

FORM, FUNCTION, AND PRESERVATION: THE EVOLUTION OF THE DENOMINATIONAL
COLLEGE CAMPUS IN GEORGIA

by

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(Under the Direction of Mark Reinberger)

ABSTRACT

This thesis looks at three colleges in Georgia which were founded by different denominations in the 19th century: Emory University, Oglethorpe University, and Mercer University. The history of the colleges and the planning traditions are examined to understand how the colleges have evolved up to the present and how they have evolved with the rest of the country; the current location of the colleges mostly looks at the main quadrangles. The future plans for the quadrangles are examined and how the colleges have addressed their historic buildings in the evolving campus.

INDEX WORDS: Campus Design, Campus Planning, Emory University, Emory College, Oglethorpe College, Oglethorpe University, Mercer Institute, Mercer University, College Quadrangle

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Chapter 1: Introduction

The college campus has taken on many forms throughout the history of America; just as there are small town and big cities, there are large campuses like those of state universities and smaller, private liberal arts colleges. Colleges encounter the same challenges of a typical city, such as growth, infrastructure, and management but they have their differences. A college is planned entirely by a single entity; there are not public developers or citizens dictating what is built, influencing the evolution of the campus. The people making the decisions in a college may be varied with dissenting opinions, but they are made for the benefit of the college and are carried out in a controlled environment. Because of the differences between the planning of the college campus and the city, the subject requires its own study and attention. There are many tangible and intangible elements that form our view of what a college is, the subjects studied, the buildings, the grounds, or the students and teachers; when these are combined the atmosphere of the college is formed. The college campus helps to shape this view and plays an important role in establishing a sense of place for those belonging to the college. The college campus is the physical expression of the ideals of the college; the buildings and landscape work together to help create what we realize as the college campus or atmosphere, which plays a vital role in helping develop the students attending the school.

Today's oldest universities have had to survive many obstacles in order to continue operations; it is their ability to evolve in the ever changing world that has influenced their development. Some had their beginnings as state schools which have grown into large

universities, such as the University of Georgia, while others started as colleges run by religious organizations which grew into liberal arts universities. All had to evolve with the changing world around them and develop into the modern universities which cover the country today. Because more and more people attended colleges and universities after World War Two because of the G.I. Bill, the campus has played an even more important role in our society since it is an integral part of the learning environment. Understanding the evolution of the college campus in America is an important undertaking because it is a unique part of our history which has not received enough attention in the past and plays an increasingly important role in the development of future generations.

When looking at a college campus it is important to understand the history of the development of the American college because it helps us to understand how it has developed over time to take on its current form. It is this form which is part of the collective history of the institution and which helps to define the ideals of the college. This study seeks to understand how the campuses of the first three denominational colleges in Georgia (Oglethorpe College, Mercer Institute, and Emory College), evolved by looking at the role it played in the development of the college. They were chosen based on a shared history of starting as religious institutions and then evolving into secular universities; they also moved from rural locations to larger cities after the Civil War. Though they share a great deal in terms of the challenges they encountered, they have evolved into private colleges of varying sizes, in both campus and population, and varying architecture and planning. While they may physically be different, they all have an historic core or quadrangle and buildings which help to define the university and play an important role in creating a sense of place for the students and faculty. They were chosen because of this similarity and the differences in growth over the years. Emory College,

Oglethorpe College, and Mercer Institute were all founded in the mid-1830s: Emory in December of 1836, Oglethorpe in 1835, and Mercer Institute in 1833. Emory was established outside the Town of Covington by the Methodist Episcopal Church at the location of a manual labor school run by the Methodists. The most isolated of the three schools was Mercer Institute which was established by the Georgia Baptist Convention in a place that would be called Penfield, located in Greene County. Oglethorpe College was established two miles south of Milledgeville at Midway Hill, the location of the Midway Seminary of the Hopewell Presbytery. The schools stayed at their original locations until they became universities and moved to other locations: Emory University moved to the Atlanta suburb of Druid Hills in 1915; Oglethorpe University reestablished itself in the Atlanta suburb now known as Brookhaven in 1915; and Mercer University was established in 1871 in the City of Macon. Mercer was the only school which moved to the new location while still under control of its respective religious denomination. Emory became independent after a disagreement with the Methodists, and Oglethorpe had closed its doors after the Civil War and was reestablished by Thornwell Jacobs, not the church.

The choice to use these colleges and not other ones in the state, such as, the University of Georgia, Georgia Institute of Technology, or Agnes Scott College was based on their original mission, current size, and the fact that they never moved locations. The move from religious to secular is a challenge which was important to explore because of how it might be expressed in a campus that is established at a new location with a new mission. Because of these similarities, the campus should be viewed the same by the colleges along with the role the campus plays in establishing the new mission; because of the importance of the quadrangle, the preservation of it should be of the utmost importance for the universities.

Colleges founded by religious denominations, which later transformed into liberal arts universities, have played an important role in the development of the American university, as they were some of the first institutions to provide higher education. These three colleges reflect how higher education in America evolved from a religious endeavor to train students in theology, into institutions which embraced the sciences and the arts which helped move America to an era of secular development. These institutions have a long history of constructing buildings which not only represent some of the best architecture and planning practices in their respective cities, but also express the ideals of higher education in the state. This study will shed light on the rich history of planning of the college campus in Georgia, as well as in America, and help people to understand the historic preservation practices employed, or not employed, to take care of the buildings and grounds, as well as the importance of long range planning which addresses historic preservation practices.

The study begins by discussing the differences and similarities between European higher education and the development of the American college, including or focusing on the State of Georgia. The study focuses on the colleges before the Civil War and what factors went into their creation and their development, including location selection, the buildings on campus, and the relationship between college and town. After the Civil War there were changes in higher education which drove these colleges to move their campuses to larger cities and to become secular universities. Once they moved it was necessary to create a new campus; there were trends in campus planning which became popular during this time and which each university used to create their idea of what the campus' role was at the university. The new trends in planning, education of architects, and functions of the university all played a role in the creation of their university and its grounds. The campus is an important part of the grounds, helping give

the school identity and creating a sense of place; the buildings are an integral part of this and their role is discussed. The final part of the study looks at how each school has addressed their historic buildings and how they fit in with the universities plan for the future. This study concludes with recommendations applicable to preservation on any college campus.

It is hoped that this study will help readers to better understand the importance of the college campus, especially the quadrangle, and its role in the development of the private college in Georgia. Since colleges play such an important role in the lives of so many people, it is important to understand the role of the campus in providing a suitable environment for learning and in expressing the mission of the college in a physical form. Because of the importance of the campus it is necessary to understand why they evolved the way they did and what factors are responsible for the current form of the campus. The continued success of the historic quadrangles of these universities is important to keeping the sense of place intact and without understanding how and why the campus came to its current form, it will be difficult to maintain the character of the campus. This study will help to determine the factors which make these campuses successful and what problems they have encountered; also it will help show where deficiencies in the long range planning regarding historic preservation on the campuses exist.

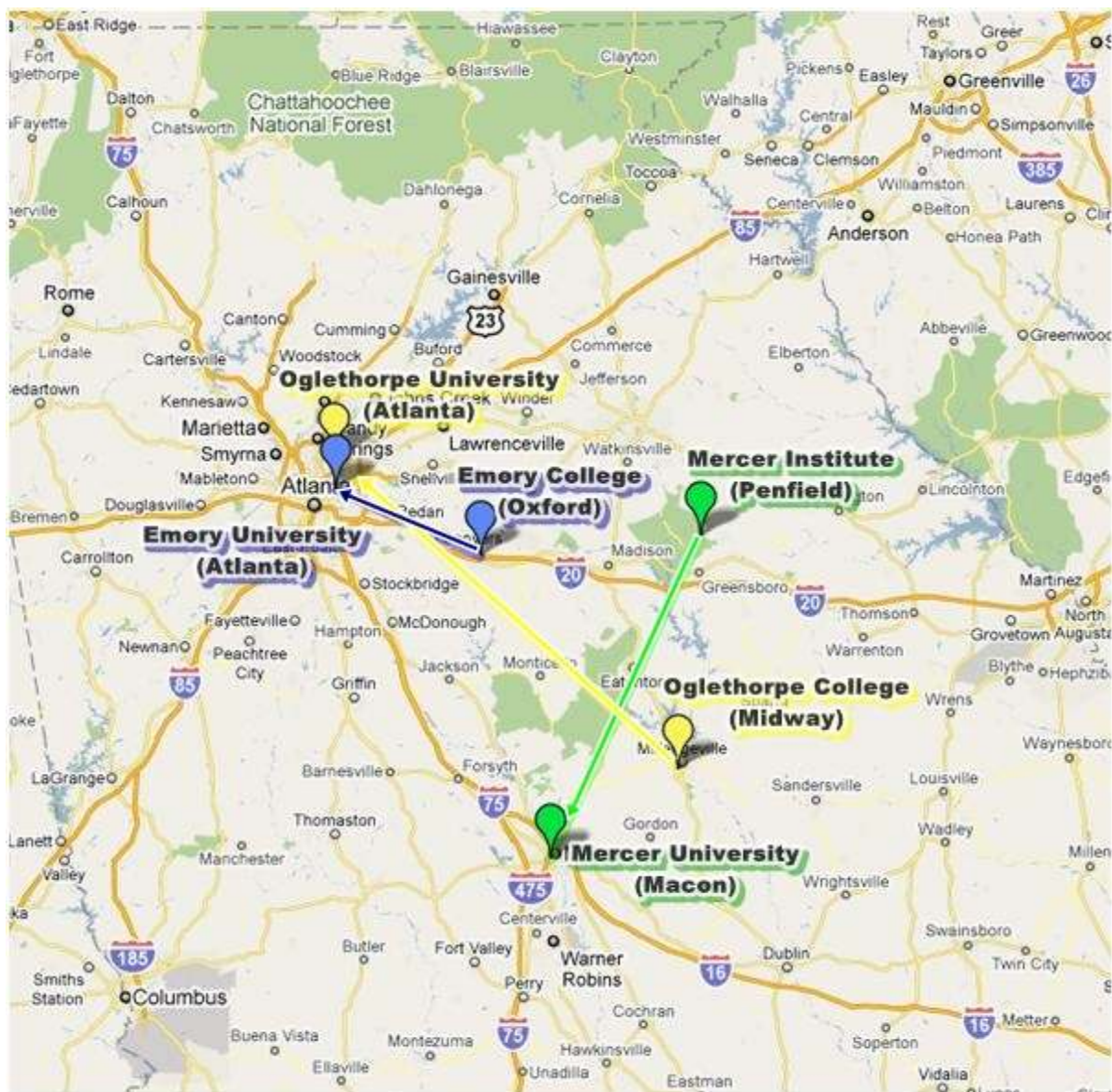


Figure 1 Map of Campus Locations (Google Maps)

Chapter 2: Antebellum Colleges in Georgia

European Influence in American Colleges

In the early years of America, the country relied heavily on European ideas pertaining to architecture and town planning, which makes it no surprise that the college campus took some ideas from the English model. The English universities at Oxford and Cambridge, founded in the twelfth and thirteenth centuries and consisting of many separate colleges, were designed in the same form as the monasteries of the time and continue that tradition to this day. These colleges are closed off from the town surrounding them to form a kind of fortress of learning with the buildings forming a quadrangle in the middle. Contained in these buildings is everything the students needed to survive, learn, and worship: chapel, library, dining hall, housing, and classrooms.¹ The colleges were placed in large cities and became a tight community with the students and teachers living together in a communal environment.² This allowed the teachers to monitor the student body and direct the education without any outside influences which might affect their teachings.

¹ Woods, Mary N. "Thomas Jefferson and the University of Virginia: Planning the Academic Village." Journal of the Society of Architectural Historians (1985): 266-283. Page 268

Mary Woods explains that only the faculty was allowed to live within the college, it was not until the Reformation that students were allowed to live at the college.

² Turner, Paul Venable. Campus: An American Planning Tradition. Cambridge: The MIT Press, 1995. Page 3



Figure 2 City of Oxford Aerial View (en.wikipedia)

The early campuses in America followed the English tradition of these tightly controlled communities between the students and teachers, where accommodations were provided by the schools. This was drastically different from the continental universities which did not provide any accommodations for its student body.³ This relationship between students and teachers is the only major attribute that the American college system took from the English; most colleges were more influenced by economics and other cultural aspects of eighteenth and nineteenth century American society. The most radical change that developed in American was the shift from an enclosed compound in the city, to an open quadrangle in the countryside. Colleges were also not grouped together anymore; instead they were separated and scattered throughout the states, allowing them to develop based on local forces.⁴

³ Woods, Mary N. page 268

⁴ Turner, Paul. Page 17

Early College in America

Throughout the nineteenth century, American colleges became small collections of buildings that lacked complexity and proper planning; this simplicity would help to direct the evolution of the campus through most of the nineteenth century, but as schools grew, their needs also changed. This lack of planning can largely be attributed to a lack of funding which did not allow the school to complete a series of buildings all at once: as money became available the college would construct new buildings. This can be seen in the lack of continuity in the architecture at the colleges in Georgia, unlike the University of Virginia which had a master plan and continuity between each building on the main quadrangle or lawns.⁵ Thomas Jefferson disapproved of the typical American college because the general design of the buildings was equal to that of a large house which was “always ugly, inconvenient, exposed to accident in case of fire, and bad in cases of infection.”⁶ This was not just due to a lack of money, but also because America lacked a large number of professional architects who could create buildings on the same scale as the institutions in Europe. During this time, America relied heavily on the gentleman-amateur or carpenters who were not professionally trained in engineering or architecture. These individuals were more familiar with residential building; such was the case of Oglethorpe College’s architect, Joseph Lane, who was a builder of residential buildings. Joseph Lane came from Portland, Maine to Midway, Georgia in order to build a house for Col. Samuel Rockwell and when he finished the house was contracted to build Central Hall, the main building on the campus.⁷

⁵ Woods, Mary N. Page 267

⁶ Woods, Mary N. Page 267

Mary Woods got the quote from a letter in the Thomas Jefferson Papers, Manuscripts Department, University of Virginia Library.

⁷ Allen, Sarah Cantey. Old Oglethorpe University. Page 21

Besides the cost and availability of professional architects there was another important element in the early planning traditions of colleges in Georgia, the curriculum. In the ante-bellum period these colleges all used the classical curriculum in their schools, and their admissions were based on the knowledge of Latin, Greek, and mathematics.⁸ The classical curriculum also perceived the students as being impressionable and with the need to be controlled for their own protection. The acceptance of the classical curriculum in the ante-bellum period was due to the fact that it was the generally accepted form, and in this period most schools did not experiment, or did very little experimentation, with other systems of education. However there were those who did challenge the traditional form of education, including the new campuses of the University of Virginia and the University of the City of New York; a German form of education also tried to gain traction in the 1820s. Thomas Jefferson would deviate from this traditional curriculum by introducing an elective system which focused on practical and more popular subjects.⁹ Though there was innovation during the ante-bellum period it was isolated and never gained enough popularity to break the hold of the traditional forms of education in American colleges and unite after the Civil War. These new forms would first be introduced in the early nineteenth century and science would start to work its way into the curriculum beginning in the 1850s but would not become the generally accepted form until the end of the Civil War, which saw a decline in the classical education and start of a more technical one. This shift could be seen in the architecture at the schools; buildings became more specialized, more varied, and notably larger in scale because the college system that was based

⁸ Bassett, Beth. "Once Upon a Time in Newton County." Emory Magazine March 1987. Page 23

⁹ Rudolph, Frederick. The American College and University. New York: Vintage Books, 1962. Page 125-127

on the classical form did not need many academic facilities for learning;¹⁰ the same classroom could be used for just about any of the subjects.

Early Colleges in Georgia

In colonial Georgia, as well as other parts of the country, the development of education was primarily undertaken by religious groups.¹¹ This was most likely the case in Georgia because the state was sparsely settled and most of it was frontier land. There was little call for government to take an interest in education when the population was so scattered; the main concern was for the state to be settled and provide a buffer from Indians. This changed when the University of Georgia was established by the legislature on January 25, 1785, becoming the first chartered state university in the nation.¹² The denominational colleges followed into higher education with Emory being founded in 1836, Oglethorpe in 1838, and Mercer in 1833; their founding was encouraged by the growing interest in higher education by the churches brought on by growing denominational rivalries during the early 19th century.¹³

The main difference between the founding of the University of Georgia and the denominational colleges is that the University of Georgia was created and remains at its original location, whereas the three denominational schools had their start as either seminaries or manual labor schools and were relocated to other locations. The idea behind the manual labor movement was that a school could be self-sufficient by producing its own food; this system of education had its origins in Switzerland by the educator Philipp Emanuel von Fellenberg.¹⁴ At the Georgia

¹⁰ Turner, Paul. Page 55

¹¹ Bullock, Henry Morton. A History of Emory University. Nashville: Parthenon Press, 1936. Page 25

¹² Boney, F.N. A Pictorial History of The University of Georgia. Athens: The University of Georgia Press, 1984. Page 2

¹³ Bullock, Henry Morton. Page 51

¹⁴ Dowell, Spright. A History of Mercer University, 1833-1853.

Methodist Conference Manual School, students were expected to put in three hours a day, five days a week working in the fields and doing farm chores.¹⁵ Emory College was founded on the site of the original location of the Georgia Methodist Conference Manual School and was intended to be an enlargement of the existing school.¹⁶ Oglethorpe grew out of the Midway Seminary, which was, along with the Gwinnett Institute, being dissolved. In order for the school to survive it gave itself over to the Hopewell Presbytery, who in turn transformed it into a college, but later gave it to the Synod of South Carolina and Georgia which founded Oglethorpe College.¹⁷ Both colleges were founded on sites of existing schools which were not able to sustain themselves. Mercer Institute was founded as a manual labor school and operated as one until 1844, by which time such institutions had become unpopular. Emory tried the manual school idea and was unable to continue because of the ongoing money issues brought on by the operation. The locations of these schools were considered ideal for the colleges at this time because of their secluded nature, which was thought pure and perfect for the education of students receiving a religious education.

Location of the Early College Campus

The location of colleges in nineteenth century America was the most important aspect of planning in the eyes of the trustees. It was to be a place where learning could be achieved without any influences from the city; instead of walling itself off from the rest of the world, the American college was to be open, spacious, and close to nature. There were three main reasons for the rural placement of colleges: a distrust of cities; attraction to purity of nature; and accessibility. The most important of these reasons was the mistrust of cities: most schools

¹⁵Hauk, Gary S. A Legacy of Heart and Mind: Emory Since 1836. Atlanta: Book House Group, 1999.

¹⁶ Bullock, Henry Morton. Page 51

¹⁷ Allen, Sarah Cantey. Page 17

wanted to shield the student body from harmful influences. Oglethorpe College was located two miles from Milledgeville, the state capital at the time, because it was believed to be a place of immorality and corruption; Midway was seen as moral and safe.¹⁸ Emory College was placed at about the same distance from the city of Covington in order to be a town set apart and a place free from the public sins against which they could guard.¹⁹ For all three schools it was most important to be isolated from the towns because they would corrupt the students and destroy the atmosphere of Christianity. The founders believed that the college could only achieve its goals if it was isolated from the world; this was deemed an absolute necessity. The University of Georgia was also concerned about the effects that town life would have on its ability to educate and even though not founded on any religious belief, its trustees still were concerned about urban corruption and disease.

The second reason for the rural placement of schools was the attraction to nature; the contemporary Romantic Movement stressed the purity of nature, an idea common throughout nineteenth century America and widely adopted in college campus placement.²⁰ A catalogue put out by Emory College in 1870 stated that, “The quiet seclusions of sylvan shades invites to study, and the surrounding and prevailing influences favor the formation of good habits and the development of a true and noble manhood.”²¹ The exposure to nature was supposed to be good for one’s development and create a place where students could have a proper education since they were in an organic environment; there were no distractions of city life. Nature also

¹⁸ Tankersley, Allen P. College Life at Old Oglethorpe. Athens: The University of Georgia Press, 1951. Page 6

¹⁹ Bullock, Henry Morton. Page 58-59

²⁰ Turner, Paul. Page 101

²¹ Emory College. “Catalogue of the Officers, Alumni, and Students of Emory College.” Atlanta: T.S. Reynolds, 1871. Page 35

provided a ‘healthful location’; both Oglethorpe and Emory considered their locations to be ‘healthful’ and only a ‘healthful location’ could create the ideal community.²²

The last and least important reason was accessibility; this included accessibility to resources or to services. Since Oglethorpe College and Emory College were both established on locations of previous manual labor schools their choice of location was predetermined and was chosen for its farming capabilities; this is not to say that they did not add substantial amount of land later. Mercer’s location was also determined by land which would be suitable for farming but it was also important to have accessibility to services.”²³ Reverend Adiel Sherwood, the first President of the Mercer Institute, commented in the *Gazetteer of Georgia* that Penfield is “near to the R.R. to enjoy its advantages yet escaping its corrupting influence.” Oglethorpe was placed at Midway for the reason of its “centrality and accessibility from all parts of the State, and of the Southern States in general... It is near the great thoroughfare from New Orleans to the North, and within a few miles of the line of the Central Rail Road, from Savannah to the West, thus bringing the sea-board and the mountain to its door.”²⁴ For these three colleges it was most important to choose a site for these three reasons and less about choosing a site which could provide some kind of dramatic sighting which happened in the nineteenth century.

Building of the Campus

The placement of the colleges and their buildings on the land is also an important aspect of college campus planning in America; though not so much at the religious colleges in Georgia. Richard Dober explains that the nineteenth century American college had “the engagement of land and the building, accented by topography,” which “dramatizes mundane and magnificent

²² Bullock, Henry Morton. Page 57

²³ Allen, Sarah Cantey. Page 17

²⁴ Allen, Sarah Cantey. Page 17

campus designs.”²⁵ The early colleges were examples of the type of architecture which create an emotional response by creating dramatic siting accomplished by placing the building on the brow of a hill or somewhere similar where the building is elevated. When President Baldwin was searching for a spot to place the new State University he purposely went to the farthest outpost of white men and, as Coulter describes it, “Here at the last tavern, on the edge of all white habitation, they began the intensive search for the inevitable *hill* from which knowledge should go out to the people.”²⁶ The committee to find the location, headed by President Baldwin, must have had the idea that the school should be placed on a hill before they even went out to find the location; that is how important it was to have the institution sited in a specific way so it would be perceived as important to the people of Georgia. They eventually decided on a spot that was on a plateau which overlooked the Oconee River.²⁷

This might have been an important part of planning at some colleges but was not for the religious colleges in Georgia because the manual labor idea was more concerned about land that was suitable for farming; however the location of Oglethorpe College did allow them to employ this technique where Emory and Mercer did not. Oglethorpe College was also placed at a point which created this dramatic siting. Thornwell Jacobs, the person responsible for the resurrection of Oglethorpe University in Atlanta later in the early twentieth century, described Midway Hill as, “an elevated region, traversing West to East...two and a half miles South of Milledgeville and terminating in a bold bluff on the Oconee River...at a point where the picturesque ruins of Old Fort Wilkinson.” The placement was also high enough so that the foundation of the college was at the top of the cupola of the State House; this might have been done in order to show the

²⁵ Dober, Richard P. Campus Design. New York: John Wiley & Sons, 1992. Page 31

²⁶ Coulter, Merton E. College Life in the Old South. Athens: University of Georgia Press, 1928. Page 7

²⁷ Coulter, Merton E. Page 7

dominance of the Christian institution over the government or that the Christians are looking over and down at the corrupt and impure city. Central Hall was placed at this point and created a view that was “imposing, commanding a prospect for twenty miles around, in a beautifully undulating country, of the most varied and romantic kind.”²⁸ These were the attributes that the founders of these schools were looking for when placing their campuses and demonstrated their idea of ideal campus design.

The design of the campus, the planning involved with setting up the campus buildings, was the next step for the trustees of these colleges. The type of architecture followed the popular style of the time; at first Greek revival was the dominant style from about 1825-1860, but later other styles became popular. Before Emory had started to erect buildings, the President, Ignatius Few, envisioned the campus as resembling “Greek temples sitting in the woods.”²⁹ The basic relationships of the buildings on a college campus through the ante-bellum period tended to be more organized than the very first college campuses of colonial America, but were still lacking a master plan. The buildings tended to have a relationship to one another, with the dominant structure being at the apex of the campus. There was order and symmetry within these rural schools, and it was important to position the buildings further from each other since they were seen as independent objects and could prevent fire from spreading between buildings.³⁰ Even with this new conscious placement of buildings there was still a lack of elasticity in the campuses.³¹ The buildings were designed for a particular purpose and did not allow for an increase in the size of the student body or the introduction of new studies. This proved to be a issue with the nineteenth century college campus because they did not take into account that the

²⁸ Rev. Professor Talmage, from Georgia Illustrated

²⁹ Moon, Joseph C. A Common Place. Atlanta: Book House Group, 2003. Page 19

³⁰ Turner, Paul. Page 90

³¹ Turner, Paul. Page 13

campus is an ever evolving community and that the buildings need be designed to accommodate change.

Before the college trustees could start erecting buildings they needed an initial plan for the direction that they wanted to go. These schools lacked the funding to have any large scale building programs and instead built new buildings as money became available and more space was needed for increase enrollment. Emory had inherited the buildings of the manual school, but in July 1837 put together a committee who authorized the construction of buildings: one principal building measuring 70 feet by 45 feet, referred to now as old Main Building, containing a chapel, four recitation rooms measuring 22 feet by 24 feet, one room 30 feet by 30 feet, two rooms 20 feet by 24 feet; and four houses two stories high with two rooms on each floor.³² In 1833, the Georgia Baptist Convention's treasurer report listed an expenditure of \$300 for the erection of "two hewed log cabins" and \$115 for building another chimney.³³ This is how each school started, with inexpensive, log cabins and gradually acquired more permanent buildings or additions as the funding became available.

College and Town

In order for a college to be able to function and construct buildings they first needed to have funding, a continuing issue for all three of these colleges throughout the nineteenth century. All these colleges created a town next to the college by dividing part of their land up into lots and selling them. This was one of the two reasons that the college town was developed in Georgia and other parts of the country; the other one was the understanding that a town popping up was inevitable and that the college should design the town so they could control it. A good

³² Bullock, Henry Morton. Page 59

³³ Dowell, Spright. Page 50

example of this method was at the University of Georgia, which was given 40,000 acres by the legislature; this was in Franklin County and was not at the location of the present university.

Instead the Trustees wanted to use the site to boom a town in order to make money for the future school, so they laid it out into 100 acre lots.³⁴ Both Emory and Oglethorpe also used this method of fund raising but with only limited success. By December 1838, Emory had sold 65 lots but wanted to sell off 52 more in a short amount of time, which they were not able to do.³⁵

Oglethorpe was able to lay out the lots of Midway and sell a good many of them but was never able to build up the wealth that they were hoping to. The idea was good in theory but none of the schools were able to build up the wealth that they had envisioned, which was, along with a lack of proper long term planning, the reason why most schools were not able to build structures that had a unified style but instead built them one at a time. Mercer never directly mentioned booming a town as a way to make money, but it must have been one of the reasons for forming the town of Penfield.

The other reason for creating a town was to be able to control the town in order to make sure that it did not corrupt the students. All three of the colleges had the absolute power to sell lots and thus were able to control the design of the town which would create communities intertwined with the school. Emory, for example, wanted to form the ideal community and a place vital with the spirit of Christianity.³⁶

The town plans usually had the college as the most important feature and at the same time made sure that it was separate from the town. The plans of all three colleges designed the town

³⁴ Coulter, Merton E. Page 415

³⁵ Bullock, Henry Morton. Page 59

³⁶ Bullock, Henry Morton. Page 57

to be subordinate to the school by having the campus placed at the apex. All the streets of both Oxford and Midway converged upon the campus and in the case of Emory, the main streets were

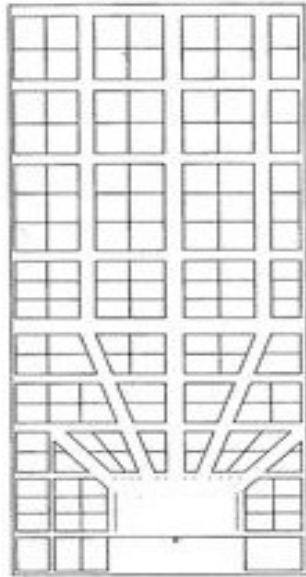


Figure 3 Layout of Emory College and the Town of Oxford (Emory University Archives)

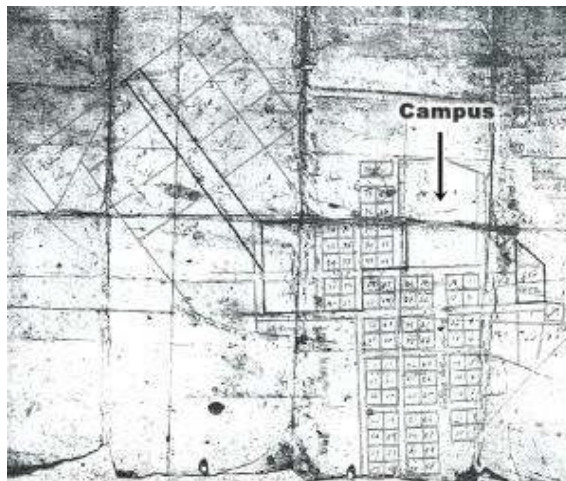


Figure 4 Oglethorpe College and Town Lots in 1865, Drawn by Joseph Lane (Oglethorpe University Archives)

planned to converge on the site of the central building; the college dominated the town.³⁷ This is contrary to how the second president of Emory, Augustus Longstreet, described the campus; he stated that the “college buildings are at the extreme end of the village and arranged more for convenience than show,” which is probably a biased review stating that the college was not consciously planned to be seen as the center of the town. A more unbiased description was from a student, Mixon, who attended the school from 1845-1849 and wrote, “Long, wide streets, thickly set with rows of trees equidistant, extended from end to end of the town- all verging to the college grounds as a common center... But the campus proper, embracing an area of several acres, was a point of special attraction... walks and avenues...led up to the halls of learning”.³⁸ To the average observer the campus would have been seen as the focal point as an intentional move and not one just for convenience.

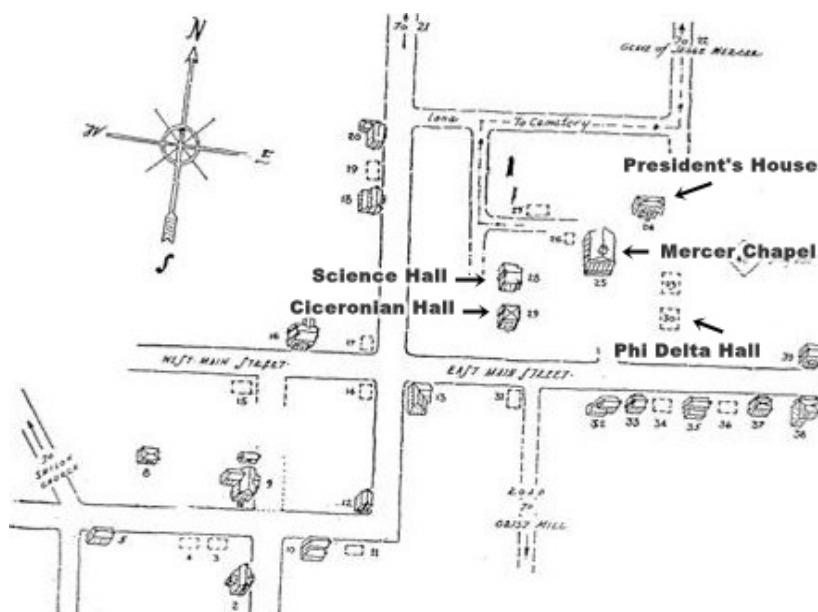


Figure 5 Map of Penfield (James O Stakely)

³⁷ Hauk, Gary S. Page 7

³⁸ Bassett, Beth. Page 47

The other important design feature of the town and campus was the clear division between the two, which might not have been any kind of physical barrier that could keep people out or in but more of a mental one. Mercer Institute was divided by Main Street running along the south of the campus and another street running along the west, clearly defining the boundary between the town and campus. Oglethorpe College was separated from the town using a physical boundary, a white picket fence, with a large double-gate which enclosed the college.³⁹ These barriers could not keep anyone out of the colleges, not even a child, but it made sure that the people of the town and the students knew there was a division and that they were separate from each other.

The town was a necessity for these institutions, providing them with supplies and income; the schools did everything they could in order to keep bad influences out of the town and to keep the students away from them. The most effective and widely used mechanism for controlling the corruptive influences of the town was to impose restrictions on those living there. By booming the towns themselves they were able to dictate the terms of the deeds and laws of the towns. Emory College had been established with the idea of producing a Christian environment for its students, but with a town connected so closely with the school they had to impose legislation to make sure it stayed a haven for Christianity.

Two acts were important to controlling the influences in the town, first was an act in 1852 that enabled the town to exclude any liquor shops from opening in the town's boundaries. The next act was passed in 1856 and was enacted to get rid of nuisances by giving the town the ability to "tax billiard tables and ten-pin alleys" and in general to control the morals of the

³⁹ Tankersley, Allen P. Page 7

town.⁴⁰ Oglethorpe had a provision that stated that no one could sell anything the college disapproved of within a mile and a half of the school and placed a restriction in the deeds of the lots in town. The deeds had placed in them a stipulation that stated if any tenant did not abide by the restrictions placed upon them, then the lot would be returned to the school.⁴¹ Mercer had a similar law in place regarding alcohol which was “not to have a habitation in town... lots on which it shall be discovered that liquor is sold, become confiscated and revert back to the former proprietors.”⁴² The colleges not only placed restriction on the people of the town, but they also tried to restrict the students from coming and going into the surrounding towns or cities. At Emory, students could not be more than a mile from campus without direct permission from the president of the college and were never allowed to go to taverns, candy shops, or anywhere else where ‘intoxicating liquors were sold.’⁴³ Mercer students were not able to trade with any store or with each other unless they were given permission from a teacher.⁴⁴ These are some of the strict rules that were placed on all the students, a tactic that was widely used in the nineteenth century American college during the time of the classical curriculum. After the Civil War the perception of the college student had changed since many new and returning students were veterans of the war and the students seemed less like children and more like young adults. The trustees felt like the life of the student needed to be confined to the campus as much as possible, something that was next to impossible to do when the campus was designed to be a wide open green space instead of the monastery type design of Oxford and Cambridge.

⁴⁰Bullock, Henry Morton. Page 59

⁴¹ Tankersley, Allen P. Page 3

⁴² Jones, Mary C. “Mercer at Penfield 1833-1871.” Centennial Celebration May. 1933: Page 4

⁴³ Bullock, Henry Morton. Page 135

⁴⁴Dowell, Spright. Page 46

Housing

The schools tried to keep tight control over their students by restricting them as much as possible to the campus or to the town. Even on campus this was not always possible and in one case the students were too disruptive in the dorms so they were housed in the town. Each school was influenced in their student housing decisions by the behavior of the students and what they felt was needed in order to keep them in control. At Emory, in the 1850's and 1860's, there were numerous reports in the Trustees minutes that made references to student discipline, with much of it originating from the dormitories.⁴⁵ This increase in disruptive student behavior influenced the Trustees to shut down the dormitories in 1859. President Thomas labeled them "facilities of mischief," and dorm life was abandoned for more than fifty years.⁴⁶ This moved the center of social life from the campus buildings to boarding houses, which were under control of the teachers or Oxford residents.

During its time in Penfield, Mercer Institute had always housed the students in homes of teachers, the president or residents of the town.⁴⁷ It was not just the denominational colleges that had a hard time keeping their students in order; the University of Georgia also struggled with how to properly board the students in order to best control them. The students originally were able to board in town with approved citizens, and in the early nineteenth century the university built a Steward's Hall on campus to board the students. It was then decided to board the teachers on campus, as in England, and construction of homes started in the 1840's.⁴⁸ The location of these homes was dictated by the area of student disturbances, and according to Coulter in *College Life in the Old South*, the homes were "planned to flank the dormitories on at least three

⁴⁵ Bassett, Beth. Page 48

⁴⁶ Newton County Historical Society. History of Newton County. 1988. Page 121

⁴⁷ Jones, Mary C. Page 5

⁴⁸ Coulter, Merton E. Page 99

sides with these watchtowers (the homes)". The University was slowly moving all teachers and students together on campus and further separating itself from the influences of the town, creating more buildings and more of a community within the college grounds. Oglethorpe College simply built small dorms that were placed in front of the main building on two sides with the professors living in the main building or off campus. This highlights the general theme in early American college design of having the students live in or near the classrooms and teachers.

Another housing feature that was present at Emory was the introduction of the helping hall, one of which was described as being for "young men who find it necessary to use great economy... they furnish their own room and provisions."⁴⁹ This was started as an experiment in 1876 in a log house but was so successful that by the 1883-1884 school year there were five helping halls, all under the control of the president of the college: Andrew Hall, Marvin Hall, Florida Hall, #4 (Presidents house), and Georgia Hall.⁵⁰ The helping hall and boarding houses became the social unit of the college, along with the literary societies which had dorm rooms in their halls.

Types of Buildings on the Campus

These schools developed during the period of Greek revival popularity which had a huge impact on architecture in Georgia until after the Civil War. In Richard Dober's book on campus design, he lays out five issues which address feasible college buildings: purpose, size, location, style, and cost. Style is the least tangible of all, but Dober stressed its importance to the campus because it is a "signal, an indicator of institutional presence to those who know the language of

⁴⁹ Emory College. "Annual Catalogue session of 1880-81." Macon: JW Burke and Company, 1881. Page 29

⁵⁰ Emory College. "Annual Catalogue session of 1883-1884." Nashville: Southern Methodist Publishing House, 1883.

culture... style is a place maker, charged with visual energy and symbolic importance.”⁵¹ This placemaking was exactly what was going on at the colleges in nineteenth century Georgia; the campus was dominated by a particular style, Greek Revival in the ante-bellum period and others later, and each one was there to promote the ideals of the college. This was particularly the case in the landmark buildings on the campuses, but before discussing these buildings, it is important to understand that cost played an important role in the construction of the buildings. As was stated earlier, the colleges constructed buildings as money became available but cost also determined the materials and design of the buildings. The most popular way to raise money was to get subscriptions from donors, these subscriptions were a pledge to give a certain amount of money at a later time; this was unreliable since many times this money would not be seen and could not be counted on. It is difficult to budget for future construction if there is not a reliable source of funding so when it came time to construct a building they only had the money in their coffers, which was usually not a lot. Without large amount of funds, the colleges built structures accordingly, with cheap and abundant materials.

The defining physical characteristic of all three colleges was the presence of one prominent building that was the center of the college. There were two contributing factors in choosing to have one prominent building on the campus. First was that the classical curriculum did not require many classroom spaces; all classes could be taught in the same classroom. These landmark buildings were designed to hold all the functions of the school, including classrooms, living quarters, dining hall, and chapel. This was the case for both Emory and Oglethorpe, but Mercer’s landmark building was primarily a chapel, with a few classrooms. The second reason for constructing these buildings was for them to act as a landmark for the schools. They were to

⁵¹ Dober, Richard P. Campus Design Page 39

be symbols of higher education and thus provoke an emotional response. They were the mainstays of the colleges and acted as anchors binding generations together while bringing a sense of permanence to the institution. They showed the rest of the world how important the school was especially because they were usually of the most impressive buildings in the surrounding areas.

Mercer Institute's Chapel, which opened in 1846, was the primary building in the town of Penfield. It was built to replace another building that was the principal building on campus which burned down in 1843. When it came time to rebuild the lost structure the school brought in David Demarest, an architect from New England, to build the structure. The fact that they brought in an architect shows that they were serious about constructing a notable structure for the school. It was a Greek Revival structure with a three sided gallery and an Ionic portico which has, according to Fredrick Nichols, "wings which are roofed in the manner of a plate in Robert Morris Select Architecture."⁵² Even to this day it is an enduring symbol of the school which was once there.

The main buildings at both Oglethorpe and Emory were not modeled after any other building but instead were constructed in the popular architecture at the time, Greek Revival. Both halls had square Doric columns, which was probably due to cost, square being cheaper than rounded. Joseph Lane was the builder of Oglethorpe's Central Hall and Thalian Hall; he would later form Smart and Lane, one of the first architectural firms in Georgia.⁵³ Oglethorpe's Central Hall was completed in August 1840 and was a two story, brick structure that was painted white.

⁵² Nichols, Fredrick. The Early Architecture of Georgia. Chapel Hill: The University of North Carolina Press. 1957.

⁵³ Nichols, Fredrick. Page 118



Figure 6 Mercer Chapel at Penfield (Digital Library of Georgia)



Figure 7 Central Hall at Oglethorpe College (Allen P. Tankersley)

It followed the practice of housing many of the college's functions in one primary building; since this was a denominational college, the main space in the building was the chapel which was surrounded by faculty offices, classrooms, a library, and a museum.⁵⁴ The building had two wings attached to it that contained the faculty offices in the front and the classrooms in the back, while the basement had sixteen rooms which were used for the museum, library, apparatus storage and space for any other needs. This building was different from Emory's in that it lacked dormitories for the students; this was due to the fact they had already been built on the campus prior to or at the same time as Central Hall.

Emory College had a similar building to Oglethorpe; it was a Greek Revival structure and would have probably housed many of the school's functions but unfortunately not much is known of it. The Emory trustees authorized its construction in July 1837 and said it should contain a chapel and have the dimensions of 70 by 45 feet and have narrow passages, for what purpose is not clear.⁵⁵ The building, referred to as old Main Building, was completed in 1853, but only last until 1872 when it was torn down for being unsafe. In its place was constructed Seney Hall in 1881, bringing a sense of permanence back to the campus once again. It was built on the site of old Main Building and reused its marble steps, bell, and the stones that formed the portico.⁵⁶ Seney Hall is three and a half stories and at the time of completion housed four lecture rooms on the first two floors, eight offices, reading room and a library on the third floor and is still standing as the prominent feature on the campus.⁵⁷

⁵⁴ Tankersley, Allen P. Page 9

⁵⁵ Bullock, Henry Morton. Page 59

⁵⁶ Sketches of Emory at Oxford Buildings at Oxford College of Emory University Archives

⁵⁷ Emory College Annual Catalogue 1880-1881. Page 30



Figure 8 Old Main at Emory College (Emory University Archives)



Figure 9 Seney Hall at Emory College (Emory University Archives)

Another form of college building that sprang up during the nineteenth century, before at some schools, was the literary society halls; these societies, usually two at a campus, became popular as a result of a lack of extracurricular activities at the schools. These societies took Greek names and most constructed their halls in the Greek Revival,⁵⁸ facing them at each other from opposite sides of a quadrangle. The basic functions of each building were usually the same through the state, serving as a dormitory, meeting hall, and containing a library. Each of these buildings at the three colleges were similar in style, but the approach to their design differed.



Figure 10 Thalian Hall at Oglethorpe College (Digital Library of Georgia)

Oglethorpe had two societies, the Thalian Society and Phi Delta, but only the first had its own building. The Thalian Society was given permission by the college to build a hall which they completed in 1861, using Joseph Lane as the builder. Thalian Hall was a three story, red brick structure with gable roof with a pedimented central portico extending the entire width of the front façade. The building was 82 feet long and 48 feet wide with the first and second floors

⁵⁸ Turner, Paul Venable. Page 90

each divided into eight rooms for student housing and the third story being a long hall for meetings.⁵⁹ The school closed before the Phi Delta society could construct their own hall.

At Emory College there were two literary societies that built halls, one hall known as Few Hall (built in 1852) and the other Phi Gamma Hall, the oldest surviving building on campus (1851). These were both Greek temples placed at opposite ends of the campus facing each other. Both were similar in scale and design with the main difference being Phi Gamma Hall had Ionic columns and Few Hall had heavy square Doric columns. They housed students, a library, and meeting space. Mercer Institute also had two literary societies, Ciceronian and Phi Delta, which constructed buildings of their own and were located across the campus from each other.

The main buildings and the literary society buildings were the most notable and important structures on the college campus in the ante-bellum period. The Civil War was a catalyst for change on college campuses in Georgia and for Oglethorpe it was too powerful a force to survive. The war left the school with decrepit buildings and empty coffers since their endowment was in Confederate notes. After the Civil War there was a dramatic shift in architecture and planning involved in the college campus. This shift was more than just a change in architectural taste in the nation; it was a total shift from a classical curriculum to a more technical one. Buildings needed to be designed for a particular function, so colleges started planning buildings for singular functions. We also see the construction of free standing libraries during this time.

⁵⁹ Description from National Register of Historic Places Nomination Form



Figure 11 Phi Gamma Hall at Emory College (Photo by Author)



Figure 12 Few Hall at Emory College (Photo by Author)

Emory saw a sharp increase in the number of buildings constructed and by 1874 they had constructed a Science Hall (Humanities Hall), Language Hall, Recitation Hall, a Chapel, and a classroom. Suddenly, the Emory campus started to become what we would recognize as a modern campus, many building constructed for specific reasons. The best example of one of these buildings was Hopkins Hall, built in 1885, and constructed as a machine shop (at one point serving as the gymnasium until a permanent gym was created). This building had arched doorways which allowed carriages to enter and vents for air flow on the roof. At the turn of the century, Emory was a modern college, and the notion that the ideal college was one which was rural and strictly controlled was no longer accepted and the school moved its main campus to Atlanta. The University of Georgia went through a similar transformation and in a report to the trustees in 1869 Chancellor Lipscomb stated that “we are still cramped by old restrictions, by



Figure 13 Humanities Hall at Emory College (Photo by Author)

traditional usages, by fixed boundaries that once acted as limitary lines but now operate as formidable barriers to an intelligent and healthy progress.”⁶⁰

Over the course of the nineteenth century the evolution of the American college led to the design of the modern campus we know of today. The college campus in Georgia has always been influenced by the social changes that occurred in the general society; it had humble beginnings in the countryside, but the New South required a college that could keep up with changing society, one more concentrated on technology and in the city. Some moved and started over, some were killed by the war, and others adapted, but they all played a role in the development of the modern university in Georgia.

⁶⁰ Coulter, Mermon E. Page 274



Figure 14 Administration Building at Emory College (Photo by Author)



Figure 15 Gymnasium at Emory College (Photo by Author)

Chapter 3: Relocation to Larger Cities

The end of the Civil War marked a new period in the evolution of colleges in America. The ante-bellum period saw an emphasis on a curriculum based on theology, the classics, and mathematics, taught at small colleges, many of which were run by religious groups. Even non-denominational institutions contributed to the large number of theology degrees awarded up to the Civil War, which accounted for a quarter of all degrees awarded.⁶¹ As the nation began to industrialize there was a shift in the curriculum to one based on the sciences; colleges did not completely shed their religious nature but a shift had definitely occurred. The Civil War had not been kind to many colleges, and of the 516 that were founded up to the outbreak of war, only 104 managed to survive.⁶² This low survival rate was due to the many challenges that the colleges faced, some caused by the war and others self imposed.

The Civil War took many students out of the classroom and into the battlefield, causing colleges to shut down operations throughout the war. When the war ended it was a difficult time not only for the colleges but also for the entire country, especially the South which was broke and in need of rebuilding. Among the three colleges considered here, money was definitely an issue, especially for Oglethorpe College, which had its entire endowment in Confederate bonds. Besides having issues with money, colleges also saw decreased enrollment resulting from the war taking the lives of the young men of the nation and also because of the location of the colleges. Being isolated from the rest of a society deemed ‘dangerous’ may have served a

⁶¹ Dober, Richard. Campus Planning. New York: Reinhold Publisher. 1964. Page 14

⁶² Dober, Richard. Campus Planning. Page 24

purpose for the classic curriculum, but it became a major obstacle in recruiting young men and potential donors. Many people saw a need to get closer to larger cities in the state because of the benefits they would receive from being close to the resources provided by the cities and the attraction of potential students who did not want to be isolated from the rest of society. In order to survive, and in Oglethorpe's case to successfully reestablish itself in the post-war era, a change needed to occur which would embrace this new curriculum. Part of this evolution was the diminished reliance on the direct connection to churches, which over time eroded until they lost control of the colleges.

In Georgia, the three leading denominational colleges made this change and looked for more opportunities in the larger cities of the state. A difficulty involved in moving Mercer Institute comes from the connection it had with the town of Penfield. Oglethorpe College had the easiest decision to make because of its location and its current situation at the time. The college had attempted to start back up after the Civil War but was never able to regain the strength needed to keep its doors open. There was an effort to restart the college in Atlanta at the start of the 1870s but it never gained traction.⁶³ The school lay dormant until Thornwell Jacobs, grandson of an Oglethorpe College professor, took up the cause and made it his mission to resurrect the school. The fact that the college had already closed and had remained closed for a number of years helped to lessen the difficulty of picking up and leaving town.

Emory College also did not have a sizable impact on the town of Oxford when it moved because it continued to run a college on the site as the academic department of the university, while Atlanta housed the new theology school, law school, and physics. The university in Atlanta would become the primary institution of academics, and the Oxford campus became a

⁶³ Jacobs, Thornwell. Step Down Dr. Jacobs. Atlanta: The Westminster Publishing. 1945. Page 171

two year college that fed into the main university. The Oxford campus continued to grow and was essential to the survival of the town which has less than two thousand residents.

While Oglethorpe and Emory had an easy time with the transition to a larger city, Mercer Institute was not so lucky. There had been attempts at gaining support for a move to a larger city within the Mercer community since before the Civil War but these could not garner the support needed because of strong opposition from both members of the Institute and from the town of Penfield. It was not until after the war that the movement gained the support needed to make a serious push to get the school moved and in 1870 the Georgia Baptist Convention voted to move Mercer from Penfield.⁶⁴ This did not ensure the move because the residents of Penfield filed lawsuits to keep the school in the town. It was only through an agreement between the two parties whereby Mercer would establish and run Mercer High School that the lawsuits were dropped. The people of Penfield feared that without the school the town would perish, and their fears were warranted; the high school was never able to gain traction and its numbers dwindled. In order to raise money for the maintenance of the buildings, the trustees of the high school sold the literary society halls in 1888 but were not able to keep the school open; they shut the doors and gave the property to the Baptist Church of Christ. Today Penfield is no longer a town but merely a village in Greene County; the closing of the school caused the population to decline throughout the years.

While only the residents of Penfield felt the consequences of Mercer moving to Macon, the move out of the small towns had a huge impact on the buildings that once served these institutions. The one success story is the Oxford branch of Emory University which is still a functioning college campus, helping to preserve many of the buildings from the beginning of the

⁶⁴ Bryant, James C. From Penfield to Macon: Mercer's Problematic Move. Page 15

college's history. Unfortunately, the historic buildings that comprised many of these rural campuses have had a hard time surviving without the existence of the college. Oglethorpe College and Mercer Institute were housed in some of the best, if not the best, architecture in their area, most of which have been lost forever from the inability to find an owner who could care for and appreciate the buildings. This was another disadvantage of being located on a campus removed from large towns and cities. Once the school relocated, there was not a demand for these buildings, which were large and not easily converted into other uses suitable for a rural area. When Oglethorpe College shut its doors it had beautiful Greek Revival buildings in Central Hall and Thalian Hall. There were also at least twelve one-story dormitory buildings; today not one of these buildings is standing. Thalian Hall stood the longest, finally being torn down in 1990 after the owner, who looked into rehabilitating the structure for his personal-care service for senior citizens, deemed it too costly and too dilapidated to repair.⁶⁵

Many of the buildings on the Mercer Institute campus at Penfield also met the same fate as the town's population dwindled; the dying town had no use for college buildings. The one success story from the Penfield campus is the existence of the Mercer Chapel. It has continued its function as a place of worship, currently housing the Penfield Baptist Church. Part of its success is due to the fact that it was constructed to serve as a chapel and has been cared for by the Baptist church, being rehabilitated in 1949.⁶⁶ The problems that faced a building like Central Hall at Oglethorpe College, which was designed to not only house the chapel but also classrooms and offices made it more difficult to find an owner who could convert it to a use; this was not an issue for the Mercer Chapel. Being constructed for a particular use was a benefit to the Mercer

⁶⁵ Starnes, Sam. "Thalian Hall's Demolition Met With Sadness." The Union-Record 24 May. 1990: Vol. 172, No. 103

⁶⁶ A History of Mercer University, Page 64

Chapel and luckily the chapels were important structures in every town. Unfortunately, the Mercer Chapel's success is the exception rather than the rule as most of these buildings were neglected and deteriorated before someone came along that could use them. This is the same trend we see in all rural preservation issues across the country. Luckily, Emory University's Oxford campus is one that has not had the same fate and continues to function as a college, backed by a University with the resources to care for the buildings.

While the strong connection between the college and town can be a beneficial partnership, it is also a dangerous one, as was seen with Oglethorpe College and Mercer Institute. These schools had to make a difficult choice of sacrificing the well being of the towns which they founded in order to find a way to continue the operations of the college. This must not have been an easy decision for the trustees since many of the residents of these towns were professors. Also, having an isolated town with residents of a particular faith would have created a bond to the town, making the decision an even more difficult one. Most people probably knew that the absence of the college would have a negative effect on their community and was the main reason that the residents of Penfield fought so hard to keep the college in its location; the people of Midway would have most likely put up a similar fight if the school had not already closed its doors. Did the trustees know what would be the fate of their original campus, buildings, and towns? They probably had a good idea but had no other choice if they were to survive; unfortunately when the land and buildings were given to their respective denomination, they could not find a use for them.

Since it became clear that the schools needed to move to a larger city in order to survive, they had to decide which city to choose. Atlanta, being the largest city in Georgia and the state capital, made the most sense for the new location. Oglethorpe made the first move to Atlanta,

first attempting in the early 1870s and permanently reestablishing itself in what at the time was a suburb of Atlanta. They did not want to be located in downtown Atlanta, where they had tried to reestablish the first time, but choose to be in a suburb because it was “so far out as not to be subject to the distractions of city life, yet so near in as to enjoy all the public utilities.”⁶⁷

Oglethorpe officially reestablished itself as a university in 1913 on 135 acres of land. Emory University also decided on moving to Atlanta, and on January 25, 1915 the Superior Court of Dekalb County granted Emory University a charter. The exact location of the new Emory campus was determined by the donation of seventy-five acres of land in the Druid Hills area by Asa Griggs Candler, the founder of Coca-Cola. Oglethorpe was not as fortunate as to have the backing of such a wealthy donor while the school was being planned. A large part of the money Oglethorpe University was able to garner from people was by subscriptions from a large amount of people. President Jacobs travelled around the country preaching and asking for donations from congregations. This method of fundraising was outdated and unreliable; in the previous century it produced poor results and most of the money pledged would never reach the school. Oglethorpe University would eventually come to have benefactors who would give large amounts of land and money, but none would have a lasting relationship like that between Emory University and Coca-Cola.

Mercer would be the first of the three colleges to relocate, moving to Macon in 1871. The University described the city as an “attractive city by reasons of its central location and ample lines of travel... its vigorous and prosperous commercial and industrial enterprises.”⁶⁸ These are the same reasons that the other schools gave for moving to Atlanta, and Mercer would also choose a location in the city that was “away from the rush and noise of the business

⁶⁷ Bulletin Catalogue of Oglethorpe University 1924-1925

⁶⁸ Mercer University Catalogue 1919-1920

district... yet quite convenient by car lines and easy walk to all points and places of interest in the city.” But the main reason Macon was chosen over a number of other cities was the donation of land and money by the city. Macon gave Mercer \$125,000 and a site; no other city could match such a generous offer and the decision must have been an easy one to make; they would pick a six acre site off of Tattnall Square.⁶⁹ With the land secured and with money in the coffers it was time for these schools to build their new universities.

Once the land was acquired it was time to decide what the campus was going to need and what it was to look like. In the nineteenth century the college campus was not planned for long term growth, instead buildings were constructed as needed in the architectural style of the time. By the turn of the century this lack of planning was unsatisfactory for new campuses and the planning of the campus became an important step in founding the university. This shift was influenced by the City Beautiful movement and the rise of professional architects who were employed to come up with a plan and design the buildings.

⁶⁹ From Penfield to Macon

Chapter 4: Planning the New Universities

The Architects

Major advancements in campus planning and architecture after the Civil War resulted from the rise of the professional architect. In earlier times, the construction of buildings was undertaken by gentleman-amateurs who were ill equipped to handle large buildings and was more adept at constructing buildings resembling houses. As the profession of architecture became more prevalent it became more common to have a professional architect design university buildings. These architects could handle the construction of large, complex buildings and also took on a role as planners. Mercer was the first to relocate and utilized the services of Chicago architect, Gurden P. Randell, to design its first new building.⁷⁰ He studied architecture under Asher Benjamin in Boston and designed many buildings that served public functions, specializing in schools and colleges, even writing a book on the subject in 1865. Acquiring the services of an architect that not only specialized in college buildings but in public buildings was a major step in the evolution of college architecture and planning. However, Mercer's campus had not fully evolved into a modern university since there was no master building plan or design for future buildings.

Oglethorpe University relocated in the early twentieth century and hired Atlanta-based architect Walter Thomas Downing and the Atlanta firm of Morgan and Dillon. The firm of Morgan and Dillon was a respected firm and Thomas Morgan was part of one of Atlanta's most

⁷⁰ National Register of Historic Places Nomination Form. October 1990

successful firms in Bruce and Morgan; Thomas Morgan had helped to professionalize architecture in the South by founding the Southern Chapter of the AIA in 1891.⁷¹ W.T. Downing was also an important figure in Atlanta architecture, focusing on large residences, churches, and a few university buildings, including some at the Georgia Institute of Technology. These architects had worked on a previous project together in 1913 on the sixteen story Gothic Revival Healy Building. They may not have been architects known throughout the country but they were experienced, trained architects who had worked on large projects throughout the South.

Out of the three universities, Emory University was able to secure the most talented and well known architect for the design and planning of their new campus, the firm of Palmer, Hornbostel and Jones. The lead architect was Pittsburg-based Henry Hornbostel, a graduate of Columbia University who had studied at the acclaimed Ecole des Beaux Arts in Paris, France. He had done work across the country and had experience with university design and planning, having worked on Carnegie Technical Schools and Northwestern University.

These architects played a vital role in establishing the three schools as modern universities by implementing advancements that had been made in campus planning and providing the environment necessary for college studies. They typified the rise of large scale planning efforts for the university campus, a strategy made popular by the rise of Beaux-Arts planning at the turn of the century; unfortunately Mercer University missed out on this major development. Mercer University was relocated to Macon in 1871 and the cornerstone of the first major building was laid in 1880, some years before Beaux-Arts planning became common in America. The school had their buildings designed and laid out as they needed them, continuing

⁷¹ "Thomas Henry Morgan." New Encyclopedia of Georgia (2002): <<http://georgiaencyclopedia.org/nge/Article>>

the earlier piecemeal tradition in college planning. Oglethorpe and Emory were relocated to Atlanta in the early twentieth century and benefitted from the rise of large scale planning.

The University Expands Functions and Activities

Before the university could start planning of the physical aspects of the school it was important to determine what its needs were. It had to determine what kind of space was needed and how much growth was expected. The modern university had to plan for the requisite number of students and also other needs of its college. The earlier nineteenth century college campus could have one building because the classic curriculum did not call for different types of functions requiring separate classrooms or buildings; the new university needed buildings for varied purposes.

One of the biggest changes that occurred on the modern campus was the importance of the library. Today it is seen as one of the most important buildings on a college campus and is a building which everyone uses. In the early nineteenth century, the library was always very small and never housed in its own building. Sometimes the college itself did not own the largest collection of books on a campus; the literary societies had their own collections separate from the colleges. With the introduction of the German research method of teaching, the library became an important fixture on the campus. Having its roots in the 1820s with its introduction at Harvard by George Ticknor and Edward Everett, the German teaching method did not catch on until after the Civil War.⁷² This system became popular because it was scholarship friendly, encouraging both professor and student to explore their scholarly interests, promoting an interest in study; making the library an important part of the university's campus. As the new

⁷² Rudolph, Frederick. Page 118

universities grew in size, they would inevitably construct the library not only in its own building but at the end of a major axis as a central landmark building because of its importance to the pursuit of scholarship.

Another building that would become an integral part of the university was the dormitory. In the past the dormitory was not always a part of the college; students were sometimes housed in the residences of teacher, town residents, or in the houses of the literary societies. Colleges struggled to understand how they should best handle the living situation of their students; universities turned to the English method of housing student in dormitories on campus. As dormitories became a more popular option for housing, so did fraternities and sororities which also provided housing. The literary society faded in popularity and was replaced by the fraternities and sororities which ran their own houses that could accommodate student living. Although they were not located directly on the main quadrangle, these organizations did locate within the bounds of the campus as at Emory University and later in the century at Oglethorpe University.

The rise of the dormitory followed the trend of having the school taking more of an interest in the extracurricular activities and physical well being of its students. Schools no longer focused only on keeping students safe from the outside world and now saw the need to provide for other aspects of the student's life. For example, a new interest in physical exercise gave rise to the gymnasium and to college sports teams which would eventually get their own structures on campus. At universities like Oglethorpe it became a policy to include "the physical life of our students as a matter of large importance"⁷³ which included social and recreational activities. Today the schools have a number of intramural activities and recreational facilities which allow

⁷³ Bulletin Catalogue of Oglethorpe University 1924-1925

for the students to stay healthy and active. Along with the rise of facilities needed for athletics came the student center, which began being seen on the campus in early twentieth century; it was a place where students could enjoy activities outside of the classrooms.⁷⁴ Student centers would come to house many functions of the university such as Oglethorpe's Emerson Student Center which accommodates dining facilities, health services, and the offices for Campus Life, including the Dean's office. New extracurricular activities also helped bring about buildings for performing arts and auditoriums; these were not always housed in their own buildings but did require a large dedicated space within a building.

These new universities had to evolve into what they are today; they did not just have all their buildings overnight. The plans called for some of these buildings but it took time to complete construction or there were building that were not planned for but needed to be built, like organized sports facilities. The first buildings constructed had to accommodate all the functions of the university until more buildings were added. These buildings were much more flexible than the college buildings of the past because they needed to be able to change function, allowing them to evolve with the changing needs of the university. The buildings importance to the campus is not based on what is housed but rather it relates to the rest of the campus, which is the importance for having a plan.

Planning the University

The two important types of planning that become popular during this time period, not just in Georgia but in the country, were the collegiate gothic plan (modeled after the British universities of Oxford and Cambridge) and the more formal, Beaux-Arts scheme. Both became

⁷⁴ Gaines, Thomas. The Campus as a Work of Art. New York: Praeger. 1991. Page 27.

popular at the turn of the century. It had become clear that the new century needed universities that were not held back by the old system of planning and embraced a new system which were in line with the changes that were occurring in the higher education system. Professional architects were able to use these planning systems to develop universities that were able to evolve with the rest of society.

The most important advancement in campus planning to come out of the turn of the century was the French model of the Beaux-Arts, which in American planning became known as the City Beautiful. The main idea behind this movement was to provide visual unity and harmony in the city by organizing it around focal points such as squares, parks, and civic buildings. This visual unity was not about making everything look alike but rather that buildings would provide contrast to the disunity of the city; this difference in the buildings would accompany urban spaces that provided different experiences. The movement was applied to intermittent pieces of architecture but progressed in the early twentieth century to encompass the redesign of large portions of cities.⁷⁵

This progression lent itself well to the new universities that were beginning to be designed on new sites. These universities gave architects the chance to essentially design small cities from the ground up, and some of the country's best architects designed campuses, including McKim, Mead & White who had a part in both Columbia University and New York University. The campus was to be experienced by walking, and the buildings were just part of the experience the student would have moving through the campus. The Beaux-Arts campus, like the Jefferson model before it, used a central building as a focal point of the campus while all other buildings were part of the background, as McKim, Mead and White did with Low Library

⁷⁵ Wilson, Richard G. McKim, Mead & White, Architects. New York: Rizzoli, 1983. Page 30

at Columbia University. The dominant structure would almost always be placed at the end of an axis to act as the focal point, with the other buildings carefully planned to blend into the environment through controlled height and landscaping. This careful planning allowed the campus to have a unified pattern and be designed with any type of architecture; because it concerned unity and harmony it could easily be adapted to a multitude of terrains or irregular sites.⁷⁶ The popularity of this type of planning was probably due to how easy it is to adapt to any site and its flexibility in incorporating a number of styles and buildings.



Figure 16 Low Library at Columbia University (Columbia University Website)

⁷⁶ Turner, Paul V. 191



Figure 17 Henry Hornbostel's Original Design for Emory University (Emory University Website)

One of the architects to come out of the Ecole des Beaux Arts and to play an important role in its success in collegiate design was Emory's Henry Hornbostel. He used the elements of the City Beautiful in his designs but embraced traditional academic architecture as well, looking to the past for inspiration in his own buildings. He never felt compelled to adhere to popular styles but was more concerned with designing based on location and the role of the building in a large group.⁷⁷ This kind of approach to designing is determined the design for Emory University's campus, which took its style from Italy. His reasoning was that Georgia's climate reminded him of Italy, a place which he admired, especially its Renaissance architecture of the fourteenth, fifteenth, and sixteenth centuries, which "developed their architecture and their residences and their municipal centers and their general living according to the conditions which they found confronting them."⁷⁸ This way of designing makes Hornbostel not just another Beaux-Arts trained architect following what he had learned in France.⁷⁹ Instead he would accommodate this design to the situation or the client, which happened at Emory.

The original focal point of Emory's campus was supposed to be topped with a giant pyramid of terra cotta tiles with a colonnade connecting it to the Theology Building and what at the time was the Law Building. Unfortunately, Warren Candler, Methodist Bishop, chancellor of the University, member of the building committee and brother of Asa Griggs Candler, believed the cost of the building was too much for the University and it was never built. Hornbostel did not agree with the decision, believing that the environment of the university was more important and had more of an effect than the "direct and sometimes uncertain influence of strong individuals of an efficient faculty." Although he did not agree with the decision, he accepted and

⁷⁷ Kidney, Walter C. Henry Hornbostel: An Architect's Master Touch. Maryland: Rinehart Publishers, 2002. Page 5

⁷⁸ Hornbostel, Henry. Ancient City-Planning. The City Club Bulletin. Volume V, 1912. Page 65

⁷⁹ Kidney, Walter C. Page 3

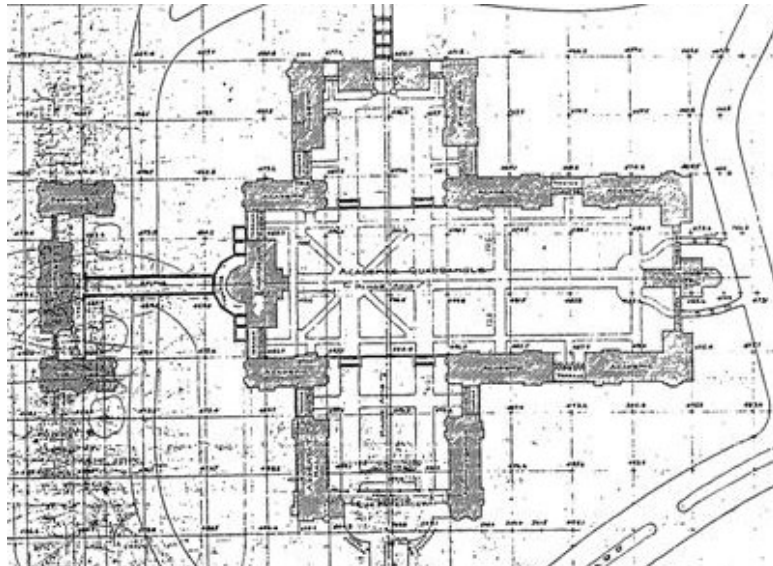
probably even expected it since he saw himself as a producer of pipe dreams. In his article titled *Ancient City-Planning*, he discussed the importance of giving people a pipe dream in order to produce “a big effect, in order to produce immense enthusiasm, in order to produce a desire on the part of the public to better conditions in their city.” He wanted people to be enthusiastic about their architecture and their city, which is why they had to be given something extreme, even if it was not built. These designs were supposed to be heavily criticized until something practical was achieved. Hornbostel used a lot of the ideals from the City Beautiful but was also able to come up with a design which best suited Emory University and its surrounding environment.

Another type of planning and architecture that became popular in the new century was the collegiate gothic style. This style first started to show up on college campuses in the 1830s, but at this point it was not planned to form enclosed quadrangles like in England, but rather was still using the American form of openness throughout the mid-nineteenth century, as at Kenyon College in 1827 which was one of the first to employ a plan with gothic buildings.⁸⁰ Mercer followed this early form of Gothic architecture by keeping their buildings separate and open. Like many college campuses in America, Mercer did form a quadrangle as they built more structures that were needed in a modern university, such as, a central library and buildings for the sciences.

While the City Beautiful looked to provide unity and harmony with the city and landscape using contrast, the collegiate gothic style made a bold statement about the institution by expressing its religious ideals in architecture. The Beaux-Arts campus made a strong statement with its dominant buildings contrasting with the surroundings; it helped to have the

⁸⁰ Turner, Paul. Page 114

rest of the buildings blend in with the environment. The collegiate gothic plan was impressive and made a statement without having a monumental structure to anchor the campus. The whole architectural scheme and plan worked together to create a certain atmosphere. It brought a feeling of history and permanence to an institution, instantly giving the university history; for example Woodrow Wilson described Princeton's gothic as "adding a thousand years to the history of Princeton... (pointing) every man's imagination to the historic traditions of learning in the English-speaking race". Collegiate gothic is, as Richard Dober describes, a "memory's import, homage to a medieval concept of scholastic life"; it really is trying to make a powerful statement about the university.⁸¹



**Figure 18 Oglethorpe University Original Plan
(Oglethorpe University Archives)**

⁸¹ Dober, Richard. Campus Design. Page 40

Oglethorpe University did not choose architects trained in the Ecole des Beaux Art school, but instead choose to plan their university in the English Gothic style and on the model of the quadrangle open on one side, as Thomas Jefferson did in his plan at the University of Virginia. Oglethorpe received a plan based on the Beaux Arts model but choose the collegiate gothic type of architecture because Jacobs wanted the university to be modeled after James Edward Oglethorpe's alma mater, Corpus Christi, Oxford, to serve as a "living memorial" to him, believing the spirit of the school went back to him. This can be seen in the design of Lowry Hall which has a central tower that takes some design cues from the gateway tower at Corpus Christi. Overhanging the building's entrance is a copy of an old lantern made to look like one used at the Corpus Christi gateway when James Oglethorpe attended the school and there is a copy of an oriel window on one side of the tower.⁸² Jacobs was the driving force behind the idea to use this style of architecture; he envisioned that the architecture would be a "silent faculty," believing that the architecture and pastoral setting to be "a constant source of delight and inspiration to students, teaching quietly but surely the highest ideals of life."⁸³ Where Emory's Warren Candler believed the campus was secondary to the faculty and instruction, Jacobs believed that the college atmosphere helps to teach character along with the faculty. The architects at Oglethorpe University came up with a cruciform plan that had a main axis intersected by a secondary axis; a person would enter through the one open side on the main axis and be looking straight at the library. This plan would not be constructed all at one time but would be built up over time as the university grew and was intended to be completed in full.

⁸² Hudson, Paul S. Built for the Ages: The Architectural Connections between Oglethorpe University Atlanta and Corpus Christi College Oxford. Page 22

⁸³ Hudson, Paul S. Page 22



Figure 19 Lowry Hall at Oglethorpe University (Photo by Author)



Figure 20 Corpus Christi College Gateway (ciao.co.uk)

Another important part of college planning that is integral to both the Beaux-Arts campus and the collegiate gothic at Oglethorpe was the role the landscape played in the design. In any campus design landscapes can play a number of roles, as Richard Dober describes: “it can serve as the skeleton for the overall campus.” The Beaux-Arts campus embraced the importance of the buildings and plans working with the environment because nature was an important aspect of the movement. It was also important to Oglethorpe University which had professional landscape engineer, Charles W. Leavitt, design the landscaping for the university; he also did work at the University of Georgia in 1908. Another important landscape feature that can be seen at Emory University and Oglethorpe University was the campuses placement on a hill. This placement is important because it continues the idea of separating the campus from the rest of society. Even though the new campuses were placed in or near large cities they were still trying to separate themselves, giving them the perception that they are intellectual outposts, which are also like at the colleges of England which are surrounded by the city. They did not let go of this idea of separation that was seen in the nineteenth century, which probably had to do with the fact that the universities were still run by religious men.

Consistency and Character

The architecture of the new universities was an important part of the overall design of the schools because of the impact it could have. Architecture has meaning and gives identity to the school which can connect it to people, places, and values; it is also known as placemarking. The combination of devices such as style, materials, landscapes, and landmarks help to strengthen the placemaking ability of a campus. It says much about an institution, such as how the school wishes to be perceived; it is responsible for making a visual impression. When a person visits a campus, the campus design remains as a visual reminder of the school; even if the academics are

exemplary, they do not leave a visual reminder. Cheap-looking buildings will be remembered as such, giving an impression of poor quality, not how a university wants to be remembered. An image of high quality is essential to attract new students, and, as some suggest, donations.⁸⁴ Materials for the exterior of the buildings are important in order to achieve this identity and quality. One of the benefits of consistency of material throughout a campus is what Richard Dober called “referential architecture” in which consistency and continuity in materials helps to create a sense of place.⁸⁵ It also helps to connect one generation to another through the consistency; they experience the campus visually the same way through the buildings. When all three of the new universities were built the plans and the first buildings that were constructed had a consistency in both style and materials used in their construction. Emory University’s buildings have a marble veneer of pink and grey color; it was waste marble donated from the quarry of Colonel Sam Tate.⁸⁶ This decision was made because Warren Candler was concerned with keeping the construction cheap, but Hornbostel was creative enough to use this marble in an innovative way. The use of this material throughout the design not only gave a consistency in order to create this sense of place but also was supposed to integrate the buildings into its surroundings. It was believed that using indigenous material would help tie the buildings into the surroundings and be a way of expressing heritage.⁸⁷ At Oglethorpe President Jacobs also used indigenous material for the exterior material and choose Georgia granite because he believed that “provincialism” was an important aspect of great cultures and provide “harmony of architectural effect.”⁸⁸ It would not have been possible to achieve this level of harmony and

⁸⁴ Muthesius, Stefan. The Postwar University: Utopianist Campus and College. Yale University Press: New Haven. 2000. Page 12

⁸⁵ Dober, Richard. Campus Design.

⁸⁶ Cuttino, George P. Dooley’s Book: A Guide to the Emory University Campus. Page 11

⁸⁷ Dober, Richard. Campus Heritage. Society for College and University Planning. 2005. Page 19

⁸⁸ Hudson, Paul S. Page 22

continuity without the advent of large scale planning and building campaigns for the campus. As we will see later, when the building programs are stopped and time has passed it becomes more difficult to keep the original design intact and the harmony is broken.

When these schools moved and started their new campuses it was easy to come up with a campus design and construct some of the buildings, but if the plan is not executed all at once problems can arise. Over time things change, new people run the school, there are new fashions in architecture and planning, and the finance of the schools change; all these things affect how the plan will be followed or if they will even be completed. There is also the issue of growth in student population which can easily out grow the original campus plans and inevitably the school will need extra space which can be accomplished in two ways: constructing additions to current buildings, which includes redesigning the interior spaces; and constructing additional buildings. Both of these options can both add to and blend with the original plans of the schools or they can be completely in contrast to them, destroying their historic fabric and context, even diminishing the importance of the original buildings. Each one of these universities has had their own challenges in developing their campuses over time.



Figure 21 Close-up of the pink and grey marble used on the original buildings (Photo by Xinmin Li)



Figure 22 Close-up of granite and limestone trim used on the original buildings (Photo by Author)

Chapter 5: The Buildings of the Historic Quadrangles

Emory University

At Emory the original Henry Hornbostel buildings were all completed by 1917, which included the Lamar School of Law (now Michael C. Carlos Hall), Candler School of Theology (now Pitts Theology Library) and the Physics Building (now Callaway South) on the main quadrangle, and secondary buildings including two dormitories off the quadrangle. His basic plan for the university was adhered to in the following years with the construction of the Humanities Building (now Callaway North) in 1927 (Hornbostel responsible for the base), Candler Library in 1926, the Administration Building in 1953 and Bowden Hall in 1951. The plan was kept in mind when constructing these three buildings, which had played an important role in maintaining the harmony of the quadrangle; the Administration Building and Candler Library used a grey marble instead of the pink and grey that Hornbostel used.

Though these new additions to Hornbostel's quadrangle were not completely clad in the pink marble, they did fit in well with the older buildings. The Administration Building and Candler Library were still clad in marble and constructed in the Italian Style of the originals helping to preserve the harmony of the quadrangle; Candler Library still used the pink marble on the top upper portion of the building. Even though the pink and grey pattern was an important characteristic of the original quadrangle that gave it a unique visual stimulus, it was not the most

important characteristic of the quadrangle. The fact that the new buildings were of the same style, scale, and materials made them a successful alternative to the pink and grey marble; the use of the plain marble was probably due to the fact that the original marble was scrap marble, not something easily or cheaply reproduced.

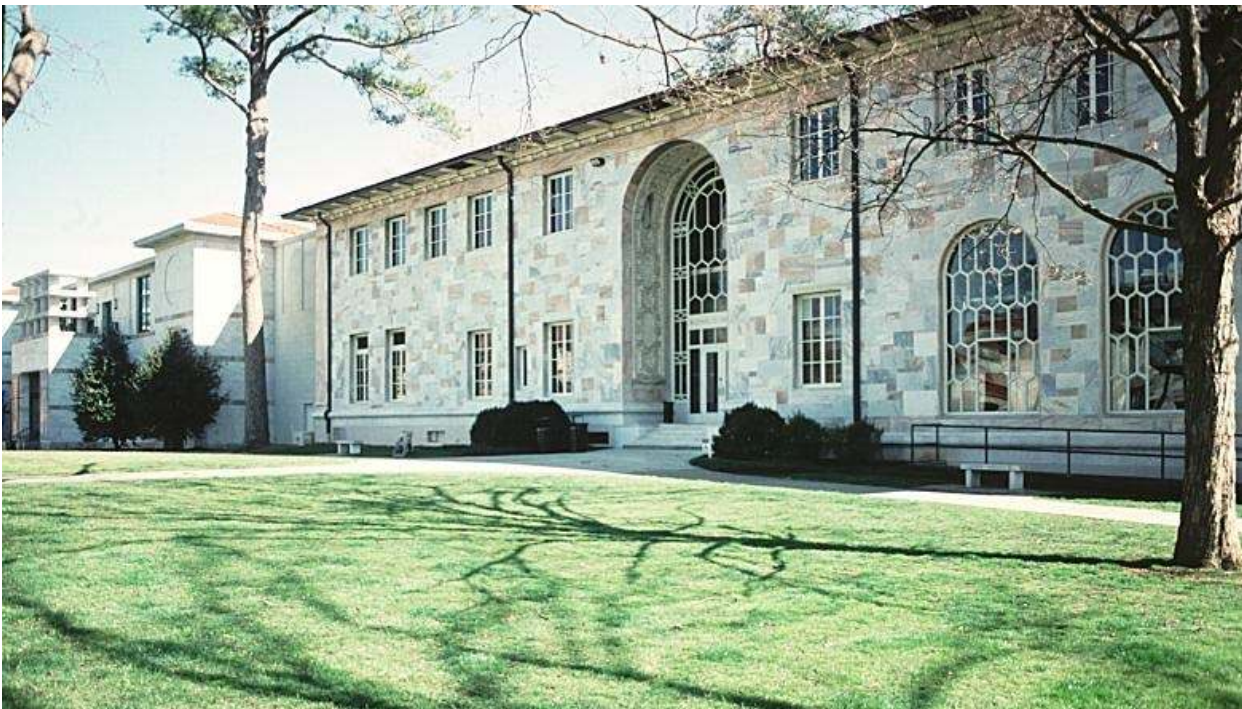


Figure 23 Lamar School of Law (now Michael C. Carlos Hall) with later Carols Museum in the background (cartage.org)



Figure 24 Candler Library at Emory University (britannic.com)



Figure 25 Pitts Theology Library (Originally the Candler School of Theology) (Emory University Website)



Figure 26 The Callaway Center (Originally the Physics Building) (Emory University Website)

These buildings make up the main quadrangle but would not contain enough space for the growing university; off of the quadrangle a great number of buildings were constructed, but these did not follow the style set forth by Hornbostel. The harmony of the main quadrangle that was accomplished through the use of materials and planning would not be transferred to the rest of campus, as stucco replaced marble as the material of choice, except for the trim. Located between two ravines, the historic quadrangle was able to keep its character mostly intact except for the intrusion of the modern Robert W. Woodruff Library in 1969 which is set off the quadrangle; it towers over it while ignoring the style cues of the Hornbostel building. Candler Library was no longer able to accommodate the needs of the growing university and a new, larger library was needed; the building needed to be large, too large to fit in scale with the quadrangle. As much as an intrusion the building might be, it was needed for the university to keep up with growth and it was placed off of the quadrangle; its placement could not stray too far from the quadrangle because the library needs to be located close to the quadrangle because it is a crucial part of a working campus. The choice to construct it in the modern style was not an unusual practice in college campuses across the nation as modern architecture became more popular. On the other side of the quadrangle another building, White Hall, was also built of modern architecture in 1977; fortunately this time the designers were able to preserve the scale of the quadrangle and set the building back from the older Theology Building. It was also in this period that there was destruction of the original interiors of many of the buildings on the quadrangle.



Figure 27 Robert W. Woodruff Library (Flickr)



Figure 28 Administration Building on Emory University Quadrangle (Emory University Website)



Figure 29 Bowden Hall at Emory University (Flickr)



Figure 30 Michael C. Carlos Museum (www.bluffton.edu)

With the need for more space to accommodate the growing university, Emory made efforts to create more space by reconfiguring and adding to older buildings. The most drastically altered were Carlos Hall (originally the Law Building) and Pitts Theological Library (originally the Theology Building), done by Hornbostel, and two buildings by the architects Ivey & Crook; Candler Library and the Callaway North Building (originally the Humanities Building). Hornbostel's Law Building was drastically altered by Post-Modernist architect Michael Graves, who would also add an addition to the building in 1993. Originally the interior of Hornbostel's buildings was very open and airy; apparently in the 1980s it was more important to have more space than grand scale. Michael Graves cut the floors of the building laterally, causing the building to lose its spaciousness. This was done in order to create a sequence of spatial experiences by richly colored and intensely shaped rooms.⁸⁹ The only portion of the interior which survived was the spiral staircase. Candler Library was also originally a very spacious and open building, especially the reading room which was thirty two feet high, and, which ran the length of the building. In the 1950s, it was determined by the president and the building committee that it was more important to gain space by dividing the reading room into two twelve foot floors. There were critics of the plan but they were not able to sway the president and the plans for renovation went through.⁹⁰ Another misguided effort was the renovation of the Humanities Building in 1974, which again saw almost an entire interior destroyed. The only part of the interior which was saved was the center staircase, which they believed, with the addition of keeping the large rear window, was an effort toward historic preservation.⁹¹ It was during this

⁸⁹ Cuttino, George P. Page 34

⁹⁰ Lyle, Guy R. Beyond My Expectations: A Personal Chronicle. The Scarecrow Press. Metuchen, NJ. Page 174-175.

⁹¹ Emory University Archives

Oglethorpe University

The original plan for the new Oglethorpe University was a cruciform quadrangle, with dormitories placed outside of the quadrangle at one end. Each building in the plan was designed to house a particular function of the university- a library, chapel, administration, dormitories, general academic, fine arts, etc. It was not planned to be constructed all at once but over time the plan would be completed in full. Because it was built in stages the first buildings constructed housed multiple functions for many years. The first building completed was Phoebe Hearst Hall in 1915, intended to be the administration building. At first it housed all the university's functions, including a dining room in the basement, chemistry and physics rooms with labs on the ground floor (along with the administration offices), and infirmary and dormitories placed on the second and third floors.⁹² Five years later the second building, Lupton Hall, was completed across from Hearst Hall and was to be the assembly hall. Over the years it housed classrooms, offices, the library, student housing, president's office, and a center for athletics, as well as the, 600 seat assembly hall.

It would be another six years before the university constructed Lowry Hall, which would serve as the library. In the 1915/1920 campus plan, this building was supposed to serve as the university's library and eventually it would serve that function, however it would also house the School of Banking and Commerce, art studios, classrooms, dormitories, and the museum during its history. This would be the last building constructed according to the plan made by architects Morgan, Dillon, and W. T. Downing; more buildings would be constructed on campus, some trying to stay true to the collegiate gothic established by the original buildings but none would be part of the original plan. In 1929, construction began on Hermance Stadium which was

⁹² Oglethorpe University Bulletin. June 1942 Volume 26. No. 1. Page 30.



Figure 33 Oglethorpe University Original Plan (Oglethorpe University Postcard)



Figure 34 Oglethorpe University Drawing of Original Design (Oglethorpe University Archives)



Figure 35 Lupton Hall at Oglethorpe University (Oglethorpe University Website)



Figure 36 Hearst Hall at Oglethorpe University (Oglethorpe University Website)

supposed to seat forty-five thousand spectators but only one-ninth of it was completed. The stadium was constructed in the collegiate gothic style but was not planned originally. Even though the stadium was a deviation from the plan it had more to do with the emergence of collegiate sports in America, especially the rise of football, than a move away from the plan. The functions of these early buildings have changed over time and there have been renovations, but nothing like the gutting of buildings seen on the Emory University campus.

There were two main reasons for the university to slightly deviate from the original plan, funding and time. The first section of Hermance Stadium was completed in 1929, through the contribution of Mr. William Randolph Hearst, who also donated four hundred acres of land around a lake,⁹³ but construction stopped after the Great Depression when Mr. Hearst lost his fortune. With the loss of a benefactor and with the economy in depression, building construction on campus halted for nearly twenty years. When it came time for another building to be constructed on campus the school opted to place the building in a location that was in line with the plan but did not match in style. In 1942 Faith Hall, as it was named at the time, was constructed with granite but was a more simple type of building and not the grander gothic; it had granite walls that supported a flat wood framed roof.⁹⁴ It was not until 2001 that the school completed a renovation of the building, now named J. Mack Robinson Hall, which would attempt to have the building fit in better with the original buildings by taking design cues from the original buildings; the roof was changed to the steeply pitched roof of the originals.

⁹³ Oglethorpe University Bulletin. June 1942 Volume 26, No. 1. Page 27.

⁹⁴ Adams, Jennifer. Reconstructing Gothic Architecture in Granite. *Stone World*. May 2003.



**Figure 37 Hermance Stadium at Oglethorpe University
(Oglethorpe University Website)**



**Figure 38 J Mack Robinson Hall (Originally Faith Hall) View from Quadrangle
(Oglethorpe University Website)**



**Figure 39 J Mack Robinson Hall
(Originally Faith Hall) View of Entrance
(Oglethorpe University Website)**

There would again be another twenty years before another building campaign was started, which would be designed to meet the needs of the university without committing the vast amount of resources to try and construct the elaborate plans originally drafted. By 1968, it had been forty-two years since the last building from the original plan was constructed, and President Jacobs, who had the greatest influence on the University's campus, had not been president since 1943. With this passing of time and without Jacobs heading the university it was easy to get away from the plan, especially since building with granite was expensive and money was an issue. When the university was re-founded it was no longer run by the church but was headed by Thornwell Jacobs, a deeply religious man. The aesthetics of the campus were important to his message and vision for the school; because he wanted a university of the collegiate gothic design and had the most influence at the school, the plan was implemented to his desires. Over time his power in the university was slowly diminished and he was eventually forced out of office because of his unwillingness to change; he did not want the university to be accredited because he believed it would restrict the university.

With Jacobs out of the way, the university was free to evolve along with the rest of the nation; after the Second World War the elaborate buildings were traded for the specialized buildings which did not need to as elaborate as the they had been. There was one building constructed in 1956 that served as a residence hall, Goodman Hall, which is at the end of the secondary axis on the Hearst Hall side of the quadrangle; it is a one story granite structure with less detail than the original buildings. The building program in the 1960s saw a large dormitory, a student center, a field house, and a group of five smaller dormitories built; two of which were constructed of brick. Dorrough Field House was finished in 1960 and used multi-colored granite and wood siding on the exterior which was an attempt to blend it in with the other buildings. It



Figure 40 Dorough Field House Facade Facing the Quadrangle (Oglethorpe University Website)



Figure 41 Goodman Hall Facade Facing the Quadrangle (Oglethorpe University Website)



**Figure 42 Goslin Hall Facade Facing the Quadrangle
(Oglethorpe University Website)**



**Figure 43 Traer Hall at Oglethorpe University
(Oglethorpe University Website)**

was placed at the end of the axis opposite of Goodman Hall and though it might not look exactly like the original buildings its use as a field house did not call for the formality of the academic buildings, though the use of the multi-colored granite is a strange choice since no other building has them; cost could have played a factor in that choice. The first buildings constructed were the brick buildings, the Student Union Building (now called Emerson Student Center) and the Upper Residences, which were placed northwest of the quadrangle; there was not even an attempt to make them blend with the collegiate gothic architecture and they instead choose the less expensive brick exterior. In 1969 Traer Hall was built as a dormitory and was placed on the quadrangle but at the bottom of a hill, with its roof reaching the top of the hill; its placement helps it blend into the quadrangle. It was built of granite for the exterior but again made no attempt to match the style of the original buildings; a mansard roof was employed instead of the gable roof of the original buildings. Three years later another building, Goslin Hall, was constructed on the quadrangle (in place of a temporary wooden structure used for chemistry).⁹⁵ It is a granite building that was placed in line with the original plan but was constructed in the modern style; this building stands out more than the other later buildings because it has two stories on the quadrangle. By cladding the building in granite it helps to keep the building, even though it is a modern style, in harmony with the rest of the quadrangle. The years 1996 and 1997 saw two buildings constructed; a brick dormitory next to the Upper Residence and the Conant Performing Art Center which is used by Georgia Shakespeare and Oglethorpe performing arts; it is made to resemble a renaissance tent.

⁹⁵ Salter, Anne A. Oglethorpe University. *The Campus History Series*. Charleston: Arcadia Publishing, 2007. Page 44

Under the direction of President Jacobs, the university had followed the plan set forth by the architects but was not able to continue that plan with the rapid construction seen with Hearst Hall, Lupton Hall, and Lowry Hall because of the financial situation in the country and the university. Once this phase of campus construction ended, the plan was tweaked and there was a series of buildings that did not fit in exactly with the “college atmosphere” of the original buildings, however the next buildings did fit onto the quadrangle with the original buildings and complemented them instead of trying to compete with them. There was a change in what architecture meant to the people in charge, it was no longer about the grand scale; these buildings were smaller and were all that the university needed at the time.

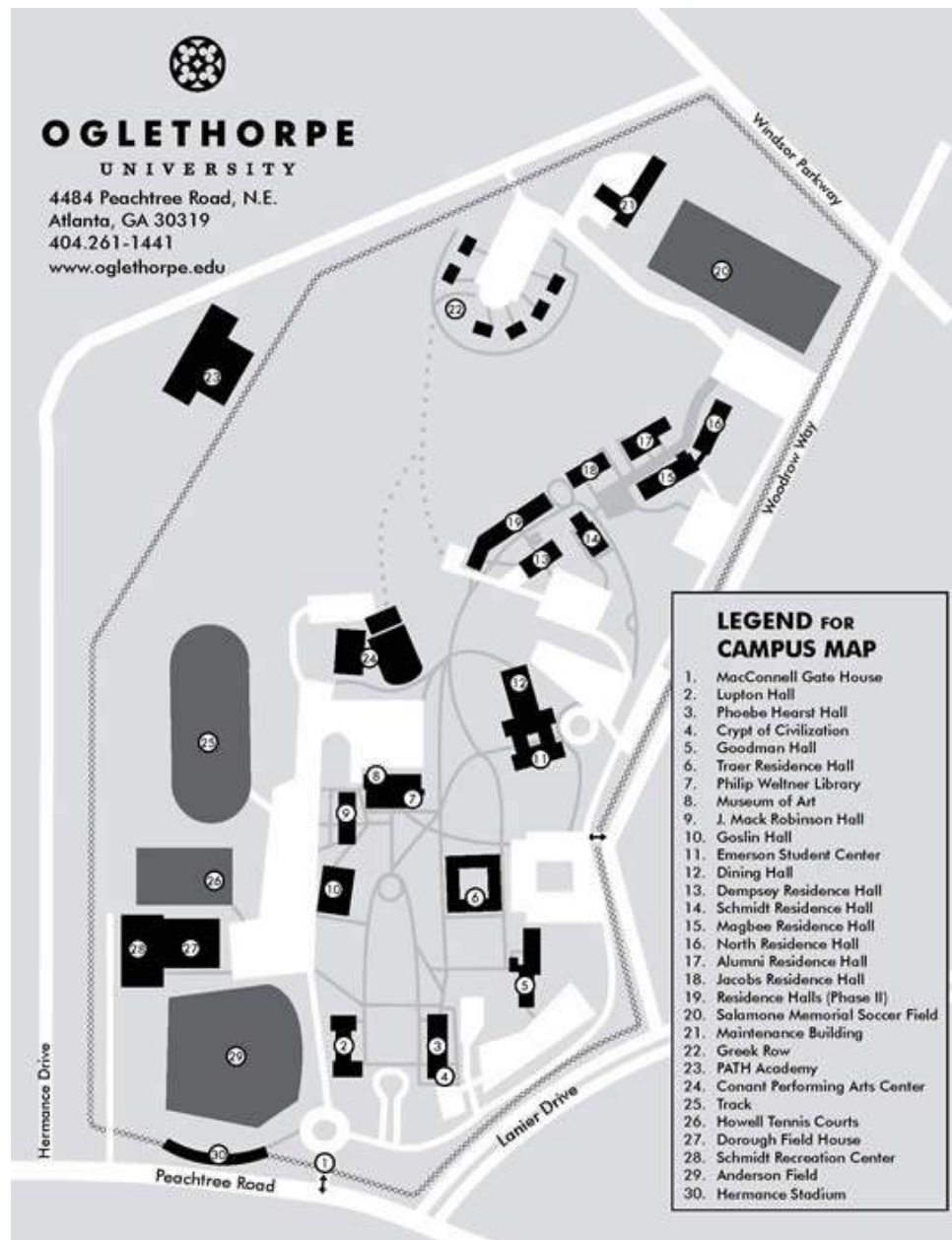


Figure 44 Map of Oglethorpe University Campus (Oglethorpe University Website)

Mercer University

Mercer University did not come from the same planning tradition as Emory University and Oglethorpe University but there was an attempt to create a plan for the university. In the early stages of the relocated Mercer, the college looked to the future; the 1874 College Catalog stated that they wanted “three separate edifices, yet so related that the three will appear as one harmonious structure.” At this time the first building, known as University Hall (now the Administration Building), had already been constructed. The catalog also mentioned that these buildings would be able to serve the university for “ages to come”; although the school would grow much beyond this plan. One other building matching University Hall was constructed in 1890 but not the third. Mercer’s plan did not allow for the growth that occurred. They oriented their buildings toward Tattnall Square, owned by the city of Macon, which created a situation where the quadrangle formed was to the back of the buildings; the original buildings are disconnected from the rest of the quadrangle and out of place. This arrangement makes it seem like the buildings were meant to be enjoyed by the people outside of the university and not those which inhabit the school.

The historic quadrangle was mostly developed in two building periods: the late nineteenth century and the first decade of the twentieth century. In the nineteenth century, Mercer University built the first two main buildings on its campus; there were buildings before these but these were either not on the current location of the quadrangle or are not standing today. The first building was the four-story Administration Building which was constructed around 1874 and would house many of the University’s functions. This building also contained classrooms, the president’s office, laboratories, and even housed both literary societies. About 1890 the University then constructed another four-story building, Willingham Chapel, which



**Figure 45 Administration Building
(Originally University Hall) at Mercer
University (The Cauldron 1911)**



**Figure 46 Willingham Chapel at Mercer
University (Photo by Author)**

also served, many other functions. The chapel was in the rear of the building while the front contained classrooms with professors' office and the university library. One more building was constructed in 1894 next to Willingham Chapel and is currently owned by the university but was not originally: Tattnall Square Baptist Church (now called Newton Hall) was purchased by the university in 1974. All three of these buildings were constructed in a Victorian Gothic style; their tall towers and detailing made these building imposing and impressive, continuing the collegiate tradition of constructing fine buildings which make a statement of power and place. The Victorian Gothic was one of the types of Gothic architecture seen in college buildings and continued a tradition of using this style of architecture on college campuses; the first being on the campus of Keynon College in 1827.⁹⁶ By the 1930s this style had become popular and appeared on many campuses throughout America and often helped to display the religious character of the institution. When Mercer moved to Macon it was still a Baptist University.

The next building campaign saw four, two-story buildings being constructed on the quadrangle, including a dedicated library building. These buildings were a far cry from the elaborate and ornate buildings originally built by the University; they fit in with neither the scale nor style of the buildings; like Oglethorpe University the school had no reason or the resources to continue the tradition of constructing these elaborate buildings and choose the smaller and more practical buildings. The first one built was the Alumni Gymnasium (now Grover Hall) which was started in 1901 and finally completed in 1909. This building took some of the Gothic detailing from the original buildings (including the finials, steeply pitched roof, and brick), but does not resemble the overall design; it is especially apparent in the windows, lack of complexity, and elaborate detailing. The next three building were even more of a departure from

⁹⁶ Dober, Richard. Campus Design. Page 74



Figure 47 Grover Hall (Originally Alumni Gymnasium) at Mercer University (Photo by Author)



Figure 48 Ware Music Hall (Originally YMCA Building) at Mercer University (Photo by Author)



Figure 49 Ryals Law Building at Mercer University (Photo by Author)



Figure 50 Wiggs Science Hall at Mercer University (Photo by Author)

the Victorian Gothic, for they were constructed in the Greek Revival style. In 1904 both Wiggs Hall and the YMCA building were constructed; these buildings, along with Alumni Gymnasium, made up the side of the quadrangle opposite the original buildings. The next building constructed was Hardman Library, later renamed Carnegie Library; it was the first free-standing library for the University and was completed in 1907. This building was placed in the same location most traditional college libraries were, at the head of the quadrangle; it was also a Greek Revival building and was the same size as the other buildings. In 1932, the Law Building was constructed across from Willingham Chapel and displayed an attempt to take some Gothic elements, though none of which look like that of the original buildings or of Alumni Gymnasium. The last building constructed on the historic quadrangle was Knight Hall in 1957 across the quadrangle from Hardman Library. This building does not blend in well with the rest of the buildings on the quadrangle because it is not in line with the original buildings and is not placed at the end of the quadrangle; instead it is directly between Wiggs Hall and Ware Hall.

Together these buildings do not form a very coherent quadrangle; the space feels discounted and lacks a harmony because of the varying scale of architecture and the orientation of the original buildings. The university probably chose not to build structures that fit in with the original buildings because of one, the changing nature of the college curriculum, which called for buildings with a particular purpose; and two, funding, since it would have been expensive to continue building such elaborate impressive structure. A quadrangle with buildings of varying size does not necessarily lead to a dysfunctional quadrangle, but one where the buildings do not relate to one another poses problems. The original two buildings have their backs to the quadrangle and the addition off the back of Willingham Chapel protrudes into the quadrangle. A major problem however was the lack of a plan that could accommodate the growth that would

occur. The orientation of the first buildings was a major obstacle in producing a harmonious campus and was too great a challenge for the university.



Figure 51 Hardman Fine Arts Building (Originally Carnegie Library) at Mercer University (Photo by Author)



Figure 52 Hardman Fine Arts Building (Originally Carnegie Library) Entrance View (Photo by Author)

The buildings of Mercer University underwent a number of renovations, just as Emory had done to adapt to new functions and growing needs. The Administration Building had a major renovation in 1976 because the university had neglected the building for a number of years, causing the school to close the top two floors. They continued to allow the building to deteriorate until the situation got to the point where something had to be done. While fixing the roof they also took the opportunity to update the electrical and plumbing systems and to add central heat, air conditioning, and an elevator. The other buildings on the quadrangle would also have work done on them but not because they had deteriorated. With a growing need for space Mercer renovated the other buildings, enlarging them and fitting them for different functions. In the 1940s, Willingham Chapel had undergone some changes including a complete remodeling of the classrooms and hallways; the tower, destroyed by fire in previous years, was also replaced. Also in 1948 the Chapel was doubled in size, causing the building to protrude further into the quadrangle; this does not help the symmetry of the quadrangle and further hurt the harmony of the space. This addition was done before the school purchased the Tattnall Baptist Church, which was also enlarged by the church in 1940. Alumni Gymnasium was renovated in 1926 in order to become classroom space, causing the wood rafters and large windows to be covered up. It was also part of the 1940 renovations and was enlarged. Ware Music Hall (originally the YMCA Building) was entirely reconstructed inside and enlarged in 1938 and went through a restoration in the 1960s; during the 1938 renovation, Wiggs Science Hall was also renovated. In 1936 Hardman Library also underwent renovations in which only the outer walls and roof were kept, everything else was changed. This building still served as the library and museum until Stetson Library was erected in 1965, at which point Hardman was converted to classrooms and now is the Hardman Fine Arts Building.

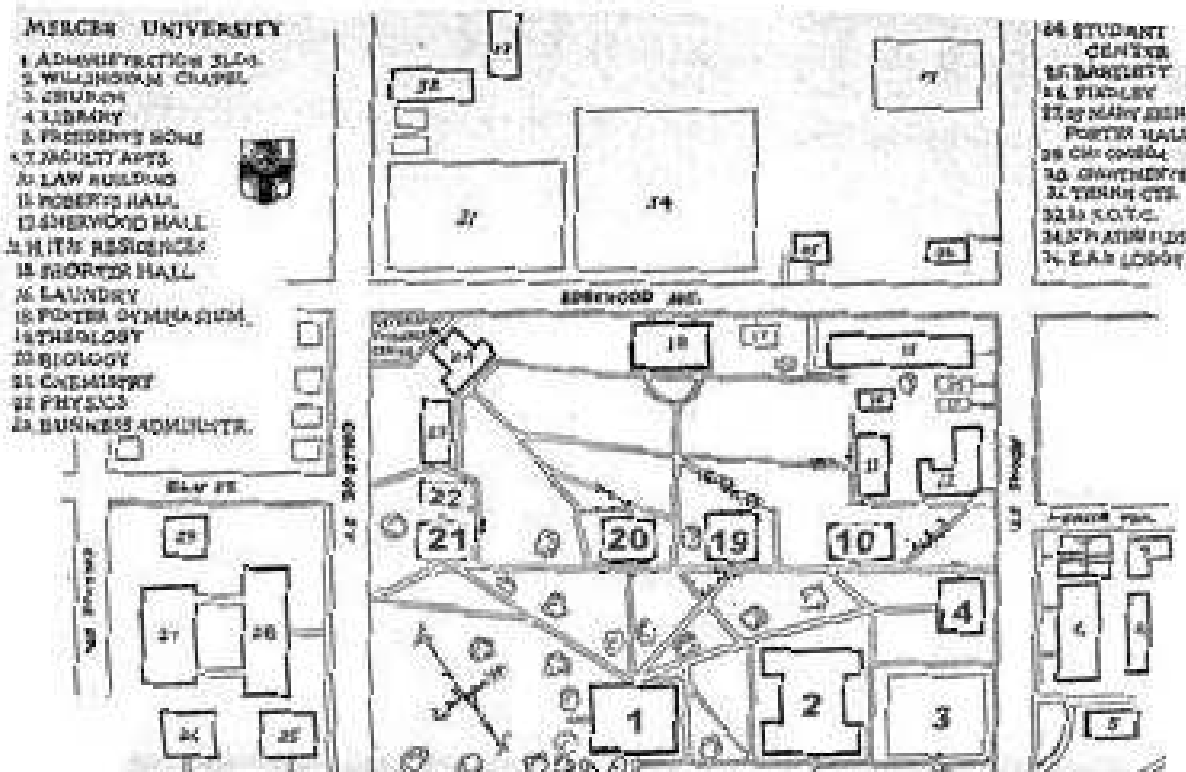


Figure 53 Map of Mercer University from 1948-1949 Catalogue (Mercer University Bulletin)

Chapter 6: Historic Preservation on the Campus

The buildings and grounds which make up the campus have always been an integral part of the college atmosphere and have given identity which defines the institutions; interiors can also play an integral role in this identity. When these three Georgia schools established themselves at their second locations, they used buildings to convey a message about the school and to create a harmonious atmosphere suitable for learning. Over time this harmony was broken as those in charge of the colleges sought to erect and alter buildings which they believed were needed at a lower cost without consideration to the architectural image of the campus. From the 1950s to more recent times the universities did not think about the consequences of deviating from the plans set forth at the establishment of the new campuses or at least did not see the benefit of constructing new buildings which would complement the older ones. This pattern was widespread throughout the United States as modern architecture infiltrated college campuses and the financial situations of the universities changed. In more recent times, some universities have realized the value of the historic buildings which they possess and have adopted techniques, such as design review and preservation plans, to help preserve them and their historic context and the buildings themselves.

One of the most difficult preservation issues to tackle at a university is interiors, which are susceptible to change without directly changing the harmony and atmosphere of the campus. As the university has evolved in the twentieth century, many of the buildings have had to take on new roles in the university and adapt to the changes in curriculum and enrollment. At Mercer

University and Emory University, interiors of some of the buildings have been drastically renovated and in some cases completely gutted; this was a result of the changing university landscape and was seen a necessity. Sometimes it is necessary to change the function of a building and a complete renovation was warranted in order for the building to stay useful. As a university's needs change, which is inevitable, it becomes necessary to determine how far these renovations should go and whether these actions will be destroying an important part of the university. Emory University made the decision to redesign the reading room in Candler Library in order to increase square footage, but at the expense of destroying the atmosphere of the large reading room; it completely altered a space that was important to the atmosphere of the school and the library. They have since realized what was lost by these actions and restored the reading room to its original state and was a lesson learned about the role interiors can play on a campus. Interiors are sometimes forgotten or taken for granted because of their need to be upgraded and changed for new uses, but they need to be evaluated for their significance to the university before drastic changes are considered.

Design review boards came about in the 1980s and were created as a way to direct future growth by reviewing changes that affect planning, architecture, and landscaping.⁹⁷ These boards are manned by outside planning professionals and faculty members from a university, meeting a few times a year. Unfortunately, they are only advisory which makes them effective only if those in power accept their ideas. A university's design choices are made by those in power and their ideas about what is good for the university is what will be implemented. If the president or trustees has a negative opinion of older buildings they will be less likely to adhere to suggestions of the review boards. In order for a university to have consistency between those in charge there

⁹⁷ Schluntz, Roger. The Emergence of Design Review Boards. *Planning for Higher Education*. Spring 1993. Vol. 21

needs to be a mechanism which is more than just advisory; it needs to be permanent and not easily changed. Such a mechanism is the preservation plan or a master plan which addresses historic resources. Since a master plan is designed for long-term planning, it is likely to provide consistency through the years, regardless of who is in charge. These plans do not necessarily ensure that buildings and landscapes will be preserved but it does provide the consistency needed. Historic preservation on a college campus is a unique challenge, very different from that on private lands.

Another important mechanism which can help bolster historic preservation methods on the campus is the adoption of design guidelines or standards for the buildings on campus, which effect both new construction and the historic buildings. Design guidelines are established in order to provide direction for building construction and maintenance which is in line with an already established architectural vocabulary which establishes a clear identity for the university. These guidelines will ensure that the harmony and sense of place that already exist on the campus will be continued when renovating older buildings and when the buildings on campus begin to expand outside of the original core or quadrangle. This helps to treat the campus as a historic district and not as individual objects; this is important because if we treat it as a whole then all changes and the evolution of the campus will be forced to relate to what is already in place since it is seen as a single resource. Understanding that everything is connected and plays off one another will help strengthen the identity of the campus and help to maintain a common vocabulary, ensuring a continuation of the harmony of the original buildings.

A university is unique because it is not like a city which is made up of private and public lands which all serve their own purpose; all the buildings which make up a campus exist to serve the university. The buildings need to be able to serve the university and if they do not, then they

are useless and obsolete. It is necessary that these buildings change and evolve with the university, if not, they are in jeopardy of destruction. However changes need to complement the buildings without destroying the context in which they exist. On a university campus, the collegiate atmosphere that the buildings and grounds create is an important aspect and needs to be protected; interiors can also be important but they need to be able to be changed and upgraded to suit the needs of the university. The collegiate atmosphere helps create a harmony between the institution and the buildings which expresses its ideals of learning; it also creates a sense of place which can unite generation of students.

It is easy for a university to forget or overlook the landscape as an integral part of the campus, playing an important role in the development of the college atmosphere. The landscape was an important aspect of Beaux Arts and Collegiate Gothic planning, the buildings and grounds worked together to create a harmonious campus. The grounds did not happen by chance, they were planned in connection with the buildings by the architect or in Oglethorpe University's case by a professional landscape architect. It is not just the physical grounds which need to be established and incorporated into the master plan, but also any open spaces or view shed which contributes to the atmosphere and identity of the grounds. There has been a movement starting at larger universities to establish heritage landscape plans, like at the University of Oregon, which incorporates policies, patterns, treatment standards, and a comprehensive survey of the university's landscapes. This plan was developed to assist colleges and universities in managing and preserving important historic resources on their campuses through research and planning.

All three of these Georgia universities have either their whole historic quadrangle or particular buildings placed on the National Register of Historic Places, but unfortunately this

does not ensure the protection of the historic buildings and more protection is needed. Each one of these universities made an attempt at long range planning by creating some sort of plan when they relocated to their new cities (some more explicitly than others), but ultimately the plans broke down or in Mercer's case never really started. These plans were not a complete failure, as they did provide a guide for building and accounted for future growth, but there was nothing in place that would ensure that they would be completed in full and that the context in which they were built would be upheld. Once funding became an issue, or a new president came to power, there was nothing stopping the university from deviating from the plan or ensuring that any new design would have to complement and protect the existing atmosphere created by the original buildings. These plans were basically just architectural drawings of the buildings which they wanted to construct and their placement on the campus; it was no more detailed than that. Today many universities have long range, master plans, which take into account every aspect of the college campus and ensure that everything works together, including how the school will treat its older structures. A master plan determines the future of the university and states what is important to the school, which is why it is important that preservation appear in this plan. Ideally every school would have a comprehensive preservation plan included within its master plan, but at the very least it should address the importance of the historic buildings on campus.

Mercer University has begun to implement a master plan for the university called *Charting Mercer's Future: Aspirations for the Decade Ahead*, which was being drafted in 2007 by the University Planning Council (UPC); the UPC is a 48 member advisory board. This 10-year plan is not specially geared towards the historic buildings, it really does not address them or even recognize their importance to the campus. The only mention of any building is in Goal 6, *continue developing outstanding facilities*, which they acknowledge "enhance the learning

environment”. They state that they are going to renovate several historic structures such as, Ware Hall, Newton Hall, Willingham Auditorium, and to refurbish or replace Wiggs Hall. The problem with this plan is that they do not specifically state the importance of these buildings and are vague in what their plan is for them. They do mention that they are going to update campus master plans but do not make it clear how the historic buildings and their future will be addressed, only mentioning the plans will “guide the location of future buildings, improve pedestrian and vehicular traffic and otherwise enhance the safety and beauty of our campuses”. The problem with Mercer is that they just do not seem to understand that the historic quadrangle needs to be addressed specifically in the master plan so that its importance is established and a long term plan can ensure that they are protected from any new construction on campus. It is apparent that the university understands the importance of a campus because of the effects it can have on the students and faculty because it is part of the achieving their vision statement, one of the ways in which to accomplish this vision is to “foster a lively and inclusive intellectual, social, and spiritual community”. The plan allows for change so Mercer needs to take a better look at the historic resources that they have and incorporate them better into the master plan, making sure to stress their importance to the campus and their role in the overall campus.

Emory University went through a period in which the original plan was ignored and no attempt was made to design and build within the original design. This changed in the late 1980s, under the leadership of President Bill Chance, where a master plan was undertaken and the *1998 Emory University Campus Plan: A Framework for Physical Development* was developed. This plan helped to bring together all the interests of the university and included design guidelines, which acknowledged the importance of “an aesthetic based on history and tradition.”⁹⁸ One of

⁹⁸ Campus Master Plan 2005 Update. *Emory Report*. November 14. Page 5.

the most important aspects of a master plan is that it is constantly evolving and building on itself as the university's needs change. The most important change which occurred in this plan was the addition of a Land Classification Plan in 1994, which determines land use on the campus, including restricted land, preserved land, managed land, developable land, and mostly importantly conserved land. Conserved land, which is seven percent of Emory's land, includes the quadrangle the buildings of which are valued for "their unique cultural history and/or contribution to the visual identity of the campus landscape." Between the design guidelines and the Land Classification Plan the historic preservation interests of the University are being met and have reversed some of the damage done by the practices preceding the Second World War.

One example was in 1993 when Candler Library reopened after a renovation which saw the

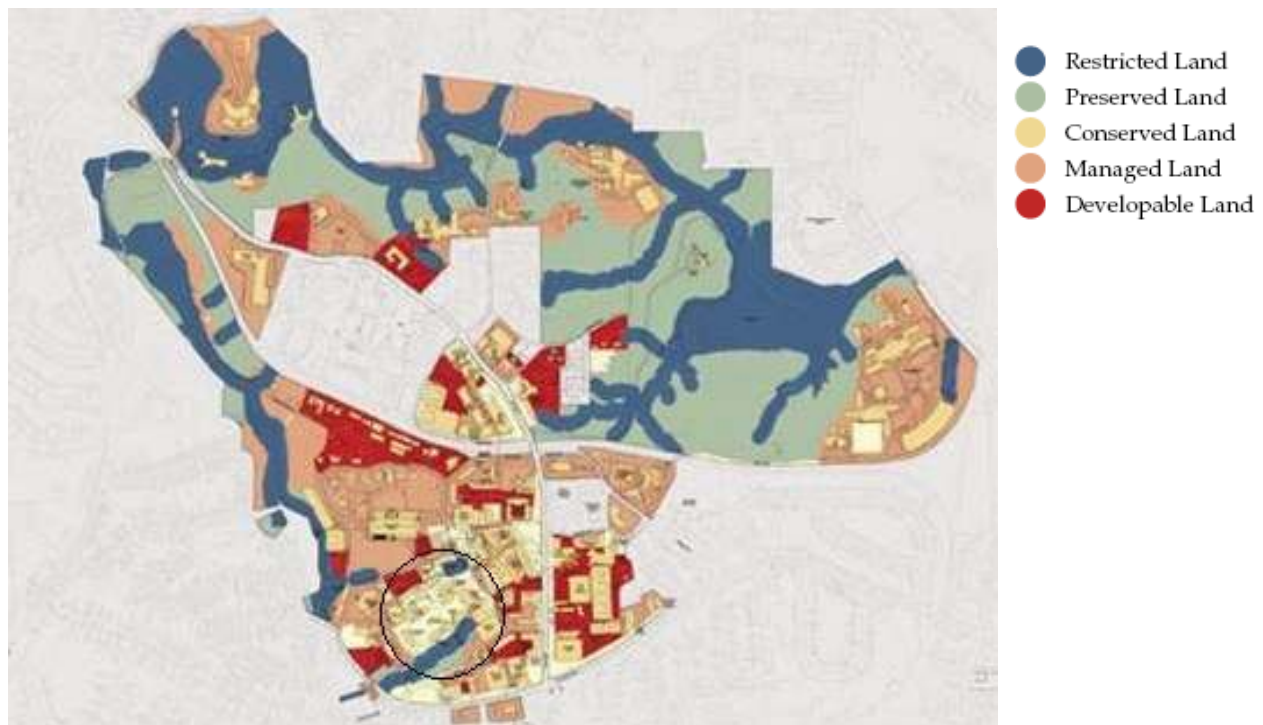


Figure 54 Land Classification Plan (Emory University Master Plan Update 2005)

reading room returned to its original form and an addition added to replace the square footage lost by the renovation.

Emory University's preservation program is the best of the three schools because it states the importance of its historic resources and has a mechanism in place to protect the historic context from future development through design guidelines and the land use plan. Mercer University does have a 10-year plan that was adopted in April 2008 but it does not address the preservation of its buildings except for mentioning that it wants some of them renovated. This may be adequate in the short term but without stressing the importance of the buildings and the role they will play in the future it will not be enough to prevent them from being altered or diminished in value. The only mechanism which can prevent the buildings from being altered comes not from the school, but from being located in a historic zoning district. The historic buildings are not in danger of being altered on the exterior but the plan needs to define what the role of the historic quadrangle is on the campus and how to protect it into the future; just because they cannot alter the buildings does not mean they cannot destroy the historic context.

Oglethorpe University has been late in coming up with a plan which addresses the role of its historic resources in future planning. The university hired the architecture and planning firm of Ayers, Saint and Gross to develop a master plan; this firm specializes in college and university planning and has worked on campuses throughout the country, including the University of Georgia and Emory University. In 2006, the firm held a campus design charrette to help develop a concept plan, identify programmatic needs for the next 5-10 years, to test the "responsible

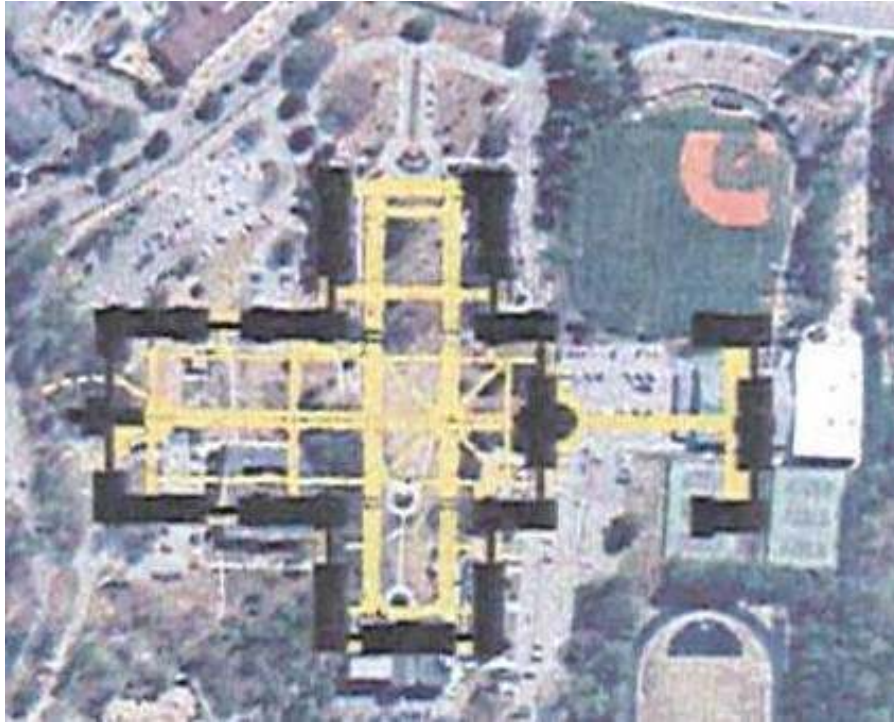


Figure 55 Oglethorpe University Current Campus Layout (Ayers, Saint and Gross Powerpoint)

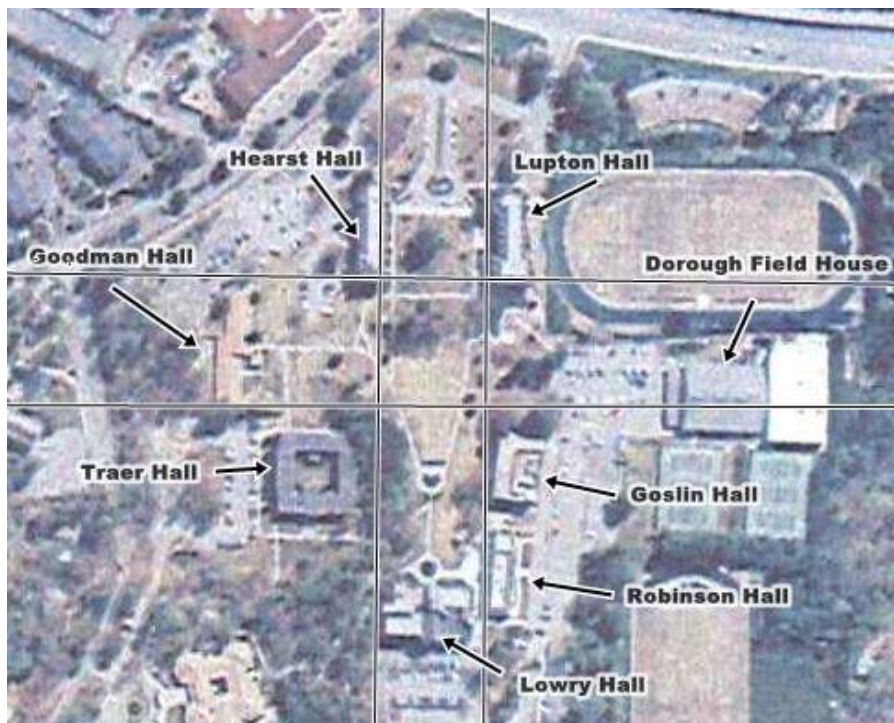


Figure 56 Current Oglethorpe University Campus with Original Design Overlay (Ayers, Saint and Gross Powerpoint)

capacity of Oglethorpe's property," and to generate a master plan.⁹⁹ After hearing from faculty, staff, and students, the firm came up with a master plan which took into account the original master plan developed in 1915 when dealing with the quadrangle which included locating more student housing closer to the quadrangle, bridging the academic and student life. It seems like the new plans takes into account the original master plan and in regards to the dormitory which will be located on the campus it does use proper scaling and architectural details but there is a problem. The plan does not spell out what the buildings in the future should look like; the faculty brought up the point that the new buildings should emulate the historic buildings and the plan states that future buildings should match the existing historic architecture but it is not detailed enough. People in the future are going to interpret what 'matching architecture' constitutes differently. Does it mean they should look exactly alike or should just use the same materials and similar scaling? There are too many ways in which the plan can be manipulated. Over time this will break down and people with different ideas of what 'matching architecture' is are going to have profound impacts on what the buildings look like, and the harmony which still exists will be further destroyed. It would be wise if they would develop some design guidelines which can be followed more closely; this would cut down on the amount of deviation which could occur. If the university would develop these design guidelines, the plan would have a good chance of being successful because the rest of the plan does a good job at trying to create a quadrangle that is in line with the original plan and that could achieve the level of harmony that Thornwell Jacobs intended for the university.

⁹⁹ Powerpoint presentation by Ayers/Saint/Gross Architects and Planners from 2/17/2010

While having a master plan or design guidelines which incorporates the university's historic structures and landscapes is important, it must also be accompanied with qualified staff members. In order for a plan to be executed properly and fully, it must be administered by professionals who have the proper training and understanding of preservation methods. Most universities have a department within the administration which oversees the buildings, grounds, and overall planning of the university, like Emory's Campus Services or Mercer's Office of Institutional Effectiveness. It is at this level or department which is responsible for executing the planning efforts of the university and is the department at which has the most important to the success of planning efforts which directly affect the preservation of the campus. These offices contain a number of professionals, including planners and architects, which are needed to properly execute the master plans and guidelines. In order to properly and effectively preserve the university buildings and grounds, which together create the atmosphere of the university, the universities need to employ a professional which is trained to do so. Historic preservation professionals are trained to understand the importance of preserving the historic buildings and grounds which are essential to the college atmosphere; a historic preservation professional would bring in a specialty which is designed to protect the historic fabric of the campus. The universities should look to city government's which have begun to employ historic preservation professionals to work as planners because they have the skills to properly administer historic preservation practices. A full time preservation professional would be beneficial to a university and at the very least the university should have a part time professional who could consult them on issues involving the historic buildings and grounds in order to have a professionals view.

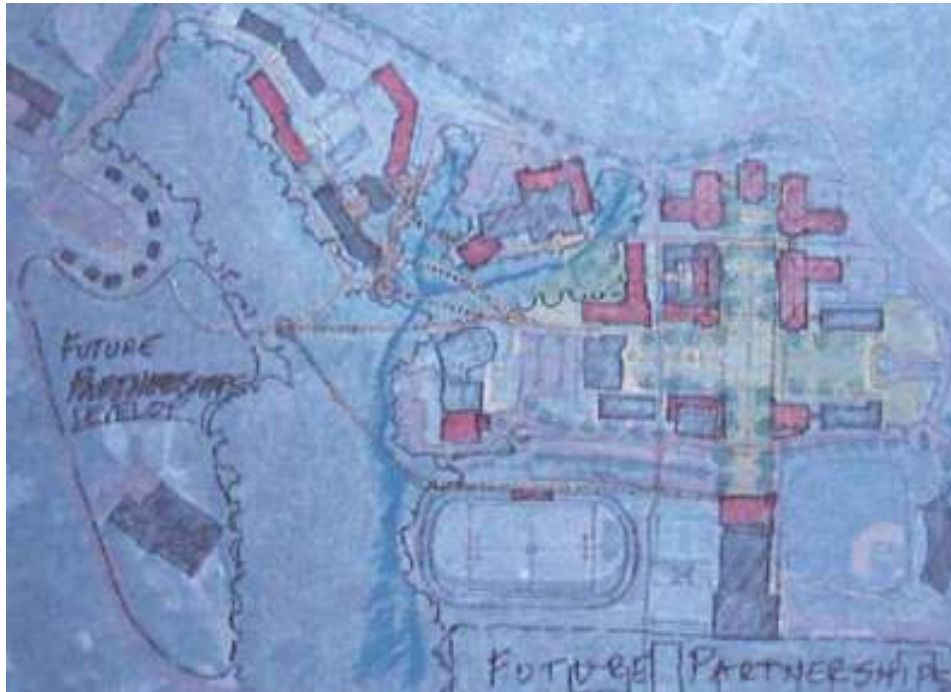


Figure 57 Current Oglethorpe University Buildings with Future Growth (Ayers, Saint and Gross Powerpoint)

Though it is important to have a preservation professional on staff it is also important to have a physical plant which understands preservation issues and is properly trained to work on historic buildings and grounds. There are differences in caring for new buildings and old building, without proper training a physical plant can seriously damage historic buildings. The limitations and vulnerabilities of these buildings need to be made aware of to the staff which needs proper training. If the university has a preservation professional on staff they would be able to direct the physical plant and establish the necessary protocol to ensure no damaging practices are employed. If there is not a preservation professional on staff it would be beneficial for the university to acquire the proper training for its workers. It will be incredibly difficult to properly administer a master plan which contains historic preservation elements if there is nobody on staff which has any experience or training in historic preservation; a lack of professional will drastically reduce the probability of success.



Figure 58 Oglethorpe University Quadrangle with Proposed Residence Hall (Ayers, Saint and Gross Powerpoint)

Chapter 7: Conclusions

The buildings which help to make up a campus are an important part of any university; they can give a school identity or a sense of place which can connect generations of students while becoming the face of the school. At all three of the schools looked at for this study the historic buildings are important landmarks and placemakers for the schools; they give them the character which makes them stand out and act as the heart of the schools. It is vital to keep these buildings standing without compromising their historic context which helps to keep the harmony of the original plan. Over the years there have been times when the historic buildings and quadrangles have come under attack from alterations and bad design which has hurt the original intent. Some of the schools have done a better job than others at reversing the damages done in the past fifty years or so.

One of the biggest hurdles that all these universities faced in their history was their relocation to their current locations. They had already been established for a number of years in which they had accumulated history and tradition; this history and tradition was embodied in the campus and town which had grown over the years. The move to larger and growing cities was necessary for the schools if they wanted to grow and prosper with the rest of the State but in doing so they lost part of the tradition and history of the school. The buildings were left behind and all that embodied history was left with them because it cannot be directly transfer to the new campus. Emory was able to save this history by continuing to operate the campus as a college but both Mercer and Oglethorpe lost forever most of this history as the original buildings

crumbled and were torn down. When designing and planning the new campus, these universities had to start all over again to create a campus which would express the long history and prominence which they had acquired over the years. These were some of, if not, the best schools in the State and in the South and they needed a campus which expressed this while providing an environment suitable for educational advancement. The campus which they would create had to be something that would accomplish this and would have to provide for the university into the future. The new long range planning had helped to guide the universities for many years but as time went by and without a detailed, written out master plan, the original plan was often ignored or forgotten. As the universities realize the importance of their historic buildings they must plan for their survival and protection from further poor design. Emory University is the only school out of the three which has a detailed master plan which addresses their historic buildings and states their importance to the university's history and character. While the other two universities acknowledge the importance of the campus environment, they do not have a long range plan which ensures that future leaders of the schools will understand the importance of the buildings and quadrangle and that everyone is on the same page for the future of the buildings and the character of the campus.

This study has revealed that the evolution of the denominational college campus was not any different than that of the secular colleges, like the University of Georgia. Even when comparing the new campuses to the existing University of Georgia, it is apparent that the college campus in Georgia evolved along the same lines and religion did not play a factor in the evolution of the campus. The evolution had less to do with religious organizations founding the college than with general trends of campus planning. The history and evolution of these colleges has followed the general evolution of colleges in America; as the curriculum being taught in the

colleges changed so did the campus. When these colleges were focusing on teaching theology and producing graduates which would become preachers the need for an urban college with many buildings was not needed. They did not need to be planned in the same manner as the modern university and each building was constructed as an independent object. When these schools moved, they were given a clean slate to produce a place acceptable to continue to educate students. Emory University and Oglethorpe University drew up plans for their new campuses that were not completed; instead these campuses developed buildings which may not have been in the original design but were designed for the needs of the university. These campuses, including Mercer's, are examples of the evolution of the college campus in America after the Civil War and has provided the university with a place for learning. These buildings are also important because they were built in order to preserve some of the history that was lost in the move to larger cities; except Emory University which continues to operate their Oxford campus. Mercer University created buildings which expressed their religious mission and which to this day is an important part of their identity, while Oglethorpe created a campus which linked them to the man their college was named after and a campus which would enhance the learning experience. These quadrangles are a part of the history of the schools and without them a part of the school's history would be lost, as would, the harmony and sense of place.

Recommendations

These three colleges have been fortunate to have their original buildings remain intact and still serving the university while telling the story of the university, in addition to their buildings being intact so is their original plans; though not all the plans were constructed in full, their overall design was basically adhered to. The historic quadrangles at these schools have played an important role since the beginning of the transition to the new campuses and have

evolved with the universities. Over the years these quadrangles have survived neglect, poor funding, and more modern additions without any proper protection.

Out of these three universities Emory University has done the most to protect their historic structures and grounds by using design guidelines and master planning. Their design guidelines have helped to solidify the vocabulary set forth by Henry Hornbostel and has helped to extend the atmosphere of the historic quadrangle throughout the campus. This measure ensures that future development will keep this atmosphere intact while the university continues to expand. They have also taken steps to incorporate historic preservation into its master plan by including the Land Classification Plan in 1994 which established the importance of the historic quadrangle while stating that the area will not accommodate anymore building construction. These provisions have done a good job at giving the historic buildings protection that will be carried into the following decades but it would helpful if they address the landscape of the historic quadrangle in their master plan.

The university is in no way the perfect example of historic preservation on a campus and there is still room for improvement in the university's preservation efforts. The most important step the university can take would be to hire a preservation professional to be on the staff at the Office of campus Services. This person does not necessarily have to be used in a purely historic preservation capacity but needs to be someone with knowledge of preservation that can be the lead person on implemented and administering the historic preservation aspects of the university's master plan and design guidelines. The university is large enough and has enough buildings to have a full time professional which can handle these issues. Along with this professional, and administered by them, should be a knowledgeable physical plant, trained to understand the issues that are present in historic buildings. Once these two additions are made

the university will have a staff that can properly and most effectively administer the master plan and design guidelines of the university.

The historic buildings at Oglethorpe University have largely remained intact, both on the exterior and the interior, and have been able to expand to the smaller buildings constructed after the Second World War. This is fortunate because the university has lacked a master plan which includes the preservation of its historic buildings. The university has recently adopted a master plan which was created by Ayers, Saint and Gross and which does take into account the original 1915 plan and which wishes to keep the same architecture as the original buildings. This is a step in the right direction but is one which does not go far enough. The new plan needs to determine how much construction can occur on the historic quadrangle, there needs to be a limit that will be followed into the decades. There also needs to be something that addresses the landscape of the quadrangle in the master plan, since it was an important part of the original plan and continues to play an important role in the campus. The plan also needs to take into account the interiors of the buildings which have some defining characteristics which should be preserved; they cannot just assume that they will always be there.

One of the most damaging additions to the campus that has occurred has been the loss of a common vocabulary. There was an attempt to carry a vocabulary from the original buildings to buildings on the quadrangle but the buildings off of the quadrangle did not receive the same treatment, which results in buildings that not relate to one another. At a larger campus this would not be a problem, but because Oglethorpe University is a small university it is necessary to carry a common vocabulary across the campus. The university needs to establish design guidelines which can serve as the template for future development and ensure that the atmosphere of the original buildings is carried to the new construction.

Another problem with Oglethorpe University is its lack of a dedicated planner or planning department on staff; they instead rely on the Building Committee of the Trustees and the Vice President for Business and Finance to administer their new master plan. The university is small but there needs to be at one individual which can administer this plan and is a trained professional. This person does not need to be a historic preservation professional, just any planning professional; a historic preservation consultant should be used when preservation issues arise. Without a professional on staff, it is impossible to make sure that the historic buildings are being cared for properly by the physical plant and that the master plan is being administered properly. Oglethorpe still has a long way to go in protecting their historic resources and they need to start by hiring a planning professional and then by placing the proper mechanism in place to further protect the historic resources.

Mercer University is the furthest behind in historic preservation matters and seems to not be making the protection of their historic resources a priority. They have made an effort to come up with a master plan, but not one that addresses the historic buildings even though they acknowledge the importance of the campus to the university. Their first step needs to be to understand the importance of the resources that they already have and to make their protection a priority in the master plan. This should include design guidelines that can establish continuity and a common atmosphere throughout the campus.

They next need to follow have a historic preservation professional on the staff in the Office of Institutional Effectiveness; it would do them wonders to have someone in the university who knows about historic preservation and role in establishing a successful campus. Right now it just seems like no one there really understands the role that these buildings play and

how important it is to properly care for them; they also need to train the people working on these buildings the proper way to care for them.

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