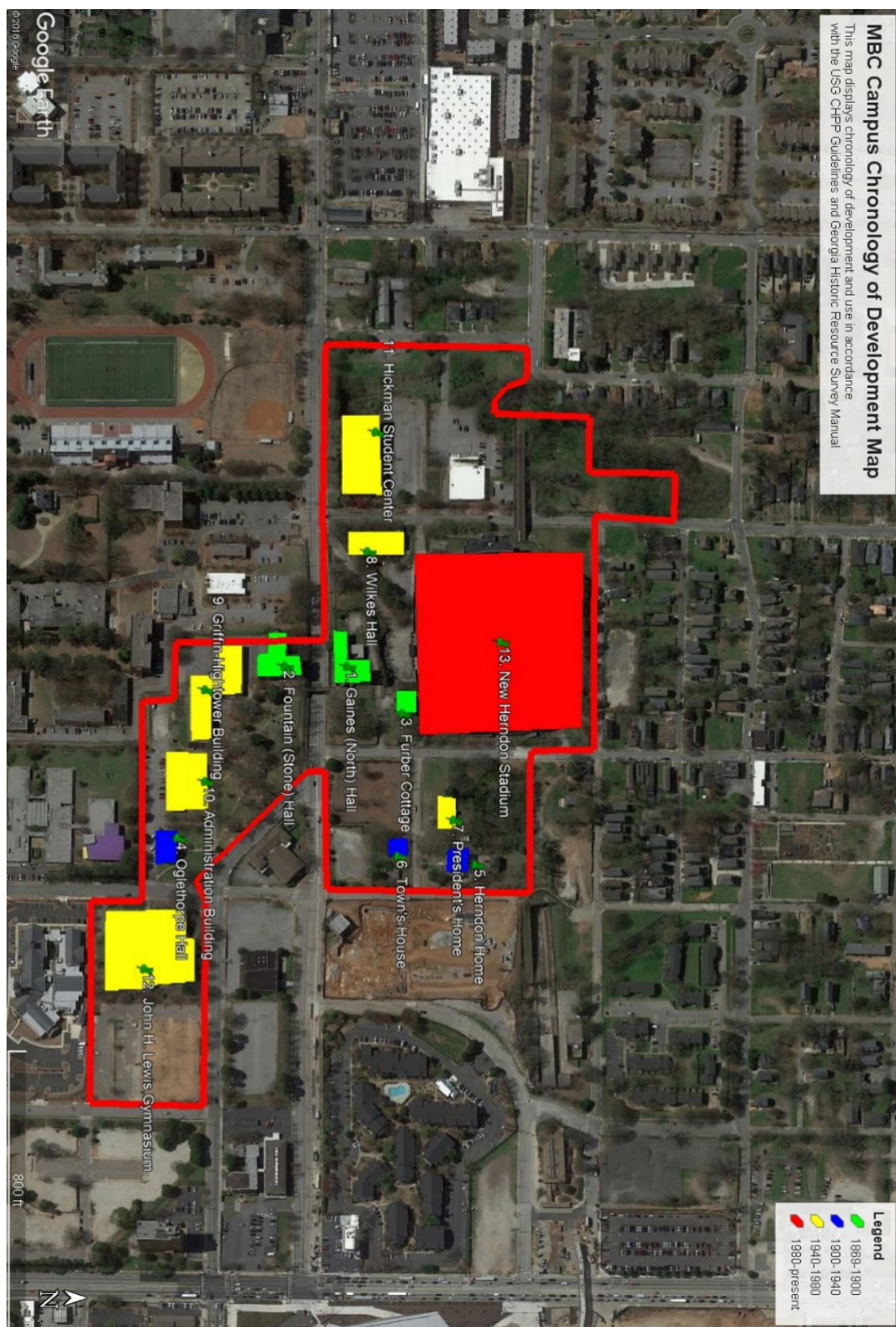


Figure 106: Griffith, Sean. Level I GNRHP Eligibility Map of Morris Brown College Campus. October, 2018. Created using Google Earth Pro



The example maps from the Georgia Tech plan that are show in chapter four are good representations of what further architectural, landscape, and archaeological maps should look like in a campus preservation plan. However, as preservation technology advances historic resource survey and mapping will become more integrated. The National Park Service has had an initiative in place since 1989 to promote the integration of cultural resources with Geographic Information Systems which has produced a set of guidelines and projects over the past three decades.<sup>253</sup> The National Park Service sets this as a standard, institutions like the University of Georgia are already implementing cultural resource GIS databases, and the management of the Morris Brown College campus should strive for the same goal. Therefore, the main recommendation for mapping of cultural resources on the Morris Brown campus is to make a Geographic Information Systems database that will include all of its cultural resource survey data. That data can be manipulated and mapped in more flexible ways than just having a map on a page that only displays a certain set of data.

Most State Historic Preservation Offices already maintain a statewide database of cultural resources that is integrated with Geographic Information Systems. In Georgia that system is the Georgia Natural Archaeological and Historic Resource Geographic Information System (GNAHRGIS). Most cultural resource surveys done in Georgia are required by the SHPO to be digitally entered into GNAHRGIS which is then used by organizations like the Georgia Department of Transportation for section 106, GEPA, section 110, and other regulatory requirements they are required to meet for projects. The

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<sup>253</sup> National Park Service. 2014. *Cultural Resources Geographical Information System Facility*. December 11. Accessed October 11, 2018. <https://www.nps.gov/hdp/crgis/>

SHPO could provide technical support and resources for a similar venture for the Morris Brown Campus when an eventual preservation plan is created.

## **Recommendations for Treatment and Use**

This section of the CHPP Guidelines is intended to synthesize all of the previously gathered information into a set of categorized resources that have proper treatments and future uses clearly defined. Different institutions have gone about this in different ways. Georgia Tech created four categories of institutional value that they organized their cultural resources into. They are long-term preservation, consideration for long term preservation, limited potential for preservation, and no institutional value. The first two categories are provided by the CHPP Guidelines, and the last two are added by Georgia Tech.<sup>254</sup> Category I and II suggest primary focus on preservation and adaptively re-using resources, while Categories III and IV are more open to removal or replacement to meet institutional needs.<sup>255</sup> These categories are designed to further delineate what the most important cultural resources are on the campus to better inform the physical master plan on what should be prioritized for preservation and rehabilitation.

The Georgia Tech preservation plan then goes on to make recommendations for anticipated uses and treatments in conjunction with the physical master plan to give more information on how cultural resources should be dealt with. The plan goes into detail on specific treatment definitions based on Georgia Standards for Treatment and Use of Historic Properties and University System of Georgia Treatment Definitions.<sup>256</sup> There is also specific guidance given for issues related to architecture and landscapes. For

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<sup>254</sup> *Georgia Institute of Technology Campus Historic Preservation Plan Update*, 91-92.

<sup>255</sup> *Georgia Institute of Technology Campus Historic Preservation Plan Update*, 93-95.

<sup>256</sup> *Georgia Institute of Technology Campus Historic Preservation Plan Update*, 117-119.

example, how to maintain building masonry, Americans with Disabilities Act (ADA) accessibility for a building, replacing walls within a landscape, or circulation in a landscape. For every category I and II resource from the previous section there is a specific treatment plan created that considers the historic context of the building, the survey information about its GNRHP eligibility, condition, and defining features, and anticipated future use.<sup>257</sup> These recommendations for treatment and use are the culmination of the entire preservation planning process, and are designed to inform the campus physical master plan on how to preserve the character defining features of the Georgia Tech campus.

The University of Georgia takes a similar but more flexible approach by creating a decision making metric that responds to specific actions taken as a result of a physical master plan. Five categories are designed to cover the wide breadth of resources that the University of Georgia has to manage, with is around seven hundred and fifty across the state of Georgia.<sup>258</sup> Categories I and II deal with individually listed or eligible properties for the GNRHP and properties listed or eligible for listing as part of a district. Categories III-V are other resources with historic value, non-historic resources with other inherent value, and non-historic resources.<sup>259</sup> There are also a series of fourteen standard operating procedures (SOPs) established to ensure proper management of cultural resources. These standard operating procedures are followed by a series of potential actions that could occur in relation to historic resources and can be found listed in the previous chapter as part of discussion of the University of Georgia's preservation plan

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<sup>257</sup> *Georgia Institute of Technology Campus Historic Preservation Plan Update*, 121-127.

<sup>258</sup> *University of Georgia Historic Preservation Master Plan Draft*, 94-95

<sup>259</sup> *Ibid.*,

The categories, SOPs, and proposed actions are all charted into a matrix that will inform decisions related to cultural resources. For example, a category I resource as identified in the UGA preservation plan that is slated for extensive rehabilitation would need to go through SOPs six, nine, and ten. These would result in a resource study that will determine necessary rehabilitation and character defining features, consultation on the rehabilitation with the SHPO to determine a proper plan according to state and national standards, and getting a determination of GNRHP eligibility from the SHPO. This specific example would essentially involve performing a level III architectural resource survey that also involves consultation with the state office being inherent in the process.<sup>260</sup> There are no specific slated uses for resources defined in the UGA plan either. The process is the way that it is because the UGA preservation officer oversees properties across the state, around seven hundred and fifty total resources among five categories of eligibility for the GNRHP, so any preservation plan must be broad in scope but also provide adequate consideration for all resources.

### **Proposed Actions**

This type of preservation plan might be the most appropriate for the Morris Brown Campus but not because the Morris Brown Campus is big. Rather, it would be more appropriate because it provides flexibility in the face of uncertain uses and treatment of cultural resources. Since the Morris Brown Campus has several different stakeholders involved in its ownership and management a more flexible plan would be more appropriate to ensure that the campus is managed in a uniform fashion. This type of plan would work for the campus regardless of whether it is managed by one entity or

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<sup>260</sup>*University of Georgia Historic Preservation Master Plan Draft, 99.*

several entities provided that they agree to an overall management framework. The potential actions that could affect cultural resources on the Morris Brown College campus are:

- 1) Master Planning
  - a) Creating a master plan for the campus or an individual resource.
- 2) Routine Maintenance
  - a) Cleaning masonry on Fountain Hall.
- 3) Corrective Maintenance
  - a) Repointing brickwork on the Furber Cottage.
- 4) Minor/Moderate Rehabilitation
  - a) Rehabilitating windows on Gaines Hall.
- 5) Extensive Rehabilitation
  - a) Stabilizing and rehabilitating multiple parts of Gaines Hall in a project.
- 6) Additions and new construction
  - a) Adding a new wing on to the Administration Building.
- 7) Demolition and Dispossession
  - a) Tearing down the Town's House.
- 8) Ground Disturbance

- a) Digging to lay footings for a foundation for a piece of new construction on previously undisturbed land.

### **Resource Categories**

For the Morris Brown College campus, the categorization of resources would be the same as the University of Georgia plan, but with an additional category that deals with resources connected to the campus but not managed by any of the stakeholders. The sixth category is relevant because it is important to include resources in a management matrix that are important to the Morris Brown Campus even if they are not controlled by the managing entity of the campus. Resources that have not yet been assessed for their eligibility for the Georgia and National Register of Historic Places will need to be evaluated for such before they can be categorized and used in the decision matrix described later in this chapter. A proposed standard operating procedure reflecting this category will be included below with other SOPs that are relevant to the Morris Brown Campus. These categories would be:

1. Resources that are individually listed or meeting GNRHP eligibility criteria
  - a. Fountain Hall is an example.
2. Contributing resources within a GNRHP listed or eligible district
  - a. The Furber Cottage is an example.
3. Other resources with GNRHP historic value
  - a. Asa Ware's grave is an example.
4. Non-historic resources with other inherent value
  - a. The bridge over Martin Luther King Jr. Drive is an example
5. Non-GNRHP eligible resources



- a. Herndon Stadium is an example because it cannot be evaluated for historic significance yet.

#### 6. Connected Resources

- a. John H. Lewis Gymnasium and the Herndon Home are examples.
- b. Connected resources are privately owned by groups not involved in the recent land ownership litigation but are still included in the boundaries of the campus as described in this thesis. Connected resources should also be categorized into one of the five categories above for the purposes of the decision matrix described later in this chapter.
- c. The Herndon Home would be a category six resource in the decision matrix but will be treated as a category one resources since it is already listed as a National Historic Landmark

### **Standard Operating Procedures**

The standard operating procedures for the Morris Brown College campus would largely reflect those that the University of Georgia uses but there will be two procedures that are different. Standard operating procedure six will be added to address the challenge of having multiple different property owners of the Morris Brown College campus that this plan will try to incorporate. Standard operating procedure fourteen in the University of Georgia's preservation plan has been removed from this list because it dealt with Georgia Environmental Policy Act requirements for state agencies that the Morris Brown College campus is not subject to since no state agencies are a controlling interest. The standard operating procedures for the Morris Brown College campus are:

1. Establishing a Campus Preservation Officer

- a. The campus preservation officer (CPO) is the main steward of cultural resources on the campus. The CPO is supposed to oversee and coordinate all projects dealing with cultural resources on the campus and ensure that proper procedures are followed.<sup>261</sup> The CPO will also coordinate with the State Historic Preservation Office (SHPO) and other relevant stakeholders depending on the project. On the Morris Brown College campus, a CPO will not have to deal with as many properties but may have to coordinate preservation efforts between different controlling interests on the campus. The role of CPO in this case would be to fulfill the duties described above and coordinate with Morris Brown College, Clark Atlanta University, and the City of Atlanta to ensure proper stewardship and protection of cultural resources they control on the campus. This type of official is necessary for the Morris Brown Campus because it is so fragmented among different owners. A controlling structure for preservation on the campus that coordinates between all the different controlling parties is the best way to deal with the current preservation situation on the campus.
2. Establishing a process for consultation activities and recording them
  - a. The CPO is required to provide assistance and advice by many of these procedures. This operating procedure establishes a framework for CPO consultation and keeping a record of consulting activities that the CPO does. These records need to be available for review by the State

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<sup>261</sup> *University of Georgia Historic Preservation Master Plan Draft*, 98-99.

Historic Preservation Office and other stakeholders as part of information requests and preservation projects.<sup>262</sup> A CPO on the Morris Brown Campus would keep detailed records of consulting on cultural resource treatments including photographs, drawings, and other project information. These records can be reviewed for proper treatment of resources and used to inform treatment decisions on future preservation projects which is consistent with some currently recommended best practices.<sup>263</sup>

3. Establish guidelines for archiving information related to historic preservation activities
  - a. The CPO will establish a process for inventorying and storing information and documentation about preservation projects. This process would create a standard process for documenting changes to the campus landscape over time which will help inform future planning and preservation decisions.<sup>264</sup> In the case of the Morris Brown Campus the Robert C. Woodruff Library would be the appropriate place for storing information related to preservation projects on the campus because that facility already stores historic materials about campus development and has the capability to maintain detailed project records. For archaeological records the appropriate facility to store information at would be the Georgia Archaeological Site File at the University of

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<sup>262</sup> *University of Georgia Historic Preservation Master Plan Draft*, 99.

<sup>263</sup> Craig and Fixler, 68.

<sup>264</sup> Craig and Fixler, 69.

Georgia. This facility is in charge of storing all archaeological information for the state of Georgia.

4. Establishes a process for a re-evaluation of the preservation master plan every ten years
  - a. The CPO should establish a review process for the campus preservation plan every ten years which fulfills the section of the USG Campus Historic Preservation Planning Guidelines that requires ten year reviews. This process is in place to keep a consistent inventory of resources that are fifty years old or older. Since the State Historic Preservation Office requires survey of resources forty years old or older, each iteration of a campus preservation plan in Georgia is effectively good for ten years. This process ensures that no resources reaches fifty years old, the age where a resources become eligible for the National Register, without being evaluated for eligibility.
5. Establish cooperative relationships with managers of other cultural resources that are contributing resources on the Morris Brown Campus
  - a. There are different parties controlling different sections of the Morris Brown Campus which means that different cultural resources will have different managers. The CPO will work to establish cooperative relationships with these different managing parties to ensure that there is a working relationship to effectively manage cultural resources on the campus. This procedure would be part of integrating the campus preservation plan with master planning that is done on the campus by different managers. This procedure would include things like educating

relevant staff about proper preservation stewardship relating to routine maintenance. This is a necessary procedure because the Morris Brown Campus needs a central managing structure for its cultural resources so those resources are managed the same way which will ensure it keeps its integrity as a campus.

6. Creates a framework for archaeological activities that disturb the ground
  - a. The CPO will work with archaeology consultants and the State Historic Preservation Office to establish archaeological surveys and assessments for the Morris Brown College campus. If a land disturbing activity is planned, digging or plowing in an area greater one hundred, timbering, or placing impervious surface, the CPO should work with the Georgia Archaeological Site File to determine if there are potential archaeological resources present and a further survey process if there are. Any places that are determined as likely places for archaeological resources must undergo level I and, if necessary, level II archaeological investigation to determine what is there and a proper management plan for those resources. The CPO must be in charge of coordinating this process and ensuring that any archaeological resources are properly managed. The Morris Brown College campus has not been surveyed for archaeology yet so working to do initial surveys and sensitivity maps for the campus would be a good first step for the CPO in managing archaeological resources. See the previous chapter on the USG Campus

Historic Preservation Planning Guidelines for more information on managing archaeological resources.

7. Creates framework for performing historic resource studies

- a. The CPO will establish a process for surveying historic resources according to Georgia and National Register of Historic Places criteria. The CPO will ensure that anyone performing a historic resource survey on the Morris Brown College campus meets the qualifications for historic preservation professionals established by the Secretary of the Interior.<sup>265</sup> A CPO on the Morris Brown College campus should pay particular attention to studying historic landscapes as the Morris Brown campus does not currently have any identified landscapes. Historic Landscapes in general are a type of resource that universities across the state of Georgia have not done a good job of inventorying over the years.<sup>266</sup> This would involve creating cultural landscape reports that are full evaluations of a landscape for significance and integrity according to Georgia and National Register of Historic Places criteria.<sup>267</sup>

8. Provides Best Management Practices for regular maintenance on buildings and landscapes

- a. The CPO will develop a list of Best Management Practices (BMPs) for cultural resources on the Morris Brown College campus that are mostly

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<sup>265</sup> National Park Service. n.d. *ARCHEOLOGY AND HISTORIC PRESERVATION: Secretary of the Interior's Standards and Guidelines*. Accessed October 12, 2018. [https://www.nps.gov/history/local-law/arch\\_stnds\\_9.htm](https://www.nps.gov/history/local-law/arch_stnds_9.htm).

<sup>266</sup> *University of Georgia Historic Preservation Master Plan Draft*, 102.

<sup>267</sup> National Park Service. 2015. *Cultural Landscape Report Overview*. June 2. Accessed October 12, 2018. <https://www.nps.gov/dscw/clr-overview.htm>



for routine maintenance and reversible changes to cultural resources. These BMPs are created to assist maintenance staff in doing maintenance on cultural resources so they will not have to consult the CPO on everything they do. However, the CPO will be available for any questions or issues that arise when employing the BMPs on the Morris Brown College campus. The BMPs are developed to reflect the Secretary of the Interior's Standards for Historic Rehabilitations because that is the level of intervention that will be performed in most employment of the BMPs. For a complete list of BMPs that will be employed on the Morris Brown College campus refer to chapter four that details the BMPs in the University of Georgia's preservation plan. These BMPs would be important to use on the Morris Brown Campus because they would allow for maintenance staff employed by the different property owners on the campus to perform maintenance without having to go through a consultation or review process and ensure that maintenance is done on the campus in a uniform manner.

9. Creates procedures for maintenance and construction reviews by the campus preservation officer
  - a. When the BMPs are not sufficient for the proposed project the CPO will be consulted to develop a management plan for the project.
 

Specific actions that will require CPO consultation are:

    - i. Environmental Site Assessments

- ii. Routine maintenance that involves permanent alterations to historic fabric or resources
    - iii. Minor to extensive rehabilitations.
    - iv. Any physical planning that involves cultural resources or adjacent resources that may not be GNRHP eligible.
    - v. Any archaeological activities that includes ground disturbing activities, archaeological investigations, and excavations.
    - vi. Demolitions or dispossessions which will also involve State Historic Preservation Office consultation.
    - vii. Any planning or construction activities that will trigger section 106 review which are federally funded, permitted, or licensed projects.
  - b. Any budgetary and scope decisions will not be made until the CPO is consulted.
10. Creates procedures for getting state level consultation by the State Historic Preservation Office
- a. The CPO will consult with the State Historic Preservation Office on activities that are not sufficiently reviewed by the BMPs and normal CPO consultation. The following activities require SHPO consultation:
    - i. Problematic issues that arise in the process of doing an environmental site assessment
      - 1. Anything that needs mitigation which will result in a mitigation plan created by the CPO and SHPO.

- ii. Unresolvable issues that arise from CPO review.
    - iii. Any activity that triggers section 106 review because the SHPO is the party responsible for reviewing section 106 applications. The CPO is responsible for submitting section 106 applications to the SHPO.
    - iv. All extensive and major rehabilitation projects.
    - v. Any demolition or dispossession of GNRHP listed or eligible properties.
    - vi. Any archaeological test, survey, or mitigation activity.
  - b. Robust cultural resource surveys are very helpful in the SHPO consultation process because they provide a good baseline from which to start the review.
11. Guidelines for getting a determination of eligibility from the State Historic Preservation Office
- a. The CPO will consult with the SHPO to get determinations eligibility as necessary for cultural resources on the Morris Brown Campus. A determination of eligibility is necessary for resources that are under section 106, or other regulatory review, that are not already considered GNRHP eligible. Category one and two resources, as described above, would already be considered eligible. Determinations of eligibility would mostly deal with category three and four resources as described in this chapter. Good historic resource survey data is essential for this process because the SHPO will need to evaluate the historic context,

character defining features, and current condition to determine significance and integrity according to the Georgia and National Register of Historic Places criteria.

12. Guidelines for interpreting impacts and effects that are determined by the State Historic Preservation Office.

- a. The CPO will submit an assessment of impact/effect to the SHPO if a resource is determined eligible for the Georgia and National Register of Historic Places. Good cultural resource survey data is essential for this process because the assessment of impact must include some historic context and details about character defining features. Other necessary information will be the determined level of impact and any alternatives or mitigation proposed to less those impacts. Potential levels of impact are:
  - i. No impact/effect
    - 1. There is not impact/effect
  - ii. No significant impact/effect
    - 1. No measurable impact/effect that needs mitigation
  - iii. Conditional no significant impact/effect
    - 1. No measurable impact/effect as long as SHPO mitigation recommendations are followed
  - iv. Significant impact/effect
    - 1. Significant enough impact to require some type of mitigation (SOP 13)

13. Creates procedure for demolition and dispossession of GNRHP listed or eligible structures that regard the State Historic Preservation Office and Board of Regents

- a. The CPO will work with the State Historic Preservation Office to determine whether proposed demolition is an appropriate treatment for a resource. The Morris Brown College campus is not under the same restrictions as a University System of Georgia campus because it is owned by the City of Atlanta and two private universities. Demolitions are not strictly prohibited unless part of a section 106 review process but it is still a good practice to consult with the State Historic Preservation Office to prevent the loss of historic fabric that would happen in a demolition. Demolition is an absolute last resort in the preservation planning process because the loss of a GNRHP listed or eligible resource will do irreparable damage to the overall character and integrity of the campus.<sup>268</sup> The Morris Brown College campus has already experienced the loss of eligible and potentially eligible resources that could be on the Georgia and National Register of Historic Places.

14. Role of mitigation requirements that the State Historic Preservation Office determines in reviews of proposed actions

- a. The CPO will work with the State Historic Preservation Office to create a property mitigation strategy when a project is determined to

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<sup>268</sup> Craig and Fixler, 69.

significantly impact a GNRHP listed or eligible resource as part of a proposed project. These mitigation strategies could include public meetings to get public input from stake holders, alternative actions to the proposed action, or some other type of action to alleviate the impact of the proposed action. The idea is to balance the negative impact with some type of public benefit.<sup>269</sup> The CPO on the Morris Brown College campus should keep the public as a significant consideration in the preservation planning process because a good plan will reinforce and institutional image, foster positive community relations, and demonstrate conscientious stewardship to potential supporters.<sup>270</sup>

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<sup>269</sup> *University of Georgia Historic Preservation Master Plan Draft*, 107.

<sup>270</sup> Craig and Fixler, 66.



Creating a list of actions, categories, and procedures as is done in the University of Georgia preservation plan will ensure that no resource with any cultural importance on the campus is left out of preservation planning efforts. The variety of categorization also allows for flexibility in what can be done with a resource while not restricting it to a certain set of treatments or uses. While the Clark Atlanta University preservation plan addressed certain types of resources in detail it completely leaves out others like those that are not old enough for GNRHP eligibility or archaeological resources. To properly manage cultural resources on the Morris Brown College campus all types of resources need to be considered or addressed at some level because any master planning efforts on the campus could negatively affect resources that have cultural value to the campus. The following section describes a decision making structure for the Morris Brown College campus that incorporates more consideration and integration with resources that would not be addressed in a plan that is structured like the Clark Atlanta University Plan but would contain a level of detailed information that is comparable.

### **Decision Matrix**

The addition of Standard Operating Procedure Five in this context would be aimed at trying to ensure that all Morris Brown Campus cultural resources are managed under this plan even if they are not necessarily controlled by a single entity. This is added to provide some flexibility since there are four different property owners controlling different portions of the Morris Brown Campus that have potentially GNRHP eligible resources on them. Cooperative planning is essential to have on this campus because of the varied property ownership. The various landscapes, buildings, and character areas on within the historic campus boundaries all contribute to the overall significance and

integrity of the campus and the fragmentation of preservation practices on the campus is the biggest threat to the preservation of that significance and integrity.

Best management practices for cultural resources will reflect what is already included in the CHPP Guidelines and Secretary of the Interiors Standards for Historic Preservation. The Secretary of the Interior's Standards have guidelines and bulletins for most everything one would need to know about properly treating cultural resources, features, and fabric. The specific treatment categories for the Morris Brown Campus will be the same as what was listed above in describing the UGA preservation plan. There will not be any included use recommendations for resources on the Morris Brown Campus as part of this treatment and use matrix because of the unclear future of the campus as it currently stands. The full decision matrix is shown in Figure 107 below.

|            | Master Planning   | Routine Maintenance   | Corrective Maintenance  | Minor/Moderate Rehabilitation   | Extensive Rehabilitation  | Additions and New Construction  | Demolition or Dispossession   | Ground Disturbance  |
|------------|---|---|---|---|---|---|---|---|
| Category 1 | SOP 9   | If NO changes to material or character SOP 8<br><br>If there are changes to material or character SOP 9 | SOP 9   | SOP 9   | SOP 7<br>SOP 10<br>SOP 11   | SOP 6<br>SOP 7<br>SOP 10<br>SOP 11  | SOP 7<br>SOP 10<br>SOP 11   | SOP 6   |
| Category 2 | SOP 9   | If NO changes to material or character SOP 8<br><br>If there are changes to material or character SOP 9 | If NO changes to material or character SOP 8<br><br>If there are changes to material or character SOP 9 | SOP 9   | SOP 7<br>SOP 10<br>SOP 11   | SOP 6<br>SOP 7<br>SOP 10<br>SOP 11  | SOP 7<br>SOP 10<br>SOP 11   | SOP 6   |
| Category 3 | SOP 9   | SOP 8   | SOP 8   | If material or character change SOP 9   | SOP 7<br>SOP 9  | SOP 6<br>SOP 7<br>SOP 9   | SOP 7<br>SOP 10<br>SOP 11   | SOP 6   |
| Category 4 | SOP 9   | SOP 8   | SOP 8   | If material or character change SOP 9   | SOP 7<br>SOP 9  | SOP 6<br>SOP 7<br>SOP 9   | SOP 7<br>SOP 10<br>SOP 11   | SOP 6   |
| Category 5 | None  | None  | None  | None  | None  | None  | SOP 7<br>SOP 10<br>SOP 11   | SOP 6   |
| Category 6 | SOP 5<br><br>Classify resources in appropriate category 1-5 and treat accordingly | SOP 5<br><br>Classify resources in appropriate category 1-5 and treat accordingly                       | SOP 5<br><br>Classify resources in appropriate category 1-5 and treat accordingly                       | SOP 5<br><br>Classify resources in appropriate category 1-5 and treat accordingly | SOP 5<br><br>Classify resources in appropriate category 1-5 and treat accordingly | SOP 5<br><br>Classify resources in appropriate category 1-5 and treat accordingly | SOP 5<br><br>Classify resources in appropriate category 1-5 and treat accordingly | SOP 5<br><br>Classify resources in appropriate category 1-5 and treat accordingly |

Figure 107: Sean Griffith. Morris Brown College Campus Preservation Decision Matrix. 2018. Created in Microsoft Word.

When it comes to the Morris Brown Campus flexibility and fluidity is the best theme to follow for preservation of its resources as long as those themes can be incorporated into a framework that ensures those resources will be protected. This decision making matrix can be adapted to follow many different types of physical master plans for the campus and even different types of master plans on different parts of the campus. Ensuring protection and proper management of those cultural resources into the future is more important than creating static plans for treatment and use that may or may not come to pass in an unstable ownership and management situation.

The roadmap described in this chapter will help the Morris Brown College campus get to creating a full historic preservation plan in the future that will ensure proper management of cultural resources on the campus. When that plan is made there should be a vision and philosophy created to guide the direction of the plan but that type of decision needs to be made by the various stakeholders that have interests in the property. Those stakeholders would include the current land owners of the campus along with alumni, local residents, and former faculty/staff among other groups. Once a vision and philosophy is created to guide the plan more concrete decisions can be made in regards to what is most valuable to the campus in a historic preservation plan. Following the framework for a plan laid out in this chapter can get the Morris Brown Campus through the process of creating a historic preservation plan that addresses the interests of all parties involved.

## CHAPTER 6: CONCLUSION

The Morris Brown College campus is a historically rich place that is significant in the histories of Atlanta University, Morris Brown College, the City of Atlanta, and all of the individuals who went to school or taught at those institutions. Atlanta University was part of the initial wave of African American education that began just after the Civil War ended and has remained an institution that is central to the education and advancement of many over the years. Into the early twentieth century the campus was host to some of the most significant debates about African-American advancement in the United States and physically exploded in size. During the rest of the twentieth century Atlanta University and Morris Brown College were part of establishing a robust African-American middle and upper class in Atlanta which caused its racial relations to be distinctly different from other cities in the south. These social distinctions made the campus a central point of the civil rights movement since many civil rights leaders once walked its grounds. These are the themes that make this campus nationally significant within the development of African-American Civil Rights from the reconstruction era to the present day.

Individuals like W.E.B. Dubois, John Hope, and Horace Bumstead made the Atlanta University campus an epicenter in the early twentieth century debate over African American higher education as they set themselves opposed to Booker T. Washington of Tuskegee University. Bumstead and Hope supported DuBois's ideas on how African-American education should look and operate. Dubois also wrote some of his most famous works as a faculty member at Atlanta University while also being integral in the founding

of things like that Niagara Movement. The debated that DuBois had with Washington sparked much larger debates about equity and equality for African-Americans in the early twentieth century and established a significant historical narrative for the campus to identify with. Alonso F. Herndon, who built his home on the lands of Atlanta University, was the leader in the rise of a robust African American economy centered in Auburn Avenue and Hunter Street in Atlanta during the early and mid-twentieth century. These people, themes, and events given significance to a campus that is rich in Victorian and Classical styled architecture which is significant in its own right. Gaines Hall, Furber Cottage, the Towns Home, and Oglethorpe Hall are listed as contributing resources in the Atlanta University Center National Register historic district while Fountain Hall and the Herndon Home are listed as National Historic Landmarks for their architecture.

Morris Brown College inherited this historic campus in the early 1930s and became the stewards of that history through the Civil Rights Movement into the present day. Morris Brown expanded on that history physically through new construction and expansion of the campus that included several pieces of mid-century architecture that were different from the character of the existing campus and distinctive of the new institution that occupied it. Some historic fabric was lost in this process but some was also added as the mid-century architectural resources have gained their own histories and significance. From the 1930s to today Morris Brown College built eleven new buildings which includes eight that are now potentially eligible for the Georgia and National Register of Historic Places. Morris Brown College was part of the Atlanta University Center when it was the center of student demonstrations during the Civil Rights Movement which saw Dr. Martin Luther King Jr. make his permanent home in the near



vicinity in the 1960s. Other leaders like Ralph Abernathy, John Lewis, and Julian Bond were directly involved in coordinating sit-ins and other forms of protest with the Student Non-Violent Coordinating Committee in Atlanta that involved students from all the Atlanta University Center institutions.

The Morris Brown College campus was negatively affected by financial issues to a point of losing accreditation and bankruptcy which is a fate that befalls many HBCUs in the United States since many struggle with financial solvency. Bankruptcy resulted in Morris Brown College losing control of much of its historic campus in exchange for clearing debts and remaining extant as an institution. Morris Brown administration has spent much of the last decade trying to bring the institution back to the heights that it once occupied but that is a long and arduous process. While under control of different owners many important campus resources have suffered heavy fire damage which has resulted in several demolitions of potentially significant resources. These include the Sarah Allen Quad, Middleton Complex, and Gaines Hall even though that resource is still standing. Others have been demolished to make way for new buildings. Besides these demolished resources many of the others that Morris Brown no longer controls have sat vacant for many years which can result in maintenance breakdowns that can adversely affect the character defining features of a resource.

Preserving the physical architecture, landscapes, and archaeology that tells the story of the campus through its existence is vital to the historic character of the area, the city of Atlanta, and the state of Georgia. Clark Atlanta University, Morehouse College, and Spelman College have all created their own historic preservation plans to ensure proper stewardship of their resources and it is time for the Morris Brown Campus to

receive its own plan to accomplish that goal. The University System of Georgia Campus Historic Preservation Planning Guidelines are good basis for beginning to accomplish that goal because those guidelines were created with college and university campuses in Georgia as the focus. This means that those guidelines are tuned to handle the types of resources and landscapes that are found on Georgia college and university campuses. There are already several examples of how these guidelines have been used to create historic preservation plans for institutions in Georgia and other examples of plans created independent of those guidelines which can provide different ideas and strategies on how to approach certain preservation issues.

However, the University System of Georgia did not create their preservation planning guidelines with Historically Black Colleges and Universities (HBCU) in mind which have their own distinctive characteristics in terms of historic preservation planning. These characteristics necessitated the inclusion and analysis of HBCU preservation planning when considering the creation of a preservation plan for the Morris Brown College campus. The Clark Atlanta University Preservation Plan is a recently created document that serves as a good comparison document because it is an HBCU preservation plan that involves much of the same area that Morris Brown College historically occupied. The Clark Atlanta plan is also tailored to the needs of a private institution which also makes it more relatable to Morris Brown College. Comparing preservation plans created under the University System of Georgia guidelines and plans created specifically for private HBCUs yielded some results that could lead to a comprehensive set of recommendations for the Morris Brown College campus that incorporates portions of each set of plans.

The recommendations for preservation planning on the Morris Brown College campus provided in chapter V are intended to be a roadmap to follow to reach the goal of creating a full preservation plan for the campus. That roadmap goes through every requirement that the CHPP Guidelines would require of campus managers if used as a basis and strategies for how they can be accomplished to create a robust preservation strategy. The Clark Atlanta University preservation plan provides a good example on how to use a historic context to tell a story about the history of an important campus and its built environment which is supremely important to do on the Morris Brown College campus because the context is the basis for the rest of the plan and integral to how the identity of the campus is presented. However, the University System of Georgia guidelines produced preservation plans that were more adept at dealing with a diverse set of cultural resources in terms of identification and evaluation. Under those plans all resources that are old enough are evaluated for significance and assigned to categories based on their value to the campus so that no resources are left out just because they may not be GNRHP eligible at the moment or in the future. The recommendations for treatments and uses for the Morris Brown College campus are heavily based on a structure that is in the University of Georgia's preservation plan but that structure still includes a lot of the detail on treatment and use that are included in the Clark Atlanta University preservation plan while giving it better organization. The Clark Atlanta plan had treatments and uses addressed in detail in several different parts of its preservation plan which was somewhat confusing. The University of Georgia provided similar levels of detail through its decision matrix and contributing factors which is important when

making actual recommendations for the treatment of cultural resources on the Morris Brown College campus.

The Clark Atlanta, Georgia Tech, and University of Georgia plans are some of the best examples of how institutions of higher learning have done preservation planning on their campuses and they all contributed to the recommendations made in chapter V. The suggestions made in that chapter are designed to create a fluid and flexible framework to manage historic preservation on a college campus that is owned by many different entities at the current moment. Even though there has been significant litigation and fragmentation over ownership of the Morris Brown College campus it is essential that all stakeholders that have interests in the planning of the campus work together to preserve it. The Morris Brown College campus should continue to be a preserved historic icon as the city of Atlanta explodes around it instead of falling to the pressures of rapid development that have taken hold of the city. This campus of nationally significant individuals, events, and associations cannot be lost because it is essential to African-American history in the United States and its preservation should be done in a way that allows for change but ensures the retention of its character.

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## APPENDIX

### A: CHPP Guidelines Level I-III Historic Architecture

#### Survey

|   |
|---|
| TABLE III-D   |
| <b>Level I Historic Architecture Condition Survey</b> |
| 1. Existing Condition Photograph(s)                   |
| 2. USG Building Number                                |
| 3. Building Name                                      |
| 4. Date of Construction                               |
| 5. Known Alterations and Dates                        |
| 6. Gross Square Footage (GSF)                         |
| 7. Original Use/Current Use                           |
| 8. GNRHP/NHL Status or Eligibility                    |
| 9. General Condition Rating (1-5)                     |

|  |
|--|
| TABLE III-E  |
| <b>Level II Historic Architecture Condition Survey</b>                   |
| 1. Existing Condition Photograph(s)                                      |
| 2. USG Building Number   |
| 3. Building Name   |
| 4. Building Address  |
| 5. Date of Construction  |
| 6. Known Alterations and Dates   |
| 7. Architect/Designer/Builder  |
| 8. Gross Square Footage (GSF)  |
| 9. Footprint Measurement   |
| 10. No. Levels   |
| 11. Original Use/Current Use   |
| 12. GNRHP/NHL Status or Eligibility                                      |
| 13. Exterior Features (Description and Determination of Historic Status) |
| Roof Type/Material   |
| Cornice/Eaves  |
| Chimney Material   |
| Exterior Materials   |
| Foundation Materials   |
| Porch(es)  |
| Stair(s)   |
| Windows  |
| Doors  |
| 14. Interior Features (Description and Determination of Historic Status) |
| Plan Arrangement   |
| Primary Staircase(s)   |
| Primary Corridors  |
| Average Room   |
| 15. Access/Code Compliance   |
| Elevator   |
| Egress Compliance  |
| ADA Compliance   |
| 16. General Condition Rating (1-5)                                       |

|   |
|---|
| TABLE III-F   |
| <b>Level III Historic Architecture Condition Survey</b>   |
| 1. Existing Condition Photograph(s)   |
| 2. USG Building Number  |
| 3. Building Name  |
| 4. Building Address   |
| 5. Date of Construction   |
| 6. Known Alterations and Dates  |
| 7. Architect/Designer/Builder   |
| 8. Gross Square Footage (GSF)   |
| 9. Footprint Measurement  |
| 10. Levels  |
| 11. Original Use/Current Use  |
| 12. GNRHP/NHL Status or Eligibility   |
| 13. Exterior Features (Description, Determination of Historic Status, Quantification, Condition, Recommended Repairs/Replacement, and Cost Estimate)                                |
| Roof Type/Material  |
| Cornice/Eaves   |
| Chimney Material  |
| Exterior Materials  |
| Foundation Materials  |
| Porch(es)   |
| Stair(s)  |
| Windows   |
| Doors   |
| 14. Interior Features (Description, Determination of Historic Status, Quantification, Condition, Recommended Repairs/Replacement, and Cost Estimate)                                |
| Primary Staircase(s)  |
| Plan Arrangement  |
| Primary Corridors   |
| Average Room  |
| 15. Access/Code Compliance  |
| Elevator  |
| Egress Compliance   |
| ADA Compliance  |
| 16. Structural Systems (Description, Determination of Historic Status, Quantification, Condition, Recommended Repairs/Replacement, and Cost Estimate)                               |
| Interior Plan Arrangement   |
| Construction Type   |
| 17. Mechanical, Electrical & Fire Protection Systems (Description, Determination of Historic Status, Quantification, Condition, Recommended Repairs/Replacement, and Cost Estimate) |
| Central Air   |
| Heating System/Installation Date  |
| Electrical Service  |
| Electrical Distribution   |
| Plumbing Supply Lines   |
| Plumbing Waste Lines  |
| Fire Protection System/Installation Date  |



## B: CHPP Guidelines Level I-III Historic Landscape Survey

| TABLE III-G   |
|---|
| <b>Level I Historic Landscape Condition Survey</b>            |
| 1. Existing Condition Photograph(s)                           |
| 2. Associated USG Building Name and ID Number (if applicable) |
| 3. Landscape Name or Assigned Number                          |
| 4. Landscape Location in Context of Campus                    |
| 5. Date of Design/Construction                                |
| 6. Known Alterations and Dates                                |
| 7. Gross Square Footage (GSF) or Gross Square Acreage (GSA)   |
| 8. Original Use/Current Use                                   |
| 9. GNRHP/NHL Status or Eligibility                            |
| 10. General Condition Rating (1-5)                            |

| TABLE III-H  |
|--|
| <b>Level II Historic Landscape Condition Survey</b>                                  |
| 1. Existing Condition Photograph(s)  |
| 2. Associated USG Building Number (if applicable)                                    |
| 3. Landscape Name  |
| 4. Landscape Address   |
| 5. Date of Construction  |
| 6. Known Alterations and Dates   |
| 7. Architect/Designer/Builder  |
| 8. Gross Square Footage (GSF) or Gross Square Acreage (GSA)                          |
| 9. Original Use/Current Use  |
| 10. GNRHP/NHL Status or Eligibility  |
| 11. Landscape and Site Features (Description and Determination of Historic Status)   |
| Physical Features  |
| Topography   |
| Hydrology  |
| Soils  |
| Indigenous Vegetation  |
| Cultural Features  |
| Land Use/Land Patterns   |
| Building Arrangement & Spatial Relationships   |
| Open Space & Pedestrian Circulation  |
| Structures (walls, fences, gateways, arbors, fountains)                              |
| Introduced Vegetation  |
| Site Furnishings   |
| Lighting   |
| Sculpture  |
| Intentional Views/Vistas   |
| 12. Plant and Tree Identification (Description and Determination of Historic Status) |
| 13. General Condition Rating (1-5)   |

|  |
|--|
| TABLE III-I  |
| <b>Level III Historic Landscape Condition Survey</b>   |
| 1. Existing Condition Photograph(s)  |
| 2. Associated USG Building Number (if applicable)  |
| 3. Landscape Name  |
| 4. Landscape Address   |
| 5. Date of Construction  |
| 6. Known Alterations and Dates   |
| 7. Architect/Designer/Builder  |
| 8. Gross Square Footage (GSF) or Gross Square Acreage (GSA)  |
| 9. Original Use/ Current Use   |
| 10. GNRHP/NHL Status or Eligibility  |
| 11. Landscape and Site Features (Description, Determination of Historic Status, Quantification, Condition, Recommended Repairs/Replacement, and Cost Estimate) |
| Physical Features  |
| Topography   |
| Hydrology  |
| Soils  |
| Indigenous Vegetation  |
| Cultural Features  |
| Land Use/Land Patterns   |
| Building Arrangement & Spatial Relationships   |
| Open Space & Pedestrian Circulation  |
| Structures (walls, fences, gateways, arbors, fountains)  |
| Introduced Vegetation  |
| Site Furnishings   |
| Lighting   |
| Sculpture  |
| Intentional Views/Vistas   |
| 12. Plant and Tree Identification (Description, Determination of Historic Status, Quantification, and Specimen Condition)                                      |
| 13. Structural Systems (Description, Determination of Historic Status, Quantification, Condition, Recommended Repairs/Replacement, and Cost Estimate)          |
| Construction Type / Method   |

## C: CHPP Guidelines Level I and II Archaeological Resource Survey

| 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 III-K  |   |
|--|---|
| Level I - Archaeology Investigation                |   |
| 1. Land-Use History Narrative                      | Institutional Archives  |
|  | Georgia Department of Archives and History  |
|  | Interview Facility Managers, Groundskeepers, Local historians                             |
| 2. Determination of Prior Archaeological Work Data | Georgia Archaeological Site File (GASF)   |
|  | GEPA files, Historic Preservation Division, Georgia Department of Natural Resources (HPD) |
| 3. Field Investigation                             | Visual Inspection of Landscape  |
|  | Select Shovel Testing based on documents, interviews, or topography                       |
| 4. Documentation and Filing                        | Submission of site form(s) and report to GASF   |
|  | Submission of report to HPD   |

|   |
|---|
| TABLE III-L   |
| <b>Level II – Archaeology Investigation</b>   |
| Intensive Survey  |
| 1. Land-Use History Narrative   |
| Institutional Archives  |
| Georgia Department of Archives and History  |
| Georgia Historical Society  |
| Interview Facility Managers, Groundskeepers, Local historians                             |
| 2. Determination of Prior Archaeological Work Data  |
| Georgia Archaeological Site File (GASF)   |
| GEPA files, Historic Preservation Division, Georgia Department of Natural Resources (HPD) |
| 3. Primary Field Investigation  |
| Shovel Testing at 30 m interval grid  |
| Shovel Testing at 15 m interval cruciform across all sites                                |
| 60 m of sterile shovel tests defines the edge of a site                                   |
| 4. Documentation and Filing   |
| Curation of artifacts and notes   |
| Submission of site form(s) and report to GASF   |
| Submission of report to HPD   |
| Archaeological Testing (Following Completion of 1-4)                                      |
| 5. Secondary Field Investigation  |
| Excavation to subsoil of units measuring 2 x 1 m or 2 x 2 m.                              |
| Excavation to ground-truth anomalies, if GPR used in survey or testing.                   |
| Trench excavation with heavy machinery if appropriate.                                    |
| 6. Documentation and Filing   |
| Curation of artifacts and notes   |
| Submission of site form(s) and report to GASF   |
| Submission of report to HPD   |
| Data Recovery (Following Completion of 1-6)   |
| 7. Tertiary Field Investigation   |
| Excavation of large block areas, 5 x 5 m or 10 x 10 m block units                         |
| Feature excavation and machine stripping of large areas when appropriate                  |
| Recovery and Analysis of soil and faunal samples, artifacts                               |
| 8. Documentation and Filing   |
| Curation of artifacts and notes   |
| Submission of site form(s) and report to GASF   |
| Submission of report to HPD   |

## D: Clark Atlanta University Historic Preservation Plan: James P.

### Brawley Drive Historic Landscape Example

#### 1. James P. Brawley Drive (circa 1870s)

James P. Brawley Drive was formerly known as Chestnut Street due to the Chestnut trees that historically lined the street. The drive was originally part of the City of Atlanta's grid block pattern development in a predominantly residential neighborhood. Sometime after the Chestnut trees succumbed to blight in the 1920s the drive was renamed after former Clark College President James P. Brawley. The first campus development (as Atlanta University) began in 1869 with the purchase of over 50 acres just east of Brawley

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Historic Landscape Analysis

Chapter 2-9

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Campus Heritage Plan

Clark Atlanta University

Drive and south of MLK Jr Drive (formerly Hunter Street). This property encompassed what was referred to as "Diamond Hill" and includes the land on which Bumstead and Ware Halls (1933) now sit, and which are now part of the CAU campus on the north end of Brawley Drive. These buildings and associated landscaped spaces are the most historic elements along the drive within the CAU Campus limits.

Brawley Drive functions as the north-south vehicular and pedestrian connector 'spine' through CAU's main campus, also defining a portion of the western edge of the Atlanta University Center (AUC) Historic District. The northern portion of the drive supports single lanes of two-way traffic and the southern portion supports two consecutive pedestrian malls.

#### *Spatial Organization & Land Use Patterns*

The alignment of James P. Brawley Drive runs straight on a north-south axis for the entire length of the CAU main campus. The drive extends north of MLK Jr Drive into the Morris Brown College campus, continuing to define the western edge of the AUC Historic District, and terminates on the southern end of the CAU campus with Greensferry Drive at the Spelman College campus.

Land parcels near the central portion of Brawley Drive (between Beckwith and Fair Streets) are still privately owned. The Woodruff Library (1982) is shared by all the colleges in the area and ownership is not attributed to a particular school.

#### *Topography*

The terrain is gently rolling on the north and south ends of Brawley Drive and relatively flat in the middle. The north end slopes up from MLK Jr Drive to a high point near the intersection of Mitchell Place, then levels off near the intersection of Beckwith Street. The south end slopes down gradually from Greensferry Avenue and levels off near the intersection of Fair Street.

#### *Vegetation*

Vegetation throughout the Brawley Drive Corridor primarily consists of street trees, planted in either tree pits with tree grates or open planting areas. A number of street trees in paved zones have apparently died, possibly due to the harsh conditions in the planting pits. Also several of the original tree grates have been replaced with utilitarian style screens (Figure 2.9).

All intersections along Brawley Drive are surfaced in color patterned paving materials. A curb cut on the east side of the street allows access to an off-street parking lot just north of the Ware Hall. Another short drive is located further down the street next to a garbage collection area in front of the kitchen between Ware and Bumstead Halls. A second off-street parking lot is located just south of Bumstead Hall on the northeast corner of Brawley Drive and Beckwith Street.

#### *Pedestrian Circulation & Open Space*

The primary pedestrian routes on the north end of Brawley drive consist of concrete or brick sidewalks along both sides of the street. Sidewalks are brick on the east side of the street and concrete on the west side. The brick paving appears to be historic and extends into recessed plaza spaces in front of the historic Bumstead/Ware dormitory buildings. The brick sidewalk extends from near the intersection of MLK Jr Drive to the intersection of Beckwith Street. Both sides of the street near the intersection of Jr MLK Drive contain new concrete paving with accent brick banding. A mid-block seating area is also paved in brick between the sidewalk and the back of curb. This appears to be a later addition.

Sidewalks in front of Woodruff Library are elaborately patterned with colored pavers in two shades of grey and a dark red. This pattern is interrupted by tree pits and grates for street trees. Across the street from the library are concrete sidewalks that appear to be what remains of a residential city block. A single chain fence supported with wooden posts separates the narrow sidewalk from the privately-owned vacant land lots.

The contemporary pedestrian malls with vehicular access limited to street vendors, campus security and maintenance vehicles comprise the southern end of Brawley Drive (Figure 2.12). The first segment of the mall begins at the intersection of Parsons Street SW and continues to the intersection of Fair Street. The second mall segment (The Promenade) starts on the south side of Fair Street and terminates, as does Brawley Drive, at the intersection of Greensferry Avenue and the Spelman College campus. The intersections and pedestrian malls are paved in the same color patterned paver materials found in front of the Woodruff Library and further north at the intersection of MLK Jr Drive. The promenade terminates on the south end in a large circular color paver patterned medallion that is surrounded by cobblestone paving. A small circular plaza paved with irregular stone paving occupies the center of the medallion.



*Figure 2.12: Pedestrian Mall at Brawley Drive and Fair Street, looking north.*

#### *Structures*

A contemporary brick, stone, metal and glass kiosk is located on the southeast corner of Brawley Drive and MLK Jr. Drive. This element is part of recent streetscape improvements at this intersection. Contemporary brick retaining walls are located behind the kiosk, supporting a portion of the chain link fencing that surrounds the athletic fields. New brick planters and free-standing wall elements define the



## E: CHPP Guidelines Requirements for Cultural Resource Mapping

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| TABLE III-M  |
| <b>Level I Mapping</b>   |
| Historic Architecture & Landscape Resources  |
| 1. Georgia/National Register of Historic Places (GNRHP)  |
| National Historic Landmarks  |
| Resources individually listed on the GNRHP   |
| Contributing elements of established National Register Districts   |
| Resources recommended eligible for listing on the GNRHP  |
| Resources eligible for GNRHP within 10 years   |
| Resources Recommended Not Eligible for Listing on the GNRHP  |
| Boundaries of existing GNRHP Districts on or adjacent to campus.   |
| Campus or Institution Property Boundaries  |
| 2. Chronology of Development Map   |
| Documents the major building and development episodes on Institution property, as defined by the Campus Historic Context |
| Archaeological Resources   |
| 3. Sensitivity Map   |
| Known Archaeological Sites   |
| Potential Archaeological Sites   |
| Unlikely Archaeological Sites  |
| No Archaeological Sites  |
| 4. Survey Map  |
| Surveyed Areas   |
| Recorded Sites   |

|  |
|--|
| TABLE III-N  |
| <b>Level II &amp; III Mapping</b>  |
| Historic Architecture & Landscape Resources  |
| 1. Georgia/National Register of Historic Places (NRHP)   |
| National Historic Landmarks  |
| Resources individually listed on the GNRHP   |
| Contributing elements of established GNHRP Districts   |
| Resources recommended eligible for listing on the GNRHP  |
| Resources eligible for GNRHP within 10 years   |
| Resources Recommended Not Eligible for Listing on the GNRHP  |
| Boundaries of existing GNRHP Districts on or adjacent to campus.   |
| Campus or Institution Property Boundaries  |
| 2. Chronology of Development Map   |
| Documents the major building and development episodes on Institution property, as defined by the Campus Historic Context   |
| 3. Landscape Inventory Map   |
| Indication of major historic landscape features including: quadrangles, pedestrian and vehicular circulation patterns, formal plantings, specimen trees, water features, cultivated landscapes, view sheds, structures, site furnishings, lighting, and sculpture. |
| Archaeological Resources   |
| 4. Sensitivity Map   |
| Known Archaeological Sites   |
| Potential Archaeological Sites   |
| Unlikely Archaeological Sites  |
| No Archaeological Sites  |
| 5. Survey Map  |
| Surveyed Areas   |
| Recorded Sites   |
| 6. Site map(s)   |
| Shovel Test Locations, Site Boundaries, Unit and/or Block Excavations  |

## F: CHPP Guidelines Requirements for Executive Summaries

| TABLE III-O                     |               |                   |     |                                   |             |                         |                                      |                                |
|---------------------------------|---------------|-------------------|-----|-----------------------------------|-------------|-------------------------|--------------------------------------|--------------------------------|
| Buildings 40 Years Old or Older |               |                   |     |                                   |             |                         |                                      |                                |
| 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 III-P                      |                |                   |         |                                   |             |                         |                                      |                                |
|----------------------------------|----------------|-------------------|---------|-----------------------------------|-------------|-------------------------|--------------------------------------|--------------------------------|
| Landscapes 40 Years Old or Older |                |                   |         |                                   |             |                         |                                      |                                |
| Associated USG Building #        | Landscape Name | Construction Date | Acreage | 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 III-Q  |                     |           |                      |                 |                                  |                  |                   |                         |                                      |
|--------------|---------------------|-----------|----------------------|-----------------|----------------------------------|------------------|-------------------|-------------------------|--------------------------------------|
| Archaeology  |                     |           |                      |                 |                                  |                  |                   |                         |                                      |
| State Site # | Site Location (UTM) | Site Name | Date of Significance | Site Dimensions | Completed Level of Survey (I-II) | Current Land-Use | Proposed Land-Use | GNRHP* Listed (yes, no) | GNRHP* Eligible (yes, no, potential) |
|              |                     |           |                      |                 |                                  |                  |                   |                         |                                      |
|              |                     |           |                      |                 |                                  |                  |                   |                         |                                      |
|              |                     |           |                      |                 |                                  |                  |                   |                         |                                      |
|              |                     |           |                      |                 |                                  |                  |                   |                         |                                      |

\* Georgia/National Register of Historic Places

## **G: Glossary of Definitions**

**Adaptive Use** - Recycling a historic building or landscape for a use other than that for which it was originally constructed.

**Adverse Effect** - The effect of any undertaking that may alter, directly or indirectly, any of the characteristics of a historic property that qualify the property for inclusion in the Georgia/National Register, such as location, design, setting, materials, workmanship, feeling or association.

**Archaeological Site** - A place containing physical evidence of human activity (either historic or prehistoric) that is at least 50 years old. Virtually every historic, standing structure is part of an archaeological site, but not all archaeological sites have standing structures.

**Artifact** - Anything made or used by a person.

**Associative Qualities** - An aspect of a property's history that links it with historic events, activities, or persons.

**Building** - A building, such as a house, barn, church, hotel, or similar construction, is created principally to shelter any form of human activity. "Building" may also be used to refer to a historically and functionally related unit, such as a courthouse and jail or a house and barn.

**Campus Planner** – A planner versed in the process of academic and physical planning.

**Character** - Those individual qualities of buildings, sites, districts and landscapes that differentiate and distinguish them from other buildings, sites, districts and landscapes.

**Circulation Patterns** - Spaces, features and materials that constitute systems of movement, e.g. roads, trails and walkways.

**Code of Federal Regulations** - Commonly referred to as "CFR."

The part containing the National Register Criteria is usually referred to as 36 CFR 60, and is available from the National Park Service.

**CLG** - Certified Local Government.

**Construction Technique** - The tactics for creating features such as masonry detail, stone work, mosaic, etc.

**Culture** - A group of people linked together by shared values, beliefs, and historical associations, together with the group's social institutions and physical objects necessary to the operation of the institution.

**Cultural Resource** - See Historic Resource.

**District** - A district possesses a significant concentration, linkage, or continuity of sites, buildings, structures, or objects united historically or aesthetically by plan or physical development.

**Ecofacts** - Organic items such as pollen, seeds, charred wood,

and animal bones from archaeological sites.

**Evaluation** - Process by which the significance and integrity of a historic property is judged and eligibility for Georgia/National Register listing is determined.

**Grade** - The average level of the finished surface of the ground.

Georgia/National Register of Historic Places (GNRHP) - Buildings, districts, sites, structures, and objects within Georgia and designated as being of historical significance at the local, state, or National level.

**Historic Context** - An organizing structure for interpreting history that groups information about historic properties that share a common theme, common geographical area, and a common time period. The development of historic contexts are a foundation for decisions about the planning, identification, evaluation, registration, and treatment of historic properties, based upon comparative historic significance.

**Historic Feature** - An individual defining element of a building, structure, site, district or landscape.

**Historic Integrity** - 1. The authenticity of a property's historic identity, evidenced by the survival of physical characteristics that existed during the property's prehistoric or historic period. 2. The unimpaired ability of a property



to convey its historical significance.

**Historic Property** - See Historic Resource.

**Historic Resource** - Building, site, district, object, or structure evaluated as historically significant.

**Historic Significance** - The importance of a property to the history, architecture, archaeology, engineering, or culture of a community, State, or the nation.

**Hydrology** - The system of surface and subsurface water, e.g. watershed, drainage patterns.

**Identification** - Process through which information is gathered about historic properties.

**Listing** - The formal entry of a property in the Georgia/National Register of Historic Places. See also, Registration.

**Land Use Patterns** - The organization, form and shape of the landscape in response to land use. Land use should be considered in both a broad regional context as well as areas on the site where specific events or tasks occurred.

**Maintenance** - Routine care for a building, structure, site or landscape that does not involve design alterations.

**Materials** - Characteristics of materials used for construction on the site, e.g. craftsmanship, color, pattern, texture. Also includes literal materials themselves, e.g. brick, concrete, stone and wood.

**Measured Drawing** - An exact scale drawing based on measurements taken from an existing building, landscape, or archaeological site.

**Natural Features** - Includes meadows, bodies of water, wetlands, mountain ridges, etc.

**National Historic Landmark (NHL)** - Buildings, districts, sites, structures, and objects within the United States or its insular areas and designated by the United States Secretary of the Interior. Designation is reserved for sites where events of national historical significance occurred; places where prominent Americans lived or worked; icons of ideals that shaped the nation; outstanding examples of design or construction; places characterizing a way of life; or archeological sites. The program provides official federal recognition of nationally-significant properties and is administered by the National Register of Historic Places.

**National Register of Historic Places** – See Georgia/National Register of Historic Place

**Nomination** - Official recommendation for listing a property in the Georgia/National Register of Historic Places.

**Object** - The term "object" is used to distinguish from buildings and structures those constructions that are primarily artistic in nature or are relatively small in scale and simply

constructed. Although it may be, by nature or design, movable, an object is associated with a specific setting or environment.

**Preservation Planner** – A professional versed in the practice of historic preservation, including historic architecture, historic landscapes, and archaeology.

**Property Type** - A grouping of properties defined by common physical and associative attributes.

**Registration** - Process by which a historic property is documented and nominated or determined eligible for listing in the Georgia/National Register.

**Research Design** - A statement of proposed identification, documentation, investigation, or other treatment of a historic property that identifies the project's goals, methods and techniques, expected results, and the relationship of the expected results to other proposed activities or treatments.

**Repair** – Any minor change to a property that is not construction, removal, demolition or alteration and that does not change exterior architectural appearance.

**Shovel Tests** - Archaeological excavation and documentation of vertical holes approximately 30 cm x 30 cm square along an established grid to locate the presence or absence of archaeological sites.

**Site** - A site is the location of a significant event, a prehistoric or historic occupation or activity, or a building or structure, whether standing, ruined, or vanished, where the location itself possesses historic, cultural, or archeological value regardless of the value of any existing structure.

**Site Furnishings** - Man-made articles used to serve people's needs in public areas, such as furniture, trash cans, light fixtures, planters, newspaper racks, etc.

**Specimen Tree** - A tree that is notable for being a very large size for the species, being a rare variety or being of an advanced age. A specimen tree can also be a tree with exceptional aesthetic quality.

**Structures** - Three-dimensional constructs such as walls, gateways, arbors and fountains. The term "structure" is used to distinguish from buildings those functional constructions made usually for purposes other than creating human shelter.

**Topography** - Three-dimensional configuration of the landscape surface characterized by features and orientation, e.g. slope

analysis, aspect.

**Vegetation** - Plant material associated with a site. Indigenous and introduced species of trees, shrubs, vines, groundcover, and herbaceous materials, e.g. plant communities / ecosystems, native vs. ornamental species, canopy structure, understory, ground layer.

**Vernacular** - Based on regional tradition and utilizing regional materials.

**Views and Vistas** - Features that create or allow a range of vision, which can be natural or designed or controlled.