

T e c h n i c a l M e m o r a n d u m

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From Ayers/Saint/Gross
To University of Georgia

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The following is a summary of the major points in the University of Georgia's history. There are four sections:

- 1.1 Introduction
- 1.2 Foundation, Survival, and War: 1784 through 1866
- 1.3 Reconstruction and Modernization: 1866 through 1932
- 1.4 The Contemporary University: 1932 through 1997

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1. THE HISTORY OF UNIVERSITY OF GEORGIA

1.1. Introduction

The University of Georgia is one of the nation's oldest centers of higher-education. Its campus is a site of considerable history and beauty. Designing new buildings and grounds in the proximity of such an important living-legacy carries enormous responsibility on the part of the university community, its architects, landscape architects, planners and builders. Fortunately a comprehensive history of the development of the University of Georgia exists. Joel Thomas Bowen, Jr.'s, Ph.D. dissertation, *Room to Grow: An Historical Analysis of the Physical Growth at the University of Georgia, 1785 to 1990*, constitutes a valuable chronicle of the history of the institution and the development of its physical form. It is recommended that individuals who are charged with the responsibility of overseeing the future growth of the campus thoroughly familiarize themselves with the content of this document. While the text which follows attempts to provide a comprehensive summary of the history of the institution, it should not be substituted for a thorough understanding of the development of the University of Georgia campus. Readers familiar with the Bowen text will recognize the extent that this document is intended as a summary of much of the information contained therein.

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The history and evolution of the American university is intimately tied to the land and visions of an ideal landscape. Whereas the European university developed with strong ties to the city, its American counterpart typically developed at a distance from urban centers. The general pattern for foundation of American colleges and universities in the 18th and 19th centuries involved the removal of centers of learning from populated areas. The founders of early colleges argued that the corrupting influences of alcohol, gambling, and other vices associated with the city could be avoided by locating universities in rural locations. Additionally, it was surmised that the fresh air and plentiful land found in the wilderness would insulate against disease while providing natural resources for the maintenance of the institution.

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Many of today's most prestigious institutions of higher learning had modest origins situated on the frontiers of the new nation. Eleazer Wheelock's log-cabin at Hanover New Hampshire would evolve into Dartmouth College. Father Sorin's log chapel situated on the shores of St. Mary's and St. Joseph's lakes near South Bend, Indiana would one day become the University of Notre Dame. The University of Georgia was no exception to this genre of foundation myth. The first building constructed by Josiah Meigs, was "an indigenous log structure twenty feet square and one and one-half stories high." (Bowen, pp. 22)

The intention of the founders of the nation's first universities, however, was not to perpetuate the institution as a rustic outpost for intellectual ideals. During the early years of the republic, the classical world of ancient Rome and Greece exerted a profound influence over the American mind-set. The new nation sought to model itself after the attributes of these great societies. New towns founded in America became known by the names of Rome, Syracuse, Carthage, Troy, Ithaca, and Athens. During the early 1800's, Greek Revival architectural styles reinforced the connection between these distant places and their new-world namesakes. It was as if America was to return to first principles — the new nation would shed centuries of historical encrustation by returning to the "true ways" represented by a distant classical past. This ideal when imposed upon the landscape was to exert a taming effect upon the wilderness. The rustic origins of many towns and campuses quickly became replaced by many a Parthenon nestled within a bucolic landscape (see Figure 1).

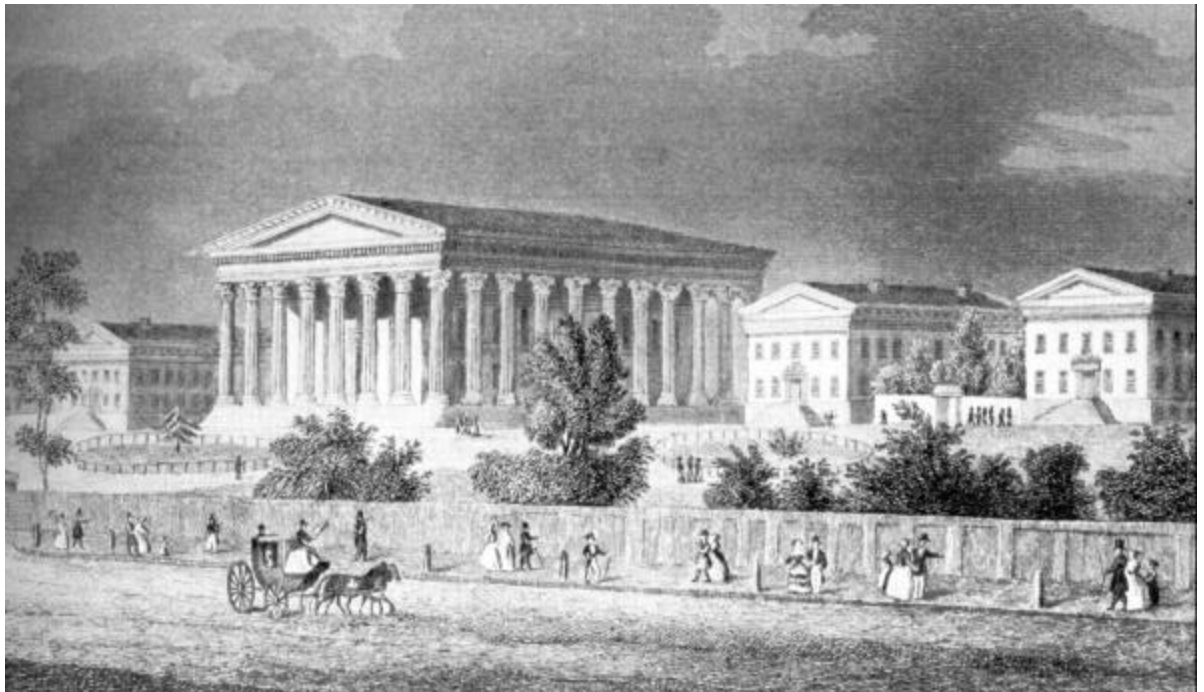


Figure 1: Girard College (1833-1848), Philadelphia Pennsylvania

The importance and pervasive nature of these Classical ideals can often be lost on the contemporary mind-set. The transformation of the landscape from wilderness into a civic setting in the 18th and 19th centuries constituted no small feat. Descriptions of Athens, Georgia in the early 1800's provide a clue as to the difficulty involved in actually converting the primitive American forests into an urbane town. Despite its name, Athens "had tree stumps in the middle of Front Street," (Bowen, pp. 27) in the early part of the 19th century. The early Athenians working principally with beasts

of burden and human muscle no doubt tempered their ideal visions of an heroic Athens with the circumstantial conditions of the particular Georgian landscape in which the town was to be situated. Thus, the picture of Athens that they painted in brick and stone made accommodations for pre-existing natural conditions — a boulder too large to move, a hill or a valley in a particular location, or a spring which might provide necessary drinking water for future inhabitants. In this sense, the ideal of a classical landscape shared an almost organic relationship with the lay of the land.

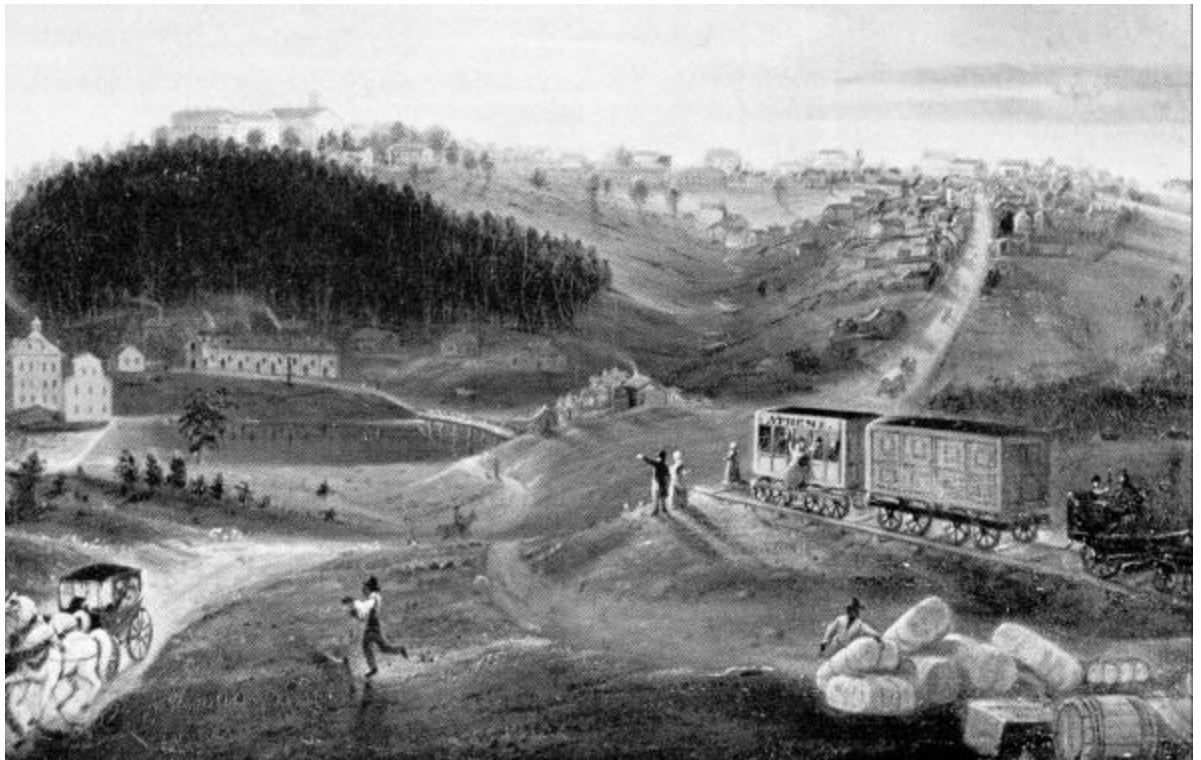


Figure 2: This Painting by George Cooke Depicts Athens and the University in 1840.

Athens, Georgia might one day evoke the pretensions of her sister city, but simultaneously she would be uniquely married to the land upon which she was sited. Thus, we can begin to understand that the device of classicism as applied to college towns and campuses through out the country was very much intended as an instrument through which to view, comprehend, and tame a small portion of the vast frontier of a new nation.

Following the Civil War the art of landscape in America became even more absorbed with the principles of classicism. While the intentions of the first generation of settlers in the new nation may have been survival — to beat back the wilderness and to establish towns on the frontier — subsequent generations began to appreciate the need for refining a vision of an American landscape. The World's Columbian Exposition, in Chicago, of 1893 and Senate Parks Commission of nearly ten years later were two factors that reshaped American consciousness concerning the design of cities, campuses, and their buildings. If the architecture and landscape of the early nation paralleled that of the Greek city-state or the Roman Republic, then the character of design that had evolved during the early years of the 20th century could be seen to parallel to that of Imperial Rome. McKim Mead and White's designs for Columbia University, Cram Goodhue Ferguson's plan for the William Rice Institute (later Rice University), and Cass Gilbert's University of Minnesota became

the benchmarks for a new kind of campus that bore strong relationship to the palatial gardens of the French Enlightenment. By 1920's, American architects were capable of producing campus designs that rivaled their European precedents. Charles Platt's designs for the University of Illinois at Champaign-Urbana were to constitute a modern-day Versailles on the prairie (see figure 3) . The Leavitt plan for the University of Georgia paralleled this trend of "City Beautiful" visions for a college campuses.

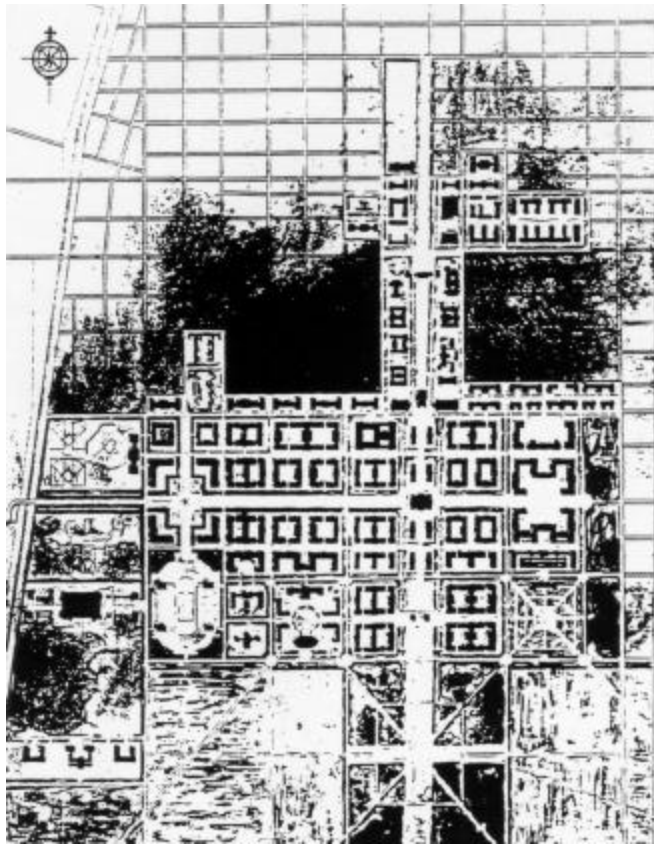


Figure 3: Plan, University of Illinois

The reason behind such elaborate machinations of the landscape was certainly something more than merely making campuses appear pretty. Nor can the reasons for this heroic effort be explained away simply in terms of accommodation of the various functions of a university. At the very heart of the American campus tradition, prior to the Second World War, was the notion that the physical form of an institution in some way offered an embodiment of the intellectual community's ideals and aspirations. Thomas Jefferson's design for the University of Virginia is probably one of the most important illustrations of this idea (see Figure 4) .

While the university evolved as a pedagogical entity — shaping what was to become the intellect of America, the campus evolved as a form which both tempered and tested the physical manifestations of those intellectual ideals. Jefferson's "academical village" was not only intended as a pleasant setting that would enhance one's appreciation of the Virginia countryside, it was intended to instruct the student. At face value, Jefferson's collage of architectural elements and peculiar formal conditions were intended to serve as an architectural lesson — then considered an essential part of



Figure 4: View of the Rotunda From the University of Virginia Lawn

any cultured person's education. Related to the specific formality of Jefferson's buildings and grounds, yet allotted equal importance was the notion that the formal order of the place conveyed the institutional order of the university to the student (regardless of whether or not that person would ever pick up a T-square and try their hand at architecture). And, as the institution of the university was meaningless outside the context of society at large, the seemingly banal formal order of the campus was intended as a microcosm of or a paradigm for the outside world.

The formal structure of the grounds with its central lawn opening onto rugged wilderness suggested the agrarian ideal that Jefferson sought for the new country — unspoiled nature and nature tamed in proximity and resolution. The lawn was ringed by pavilions — houses in the form of temples — lodgings for the professors — counterparts to the yeoman farmer. The colonnade provided continuity between the pavilions by tying the individual to the whole. But, at the climax of the composition we find Hadrian's Pantheon dedicated not to the pagan gods, nor as Palladio had rendered it in the service of Christianity, rather we find this temple dedicated to that most sacred quality of the enlightenment — knowledge.

Following upon Jefferson's lead, many subsequent campus designs would strive to become the physical embodiment of the philosophy of the scholarly community. The spatial disposition of these campuses can be understood as a three-dimensional morality play both reflecting and projecting institutional aspirations. Today, probably no where is this phenomena more easily observable than at the nation's service academies. At the United States Naval Academy, in Annapolis, Maryland, (an example of "City Beautiful" principles applied to campus planning) Ernest Flagg configured an elaborate and moving message in his designs for the campus (see Figure 5) .

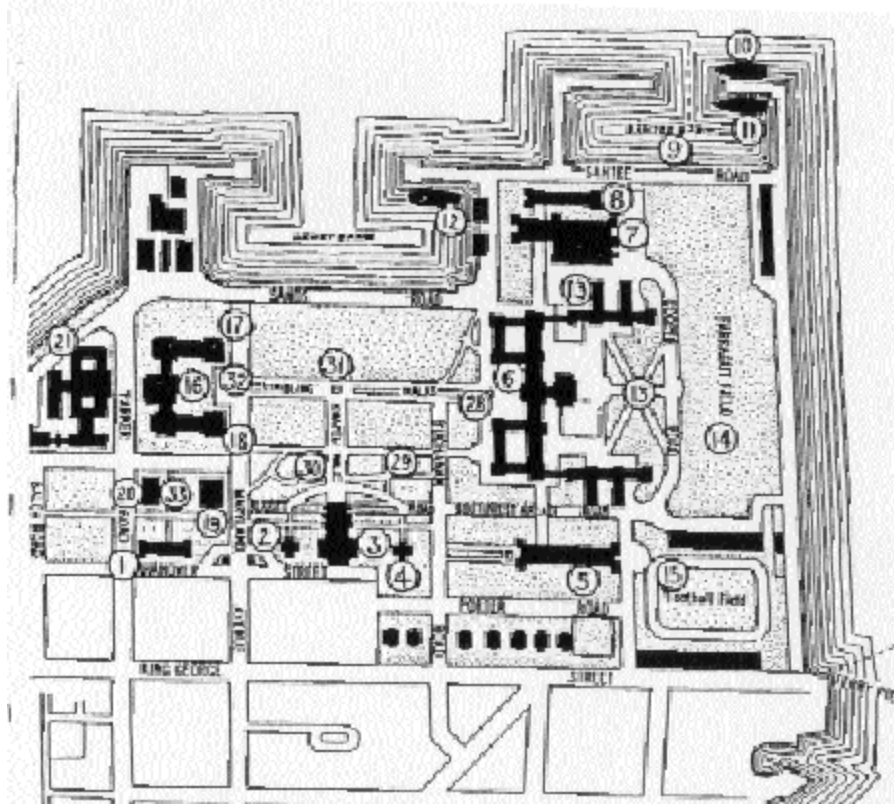


Figure 5: Plan, U.S. Naval Academy

Bancroft Hall (the residential group) and Mahan Hall (the academic group) anchor the two extreme ends of a large open green. These buildings are connected by a straight path that stretches across the green and forms the east-west axis of the space. Many times a day, midshipmen move back and forth along the path between the two building groups. On their daily trek, the midshipmen pass monuments and memorials to naval heroes, reminding them of the attributes of the good sailor. At the mid-point of their journey between dormitory and classroom they cross another axis — one which is the product of an alignment between the chapel and a large boat basin (unfortunately the basin was insensitively land-filled during the 1960's and 70's in order to provide sites for classroom buildings). While the axis between the residential and academic groups might be understood as a daily, or mundane axis, the alignment between chapel and water is most certainly understood as a sacred axis. The temple form of the chapel enters into direct dialogue with the basin — as if the temple were imbued with anthropomorphic characteristics — it oversees the ships about to set sail as well as those returning from a long voyage. The layout of the Naval Academy does not merely solve a functional problem. In fact, it might be argued that the functional disposition of the residential and academic groups might have been improved had they been located in closer proximity. Nor is it likely that the Admirals charged with the task of building a service academy would have sought to merely create a “pretty” setting for their enterprise. Rather, the disposition of campus buildings is best understood when one considers their arrangement as a spatial narrative that embodies the ideals and aspirations of the institution. In this sense, the buildings and grounds of the institution become an inseparable component of the academy's pedagogical mission. Just as books in the library assist in the instructional mission of the institution, the buildings and grounds can be “read” and lessons can be extracted from their formal disposition.

Following the Second World War American college campuses adopted a significantly different attitude towards the landscape than had been traditionally held. No longer was the landscape seen as a vehicle for the expression of the values of the institution rather it was increasingly seen as a commodity to be exploited. Modern earth moving equipment no longer necessitated designs to respond to the natural circumstance of the land, rather boulders could be moved, hills and valleys leveled, and water even could be made to run up-hill. Following the World War, architects were schooled less and less in the traditions of their art form and their knowledge of landscape traditions became even more limited. Architects became preoccupied with functional aspects of a building at the expense of understanding the complex matrix of cultural factors that played a role in determining built form. Consequently, many architects considered the exterior appearance of their buildings to be directly the result of the disposition of internal activities — the “exterior” was a result of an “interior.” While this might seem to make sense in pragmatic terms, that is from a sense of optimizing the efficiency of the building’s interior, the impact of many of these buildings upon the overall character of a campus could be devastating, even impractical. Unlike the American campus of the years leading up to the Second World War, most post-war campuses, buildings and landscapes, appear disjointed, often times inhumane. Many buildings of this period needlessly compete against one another for attention on campus. Unlike their predecessors, many post-war educational buildings fail to work together and with the landscape to create a congruous appearance of the institution. The buildings of this period are often characterized by cold, or corporate, appearances. Interior spaces often bear no connection to the exterior world — they are hermetically sealed. It is no wonder that the academic community of the later half of the 20th century regularly complains about fragmentation and isolation within the university. It is not surprising that interdisciplinary centers have formed with great regularity since the 1960’s on college campuses around the nation in order to create a forum for exchange of ideas. If the campus of today is perceived of as fragmentary, we should not fool ourselves by thinking that it is merely an accidental product of the evolution of the institution. For the most part, we have designed our campuses to isolate disciplines from the broader landscape of the university community.

The challenge for the next generation of campus designers is how to correct nearly four decades of campus architecture and landscape design that failed to understand the physical environment of the institution as connected to the pedagogical mission of the university. Critical to this is a return to an understanding of the land and the symbolic potential of landscape. At the close of the 20th century, we are becoming ever more aware of both the practical and moral imperative concerning sustainable design. Land and resources are ever more scarce in the modern university. Ironically, the university community finds itself back in the leadership game — what is a vision for a sustainable landscape of the future?

1.2 Foundation, Survival, and War: 1784 through 1866

The University of Georgia was founded in the spirit of many early American colleges and universities. The new nation required leaders in order to assure its survival and in the latter part of the 18th century a Classical education was seen as a prerequisite for leadership. In 1784 the State of Georgia created a governing board to oversee the foundation of a state university. The *Senatus Academicus*, as it was named, became the governing board for the proposed university. In the following year, on the 27th of January, the charter of the University of Georgia was granted by the state and Abraham Baldwin, a graduate of Yale, was elected president of the new institution. The

preamble of the university's charter underscored its mission as an institution founded to build character and provide leaders, "public prosperity and even existence (of free government) very much depends upon suitably forming the minds and morals of their citizens." (Schulyer, pp. 59) (see Figure 6)

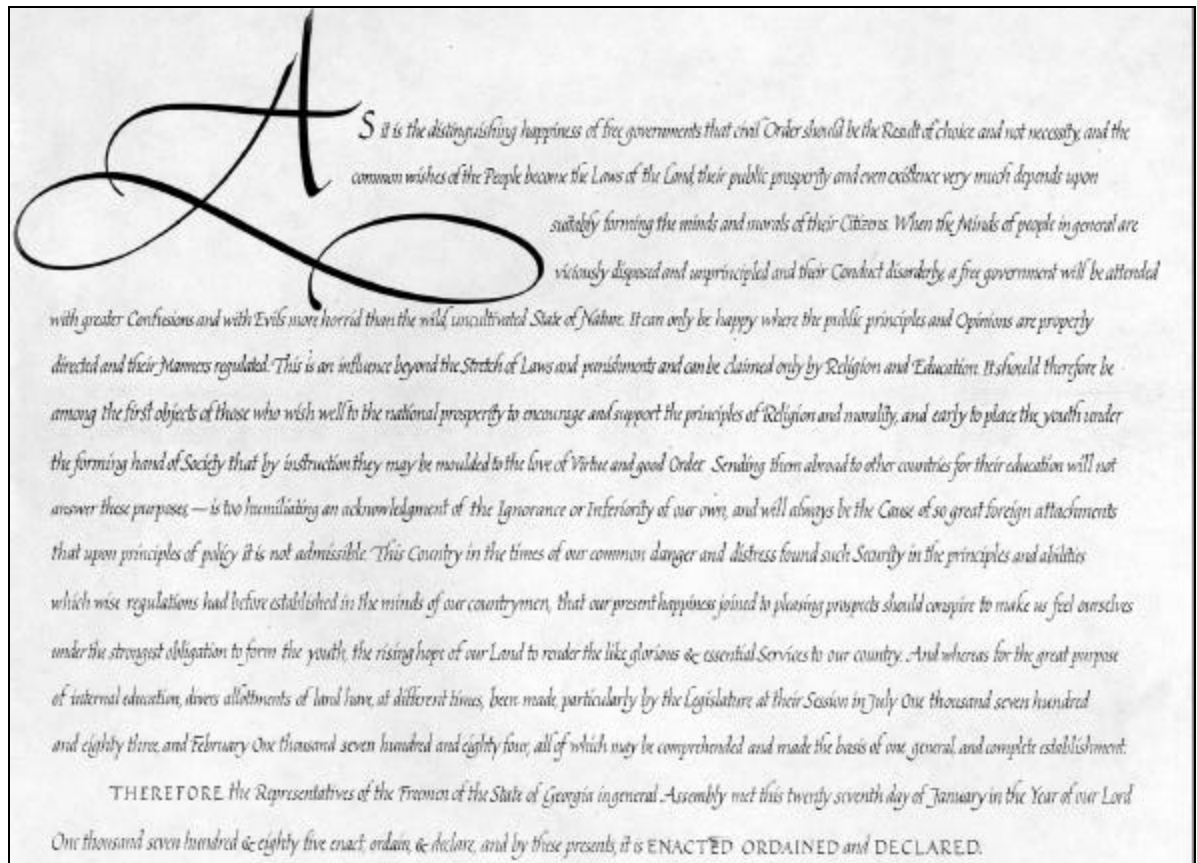


Figure 6: Preamble of the University of Georgia's Charter

Initially it was thought that the new university would be located on a tract of land set aside by the legislature in an area that became the town of Greensborough. Land in the vicinity of Greensborough was sold as a means of establishing a financial basis for the university. For nearly ten years the "University of Georgia existed largely on paper, with a charter, a president, two governing bodies, an abundance of land, and a small amount of cash reserves due mainly from the sale and lease of the Greensborough lots." (Bowen, pp.17) In 1794 a committee was established to review the location of the University and to fill vacancies on the Board of Trustees. For two years the committee disputed the location of the university only coming to agreement on the present site in 1796. An article in the Augusta Chronicle on July 25, 1801 gives a detailed account of the site that was selected.

"For this purpose the tract, containing six hundred and thirty three acres, was purchased of Mr. Easley, by Mr. Milledge, one of the committee, and made a donation of to the Trustees; and it was called Athens.

It lies, of course, in the county of Jackson, and is distant from Augusta, a west course, and by the post road, ninety miles; and is adjacent to a tract of five thousand acres belonging to the trust.

The site of the University is on the south side, and half a mile from the river. On one side the land is cleared; the other is wood-land. On the cleared side are two ample orchards of apple and peach trees; forming artificial copses, between the site and the river, preferable to the common under growth of nature.

What little vapour rises at any time from the river is always attracted by the opposite hills, towards the rising sun.

About two hundred yards from the site, and at least three hundred feet above the level of the river, in the midst of an extensive bed of rock, issues a copious spring of excellent water; and, in its meanderings to the river, several others are discovered.

On the place is a new well built framed dwelling house: entirely equal to the accommodation of the President and his family. There is also another new house, equal to a temporary school room.

The square of the University, containing thirty-six acres and a half, is laid off so as to comprehend the site, the houses, the orchards and the spring, together with a due proportion of the wood-land.

A street is also laid off upon the northern line of the square, adjoining a village of lots in that direction. Besides the spring in the square, which is convenient to the village, there is one in the street and another back of the lots.

Another street is also laid off on the western line of the square, and bounded upon more lots in that direction; and which will be supplied with water from springs forming another branch on the wood-land side.

A large avenue is also laid off in front of the site; and bearing a southerly direction.

The situation has an extended horizon on three sides. Up the river, northerly, the site is bounded by ascending hills.

The sky, in general, is clear and azure; the air dry, elastic and vivifying; and a fact in our natural history not before known, is, that the air in that elevated region of our state, during the warm months, is felt from the westward and not from the southward; and when it comes from the latter, it is considered as a certain symptom of approaching rain.”

At the turn of the century, Josiah Meigs, another Yale graduate, was appointed president of the university and set out to commence building on the chosen site. Meigs ordered the clearing of land and oversaw the platting of the new college town — Athens (see Figure 7) . In the early years of the institution, “classes recited under the shade of a large oak, a curious Georgian version of the grove of Academe.” (Schulyer, pp. 59) In 1801, President Meigs commissioned the construction of a three story brick building (known first as Franklin College and today as Old College) patterned after Connecticut Hall at his alma mater (see Figure 8). It is likely that President Meigs brought back the plans for the new building after a trip to New England. Though the pattern of this first permanent building is clearly reminiscent of the Connecticut Hall, its disposition on the campus followed a pattern more akin to the location of Nassau Hall, at Princeton, or Old East, at the University of North Carolina.

At Yale, Connecticut Hall formed a portion of a line of buildings known as the “Old Brick Row.” This line of buildings was consciously built in order to form an urban wall to New Haven’s town-square— the Green (see Figure 9). At Athens, as at Princeton and Chapel Hill, the university’s first building was not located on the edge of a town-square, rather it was situated directly within an open green space at considerable distance from a public thoroughfare.

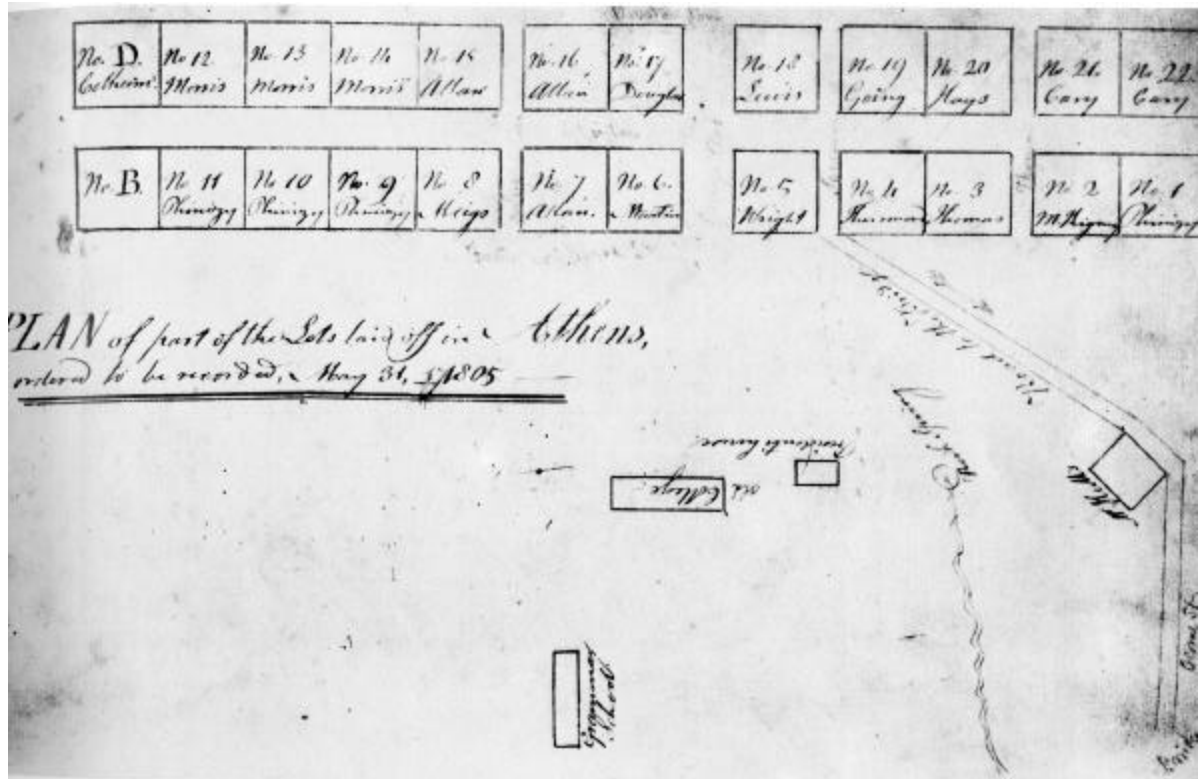


Figure 7: Plan of Franklin College and Athens in 1803



Figure 8: Old College (1806) Modeled after Connecticut Hall

The intention of the placement of Old College greatly differed from its cousin in New Haven. Old College was meant to be seen as a building in a landscape removed from the activities of the civic life of Athens, while Yale's "Old Brick Row" existed cheek-by-jowl with the town's major civic space. The parallel between Athens, Princeton, and Chapel Hill might be continued in terms of the relationship of the town's edge to the university proper. At Princeton, Nassau Street serves to divide the borough into two districts (see Figure 10) one containing the town and the other a large tract belonging to the university, while at Chapel Hill, Franklin Street performs much the same duty. In Athens, Front Street (later Broad Street) performed the task of separating "town and gown"(See Figure 11). One side of the main thoroughfare in each of these towns would eventually be divided into individual parcels to serve as sites for homes, businesses, and other activities of the town, while the opposite side of the street would remain ostensibly one large parcel that would be conceived of in terms of an open park, field, or campus.

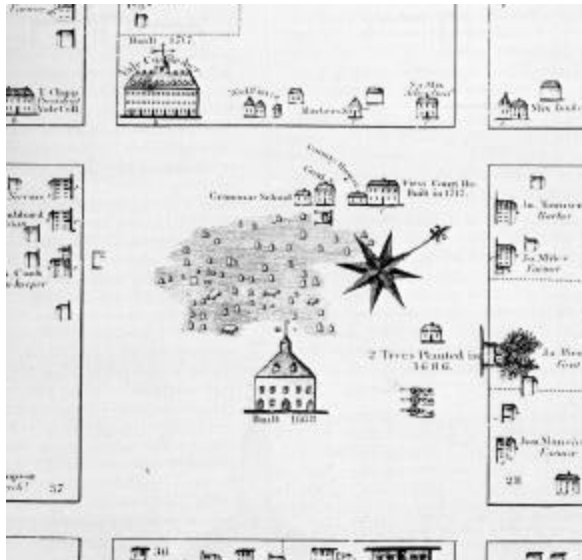


Figure 9: Central Part of New Haven, Connecticut



Figure 10: Plan, Princeton University



Figure 11: View of North Campus From Front Street (1880's)

During its early years the university struggled to remain financially solvent. In the early 1800's most of the finances of the university were underwritten by the sale of land in Athens. The War of 1812 played a role in lowering student enrollment to a critical level. State funding for the institution also waned during the hostilities with Britain. Between 1812 and 1819 the University struggled to keep its doors open. In March of 1818, the board of trustees commissioned a new home for the president, and a brick structure which would contain a chapel, library, and scientific equipment. In 1821 another brick structure, Philosophical Hall, was added to the campus plan, and in 1823, New College was built. By 1824, the university began to enjoy some prosperity with over one-hundred students enrolled in the institution. In 1830 fire destroyed the existing wooden chapel and a chapel was rebuilt in 1835 by James R. Carlton and Benjamin Towns. This classic Greek Revival structure became such a landmark of the campus and surrounding community that the city's boundaries were measured from a midpoint located at the base of the chapel steps, extending in a 360 degree radius several miles away. (Figure 12)



Figure 12: 1908 Photo of the UGA Chapel

The University of Georgia nurtures a long history of maintaining beautiful campus grounds. The very beginnings of maintaining beautiful grounds started with the mere beginnings of the University. Before the University's Charter was written, Abraham Baldwin suggested that "a plat of land where agricultural experiments might be made and observations in Botany and Natural History be taken". This "plat of land" that was to be provided by the proposed college, did not take form until 1831 when the University's first botanical garden was sited northwest of campus. The true boundaries are not known, but it was believed to be roughly contained in the present city block bounded by Broad Street on the south, Finley Street on the east, Pope Street on the west and Reese Street on the north. The garden was described in the reminiscences of Samuel Boykin, a student of Franklin College during the years 1848 to 1851.

"The garden was cool and shady, and many benches in localities of rural beauty, invited rest and quiet conversation. The eye roamed with delight through the winding walks into shady dells and over flowerbeds of exquisite beauty. Near the center of the garden was a cool spring, delightfully shaded by trees with benches around it, where the college boys, after quenching their thirst were fond of sitting, to chat and crack jokes. At almost every turn some pleasant surprise greeted the eye... as of a charming retreat or a splashing waterfall or a placid little lake with a graceful willow growing beside it."

The garden continued to serve the University and surrounding community until September 1856 when it was sold and the proceeds applied towards the costs of constructing an iron fence around the campus (portions of which still remain on northernmost border of campus), and some additional

ornamental trees and shrubs for the grounds. Although this first garden did not survive, many other events and personalities over the years have contributed to building a history of maintaining beautiful grounds.

The classical education offered at most institutions of higher-learning in the early 1800's employed memorization and recitation as a principle tool of instruction. Unlike the contemporary university, the curriculum of this time period did not engage matters of temporal or popular appeal. Learned men, it was postulated, were able to become leaders by means of a rigorous immersion in the traditional lessons of the past. Since all classical texts contained a moral lesson, it was thought that a thorough understanding of these documents would prepare young men for their future as leaders. There was a strong religious influence on the classical curriculum of all universities at this time. Even UGA, a very public institution, had two churches (in addition to the chapel) that actually existed on campus, and daily chapel sessions were required of students almost to the middle of the 20 th century.

Throughout America young academics began to use their extracurricular time to discuss and debate the contemporary issues of their day. Literary societies and debating clubs formed in order to engage popular topics and to exercise the students' speaking skills. The University of Georgia was no exception. In 1803, the Demosthenian Literary Society was formed. Demosthenian Hall (see Figure 13) was built in 1824 to house the activities of the society.



Figure 13: Demosthenian Hall (1836)



Figure 14: Phi Kappa Hall

Following the lead of these early rhetoricians, in 1836 the Phi Kappa Literary Society (see Figure 14) built a temple-like structure directly across the college yard from Demosthenian Hall forming a cross axis to the quadrangle-like green. The particular arrangement of debating societies at the University of Georgia is perhaps the earliest example of a campus architecture tradition that was repeated at Princeton with the construction of Whig and Clio Halls in 1837, at Eumenean and Philanthropic Halls at Davidson College in 1949, and eventually at Oxford College (originally Emory College), in Oxford, Georgia. In each case the debating society buildings were sited in direct relation to one another about a significant campus axis. At Princeton, Whig and Clio, stand side by side as if each were metaphorically a participant in a debate facing a landscaped audience of Canon Green. At the University of Georgia, Davidson, and Oxford, these analogs for debaters face-off squarely creating a cross-axis for a larger campus composition.

The traditions of a classical education, in each of the above campus compositions, were emphatically stated by means of a significant campus building, Nassau Hall, in the case of Princeton, or Old College, at Athens, which generated the principal axis or organizing feature of the campus. In a remarkably poetical manner, the literary societies provided these campuses with a cross-axial alignment which might be interpreted as a counterpoint to the aloof ideals of a classical education. By mid-century the debates would become so popular as to spill over onto the campus proper in the guise of contests of physical prowess. (Bowen, pp. 49)

Enrollment at the University of Georgia declined as the Civil War approached. In the fall of 1863 classes were canceled and the university did not re-start operations until 1866. During the War, campus buildings were used as hospitals and lodgings for refugees. In 1865, the university was occupied by Federal troops.

1.3 *Reconstruction and Modernization: 1866 through 1932*

Following the Civil War, the University of Georgia struggled to resurrect itself. During the 1850's Andrew A. Lipscomb, ascended to the university's highest office. After the war, Lipscomb proposed a reorganization of the university in order to increase student enrollment. Following the Civil War the traditional American Classical system of education had been upset. Leadership, as it was increasingly understood, was not only the province of a classical course of study. In 1862, the Morrill Land Grant College Act established funding for an agricultural, mechanical, and military college in every state loyal to the Union. Following the Civil War, land grant institutions were established in the onetime Confederate states. The effect of the Morrill Land Grant was to introduce a more populist and practical educational mission in American universities. No longer was education something aloof, it was to become something useful. Fearing a time limitation for the selection of the Land Grant institution, Governor James M. Smith, designated the University of Georgia to be the recipient of the Agricultural College in 1872.

Educational reforms swept the country in the last quarter of the 19th century lead by Charles William Eliot, who was elected president of Harvard in 1869. A major component of the educational reforms popularized by Eliot was the reorganization of curricula into a system of electives. In the 1870's under Lipscomb's leadership, the University of Georgia experimented with this novel form of higher-education. One of the mitigating factors that seemed to validate an elective system was the students returning to campus from the Civil War seemed more mature and exhibited a greater ability to take responsibility for their actions than their pre-war predecessors. By the mid-1870's the University of Georgia's experiment with the elective system came to an end as the campus was once again reorganized under Chancellor Tucker.

There are many evidences to show that the University and the Athens community had an early interest in gardens and landscape design. Another seed for the tradition of maintaining beautiful grounds was planted in 1881 when Chancellor Mell visited P.J. Berckman in Augusta (the designer of Augusta National Golf Course), and asked him to recommend someone to design a landscape plan for the campus grounds. Berckman volunteered to do the job himself at no expense to the University and even donated many of the ornamental trees and shrubs used in the plan. Around 1891, the first garden club in the United States, the Ladies Garden Club of Athens, was founded by twelve Athens women. The Garden Club of Georgia later claimed Athens as its state headquarters.

Congress passed the Hatch Act in 1887 which funded agricultural experiment stations at universities throughout the nation. In 1888, the Georgia Agricultural Experiment Station was located in Athens. Eventually, bowing to pressure, politicians moved the station to Griffin, Georgia. The 1890's saw incremental improvements and renovations to many of the campus buildings. "Old College, also called the Summey House after the family that managed it and "Yahoo Hall" after the childish boys who lived in it, was in such dilapidated condition that students were allowed to live there rent-free." (Bowen, pp. 84) Numerous times Old College was targeted for demolition narrowly escaping destruction each time.

At the turn of the century, the campus consisted of an assortment of buildings in a variety of styles set within a broad landscape (see Figures 16 & 17). Walter B. Hill was appointed Chancellor in 1899 and began an era of progressive reforms. Hill courted the New York philanthropist, George Foster Peabody, who eventually became the university's first significant benefactor. Peabody gave \$50,000 for a new fireproof library, in 1902, and in 1905 suggested the University engage the services of Charles Wellford Leavitt, a New York landscape architect, in order to devise a plan for the university's future growth.

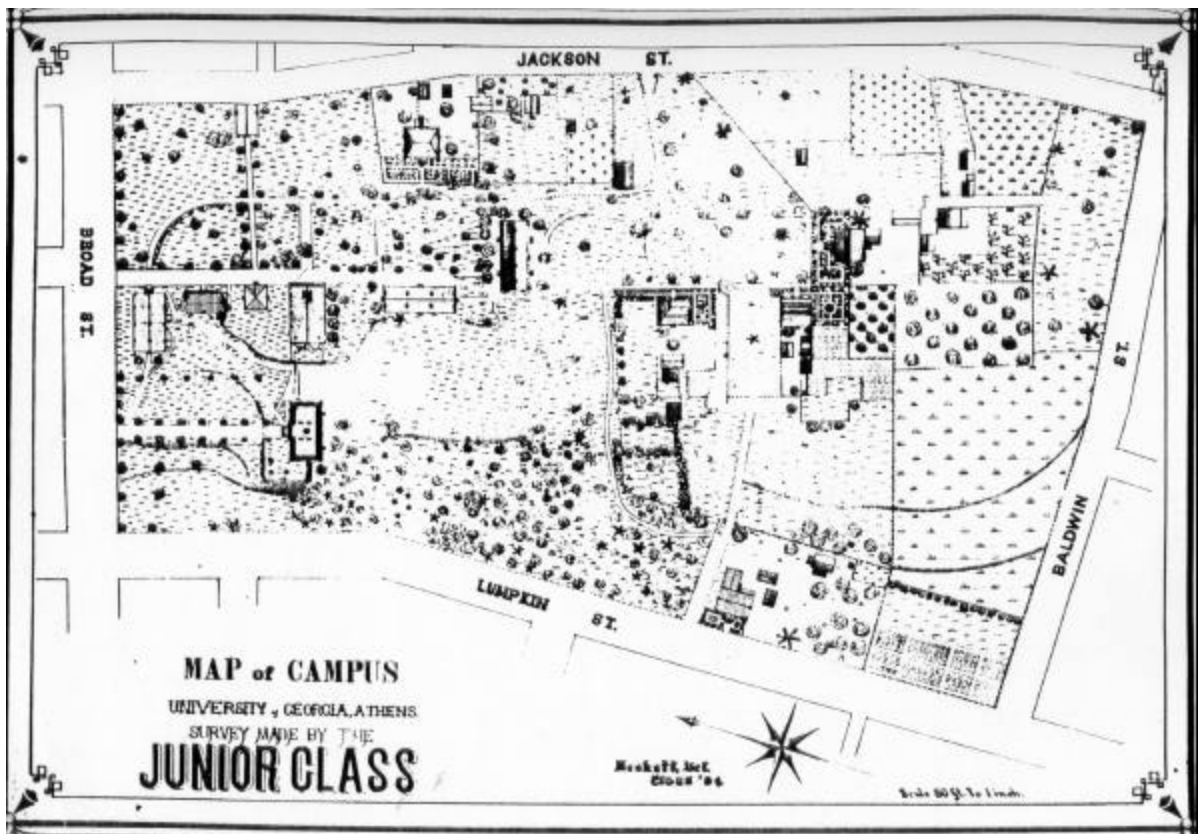


Figure 16: Plan of UGA in 1899



Figure 17: View of North Campus in 1900

Charles Wellford Leavitt (1871-1928) was educated in Connecticut and Pennsylvania and opened his office in New York in 1897. Many of Leavitt's commissions were country estates located in New York and California. His most notable commissions were the gardens for the Walter P. Chrysler Estate, in King's Point, and the Formal Gardens for the Lillian Sefton Dodge Estate, in Mill Neck. Leavitt also executed some important civic commissions, most notably, improvements to the Gate of Heaven Cemetery in Mt. Pleasant, New York. Leavitt's career was unexpectedly cut short when he contracted pneumonia and died in 1928. (for a brief biographical sketch see: MacKay, pp. 252-253)

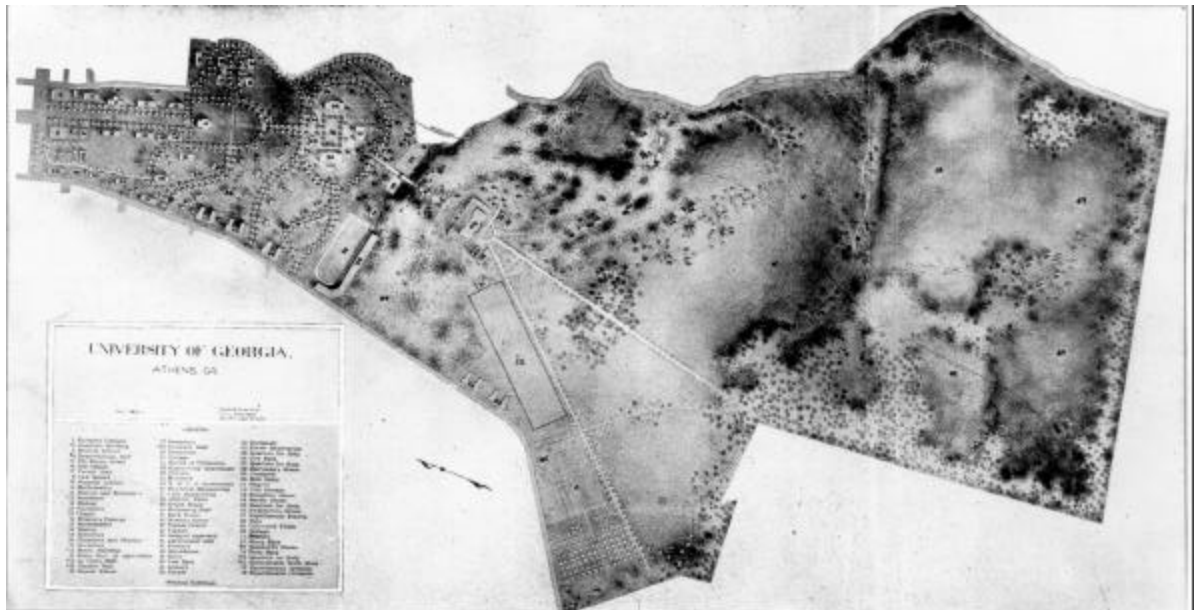


Figure 18: 1905 Leavitt Plan

Leavitt's plan for the University of Georgia was unveiled in January of 1906 (see Figure 18). The Beaux-arts composition featured a strong axial arrangement highlighted by a centrally planned

domed chapel building. The Leavitt plan divided the campus into five sectors: the Academic Group, the State Department Group, the Engineering Group, the College for Women, and the Agricultural Group. (Bowen, pp. 111) Leavitt proposed that Old College be razed and the quadrangle space be extended in a southerly direction. The chapel was proposed as a terminal feature of the new quadrangle's main axis. Leavitt drew upon the mythology of Athens, when he configured the Engineering Group. He had intended that the buildings in this group were "to be modeled after the Acropolis," in Athens, Greece. (Bowen, pp. 117) Leavitt's plan also solidified the location of the Agricultural School. He proposed that new buildings be built on a prominent site overlooking Athens. Additionally, the plan sponsored the acquisition of additional lands which expanded the size of the campus and insured the Agricultural School's relationship to the university.

Leavitt's plan made use of the natural features of the land. Deep ravines that had previously separated portions of the campus were to be bridged and would form natural vistas as a counterpoint to the formal order of plan. Leavitt also used the Tanyard Branch ravine as a site for the relocation of athletic fields. The natural contour and bowl shape of the ravine were eventually formalized with the construction of Sanford Stadium in 1929. Although many aspects of Leavitt's plan were followed other recommendations, such as the demolition of Old College and the creation of a monumental quadrangle remained on paper. Leavitt's plan remains the most significant formal plan in the University of Georgia's history.

Leavitt conceived of the grand plan as a physical embodiment of the institution's ideals and aspirations. Significantly, he located a monumental chapel at the heart of this composition and not a library building as had been the tradition since Thomas Jefferson's, University of Virginia. Perhaps the longing for moral leadership, an element that has never been completely eradicated from the Southern mind-set by modern times, informed Leavitt's decision to use such heraldry. As the university continued to grow under the influence of Leavitt's skillfully executed plan, the university was nurturing its own skills of landscape design. A young program was born under the direction of one of the university's own faculty members who was also a landscape architect. In 1928, the undergraduate program for Landscape Architecture was established as a part of the College of Agriculture in the Horticulture Department with Hubert B. Owens as its Director.

1.4 *The Contemporary University: 1931 through 1997*

Hubert B. Owens continued to be a great influence through the landscape designs he created for campus. One of his most important contributions being the design of the Founder's Memorial Garden. The garden began development in 1941 to commemorate the twelve women responsible for starting the first Garden Club. The garden and the Greek Revival house it surrounded became the headquarters of the Garden Club of Georgia in 1963. Another Owens design to have a large effect on campus was his early 1950's planting design around the Agricultural Extension Building. This project spurred occupants of other buildings on campus to become interested in the beautification of areas immediately around their buildings.

When Governor Richard B. Russell signed the Reorganization Act of 1931, the state government was significantly streamlined. Paralleling the reorganization of the State Government, the Board of Regents struggled with the idea of consolidating the state university system or dividing it into a series of smaller autonomous institutions. In 1932, the three major schools occupying the Athens

campus were the state university, the state agricultural college and the state normal (or teachers) school. Following a prolonged debate the schools were officially reorganized into a consolidated University of Georgia with Steadman V. Sanford appointed its first president.

Despite a period of economic distress, enrollment at the university was on the rise. Owing to a scarcity of employment opportunities, enrollment at the university increased from 1,855 students in 1932, to 2,903, in 1936. Within that time-frame, from 1933-1934, the university system's budget decreased by 21 percent. (Bowen, pp. 136) Following a trend found at many of the nation's state supported institutions of higher-learning, the University of Georgia applied for Works Progress Administration (WPA) and Public Work Administration (PWA) funding. During the Great Depression an additional seventeen buildings were added to the 1934 inventory of thirty-four buildings. Many campus improvements, such as landscaping and the paving of sidewalks and roads were directly the result of New Deal programs. Many of the buildings built during the 1930's and 1940's were executed according to the designs of Robert H. Driftmier, a professor of agricultural engineering, and his architect Roy Hitchcock. Driftmier and Hitchcock's buildings constitute one of the first departures from the Leavitt plan. Although the buildings were built in a derivative of the Neo-Classical style, the siting of the structures did not serve to reinforce Leavitt's intentions. "Driftmier and Hitchcock scattered the new buildings around the entire campus in what appears to be an irregular pattern or plan." (Baldwin, pp. 144) One of the first buildings built by Driftmier and Hitchcock was Clark Howell Hall, a PWA project. PWA financing also permitted the renovation of both Moore and New College (see Figures 19 & 20).



Figure 19: 1939 Aerial Photo of North Campus



Figure 20: 1939 Aerial Photo of South Campus

While New Deal projects fostered improvements to the campus, the university lost its accreditation due to political infighting between the Governor and the Board of Regents. Recovering its academic reputation dominated all aspects of university life during the early 1940's. Following the election of Ellis Arnall to the Gubernatorial seat the university's accreditation was restored. World War II caused business as usual to grind to a halt. The campus was designated as one of four Naval pre-flight training schools in 1942. Requiring larger gymnasium and pool facilities, the Navy built a new structure in Tanyard Branch west of Sanford Stadium. South campus also became the site for additional housing to fulfill the Navy's needs. The undated Blue Key map (see Figure 21) drawn at the beginning of the Second World War illustrates the extent of facilities following the building boom of the New Deal. By 1947, the Plant Operations Map, drawn by Edwin P. Kenny, (see Figure 22) illustrates the extent of growth incurred during wartime including nearly 200 units of temporary housing erected to accommodate the Naval aviators.

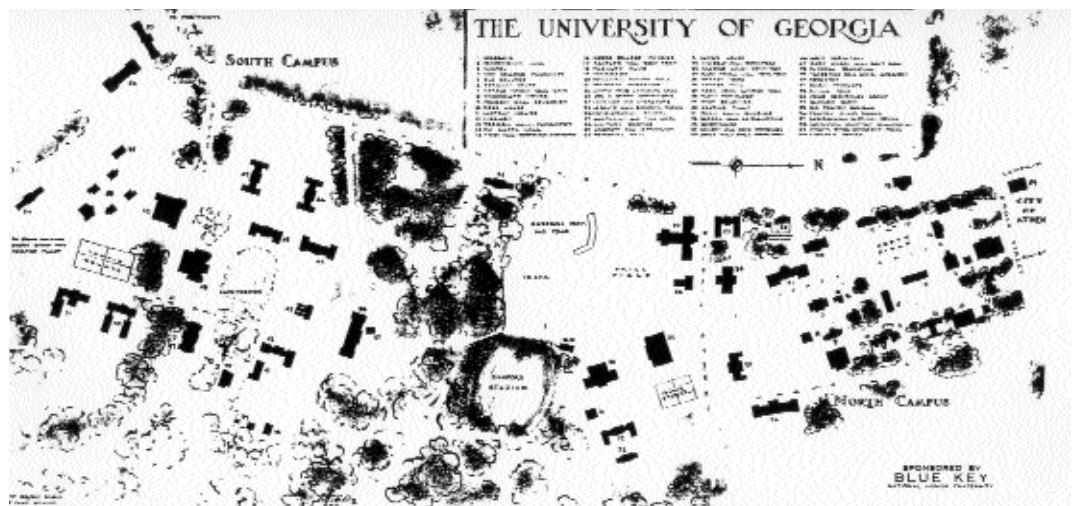


Figure 21: Blue Key Map (Date Unknown)



Figure 22: 1947 Plant Operations Map

With the close of the Second World War, building activities again dwindled despite a shortage of housing and the need for a new library building. In 1949, the State Legislature approved the creation of the University System Building Authority and gave it the power to finance campus projects. As soon as the powers of the Building Authority were confirmed in court, the university broke ground for new housing. The first of these buildings designed by Driftmier and Hitchcock were completed in 1952. Ironically, when the university found its funding for a new library building, in part due to the philanthropy of Mrs. Ilah Dunlap Little and in part due to state funding, the site selected for the structure was to concur with the location of the domed chapel in the Leavitt plan. Though the location of a library at this critical site would alter the iconography of Leavitt's Beaux-arts plan, symbolically it suggested a campus order that was more in tune with the iconography appropriate to a state institution.

In 1953 the University System Building Authority mandated campuses to commission long-range master plans that would anticipate and govern campus growth for a period of ten years. The Atlanta firm of Aeck and Associates was engaged to provide a plan (see Figure 23) for the Athens campus. "The Aeck plan physically represented the direction that state and local officials wanted to grow." (Bowen, pp. 168) It also represented a total departure from the planning techniques that had been employed by architects and landscape architects working on the campus since the Leavitt plan. Additionally, the types of buildings represented in the plan represented a departure in character and concept from the types of buildings that had been built on the campus during the preceding 150 or so years. The Aeck and Associates plan was inspired by European modernism, the architec-

ture and urbanism of Le Corbusier, Mies van der Rohe, and Walter Gropius. The buildings illustrated in the plan, a fine arts center on north campus, a modern science center complex, a new administration building were conceived of as mega-structures, at a scale which dwarfed the original campus buildings. Unlike the earlier arrangement of buildings of the campus of the University of Georgia, the buildings proposed by Aeck and Associates did not give form to the exterior landscape spaces. Rather, the spatial continuum of the campus landscape would be interrupted by a picturesque composition of volumes and abstract planar surfaces the result of the internal disposition of functional proximities. A significant modern landscape design during this period was Thomas Church's 1955 design for the Georgia Center for Continuing Education.

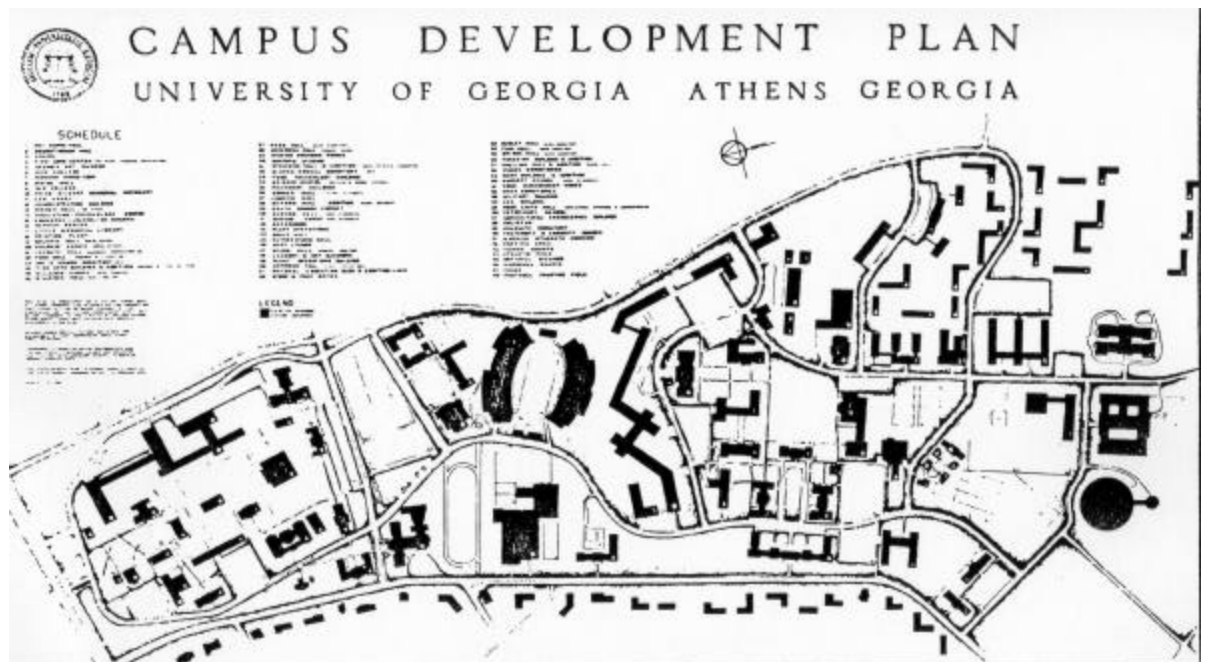


Figure 23: Aeck Associates Campus Development Plan, 1953

The Aeck plan was significant in that it has governed the growth of the campus since 1953. Aeck and Associates updated the campus master plan in 1967 (see Figure 24). In the production of the 1967 plan, the earlier scheme for the campus was essentially adapted to address a variety of new conditions. Probably one of the most innovative aspects of the 1967 update was the proposal for a campus-wide rapid transit system. The Aeck team realized that new roads and parking facilities could only partially deal with the traffic problems encountered by the campus. In order to connect various disparate portions of an ever expanding campus a “people-mover” type system was proposed. Dependable rubber-wheeled computer-controlled vehicles moving along a track would have permitted pedestrians to traverse the campus without impacting local traffic. The system received considerable attention, but was never designed or implemented. During the period from 1967 to 1980 the campus again expanded with the construction of a 259,500 square foot Coliseum, numerous laboratory and classroom buildings. High-rise dormitories were introduced onto the Athens campus as early as 1961, and the demeanor of the once quaint campus began to resemble that of a small city. During this period “functionalism” and “flexibility” were the watchwords of campus planners. Tradition had been discarded in favor of a “progressive” planning agenda.

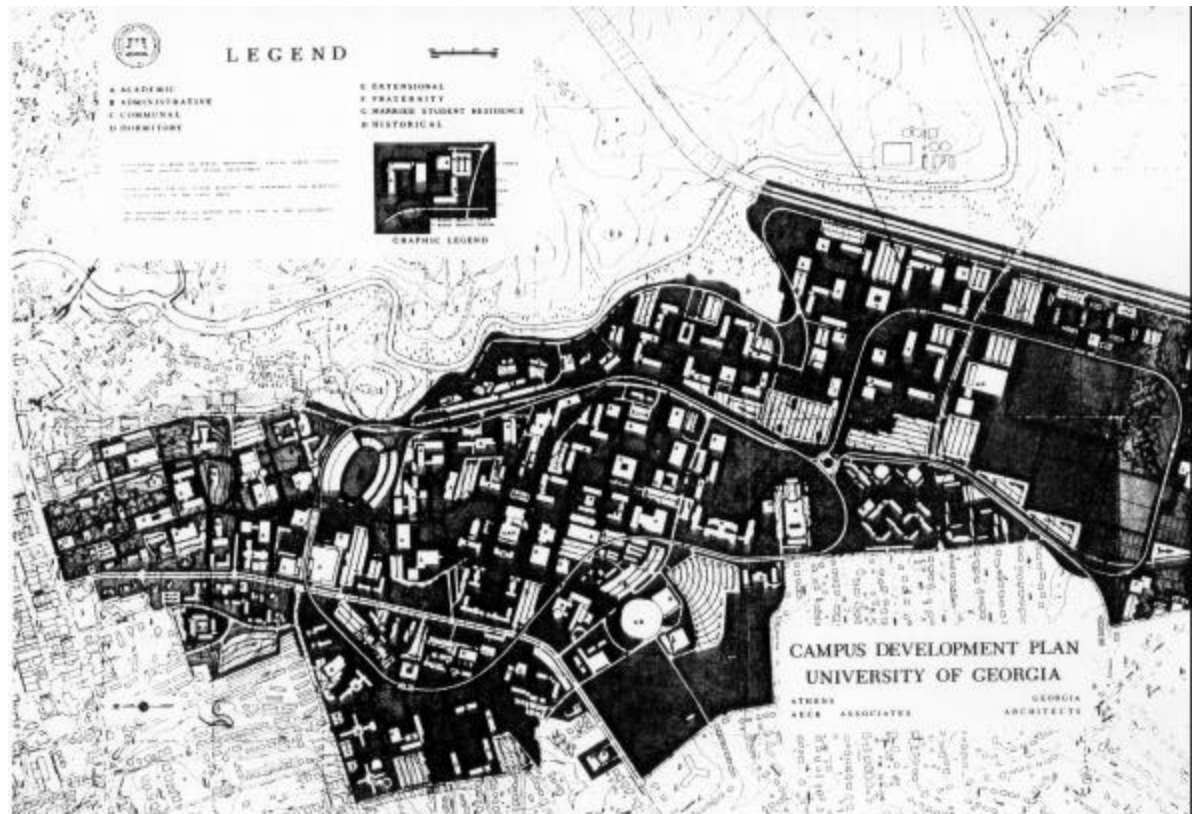


Figure 24: Aeck Associates Campus Development Plan, 1967

Running parallel with the massive building surge the Grounds Department was busy providing landscape designs to fill the spaces on campus between new buildings. Many people have left their mark in the history of the UGA Landscape. One of whom was Brooks Whigington of the UGA Grounds Department whose influence spanned from 1940's to 1960. In the 1960's, Duncan Callicut became UGA's first landscape architect and deserves much of the credit for UGA's beautification. He is responsible for extensive tree planting on campus, with the oaks lining Lumpkin as an example. Duncan Callicut was followed by a landscape architect named John Dunnington. Around 1975, Gordon Chapel was the next UGA landscape architect to carry on the tradition through to 1985. There have also been some significant landscape designs by private firms one of which is Robinson Fisher's 1989 design for the Mary Kahrs Garden west of the Ecology Building. Since 1985, UGA's current landscape architects, under the leadership of Dexter Adams, have stepped up to continue the legacy and have succeeded in bringing the standard of landscaping at UGA to an unmatched high. The University of Georgia is known far and wide for the beauty of its landscape. This tradition has only strengthened over the years and will continue to under the supervision of such quality leadership.

In 1980, the university's "self-study," a requirement of accreditation, undertook an examination of the campus planning activities. A six person committee convened to review planning policies and procedures. The committee report "focused on 'this indeterminate degree of growth through an increased measure of natural order, efficiency of use, and overall beauty.'" The committee defined four main goals of their efforts: (1) to identify building and outdoor areas worthy of preservation; (2) to identify problems and recommend solution to the current campus planning process; (3) to

develop a “process” for making planning policy; (4) to establish clear “concepts,” or guidelines, which would drive planning policy decisions.” (Bowen, pp. 209). The committee also recommended that the campus community become more active participants in the planning process. From its beginnings in 1784 with little more than a few trustees, a president, a charter and some land, to the present day campus covering over 600 acres of land and accommodating over 27,000 students, the University of Georgia has transformed well beyond its founders expectations. Visitors to the Athens campus can still see classes held beneath broad canopies of campus trees in much the same manner that Plato conversed with his pupils on the outskirts of another Athens, in the groves of Academe, over two-thousand years ago. The original log building is long gone and Old College remains as a witness to the campus’ past, however the University of Georgia of today has grown into a complex and energetic city of scholars.

Date December 12, 1997
Project University of Georgia Physical Master Plan
Subject Historic Buildings and Grounds, Section I.A.5
From Ayers/Saint/Gross
To University of Georgia

Full documentation of these historic resources is included in the Appendix.

Architects and Campus Planners

Ayers/Saint/Gross

222 Saint Paul Place
Baltimore, MD 21202
410/347-8500
Fax 410/347-8519

Architecture and Engineering

Heery International

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Atlanta, GA 30367
404/881-9880
Fax 404/875-1283

Landscape Architecture

Hughes, Good, O'Leary & Ryan

1708 Peachtree Street, Suite 444
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404/876-7726
Fax 404/876-6858

Traffic Engineering

LRE Engineering

1475 Peachtree Street, Suite 220
Atlanta, GA 30309
404/888-8800
Fax 404/876-7797

Academic Programming

Paulien & Associates

899 Logan Street, Suite 508
Denver, CO 80203-3156
303/832-3272
Fax 303/832-3380

1. UNIVERSITY OF GEORGIA HISTORIC BUILDINGS AND GROUNDS

The following are the University of Georgia buildings and grounds that are national historic districts or landmarks. The following (Figure I A.5) documents the locations of these buildings.

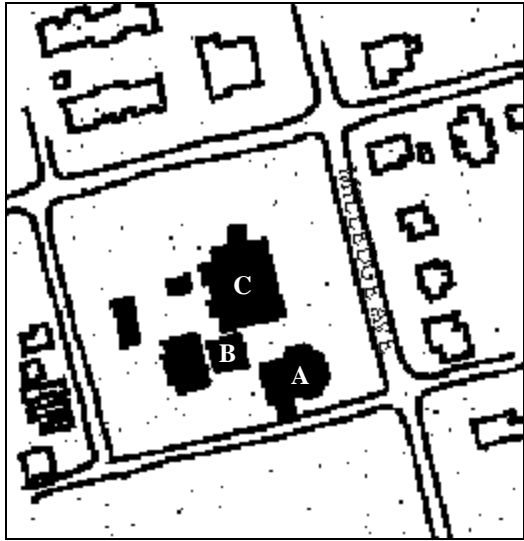
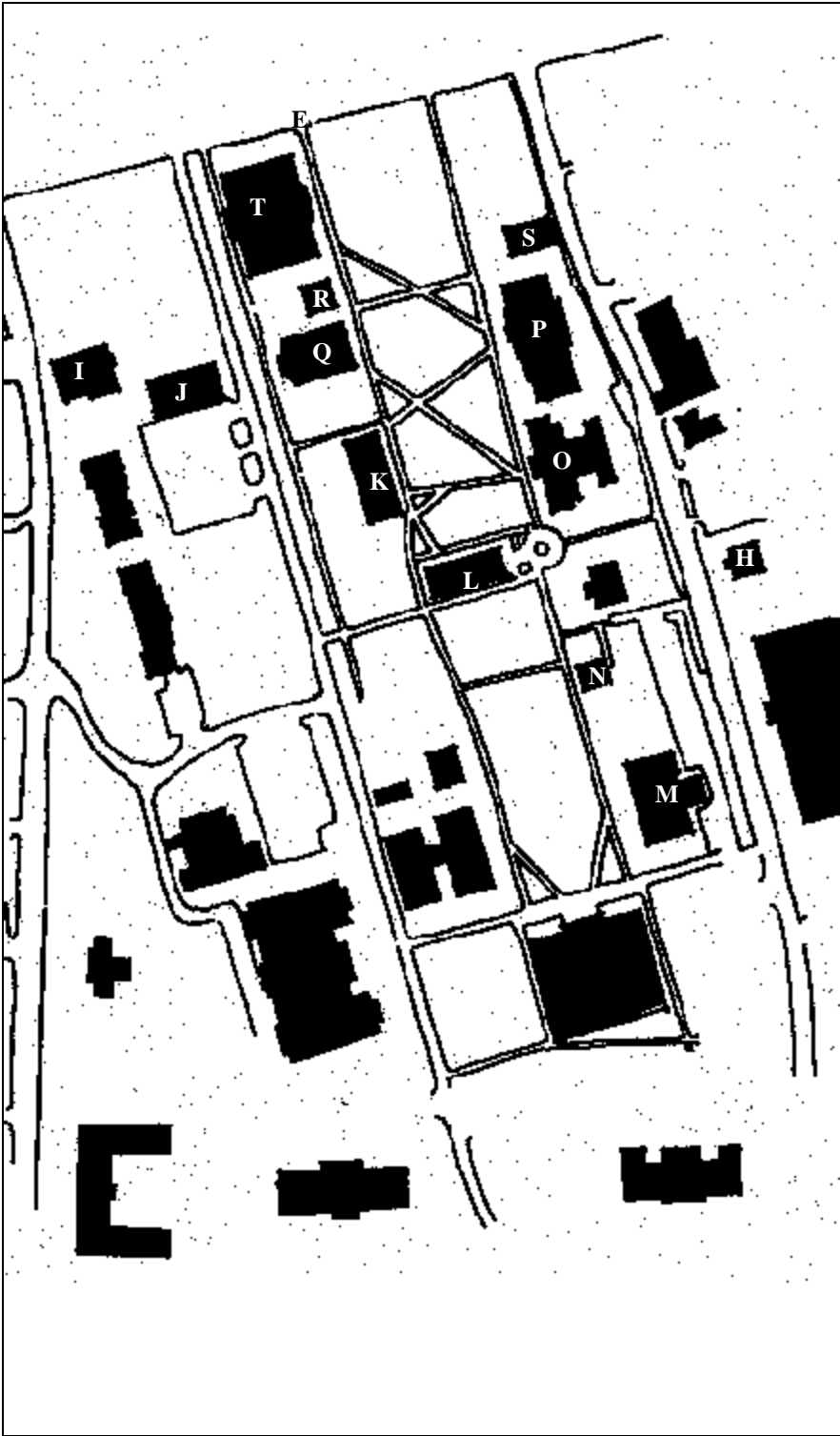
- A. Seney Stovall Chapel/ Lucy Cobb Chapel
- B. Margaret Hall
- C. Lucy Cobb Institute
- D. Business Services Building*
- E. Arch and Fence
- F. Treanor House / John A. Cobb House*
- G. Wilson Lumpkin House / Rock House*
- H. Bishop House / Bishop Cottage
- I. Meigs Hall / Old Leconte Hall
- J. Moore College
- K. New College
- L. Old College / Franklin College
- M. George Peabody Hall
- N. Waddell Hall / Philisophical Hall
- O. Georgia Museum of Art / Peabody Library
- P. Terrell Hall
- Q. Chapel
- R. Demosthenian Hall
- S. Phi Kappa Hall
- T. Academic Building
- U. White Hall / Whitehall Headquarters*
- V. President's House - Grant Hill – White – Bradshaw House*
- W. Old North Campus (District)

* locations are not listed on figure I A.5 but a description of their location is recorded in the documents included in the Appendix.

2. NEIGHBORING HISTORIC BUILDINGS AND GROUNDS

There are a number of national and local historic buildings and grounds in the neighborhoods surrounding the university including: Downtown Athens, Dearing Street,

Hull Street, Broad Street, Henderson Avenue, Milledge Avenue, Oconee Street, Oconee Hill Cemetery, Bloomfield Street, the David Barrow School, and University Heights.

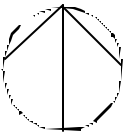


Not to Scale
10/9/98

Historic Resources Documentation

The University of Georgia
Physical Master Plan

Figure (I A.5)



Date 10/7/98
Project University of Georgia Physical Master Plan
Subject Overview of the Institution (Section I B)
From Ayers / Saint / Gross
To University of Georgia

Architects and Campus Planners

Ayers/Saint/Gross

222 Saint Paul Place
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Academic Programming

Paulien & Associates

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Denver, CO 80203-3156
303/832-3272
Fax 303/832-3380

The objective of this work element is to provide information on the overall dimensions and physical characteristics of the campus. This information is based on the current issue of the University of Georgia Fact Book (1997).

Overview

In 1785, Georgia became the first state in the nation to grant a charter for a state-supported University. From its meager beginnings in 1801, when a site was selected and classes were held in a log building, the University of Georgia has grown to become a major teaching, research and service institution.

I. Key Factual Information

A. Academic Size

- a. Full Time Equivalent - 28,262 (Fall 1997), 28,226 (Fall 1998)
- b. Total Headcount - 29,693 (Fall 1997), 30,009 (Fall 1998)

B. Total Area of Campus(es)

- a. Main Campus - 605 acres
- b. Related Areas - 684 acres
- c. Statewide land holdings (30 locations) - 41,860 acres
- d. Total UGA Land Holdings - 43,149

C. Number of Buildings

332 Main Campus buildings

II. Satellite Campuses

A. Coastal Plain Experiment Station

A satellite campus of the College of Agricultural and Environmental Sciences, the 5,868 acre Coastal Plain Station, located in 3 southwest Georgia counties, is committed to provide research opportunities and education in agricultural and environmental sciences. The Coastal Plain Station strives to promote both economic viability and global competitiveness of Georgia agriculture, while also fostering environmental stewardship and wise management of natural resources, and ensuring the

production and distribution of safe food, feed and fiber.

B. Georgia Experiment Station

Located in adjacent Spalding and Pike counties, the Georgia Experiment Station, with 1,291 acres of land, is a premier agricultural research center within the southeast. The Georgia Station addresses research, extension, and educational needs of the State of Georgia through the following University programs: Crop and Pest Management, Food Safety and Quality Enhancement, Urban Agriculture, Applied Plant Genetics, and Environmental and Natural Resources.

C. Georgia Branch Stations

There are eight Agricultural Branch Stations, which occupy 5,361 acres of land, within the State. These Stations house varying types of agricultural functions which are characteristic of the particular Georgia climate and region in which the land is located.

D. Cooperative Extension Service

The Cooperative Extension Service, through The University of Georgia, operates several 4-H camps throughout the state. These camps occupy 1594 acres, in 4 counties, within the state of Georgia.

E. School of Forest Resources

The Warnell School of Forest Resources has land holdings throughout the state, occupying 22,686 acres of land in 10 Georgia counties. These land holdings are for the purpose of educating students in the School of Forest Resources on the wide variety of forest types within the state.

F. Institute of Ecology

The Institute of Ecology has a 137 acre land holding in Newton county. This site, referred to as McGarity Wetlands, is used to educate the students of the University on the ecological systems unique to this wetland situation.

G. Marine Resources Facilities

In the coastal counties of Chatham, McIntosh (Sapelo Island) and Glynn, the Marine Resource Department occupies two land holdings of 694 acres. The Institute of Oceanography is located on the Chatham county site, while a Fisheries Extension can be found in Glynn County.

H. College of Veterinary Medicine

567 acres, in four counties, are occupied by the College of Veterinary Medicine. Most of these land holdings are farms on which the students of the College may obtain hands-on experience with animals typical to a farm setting.

III. Funding / Endowment Resources

- A. From the State of Georgia - 45.8%
- B. From the Counties of Georgia - 1.3%
- C. From Federal Appropriations - 1.4%
- D. From Student Tuition and Fees - 12.2%
- E. From Sales, Services, and Miscellaneous Sources - 3.3%
- F. From Gifts, Grants, and Research Contracts - 27.8%
(State, Federal, and Private - includes Student Aid)
- G. From Auxiliary Enterprises - 8.1%
- H. From Endowment - 0.1%

IV. Distinctive Features of the University

The main defining feature of The University of Georgia is the historic North Campus. With two lush quadrangles surrounded by majestic buildings and filled with stately old hardwood trees, North Campus has long been recognized as the heart of the campus, due to both its powerful history and grand beauty. The North Campus quadrangle is where the first University of Georgia building, a simple log structure, was located in 1785. The boundary for the city of Athens was literally drawn by placing a compass on the Chapel of the University, located on North Campus, and drawing a radius around it. In juxtaposition to historic North campus is the contemporary East Campus, which is also very distinctive of The University of Georgia. In comparison, East Campus is a mere infant, with all but two of its buildings being less than four years old. East Campus, with the Ramsey Student Center, Georgia Museum of Art, and Performing Arts Center, has proven itself to be an active and vital addition to not only The University, but the surrounding community as well.

V. Research or Other Affiliations

The University of Georgia through its research foundation conducts research that is sponsored by federal and state governments, corporations, foundations and associations (public and private), international governments and their affiliates. Additionally, some sponsored funding routes through other collaborating colleges and universities. This funding totals in excess of \$200 million each year.