

See 2001 Boundary Decrease (GF1149) appended at end of this nomination.

United States Department of the Interior  
National Park Service

# National Register of Historic Places Registration Form

This form is for use in nominating or requesting determinations of eligibility for individual properties or districts. See instructions in *Guidelines for Completing National Register Forms* (National Register Bulletin 16). Complete each item by marking "X" in the appropriate box or by entering the requested information. If an item does not apply to the property being documented, enter "N/A" for "not applicable." For functions, styles, materials, and areas of significance, enter only the categories and subcategories listed in the instructions. For additional space use continuation sheets (Form 10-900a). Type all entries.

### 1. Name of Property

historic name Guilford College  
other names/site number \_\_\_\_\_

### 2. Location

street & number 5800 West Friendly Avenue  not for publication  
city, town Greensboro  vicinity  
state North Carolina code NC county Guilford code 081 zip code 27410

### 3. Classification

Ownership of Property	Category of Property	Number of Resources within Property	
<input checked="" type="checkbox"/> private	<input type="checkbox"/> building(s)	Contributing	Noncontributing
<input type="checkbox"/> public-local	<input checked="" type="checkbox"/> district	<u>19</u>	<u>12</u> buildings
<input type="checkbox"/> public-State	<input type="checkbox"/> site	<u>2</u>	<u>1</u> sites
<input type="checkbox"/> public-Federal	<input type="checkbox"/> structure	<u>1</u>	<u>0</u> structures
	<input type="checkbox"/> object	<u>0</u>	<u>0</u> objects
		<u>22</u>	<u>13</u> Total

Name of related multiple property listing: N/A  
Number of contributing resources previously listed in the National Register 0

### 4. State/Federal Agency Certification

As the designated authority under the National Historic Preservation Act of 1966, as amended, I hereby certify that this  nomination  request for determination of eligibility meets the documentation standards for registering properties in the National Register of Historic Places and meets the procedural and professional requirements set forth in 36 CFR Part 60. In my opinion, the property  meets  does not meet the National Register criteria.  See continuation sheet.

William Spier 4-30-90  
Signature of certifying official Date

State or Federal agency and bureau \_\_\_\_\_

In my opinion, the property  meets  does not meet the National Register criteria.  See continuation sheet.

Signature of commenting or other official \_\_\_\_\_ Date \_\_\_\_\_

State or Federal agency and bureau \_\_\_\_\_

### 5. National Park Service Certification

I, hereby, certify that this property is:

entered in the National Register.  
 See continuation sheet.

determined eligible for the National Register.  See continuation sheet.

determined not eligible for the National Register.

removed from the National Register.

other, (explain:)

\_\_\_\_\_  
Signature of the Keeper

\_\_\_\_\_  
Date of Action

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# National Register of Historic Places Continuation Sheet

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Guilford College, Guilford Co., N.C.

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## Historic Functions

Education/college  
Education/library  
Education/education-related  
housing  
Agriculture/agricultural field  
Landscape/forest  
Landscape/unoccupied land  
Landscape/conservation area

## Current Functions

Education/college  
Education/library  
Education/education-related  
housing  
Landscape/forest  
Landscape/unoccupied land  
Landscape/conservation area

6. Function or Use

Historic Functions (enter categories from instructions)  
see continuation sheet

Current Functions (enter categories from instructions)  
see continuation sheet

7. Description

Architectural Classification  
(enter categories from instructions)

Materials (enter categories from instructions)

Colonial Revival

foundation Brick

Neo-Classical Revival

walls Brick

Gothic Revival

roof Asphalt

other wood

stone

Describe present and historic physical appearance.

General Physical Description

The Guilford College campus is a picturesque tract of land, generally rectangular in shape, that embraces a total of 300 acres that is surrounded by increasingly intense development in the city of Greensboro. It contains about 80 acres of developed land of which about 60 acres contain historic resources and are included in the district, and about 220 acres of undeveloped land that is included in the district. The campus presents a landscape that dominates the pedestrian scale of the school buildings and insulates them from the encroaching development. The topography of the campus is rolling; the highest elevation is about 930 feet and the land slopes into a creek and its tributaries, one of which has been dammed to create a lake. The undeveloped land is the site of a mature Piedmont forest composed of hardwoods and of old farm fields that are presently undergoing the natural reforestation process that is dominated by fast growing pine trees.

The developed portion of the campus is sited on the western-most section of the tract and is approached by a straight promenade flanked by greenswards that leads off Friendly Avenue. The core of the approximately 80-acre developed portion of the campus is a wooded quadrangle established in the early twentieth century and surrounded by two story Neo-Classical or Colonial Revival style buildings and one Gothic Revival style building, all of which are conservative in character and constructed of brick with wood or stone details. One building, Archdale Hall, dates from 1885, seven were constructed between 1897 and 1912 and faculty housing was constructed to the north-east and south-east of the quadrangle in the 1930s. The pastoral, sylvan character of the undeveloped section of the campus is reflected in the romantically landscaped wooded quadrangle that features sweeping lawns planted with many ornamental species of shrubs and flowering trees, all sheltered under a canopy of mature hardwoods of various species. The quadrangle is further enhanced by narrow flagstone and concrete walks and an oval promenade that creates a focus within the landscaped area and leads onto the straight promenade that is the formal entrance to the college.

Some of the interiors of the buildings dating from the school's  See continuation sheet

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period of significance have been altered as the school evolved during the years following World War II, but the alterations do not impact the overall historic appearance and character of the campus. Likewise, post-1940 alterations to the exteriors of the buildings do not affect the historic ambience of the school and serve as a reminder of the school administration's policy of adapting existing buildings for new uses rather than destroying them. The three post-1940 buildings on the quadrangle are mid-twentieth century interpretations of the Colonial Revival style and are similar in scale and material to the historic buildings. The historic and post-1940 buildings of the Guilford College campus present a coherent whole that is bound together by the over-arching landscape, the pedestrian scale and the traditional building forms and materials.

### 1. Entrance Gates. 1915. Contributing Structure

Paired brick square piers connected with convex brick walls, with adjacent free-standing piers, all capped with stone, on either side (north and south) of the entrance road from Friendly Avenue onto the college campus.

### 2. The Quadrangle. 1885-1940. Contributing Site

An area landscaped in an indigenous interpretation of the American pastoral style of Frederick Law Olmsted (1822-1903), approximately 700 feet long by 600 feet wide, quartered by narrow walkways constructed of flagstone and concrete paving. The main axis is north to south and culminates in an oval promenade 150 feet wide that leads to a straight main 30-foot wide promenade onto Friendly Avenue. The quadrangle is heavily shaded by various species of mature hardwoods, some of which appear in photographs dating from the late nineteenth century, and many of which were planted in the 1930s. A specimen tree, a 200-year old Black Oak, stands to the south of New Garden Hall, and is registered as the largest of its species in the state. In 1935, a flagstone walk replaced the road that previously ran through the center of the quadrangle to the porch of Founders Hall. In 1937, 598 evergreen trees were planted among the hardwoods and the quadrangle has been further enhanced with flowering trees and shrubs.

### 3. New Garden Hall (Originally the Meeting House). 1912. Contributing

A one-story Neo-Classical Revival style brick building, five bays wide and six bays deep covered by a hipped asphalt shingled roof and

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set on a raised basement marked by a brick water table; the east (main) elevation is approached by a central, three bay wide flight of steps leading to a massive Doric tetrastyle portico with short brick piers supporting the columns. The wide fascia and cornice of the portico are repeated on all elevations of the building, but without the triglyphs. The main entry is a double-leaf wooden door flanked by a symmetrical fenestration pattern of four main level windows and three attic windows on the main facade. Brick piers mark the corners of the building and divide the windows on the side elevations. The north and south (side) elevations feature five main windows divided vertically and filled with wooden sash. In each bay, the pairs of main floor and attic windows are contained in a single wooden panel. There are basement windows as the site slopes from east to west. The west (rear) facade is three stories high and has been altered slightly with the addition of a brick one story room three bays wide and one bay deep at the basement level. Other alterations include window sash with replicas of the original pattern and the addition of attic windows when the interior of the building was rebuilt in the 1960s to house the administrative offices of the college.

4. Duke Memorial Hall. 1897, remodeled 1960s. Non-Contributing

A three-story Colonial Revival hip-roofed brick building, rectangular in form with a slightly shorter and wider hip-roofed wing across the rear. The east (main) elevation is three bays wide and the north and south elevations are seven bays; the rear wing is two bays deep and five wide. Brick piers with simple capitals mark the corners of the building and divide the windows and on the north and south elevations mark the locations of brick chimneys rising from the edge of the roofline. The roofline is defined by a wide fascia board and molded and dentilled cornice. The east (main) elevation is approached by curved stairs on either side of a one story, one bay wide flat-roofed porch in the Doric order. The fenestration is symmetrical; the main (east) entrance is a wooden door with a transom and the windows are double hung sash with a four-over-four pattern. The rear (west) elevation features a porch almost identical to that of the main elevation except that it is on grade.

Originally the building was two stories high and featured a fenestration pattern of paired double-hung windows accented with stone sills and key-stones and filled with one-over-one sash on the first floor, large arched windows on the the second story and a fanlight over the main entry. The interior originally housed chemical, physical and biological laboratories, classrooms, museum rooms, the President's office and an auditorium. In the 1960s, the

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interior of the building was gutted and the original windows were replaced to reflect the addition of the third floor to the interior of the building. Presently, the building is divided into a center hall plan on three floors and houses classrooms, a computer center, a correspondence center and a print shop.

### 5. The Library. 1909. Contributing

A one-story Neo-Classical Revival style brick building which is five bays wide and covered by a hipped asphalt shingled roof, and set on a raised basement marked by a brick water table; the east (main) elevation is approached by a central, three bay wide flight of steps leading to a monumental tetrastyle Doric portico. The roofline is defined by a wide fascia board and molded cornice that repeats that of the portico. The corners of the building are defined by paired brick piers. The overall shape of the building is irregular because of a one-story hipped roofed brick addition placed on the rear (west) in 1950, and another one story hipped roofed brick addition placed on the south in 1964. The original building was five bays wide and two bays deep with a central one bay wide and one bay deep wing to the rear (west). The fenestration pattern is symmetrical and consists of a centrally placed main (east) entry with a transom that is flanked by flat arched windows filled with one-over-one pattern wooden sash; all of the windows are capped with wooden pediments. On either side of the portico are massive Diocletian windows which are repeated on the north and south elevations of the original main block of the building. The fenestration of the two additions is symmetrical, with large rectangular double-hung multi-paned sash windows accented with keystones. Presently, a new three-story brick addition on a raised basement is being constructed on the rear (west) of the building. It will feature a balanced composition, the hallmark of which will be three adaptations of the large arched windows of the original building. The additions to the original building do not detract from its integrity as they are of similar scale, design and material. The additions are separated from the quadrangle by the original building and do not affect the visual or historic character of that area.

Originally, the interior of the building consisted of a main reading room and offices in the rear wing. The main reading room featured a coved ceiling accented by heavy wooden crown molding and wooden composite pilasters that rose above the crown molding to a second crown molding that defined the flat ceiling. The pilasters divided the arched windows, blind arches and niches in the plaster walls. A 1978 renovation of the main reading room and rooms in the original rear wing did not disturb their integrity. The main reading room

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serves its original purpose and the rear wing now houses stacks and the North Carolina Friends Collection. The 1950 and 1964 additions to the building house offices, storage rooms, meeting rooms and rest-rooms.

6. King Hall. 1949, 1969. Non-Contributing

A two-story Neo-Classical Revival style brick building composed of a front section (1949) and a rear section (1969). The front section is five bays wide with wings three bays deep on the north and south sides. The main block and wings are covered with intersecting hipped asphalt shingled roofs and all are set on a raised basement marked by a brick water table. The east (main) elevation is approached by a central, two-bay wide flight of stone steps leading to a monumental tetrastyle Tuscan portico. The roof-line is defined by a narrow fascia board and cornice. The front section is U-shaped formed by the north and south wings; the brick addition placed on the rear (west) in 1969 is rectangular and creates a center court between the two sections of the building and an irregular shape on the north and south facades. The rear addition is two stories high, six bays wide, three bays deep, set on a raised basement marked by a brick water table and is covered with a hipped, asphalt shingle roof. The 1949 and 1969 sections of the building feature brick quoins and balanced fenestration of three-over-four wooden double hung sash with wooden surrounds. The first story bands of windows are distinguished with keystones and the main (east) entry is a double-leaf wooden door surmounted by a transom. The two rear entries are placed near the corner bays and are marked by one story segmental-arched pediments supported by pairs and trios of slender columns.

The interior is institutional, finished with wooden doors, surrounds, and plaster walls. It houses classrooms and science laboratories. There were three previous buildings of the same name; the first was built in 1871 on the site of the present library and destroyed by fire in 1885, and the second, built circa 1888 on the site of the first, was destroyed by fire in 1908. The third, on the site of the present one, was finished in 1910 and served as the rear of the present 1949 section of King Hall until 1969, when the present rear section was built.

7. Mary Mendenhall Hobbs Hall. (originally New Garden Hall).  
1907. Contributing

A two story brick Colonial Revival building with a two story rear wing. The main (east) block is seven bays wide and three bays deep; the rear (west) wing is a truncated T-shape, the main block of which

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is three bays wide and three bays deep and the end cross wing one bay deep and three bays wide. The main (east) block is set on a raised brick foundation that becomes a raised brick basement as the land slopes to the west under the building. All the units have hipped roofs covered with asphalt shingles and are marked by a wide fascia and molded cornice. A one story five-bay-wide porch supported by six wooden Doric columns is placed on the main (east) elevation. All elevations of the main block are marked by brick courses under the windows of the first and second stories. The windows of the first story are segmental and round arched and all are filled with rectangular double hung wooden sash in a one-over-one pattern; the first floor windows on the front and side elevations of the main block are all round-arched and linked by wide continuous lintels of brick.

The interior of the building features a center hall plan for all wings and much of the original molded woodwork, wooden floors, and wooden paneled doors. The interior of the building was renovated following a fire in 1976; a new staircase was added in the lounge, the kitchen was modernized and a handicapped ramp and concrete floor added to the front porch.

### 8. The Hut. 1903. Contributing

A one story brick building with a front gabled asphalt shingled roof marked by a corbelled cornice. Fenestration features segmental arched windows with double hung, two over two pattern wooden sash and a main (south) entry with sidelights. Originally built to house the college power plant, the building is presently used by custodial staff. A fire in 1967 destroyed the original interior.

### 9. Founders Hall. rebuilt 1980. Non-Contributing

A total reconstruction of what is popularly thought to be the appearance of the 1837 two story brick building that housed the New Garden Boarding School, parent institution of Guilford College. The present two-story, Georgian Revival brick building is seven bays wide and two bays deep and gable-roofed with paired brick chimneys with heavily corbelled stacks and a dentiled cornice. A shallow pedimented pavilion housing the main (south) entrance is marked by double-leaf wooden doors with molded wooden surrounds and a second story balcony with a wooden balustrade. The fenestration is symmetrical with three-part surrounds and double hung sashes in nine-over-nine and six-over-nine patterns. On the rear (north) and east side of the building are hipped roofed wings with large palladian windows. The present building houses a dining hall, the Center for Personal Growth, administrative offices and a 400 seat

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auditorium.

10. Hege-Cox Hall. 1912 and 1976. Non-Contributing

A six bay wide and two bay deep two story brick Colonial Revival style building with a hipped roof covered with asphalt shingles and a three bay wide two story porch supported by six Doric columns on the main (west) elevation. Originally, the building was a men's residence hall composed of a three-story block with flanking two-story wings. Around 1915, three story blocks were added at each end, creating five units, each with its own entry facing the Quadrangle. The fenestration was symmetrical, marked by flat stone lintels and sills at double hung sash in a three over one pattern. In 1975, when the building was scheduled to be destroyed, plans were implemented to renovate it into an art center. The two three-story end units were removed, the middle unit was reduced to two stories, and a new a hipped roof was constructed, and the engaged, two-tier front porch with monumental Tuscan columns was added. The original fenestration and windows remain, as do interior details such as plaster walls, wooden window and door surrounds, wooden floors, some bathrooms and some hardware. The first floor interior is divided into offices and workshops running the depth of the building and the second floor is divided into three large studios.

11. Archdale Hall. 1885. Contributing

A relatively intact two story brick Gothic Revival style building, seven bays wide, three bays deep, covered with a hipped roof accented with pedimented cross gables over the slightly projecting center bay, and end pavillions on the main and rear elevations and center entrance bays on side elevations. The gables at the entrances are steeper than those at the end bays and contain a round wooden vent. Each gable is flanked by interior brick chimneys and the roof line is defined by a narrow molded cornice. The fenestration is symmetrical and features segmental arched windows containing double hung rectangular wooden sash in a two over two pattern. The main (west) entry is a wooden door flanked by sidelights. In 1927, the original tin roof was replaced with asphalt shingles, one story Colonial Revival porches were added to the entries on the west, north and south elevations, and indoor plumbing was installed. The building was a residence hall until 1965, when it was converted to faculty office space. The original center hall plan remains intact, as do wooden window and door surrounds and wooden floors. The 1927 rear entrance porch has been removed.

12. English Hall. 1956. Non-Contributing

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A two story Colonial Revival style brick building, seven bays wide and three bays deep, rectangular in shape with a side gabled roof covered with asphalt shingles. The building is set on a raised brick foundation. The fenestration is defined by splayed stone lintels with keystones and is symmetrical, with double hung wooden sash composed of a three-over-three pattern. The main (west) entrance is a wooden door surmounted by a fanlight and defined by a molded wooden surround. The interior of the building displays a center hall plan and is used as a dormitory.

13. Dana Auditorium. 1966. Non-Contributing

A two story Colonial Revival style building composed of a front pedimented center block three bays wide and five bays deep, with two lower front pedimented flanking blocks three bays wide and three bays deep linked to the central block by gable-roofed units. The center block contains the main (west) entry approached by a three bay wide flight of stone steps and is sheltered by a monumental tetrastyle Ionic portico. The symmetrical fenestration is defined by pedimented entries, splayed stone lintels with keystones, and wooden sash in a six-over-six-pattern. The center block auditorium is lighted by large palladian windows on the north and south elevations; the rear (east) elevation is a three story block containing technical apparatus. The interior of the building is finished in marble and wooden floors, plaster walls, wooden door and window surrounds and contains the 600-seat auditorium, lounges, dressing rooms and offices.

14. Alumni Gymnasium. 1940. Contributing

A two story brick T-shaped building. The front (west) block is in the Colonial Revival style, three bays wide and two bays deep and covered with a hipped asphalt shingled roof. The main (west) entry is marked by a two story intersecting gable roofed porch supported by four wooden Doric columns that shelter double-leaf wooden doors surrounded by molded woodwork and surmounted by a broken pediment. The fenestration is symmetrical, with windows accented by keystones in a jack arch pattern and a stone string-course on the second story. The rear (east) wing is a two story brick gymnasium with skylights. In 1980, the inverted hyperbolic paraboloid design Ragan-Brown field house was built on a descending grade at the northeast corner of the Alumni Gymnasium; this addition is not easily visible from the Quadrangle and does not detract from the historic character of the original building. Adjacent to the Alumni Gymnasium, to the north, are eight tennis courts completed in 1937.

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15. Armfield Athletic Center. 1960. Non-Contributing Site

An oval-shaped graded, grassy field, approximately 57 feet long by 23 feet wide on a north-south axis, with temporary wooden spectator stands on the east and west sides and a small press box and formal entry gate on the north side. Located on the site of a previous early twentieth century athletic field, the Armfield Athletic Center is one of the least pretentious ones in North Carolina and conforms to the Guilford College tradition of integrating athletic activities into an overall academic education.

16. Interlink House. ca. 1925. Contributing

Two story three bay wide, one bay deep side gable frame house covered with weatherboard; exterior shouldered brick chimneys. It displays symmetrical fenestration with double hung windows filled with wooden sash and a one story half circle portico supported by two Doric columns. One story ells are located on north and south elevations. The house is presently used as headquarters for Guilford College Interlink program.

17. Worth House. ca. 1880 (remodeled ca. 1930). Contributing

One of the oldest houses remaining in the former Quaker village adjacent to Guilford College, it is presently a three bay wide, two bay deep two-story frame house whose original Victorian character is disguised by the ca. 1930 remodeling into side-gabled, weatherboarded Colonial Revival style house with symmetrical composition, fenestration featuring double-hung windows filled with sash in a six-over-six pattern with plain wooden surrounds, exterior shouldered brick chimneys, and one story front (south) portico supported by square columns. There is a one story ell on the rear (north) elevation.

18. Faculty House. 1936. Contributing

Colonial Revival style house, three bays wide, two bays deep and two stories high under a side gabled asphalt-shingled roof. There is an exterior chimney and a one story hip-roofed porch on the south elevation, and the fenestration features double-hung windows filled with sash in an eight-over-eight pattern with plain wooden surrounds; the first story windows are accented by wooden panels below the sills and flank the arched recessed main (west) entry of the house. There is a one story, two bay hip-roofed frame ell on the north elevation that replaced the original one bay gable roof ell.

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19. Faculty House. 1936. Contributing

Brick veneered Dutch Colonial style house, three bays wide, two bays deep and one and one-half stories high under a side gabled asphalt shingled roof. There is a one story portico in the center of the main (east) elevation over the entrance that is flanked with double-hung windows filled with wooden sash in a six-over-six pattern. The upper story is stuccoed and contains two dormer windows on the main facade. The house is presently used by Guilford College as Political Science classrooms and faculty offices.

20. Dolley Madison Cottage. ca. 1925. Non-contributing (moved)

Replica of one story three bay wide, two bay deep side-gabled brick Quaker cottage on raised basement, symmetrical composition, front (north) arched entry flanked by two arched windows filled with wooden sash in nine-over-nine pattern. There is an exterior brick chimney on east elevation, the rear (south) elevation contains a one bay-wide dormer. This house was moved from south side of Friendly Road to its present site in the 1960s.

21. House. ca. 1940. Contributing

Colonial Revival style one story three bay wide, two bay deep side gabled brick pattern-book house. It features a symmetrical composition with an intersecting gabled portico over main (north) entry that is approached by a short flight of brick steps and that is flanked by double-hung windows filled with wooden sash in a six-over-six pattern.

22. House. ca. 1910. Contributing

Classic Box style house, three bays wide, three bays deep, two stories high, under a hipped roof with center dormer on main (south) elevation and covered with weatherboard. It displays a symmetrical composition with double hung windows filled with wooden sash in eight-over-one pattern and one story, one bay-wide center porch on main (south) elevation and one story ell on east elevation. The house is presently used for offices by Guilford College.

23. House. ca. 1940. Contributing

Colonial Revival style one story three bay wide, two bay deep side gabled brick pattern-book house. It features a symmetrical composition with an intersecting gabled portico over main (south) entry that is approached by a short flight of brick steps and that is flanked by double-hung windows filled with wooden sash in a

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eight-over-eight pattern.

24. House. ca. 1940. Contributing

Colonial Revival style one story three bay wide, two bay deep side gabled brick pattern-book house. It features a symmetrical composition with an intersecting gabled portico over main (south) entry that is approached by a short flight of brick steps and that is flanked by double-hung windows filled with wooden sash in a six-over-six pattern.

25. House. ca. 1988. Non-contributing

One story, side gabled frame house with full facade engaged front (south) porch, exterior brick chimney on main (south) elevation. The fenestration is composed of rectangular windows filled with wooden sash in a nine-over-nine pattern.

26. Ragsdale House. 1935. Contributing

A two story brick veneered Colonial Revival house, three bays wide and two bays deep, with a hipped asphalt shingled roof and two brick interior chimneys. Symmetrical fenestration marked by jack arches with double hung wooden sash in six-over six pattern. The main (south) entry is a wooden door contained in a shallow one story brick pavilion from which a one story flat roofed porch supported by five Doric columns extends. The interior is finished with plaster walls and wooden detail. Originally built as a private residence, it became the official college president's house in 1965. In 1968, a one story gable roofed addition was added to the rear (north).

26a. Garage. ca. 1935. Contributing

One story brick garage one bay wide and two bays deep under an asphalt shingled front gabled roof.

27. Faculty House. ca. 1936. Contributing

Colonial Revival style brick veneered house, two stories high, three bays wide and two bays deep under hipped asphalt shingled roof with an interior brick chimney in the west plane of the roof. It displays symmetrical fenestration with bay windows flanking the main (south) entry that is accented by a heavy wooden surround and double hung windows filled with wooden sash in an eight-over-eight pattern on the second story. The interior is arranged in a center hall plan with plaster walls and wooden details. Originally built as faculty housing, the house is presently used as dormitory space.

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28. Faculty House. ca. 1936. Contributing

Colonial Revival style brick veneered house, two stories high, three bays wide and two bays deep under side-gabled asphalt shingled roof with an exterior brick shouldered chimney on the west elevation. It displays symmetrical fenestration with double hung windows filled with wooden sash in an eight-over-eight pattern and an arched surround over the main (south) entry that is flanked by windows with wooden panels under the sills. The interior is arranged in a center hall plan with plaster walls and wooden details. Originally built as faculty housing, the house is presently used as a guest house.

29. Faculty House. ca. 1936. Contributing

Colonial Revival style brick veneered house, two stories high, three bays wide and two bays deep under side-gabled asphalt shingled roof with an interior brick chimney in the north plane of the roof. It displays symmetrical fenestration with double hung windows filled with wooden sash in an eight-over-eight pattern and a broken pediment over the main (south) entry that is flanked by windows. The interior is arranged in a center hall plan with plaster walls and wooden details. Originally built as faculty housing, the house is presently used as dormitory space.

30-32. Faculty Houses. ca. 1965. Non-Contributing

Three small one-story contemporary houses with brick foundations and sheathed with wooden siding under gable roofs with plain fenestration. Built to house college faculty, these houses are rather innocuous.

33. Faculty House. ca. 1965. Non-Contributing

A contemporary one-story house with brick foundation and sheathed with wooden siding under a gable roof with plain fenestration.

34. The Guilford College Woods. 1834-1940. Contributing Site.

A largely undisturbed tract embracing approximately 220 acres of rolling land covered with a mature Piedmont forest composed of hardwood trees and old farm fields overgrown with pine trees. Used by Guilford College as a farm until 1943, and a forest retreat throughout the history of the college, the Guilford College Woods present a picturesque tract within an increasingly dense urban

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setting that is a rare reminder of the agrarian landscape that once dominated the Piedmont section of North Carolina.

The Guilford College Woods are bisected by Horsepen Creek which flows from a northwesterly to a southeasterly direction. One of the creek's southern tributaries was dammed about 1940 to create a seven-acre lake located on the western edge of the tract. This lake is fringed by woods on its eastern side and a greensward on its west and creates a visual transition between the College Woods and the developed portion of the campus.

The early twentieth century buildings of the college farm were located east of the developed campus near the present day athletic fields. The abandoned fields and pastures have rapidly become overgrown with a pine forest and are beginning to develop a deciduous forest. However, the outlines of old fields and pastures are found in the pattern of forest growth and occasional sections of barbed wire fencing among the trees. These patterns correspond with those shown on a map dated October, 1925, that delineates the fields, pastures and woodland of the Guilford College property and the ratios of overgrown field and mature woodland is the same. Some ancient trees, including what is said to be the largest poplar tree in North Carolina, remain on the land and pre-date the Quaker settlement of the region.

Among the sites of historical value in the Guilford College Woods are the remains of earthen caves in the banks of Horsepen Creek that are said to have been stations to shelter fugitive slaves along the Underground Railroad. These caves presently appear as depressions in the banks of the creek and are hidden from the casual observer, thus giving evidence of the value of their original purpose to hide slaves determined to escape from the ante-bellum South. Also present are the remains of an eighteenth century wagon road that presently appear as parallel deep-cut depressions surrounded by forest growth and that lie in an east-west orientation in the southeast section of the Woods. It is known that many skirmishes took place in and near the woods as British troops marched to the battle of Guilford Courthouse in 1781, and that troops from both American and British forces used the wagon road.

Today the land is used for outdoor activities. There is a loop exercise trail beginning on the northwest shore of the college lake that leads in a northern direction to the north boundary of the property, then east along the north boundary to the east boundary. The Guilford College Woods are used by the College for numerous activities such as field classes in geology, botany and biology, and social outreach activities such as drug rehabilitation programs.

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None of these activities affects the tranquil atmosphere of the Guilford College Woods and the College administration plans to continue to maintain the tract in its natural state.

8. Statement of Significance

Certifying official has considered the significance of this property in relation to other properties:

nationally  statewide  locally

Applicable National Register Criteria  A  B  C  D

Criteria Considerations (Exceptions)  A  B  C  D  E  F  G

Areas of Significance (enter categories from Instructions)

Period of Significance

Significant Dates

Religion

1885-1940

1885

Education

1907

Other: College Campus Design

1909

Cultural Affiliation

N/A

Significant Person

N/A

Architect/Builder

various and largely unknown

State significance of property, and justify criteria, criteria considerations, and areas and periods of significance noted above.

Summary:

Guilford College fulfills Criterion A in the areas of education and religion for listing on the National Register of Historic Places on a state-wide level of significance because it is the only four-year institution of higher learning in North Carolina that has evolved from a school established by the Religious Society of Friends, commonly known as Quakers. The period of significance of the present built environment of the school begins in 1885 when the building program that established the character of the campus was initiated. Quaker ideals dating to the seventeenth century, however, as well as events that have affected North Carolina's Quaker community throughout its existence, have molded the school's design, appearance, curriculum and historical character. During the early nineteenth century, its parent school, the New Garden Boarding School, was the only one in the South to practice such tenets of the Quaker faith as the promotion of equality for women, opposition to slavery, the alleviation of brutal conditions in prisons and insane asylums, pacifism and the development of a land ethic. These revolutionary and, to some early nineteenth century citizens, seditious ideas were the framework upon which the Quakers of North Carolina built their lives, tilled their land, established their boarding school, and developed their college.

Guilford College is also significant for its overall campus as it relates to design principals (criterion C) and the Quaker land ethic (criterion A). It is the Quaker version of the academic Arcadia free from the corrupting influences of city life that first was envisioned by Thomas Jefferson at the University of Virginia in 1817, and that was later adopted by numerous nineteenth and early twentieth century boarding schools and colleges in the United States. The campus at Guilford College combines the Quaker vision of an earthly Garden of Eden with the characteristics of modesty, thriftiness and industriousness that defined early Quakers. Guilford

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College is uniquely Quaker in form. The developed portion of the campus is contained on about one third of the total campus acreage, leaving the balance undeveloped. The developed portion of the campus is centered on a heavily wooded quadrangle that is planted with flowering trees and shrubs and retains the elements of the campus improvements that were undertaken in the 1880s when the college was being developed within the context of its parent boarding school. The modest red brick buildings rendered in the conservative Colonial Revival and Neo-Classical Revival styles reflect the Quaker tendencies towards restraint in design and the fact that many of the buildings have evolved through stages rather than being destroyed reflects the quality of thriftiness. The school buildings and the faculty housing that date from the college's period of significance were integrated into the landscape and were secondary in importance to the overall open, rural setting of the school. The undeveloped portion of the campus, once the site of a nineteenth century model farm that provided sustenance for the school until 1943, was advertised in the nineteenth and early twentieth centuries as a pastoral setting that was conducive to the promotion of the goals of moral behavior, good health and respect for nature. This historical setting has allowed Guilford College to retain its nineteenth century rural ambience in the face of encroaching modern development and, in an unusual continuity of purpose, is still used to promote the school's historical moral and physical goals through continued use as a setting for modern physical training, scientific nature studies and social programs such as drug rehabilitation. The setting of Guilford College has deep and abiding historical and cultural associations for the North Carolina Quaker community that persist into the present time and is a monument to early Quakers who envisioned an earthly Garden of Eden that would contribute to the spiritual and physical well-being of all Quakers and their neighbors.

### Educational and Religious Contexts:

Guilford College represents a successful institutionalization of the Quaker faith in North Carolina. It evolved from the New Garden Boarding School, the first co-educational institution in the South, and it carried the precepts of the faith into contemporary events of the nineteenth century and the first half of the twentieth century by practicing non-violence, opposition to slavery and the promotion of a land ethic that is rooted in the philosophy of the faith.

The New Garden Boarding School was established by the Religious Society of Friends in 1834 and was chartered by the North Carolina General Assembly in 1837. (1) The founding of this school by the Quakers reflected a movement in the 1830s among religious

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denominations in North Carolina to establish the equivalent of modern college preparatory schools, which later evolved into institutions of higher learning. Other such schools were Wake Forest Institute in Wake County, founded by the Baptists, Davidson College in Mecklenburg County, founded by the Presbyterians, and Union Institute (later Trinity College and then Duke University) in Randolph County, founded by a Methodist minister, Brantley York. All four of these religiously affiliated schools were located in pastoral settings, all of them were boarding schools and all of them filled a need to provide educational opportunities in North Carolina during a period of widespread illiteracy in the state. Of the four, only New Garden Boarding School offered a co-educational program. (2)

After fifty-three years of continuous operation, the New Garden Boarding School became Guilford College in 1888, following a transition period during which it was a preparatory school known as the Friends School at New Garden in North Carolina. (3) The expansion of the Quaker school reflected a general expansion of educational opportunities in North Carolina in the late nineteenth and early twentieth centuries that resulted in about sixty colleges in operation around the turn of the century. The three other denominational schools founded in the 1830s raised private funds for expansion. This period also saw the establishment of the North Carolina College of Agriculture and Mechanic Arts (later North Carolina State University) in Raleigh in 1889, and expanded appropriations from the General Assembly for permanent improvements to the University of North Carolina in Chapel Hill, that had opened in 1795 and languished in the 1860s and '70s. (4) Presently, only two of the four early denominational schools founded in the 1830s, Guilford and Davidson, remain on their original sites; in 1892, Trinity College (named Duke University in 1924) moved from its pastoral setting in Randolph County to Durham, and in 1956, Wake Forest moved from rural Wake County to Winston-Salem. (5)

The first student body and the first faculty of the college, like those of the Boarding School, were composed of nearly equal numbers of men and women. One faculty member, Mary Mendenhall (1852-1930), who later married College President Lewis Lyndon Hobbs, was a vocal advocate of higher education for all women in North Carolina. She called upon the North Carolina (Quaker) Yearly Meeting to establish a scholarship fund for women and spoke state-wide on behalf of the creation of the Normal and Industrial School for Women (now the University of North Carolina at Greensboro). (6) New Garden Boarding School and Guilford College were indeed pioneers in providing coeducational opportunity: with the exception of Trinity College which graduated its first women students in 1878, other major

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colleges in North Carolina did not become coeducational until well into the twentieth century. Wake Forest University began admitting women to its classes in 1942 while Davidson waited until 1973. The state universities at Chapel Hill and Raleigh did not admit women to their freshman classes until the 1960s. (7)

Guilford College, like most others around the turn of the century, initially offered three types of degrees (Classical, Scientific and Latin-scientific) upon completion of a pre-set course of study. In 1910, it began offering majors, minors and electives while most other North Carolina colleges and universities continued to require rigid courses of study. The Guilford College course of study was further refined in 1928 with the adoption of the "core curriculum" concept that allowed students to progress from the simple to the complex during four years of study. The core curriculum of courses in mathematics, English, foreign languages and science was enhanced by "cultural resource" courses. The core curriculum was required in addition to a declared major and was widely recognized in the South as an innovative program aimed at producing a well rounded student. (8)

The Quaker tradition of non-violence was practiced at Guilford College and its predecessor boarding school during conflicts that occurred in the nineteenth and first half of the twentieth centuries. During the Civil War, young Quakers congregated at New Garden and, unlike Wake Forest, Trinity College and Davidson, the school remained open for the duration of the conflict. (9) Perhaps the most dramatic evidence of the school's tradition of non-violence occurred during the Second World War when, in spite of the prevailing national mood of bitterness against the Japanese, the college admitted nine Japanese-Americans who were in danger of internment in camps designed to detain Japanese-Americans following the attack on Pearl Harbor in 1941. The enrollment of the students in the supervised atmosphere of a school far removed from the west coast fulfilled government security requirements of that time. (10)

### College Campus Design Context:

Schools established by the Religious Society of Friends traditionally are located on large tracts of acreage divided into a small developed portion and extensive undeveloped acreage. (11) Since many of these Quaker schools were established in the mid-nineteenth century, this policy of retention of large undeveloped tracts probably evolved from two sets of thinking. The first was a spiritual tendency of the Quaker faithful to seek the Inner Light in a natural setting, as expressed by George Fox (1624-1691), founder of the faith, when he described his vision of the natural world as

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renewed like the Garden of Eden before the expulsion of Adam and Eve. (12) The second was the tendency among the founders of many nineteenth century American boarding schools and colleges to establish their institutions in a rural setting, insulated from the temptations and distractions of city life. The first of these deliberately sylvan campuses was The College of New Jersey (now Princeton University) that was moved in 1752 from Newark to the village of Princeton which the school trustees felt was "more sequestered from the various temptations attending a promiscuous commerce with the world, that theater of folly and dissipation." The main building of the fledgling college was placed in the midst of eleven acres, a site that gave rise to the word "campus" to describe this setting. (13) In 1817, Thomas Jefferson designed the archetypal campus, the University of Virginia, and placed it on a large tract outside the then tiny town of Charlottesville, Virginia. Jefferson's "Academical Village" was characterized by a dominant building at the head of an open landscaped quadrangle that was set into sweeping, open spaces. (14) In the great burst of American college development in the years following the Civil War, Jefferson's conception of the University of Virginia became the prototype of that uniquely American form, the college campus as defined by an orderly visual arrangement of buildings integrated into a landscape. His use of red brick, painted wood and stucco on the buildings surrounding the quadrangle was replicated by many provincial designers and builders of nineteenth and early twentieth century campuses. (15)

The layout of Guilford College conforms to the Jeffersonian conception of the college campus in the arrangement of its major buildings around a landscaped quadrangle. The Quaker influence on the campus is seen in the secondary status of the buildings to the pastoral setting of the school. The placement of the original quadrangle and subsequent buildings is on a minor portion of the campus, leaving the major portion undeveloped. The developed portion of the campus displays buildings in the Colonial Revival and Neo-Classical styles of architecture. These styles achieved popularity at the time the school experienced its first major building boom during the tenure of President Lewis Lyndon Hobbs (1888-1915), when seven buildings were constructed around a quadrangle formed on its north boundary by the 1837 Founders Hall that had housed the New Garden Boarding School. The styles of the buildings erected during Hobbs' tenure had entered the common vocabularies of American building following the introduction of the Colonial Revival style at the Philadelphia Centennial in 1876 and Neo-Classical Revival style at the World's Columbian Exposition in 1893. Both styles have endured through waves of modernism, the first being the advent of the Craftsman and Prairie styles in the

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early 1900s, and later the introduction of the Modernistic and International styles in the 1920s and '30s, and have come to represent the virtues of independence, the work ethic and democracy. These virtues reflect those Jefferson sought to embody in his buildings at the University of Virginia and have come to symbolize higher education for many people. Both styles are strongly represented on college campuses throughout North Carolina. The buildings of Guilford College, with their brick facades, classical columns, and gabled and hipped roofs, are closely related to those of the public universities such as the University of North Carolina at Chapel Hill and Greensboro, and private schools such as Davidson or Wake Forest University.

Although some of the Guilford College buildings have been changed in order to adapt them to modern college uses, the changes have not destroyed the collegiate atmosphere of the original quadrangle. Likewise, the post-1940 buildings that have been erected on or near the quadrangle display the scale, style, materials and ambience of those dating from the school's period of significance. In addition to academic buildings and residence halls, faculty housing was constructed on the campus, reinforcing the concept of the Jeffersonian "Academical Village" at Guilford College. All of the buildings on the Guilford College campus are of restrained, conservative design that echo the traditional Quaker taste. School buildings of these styles and types are commonplace in North Carolina; however their significance as an endangered building type is becoming recognized as schools feel compelled to modernize or as they are threatened by urbanization. The collection of Colonial Revival and Neo-Classical Revival buildings at Guilford College, dating from 1885 until the beginning of the Second World War, represent the efforts of the school's trustees and administration to found and sustain a college grounded in the American ideals embodied in those architectural styles.

The large undeveloped portion on the campus to the east of the Quadrangle sets Guilford College apart from many other schools and was recognized as an important physical element of the campus from the time of the organization of the college. Before 1943, the area closest to the buildings was farmed by the college and the produce was used in the dining hall and occasionally was given to faculty members in lieu of salary. Since most nineteenth and early twentieth century North Carolina Quakers were farmers, influential Quakers sought to reinforce and upgrade farming practices by establishing model farms and farmers' cooperatives. The farm at Guilford College was used to demonstrate modern dairy farming techniques as well as the cultivation of various food crops. The 1913 yearly meeting (the annual Quaker gathering at which issues of

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importance are debated) issued a declaration that illustrates the strong link between the Quaker faith and the agrarian tradition: "The church must see that her members are good farmers. Poor farmers mean poor schools, poor churches, poor missionary offerings, low standards of living, poor homes, poor outlook upon life, and the ambition for farming and country life on the part of the more ambitious destroyed. Poor farming is never good religion." (16)

Guilford college catalogs and bulletins extolled the location of the school on its three-hundred acre piedmont campus and farm in much the same way the trustees of what evolved into Princeton University described their campus one hundred and fifty years earlier. Phrases such as "the freedom of the place from allurements to idleness and vice. . . ." and "the entire surroundings being healthful and invigorating to both body and mind" (17) reflect the preoccupation of eighteenth, nineteenth and early twentieth century educators with isolating their students from immoral and unhealthful surroundings. They also recall the original New Garden name of the eighteenth century Quaker community whose members founded the boarding school of the same name and they echo the Quaker land ethic that is is loosely based on a longing to return to the Garden of Eden.

### Historical Background:

Throughout its history, Guilford College has retained the character imprinted upon it by the Quakers who settled in the Piedmont section of North Carolina in the middle of the eighteenth century. The College evolved from the New Garden Boarding School, set on a 100-acre farm (18), that was founded by members of the Religious Society of Friends, commonly known as Quakers, in the community of New Garden in Guilford County. The New Garden community was established by Quakers who migrated to North Carolina from Pennsylvania and New England during the last half of the eighteenth century and the name "New Garden" commemorates earlier Quaker settlements in Ireland and Pennsylvania. By the early years of the nineteenth century, New Garden was the premier Quaker community in North Carolina and its residents were settled enough to concern themselves with the provision of educational opportunities rooted in Quaker precepts. (19)

The Quakers, in an effort to avoid controversy, did not include the term "Friends" in the name of their school because they did not wish to inspire opposition to their cause within the North Carolina General Assembly, a body that did not support them because of their opposition to slavery. Therefore, they named their school the New Garden Boarding School after the community in which it was located.

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The school opened in August, 1837, with the completion of a building (the old Founders Hall) erected by the builder John Russell that housed the classrooms, dining hall and dormitories of the new school. In 1838, fifty-nine acres were added to the farm (20) and tenants were employed to operate it in order to provide sustenance for the school. The initial enrollment was fifty students: twenty-five boys and twenty five girls. Each North Carolina Friends meeting sent one boy and one girl to the first session of the school, but after that the numbers were uneven. The inclusion of girls reflected the Quaker philosophy as stated by the Quaker historian, William C. Braithwaite: "The equality of men and women in spiritual privilege and responsibilities has always been one of the glories of Quakerism." (21)

The teachers of the New Garden Boarding School taught their students mathematics, grammar, Latin, science, history, geography and religion by the recitation method, and, although the school was coeducational, the girls and boys recited in different rooms. Students were required to attend the meeting (the religious gathering of the Quakers) twice a week and strict rules of conduct were imposed. However, one rule read "If the students at any time conclude to request any change, or alteration of these, or other rules. . . they are to have the privilege of making such a request. . ." (22) This statement attested to a liberal point of view of the nineteenth century Quaker school administration; most contemporary school principals imposed rigid, immutable rules upon their students.

In the years before the Civil War, the school's trustees strived to establish the school and operate the attached farm while struggling to eradicate a debt incurred when the school opened. The New Garden Boarding School was larger than the North Carolina Quaker community could support and, despite contributions from Quakers in other states, the debt grew from \$3,208.79 in 1837 to \$5,357 in 1841. (23) In 1841, the trustees of the school launched their first fund-raising campaign and were offered a \$1,000 challenge grant from an un-named contributor if \$3,000 could be raised. The fund-raising efforts of the Trustees fell short by almost \$2,000, mainly in uncollected pledges, and the trustees recognized that only an increase in enrollment could sustain the school. To achieve that goal, they established a "common fund," the income from which was to be used to reduce the cost of tuition for the average student, thus allowing more students to enroll in the school. (24) This early attempt at an endowment fund was not entirely successful, but it did allow the school to stay open until the debt could be paid off.

North Carolina Quakers associated with the school also bore witness

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to their opposition to slavery by providing a way-station for the Underground Railroad on the school's grounds, an activity that helped bring the school to the attention of abolitionists in the North. On the eve of the Civil War, the school's debt had grown to the point of inspiring discussion of closing the institution. The debt was cleared by the efforts of the school trustees and by circumstance. During the Civil War, bank notes issued by southern banks could be purchased in the North at a large discount and redeemed in the South at face value. Quakers and abolitionists in the North purchased notes and sent them to the trustees to redeem at face value; the resultant funds were used for the purpose of paying off the school's debt. (25)

Unlike Wake Forest, Trinity and Davidson, New Garden Boarding School stayed open during the Civil War. Young Quakers practiced the tenet of non-violence and the reputation of the school was such that, although it was only six miles from Greensboro, a recruiting station, it was visited by officers only twice in four years. Both times they were turned away by Dr. Nereus Mendenhall, principal of the school (and father of Mary Mendenhall who later married Lewis Lyndon Hobbs, school president from 1888 until 1915). The Quakers of New Garden nursed the sick and wounded in the neighborhood and provided baskets of food for soldiers and civilians. (26)

During the Reconstruction years, Quaker education in North Carolina was reinforced by the fund-raising efforts of the Baltimore Association to Advise and Assist Friends in the Southern States. Established in 1865 to assist southern Quaker refugees in that city, the Association later focused its efforts on reestablishing Quaker meetings, schools, and communities in North Carolina. (27) Under the leadership of Francis T. King, a Quaker and successful Baltimore businessman, the Association sought to encourage North Carolina Quakers to remain in their communities by establishing local schools with uniform curriculums and by supplying superintendents trained in the North, qualified teachers and adequate books and supplies. In 1866, the education committee of the Association pledged \$5,000 to the New Garden Boarding school for repairs and equipment and in the years between 1865 and '68, raised the number of Quaker primary schools, called "First Day Schools," from two to forty-two. By 1870, the state-wide enrollment in First Day schools had reached 5,000, including 1,800 black children in separate schools. This Quaker educational program so impressed North Carolina Governor Tod R. Caldwell that when the Association proposed to turn the administration of the program over to North Carolina Quakers in 1872, he asked the Quaker superintendent, Allen Jay, to assume the position of State Superintendent of Public Instruction. Jay declined the offer and returned home to Indiana. (28)

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The Baltimore Association also promoted the establishment of modern farming techniques in North Carolina in an effort to promote economic independence for North Carolina Quakers. Francis King advocated the founding of a model training farm operated by a farmer schooled in crop rotation methods, proper animal husbandry and scientific use of fertilizer. Such a farm was established in 1867 on the former farm of the Quaker patriarch, Nathan Hunt, near High Point, a town approximately ten miles from the New Garden Boarding School. (29) The founding of this model farm, which no longer exists, reinforced concurrent Quaker efforts to form agricultural clubs in each Quaker community and establish cooperatives for the purchases of seed, fertilizer and other commodities. These Quaker agricultural activities were an early response to the general economic hardships suffered by farmers in North Carolina following the War. At this time, many North Carolina farmers switched from producing sustenance crops to cash crops such as cotton and tobacco; however Quaker farmers continued to raise cereal crops and dairy herds. (30) They anticipated the formation of the Patrons of Husbandry, or the Grange, in 1875, (31) and it is probable that Quaker model farming techniques influenced the promotion of modern farming across the state.

In the years between 1870 and the turn of the century, the campus of the New Garden Boarding School which became Guilford College was expanded to encompass 300 acres of field and woodland. (32) These additional tracts may have been easily acquired because many of the Quaker families from the New Garden community emigrated west in the years following the War, making the Quaker community near High Point the premier one in the state. (33) The Quakers at the New Garden Boarding School used part of their property to demonstrate modern agricultural techniques and to provide sustenance for the school and left the balance undisturbed. This tract at Guilford College is the only extant site of institutionalized Quaker agricultural activism in North Carolina.

During the yearly meeting of 1881, the need to expand Quaker education was examined and it was decided, after much debate, to take advantage of the asset embodied in the three hundred acres at the 55-year old old boarding school. Francis King was an advocate of establishing a new school closer to the Quaker community in High Point, but many North Carolina Quakers preferred to use the land and buildings existing at New Garden. Consequently, in 1882, at King's suggestion, the North Carolina Yearly Meeting donated its new meeting house at New Garden to the school and the Baltimore Association then raised nearly \$23,000 to be used to renovate the old Boarding School building (renamed Founders Hall), to renovate

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the meetinghouse that had been renamed King Hall in honor of Francis King (this building was King Hall I, destroyed by fire in 1885), to improve the grounds, to build a new barn, to purchase a steam engine to pump water and to acquire all manner of books, tools and equipment. In 1883, the New Garden Boarding School was renamed The Friends School at New Garden in North Carolina and began offering a three-year program of Certificates of Classics or Science. By 1884, 122 students were enrolled in the school and the New Garden Quaker community began a renaissance. (34)

In the five years from 1883 until 1888, when Guilford College was chartered, the trustees and the school president, Lewis Lyndon Hobbs, made careful plans to establish a four-year, degree-granting Quaker college. They named it Guilford College after the name of the county and began a building program that established the present character of the campus. During these five years, two major buildings were added to the campus. Archdale Hall (entry 11), a residence hall for men, was finished in 1885 at a cost of \$6,101.29. It was named for John Archdale, a Quaker governor of North Carolina (1694-1696) and served as a residence hall until 1965, when it was converted into faculty offices. The second King Hall, which replaced the original 1871 building of the same name that burned in 1885, was erected in 1888. (This second King Hall also burned and was replaced by a third building of the same name on a site north of the Library.) (35)

In a period of fifteen years, from 1897 until 1912, six other buildings joined Founders Hall and Archdale Hall, to form a quadrangle around a wooded grove on the western extreme of the college's 300 acres. They were: Duke Memorial Hall in 1897; a maintenance building, now known as The Hut, in 1903; New Garden Hall, now known as Mary Mendenhall Hobbs Hall, in 1907; the Library in 1909; the third King Hall in 1910 and Hege-Cox Hall in 1912. A new Quaker meetinghouse, now known as New Garden Hall, was also constructed adjacent to the southwest corner of the quadrangle in 1912. (36)

Within three years, three new building were completed. Duke Memorial Hall (entry 4) was built in 1897 with a \$10,000 gift from industrialists Benjamin N. and James B. Duke as a memorial to their sister, Mary Elizabeth Lyon. It was described in the 1908-09 Guilford College Bulletin as being "110 x 60 feet [and] gives excellent accomodation for the chemical, physical and biological laboratories, together with class rooms for the science department and rooms for the museum, the President's office, and the auditorium." The Hut, (entry 8) built in 1903 southwest of Founders Hall, originally housed the college power plant and was stoked from

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a pile of coal that was stored on the quadrangle. (37) In 1907, a new residence hall for women named New Garden Hall (entry 6, now known as Mary Mendenhall Hobbs Hall) replaced the small frame dwellings that formerly housed female boarding and preparatory school students. It was described in an essay by Mary Mendenhall Hobbs, published in the 1908 Guilford College Bulletin, as containing "besides twenty-five elegant lodging rooms for girls, the Matron's sitting and bed rooms, a parlor, a large hall designed as a collection place for girls, and a beautiful dining room with a capacity to seat one hundred." The residence hall also contained laundry rooms, an infirmary, storerooms and two classrooms for a resident domestic science teacher. The new residence hall was built by the Girls' Aid Committee of the North Carolina yearly meeting and offered a plan by which less advantaged girls could reduce their college tuitions by doing their own housework. The hall was a monument to the vision of Mary Mendenhall Hobbs who wrote that "Nothing is more vital to the church or state than the education, the training, the culture of its womanhood, because woman is the heart of the home and the home is the heart of the nation." (38)

The year 1909 brought the construction of two additional buildings on the Guilford College quadrangle: the 1909 Library (entry 5) and the third King Hall. The Library was the result of a fund-raising drive by the college trustees that netted \$18,000, including a \$9,000 challenge grant by Andrew Carnegie, a nationally prominent industrialist and philanthropist who funded numerous academic and public libraries across the country. Presently in North Carolina, the only two academic libraries funded by Carnegie that are still used as such are located at Guilford College and Livingstone College. Guilford's was built 100 feet northeast of the 1897 Memorial Hall on the site of the first and second King Hall, both destroyed by fires. The Library was considered to be thoroughly modern in every detail and remained unchanged until 1950, when a wing was added to the west facade. One hundred feet north of the Library site, the third King Hall was under construction at the time of the completion of the Library. It was a two story structure with a basement and was planned to house a physics laboratory, a steam heat plant and accommodations for day students. (39) Ambitious plans to enlarge King Hall were published in the Guilford College Centennial Program in 1937, but the projected \$200,000 scale of the project was delayed by the onset of the Second World War. It was not until 1949 that the building was enlarged for the first time. The present King Hall (entry 6) consists of the 1949 front block and a 1969 rear block that replaced the 1910 building.

A dormitory for men, Cox Hall (now known as Hege-Cox Hall) (entry 10) was built on the east side of the quadrangle in 1912. It was

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## National Register of Historic Places Continuation Sheet

Section number 8 Page 12

Guilford College, Guilford Co., N.C.

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named after Jeremiah S. Cox, a Greensboro native who provided the funds for its construction and established an endowment so that less advantaged men could attend Guilford College at a reduced tuition. In 1917, wings were added to the north and south ends of the building; each section of the building contained four rooms on each of the two stories and each of the four room units contained up-to-date bathroom facilities. (40) In 1976, it was remodeled into a studio art center.

A new meetinghouse (entry 3, now known as New Garden Hall) was built about 100 feet south of the Memorial Hall in 1912. That it was considered a part of the Guilford College campus is shown by its inclusion in the Guilford College Bulletin throughout the 1910s, '20s and '30s. In 1948, the yearly meeting and Guilford College exchanged the Meeting Hall and the adjoining acreage for property that the college owned across Battleground Road (now New Garden Road). (41) The name was changed to New Garden Hall as the original 1907 New Garden Hall had been renamed Mary Mendenhall Hobbs Hall in 1933. The building was used for meetings and assemblies until the 1960s when its interior was rebuilt to house college administration offices.

In keeping with the Guilford College tradition of the "Academical Village," several early twentieth-century houses were built by and for the college faculty. Among them are "Arcadia," built for President Lewis Lyndon Hobbs in 1911 on a large lot across New Garden Road (outside the district), and the houses built adjacent to the former southeast boundary of the college property on the Friendly Road (entries 16-25). These houses were conveyed to the college through deeds (42) at various intervals before 1940, and are located on what is now George White Road within the southeast section of the campus (entries 17-25). Other faculty houses are located northeast of the developed portion of the campus (entries 26-29). All are used by the college for various purposes.

Guilford College advertised itself as a small college devoted to providing students with individual attention. The 1914 Guilford College Bulletin describes its physical plant as being designed for about 350 students and stated: "The institution has no desire to expand beyond this in numbers, but rather to improve the quality of the scholarship and life of those entrusted to its care. It is the abiding faith of those in charge of Guilford College that the comparatively small institution has an increasingly important place in the education of young people." In addition to "well organized college courses," the school sustained four literary and oratorical societies, Young Men's and Young Women's Christian Associations, a science club, a Literary Club, a Dramatic Club, a Glee Club, the

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Guilford College, Guilford Co., N.C.

Guilford Collegian, a monthly magazine, and a Bible Seminar, all against what was described in 1914 Guilford College Bulletin as "a bracing background of 300 acres of fertile farm land, rolling hills, meadows and woods."

A land-use map drawn in 1925 by Grady L. Bain, Engineer, shows the developed portion of the Guilford College campus consisting of about 30 acres and the balance of the land in fields, pastures and woods. A Sanborn Insurance map of the same year shows a farm complex consisting of a frame dwelling, an octagonal barn with an attached silo and some additional sheds and barns located about four hundred feet east of Cox Hall. With the exception of the houses for faculty built on the college property in the 1930s, the 1940 Alumni Gymnasium (entry 43), and the construction of the college lake in the early 1940s, the college property remained relatively unchanged from the forms depicted on these maps until the 1950s. In 1954, the Frazier Apartments for Married Students (outside the district) were built northwest of the original quadrangle and during the 1950s and '60s, a steady building program filled in sites north and west of the old quadrangle, leaving the old farm and wooded acreage east of the campus unchanged except for the loss of a few frame farm buildings. The campus was annexed by the City of Greensboro in the early 1970s.

Today Guilford College remains a small liberal arts college with an enrollment of 1800 students and a distinct educational philosophy derived from its Quaker origins. The members of the student body are socially active, as were the Quakers who preceded them, and the large, sylvan college campus is the site of many community activities. Although urban development is crowding the edges of the campus, the interior retains the peace of a piedmont farm. However, as Guilford College enters its one hundred and fifty-fifth year of providing educational opportunities rooted in the tenets of the Quaker faith set within the Quaker vision of the earthly Garden of Eden, it faces an imminent threat from the proposed construction of a freeway through its woods and fields in the eastern quadrant of its campus.

1. Gilbert, Dorothy Lloyd. Guilford, A Quaker College; Trustees of Guilford College and Jos. J. Stone and Company, Greensboro, North Carolina, 1937. pp. 11-35
2. Jones, H.G. North Carolina Illustrated, 1824-1984. The North Carolina Society, the North Carolina Press, Chapel Hill, North Carolina, 1983. p. 191

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National Park Service

## National Register of Historic Places Continuation Sheet

Section number 8 Page 14

Guilford College, Guilford Co., N.C.

3. Stosen, Alexander R. Guilford College. On The Strength of 150 Years. The Board of Trustees of Guilford College, Greensboro, North Carolina, 1987. p. 11.

4. Powell, William S. North Carolina Through Four Centuries; The University of North Carolina Press, Chapel Hill, North Carolina, 1989. p.p 466-467

5. Powell, William S. North Carolina Gazetteer, A Dictionary of North Carolina Places; The University of North Carolina Press, Chapel Hill, North Carolina, 1968. various entries.

6. Stosen, Alexander R. Guilford College. On The Strength of 150 Years. The Board of Trustees of Guilford College, Greensboro, North Carolina, 1987. p. 19.

7. telephone conversations with the Public Relations Officers of the subject institutions, September, 1989.

8. Stosen, Alexander R. Guilford College. On The Strength of 150 Years. The Board of Trustees of Guilford College, Greensboro, North Carolina, 1987. p. 12.

9. Lefler, Hugh Talmage and Newsome, Albert Ray. North Carolina, The History of a Southern State; University of North Carolina Press, Chapel Hill, North Carolina, 1973.  
p. 530.

10. Stosen, Alexander R. Guilford College. On The Strength of 150 Years. The Board of Trustees of Guilford College, Greensboro, North Carolina, 1987. p. 12.

11. The campus designs for Haverford College in Pennsylvania, Earlham College in Indiana, and Wilmington College in Ohio are similar in nature to that of Guilford College.

12. Discussion with Damon D. Hickey, PhD., Associate Library Director and Curator of the Friends Historical Collection, Guilford College.

13. Stern, Robert A.M. Pride of Place: Building the American Dream. Houghton Mifflin Company, Boston, American Heritage, New York, 1986. p. 46.

14. Pierson, William H., Jr. American Buildings and Their Architects: The Colonial and Neo-Classical Styles. Anchor Books, Anchor Press/Doubleday, Garden City, New York, 1976. pp. 316-335.

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National Park Service

## National Register of Historic Places Continuation Sheet

Section number 8 Page 15

Guilford College, Guilford Co., N.C.

15. Stern, Robert A.M. Pride of Place: Building the American Dream. Houghton Mifflin Company, Boston, American Heritage, New York, 1986. pp. 41-83.

16. Hickey, Damon D. "The Quakers in the New South, 1865-1920." An unpublished manuscript of a doctoral dissertation, University of South Carolina. pp. 174-175.

17. Guilford College Catalog, 1895, Guilford College Bulletin, 1908-09, 1914, 1937.

18. Deed, 21 May, 1835, Henry M. Macy to Elihu Coffin, John Royall, et al.

19. Gilbert, Dorothy Lloyd. Guilford, A Quaker College; Trustees of Guilford College and Jos. J. Stone and Company, Greensboro, North Carolina, 1937. pp. 11-35

20. Deed 20 September, 1838, to Trustees of the New Garden Boarding School, original in the possession of Guilford College. Copy on file at the Survey and Planning Office.

21. Gilbert, Dorothy Lloyd. Guilford, A Quaker College; Trustees of Guilford College and Jos. J. Stone and Company, Greensboro, North Carolina, 1937. p. 44.

22. Ibid. p. 42.

23. Ibid. p. 67.

24. Ibid. p. 69.

25. Ibid. pp. 79-103.

26. Ibid. pp. 104-107.

27. Hickey, Damon D. "The Quakers in the New South, 1865-1920." An unpublished manuscript of a doctoral dissertation, University of South Carolina. pp. 27-30.

28. Ibid. p. 31.

29. Ibid. p. 33.

30. Ibid. p. 37.

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## National Register of Historic Places Continuation Sheet

Section number 8 Page 16

Guilford College, Guilford Co., N.C.

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31. Powell, William S. North Carolina Through Four Centuries; The University of North Carolina Press, Chapel Hill, North Carolina, 1989. p.p 422-429.
  32. Certificate of Guilford College deeds and a survey by George W. White and V.H. Sharpe dated the 27th day of November, 1909; original in the possession of Guilford College. Copy on file at the Survey and Planning Office.
  33. Hickey, Damon D. "The Quakers in the New South, 1865-1920." An unpublished manuscript of a doctoral dissertation, University of South Carolina. p. 39.
  34. Ibid. p. 40.
  35. Stosen, Alexander R. Guilford College. On The Strength of 150 Years. The Board of Trustees of Guilford College, Greensboro, North Carolina, 1987. pp. 11-13
  36. Ibid. various entries.
  37. Ibid. p. 28.
  38. Guilford College Bulletin, Volume 1, Twelfth Month, 1908, No. 2.
  39. Ibid.
  40. Guilford College Centennial Program, published by Guilford College in 1937.
  41. Deed recorded in the Office of the Registrar of Deeds of Guilford County, N.C., Book No. 1208, page 234. Copy on file at the Survey and Planning Office.
  42. Deed recorded in the Office of the Registrar of Deeds of Guilford County, N.C., Book No. 616, page 339. Copy on file at the Survey and Planning Office.

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## National Register of Historic Places Continuation Sheet

Section number 9 Page 1

Guilford College, Guilford Co., N.C.

Gilbert, Dorothy Lloyd. Guilford, A Quaker College;  
Trustees of Guilford College and Jos. J. Stone and Company,  
Greensboro, North Carolina, 1937.

Guilford College Bulletin, various years.

Guilford College Centennial Program, published by Guilford  
College in 1937.

Guilford County Deeds and Records, various years.

Hickey, Damon D. "The Quakers in the New South, 1865- 1920."  
An unpublished manuscript of a doctoral dissertation,  
University of South Carolina.

Jones, H.G. North Carolina Illustrated, 1824-1984. The  
North Carolina Society, the North Carolina Press, Chapel  
Hill, North Carolina, 1983.

Lefler, Hugh Talmage and Newsome, Albert Ray. North  
Carolina, The History of a Southern State; University of  
North Carolina Press, Chapel Hill, North Carolina, 1973,

Powell, William S. North Carolina Through Four Centuries;  
The University of North Carolina Press, Chapel Hill, North  
Carolina, 1989.

Pierson, William H., Jr. American Buildings and Their  
Architects: The Colonial and Neo-Classical Styles. Anchor  
Books, Anchor Press/Doubleday, Garden City, New York, 1976.

Stern, Robert A.M. Pride of Place: Building the American  
Dream. Houghton Mifflin Company, Boston, American  
Heritage, New York, 1986.

Stosen, Alexander R. Guilford College. On The Strength  
of 150 Years. The Board of Trustees of Guilford College,  
Greensboro, North Carolina, 1987.

9. Major Bibliographical References

Previous documentation on file (NPS):

- preliminary determination of individual listing (36 CFR 67) has been requested
- previously listed in the National Register
- previously determined eligible by the National Register
- designated a National Historic Landmark
- recorded by Historic American Buildings Survey # \_\_\_\_\_
- recorded by Historic American Engineering Record # \_\_\_\_\_

See continuation sheet

Primary location of additional data:

- State historic preservation office
- Other State agency
- Federal agency
- Local government
- University
- Other

Specify repository: \_\_\_\_\_

10. Geographical Data

Acreage of property 270 acres

UTM References

A 17 600100 3995210  
 Zone Easting Northing

C 17 601550 3994850  
 Zone Easting Northing

E 17 600320 3994210

F 17 599830 3994680

B 17 601570 3995250  
 Zone Easting Northing

D 17 601000 3994580  
 Zone Easting Northing

F, 17 600020 3994260

See continuation sheet

Verbal Boundary Description

The boundaries of the Guilford College Historic District are defined by the bold line on the accompanying map entitled "Proposed Guilford College National Register Historic District" drawn by Bell/Glazener Design Group at a scale of 1" = 200'.

See continuation sheet

Boundary Justification

The boundaries of the Guilford College Historic District correspond generally with those shown on a land-use map drawn in 1925 by Grady L. Bain, Engineer, with the exceptions of the cluster of post-1940 development in the north-west section of the campus and three post-1940 houses on the south section of Nathan Hunt Road, which are omitted from the district. The boundaries of the district reflect those of the property during its period of significance.

See continuation sheet

11. Form Prepared By

name/title Linda Harris Edmisten

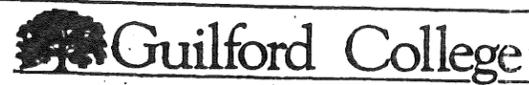
organization \_\_\_\_\_ date January, 1990

street & number 2121 Lake Wheeler Road telephone 919-821-9175

city or town Raleigh state N.C. zip code 27603



PROPOSED GUILFORD COLLEGE NATIONAL REGISTER —  
 HISTORIC DISTRICT GREENSBORO, N.C.



5800 WEST FRIENDLY AVENUE GREENSBORO, NC



United States Department of the Interior  
National Park Service

# National Register of Historic Places Registration Form

This form is for use in nominating or requesting determinations for individual properties and districts. See instructions in *How to Complete the National Register of Historic Places Registration Form* (National Register Bulletin 16A). Complete each item by marking "x" in the appropriate box or by entering the information requested. If an item does not apply to the property being documented, enter "N/A" for "not applicable." For functions, architectural classification, materials, and areas of significance, enter only categories and subcategories from the instructions. Place additional entries and narrative items on continuation sheets (NPS Form 10-900a). Use a typewriter, word processor, or computer, to complete all items.

### 1. Name of Property

historic name Guilford College Historic District (Boundary Decrease)

other names/site number N/A

### 2. Location

street & number 5800 W. Friendly Ave. N/A  not for publication

city or town Greensboro N/A  vicinity

state North Carolina code NC county Guilford code 081 zip code 27410

### 3. State/Federal Agency Certification

As the designated authority under the National Historic Preservation Act, as amended, I hereby certify that this  nomination  request for determination of eligibility meets the documentation standards for registering properties in the National Register of Historic Places and meets the procedural and professional requirements set forth in 36 CFR Part 50. In my opinion, the property  meets  does not meet the National Register criteria. I recommend that this property be considered significant  nationally  statewide  locally. ( See continuation sheet for additional comments.)

Jayne Arrow SHPO 4/19/01  
Signature of certifying official Title Date

North Carolina Department of Cultural Resources  
State or Federal agency and bureau

In my opinion, the property  meets  does not meet the National Register criteria. ( See continuation sheet for additional comments.)

\_\_\_\_\_  
Signature of certifying official/Title Date

\_\_\_\_\_  
State or Federal agency and bureau

### 4. National Park Service Certification

I hereby certify that the property is:	Signature of the Keeper	Date of Action
<input type="checkbox"/> entered in the National Register. <input type="checkbox"/> See continuation sheet.	_____	_____
<input type="checkbox"/> determined eligible for the National Register <input type="checkbox"/> See continuation sheet.	_____	_____
<input type="checkbox"/> determined not eligible for the National Register.	_____	_____
<input type="checkbox"/> removed from the National Register.	_____	_____
<input type="checkbox"/> other. (explain) _____	_____	_____

**5. Classification**

<p><b>Ownership of Property</b> (Check as many boxes as apply)</p> <input checked="" type="checkbox"/> private <input type="checkbox"/> public-local <input type="checkbox"/> public-State <input type="checkbox"/> public-Federal	<p><b>Category of Property</b> (Check only one box)</p> <input type="checkbox"/> building(s) <input checked="" type="checkbox"/> district <input type="checkbox"/> site <input type="checkbox"/> structure <input type="checkbox"/> object	<p><b>Number of Resources within Property</b> (Do not include previously listed resources in the count.)</p> <table border="0"> <tr> <td style="text-align: center;">Contributing</td> <td style="text-align: center;">Noncontributing</td> <td></td> </tr> <tr> <td style="text-align: center;">0</td> <td style="text-align: center;">6</td> <td>buildings</td> </tr> <tr> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> <td>sites</td> </tr> <tr> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> <td>structures</td> </tr> <tr> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> <td>objects</td> </tr> <tr> <td style="text-align: center;">0</td> <td style="text-align: center;">6</td> <td>Total</td> </tr> </table>	Contributing	Noncontributing		0	6	buildings	0	0	sites	0	0	structures	0	0	objects	0	6	Total
Contributing	Noncontributing																			
0	6	buildings																		
0	0	sites																		
0	0	structures																		
0	0	objects																		
0	6	Total																		

**Name of related multiple property listing**  
 (Enter "N/A" if property is not part of a multiple property listing.)  
 \_\_\_\_\_  
 N/A

**Number of contributing resources previously listed in the National Register**  
 \_\_\_\_\_  
 22

**6. Function or Use**

<p><b>Historic Functions</b> (Enter categories from instructions)</p> <p>Domestic: single dwelling</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p><b>Current Functions</b> (Enter categories from instructions)</p> <p>Domestic: single dwelling</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
--	---

**7. Description**

<p><b>Architectural Classification</b> (Enter categories from instructions)</p> <p>N/A</p> <p>_____</p> <p>_____</p>	<p><b>Materials</b> (Enter categories from instructions)</p> <p>foundation brick</p> <p>walls brick</p> <p>_____</p> <p>roof asphalt</p> <p>other _____</p> <p>_____</p>
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**Narrative Description**  
 (Describe the historic and current condition of the property on one or more continuation sheets.)

8. Statement of Significance

Applicable National Register Criteria

(Mark "x" in one or more boxes for the criteria qualifying the property for National Register listing.)

- A Property is associated with events that have made a significant contribution to the broad patterns of our history.
B Property is associated with the lives of persons significant in our past.
C Property embodies the distinctive characteristics of a type, period, or method of construction or represents the work of a master, or possesses high artistic values, or represents a significant and distinguishable entity whose components lack individual distinction.
D Property has yielded, or is likely to yield, information important in prehistory or history.

Criteria Considerations

(Mark "x" in all the boxes that apply.)

Property is:

- A owned by a religious institution or used for religious purposes.
B removed from its original location.
C a birthplace or grave.
D a cemetery.
E a reconstructed building, object, or structure.
F a commemorative property.
G less than 50 years of age or achieved significance within the past 50 years.

Areas of Significance

(Enter categories from instructions)

No revisions are needed for this page

Period of Significance

Blank lines for entering the period of significance.

Significant Dates

Blank lines for entering significant dates.

Significant Person

(Complete if Criterion B is marked above)

Blank lines for entering significant person information.

Cultural Affiliation

Blank lines for entering cultural affiliation information.

Architect/Builder

Blank lines for entering architect/builder information.

Narrative Statement of Significance

(Explain the significance of the property on one or more continuation sheets.)

9. Major Bibliographical References

Bibliography

(Cite the books, articles, and other sources used in preparing this form on one or more continuation sheets.)

Previous documentation on file (NPS):

- preliminary determination of individual listing (36 CFR 67) has been requested
previously listed in the National Register
previously determined eligible by the National Register
designated a National Historic Landmark
recorded by Historic American Buildings Survey #
recorded by Historic American Engineering Record #

Primary location of additional data:

- State Historic Preservation Office
Other State agency
Federal agency
Local government
University
Other

Name of repository:

Blank line for entering the name of the repository.

Guilford College Historic District (Boundary Reduction) Guilford Co., N. C.  
Name of Property County and State

**10. Geographical Data**

Acreage of Property 3.9

**UTM References**

(Place additional UTM references on a continuation sheet.)

1	17	601210	3995250
Zone	Easting	Northing	
2	17	601570	3995250

3	17	601570	3995160
Zone	Easting	Northing	
4	17	601300	3995140

See continuation sheet

**Verbal Boundary Description**

(Describe the boundaries of the property on a continuation sheet.)

**Boundary Justification**

(Explain why the boundaries were selected on a continuation sheet.)

**11. Form Prepared By**

name/title Claudia R. Brown, Supervisor  
organization Survey & Planning Branch  
State Historic Preservation Office date December 7, 2000  
street & number 4618 Mail Service Center telephone 919/733-6545  
city or town Raleigh state N. C. zip code 27699-4618

**Additional Documentation**

Submit the following items with the completed form:

**Continuation Sheets**

**Maps**

A **USGS map** (7.5 or 15 minute series) indicating the property's location.

A **Sketch map** for historic districts and properties having large acreage or numerous resources.

**Photographs**

Representative **black and white photographs** of the property.

**Additional items**

(Check with the SHPO or FPO for any additional items)

**Property Owner**

(Complete this item at the request of SHPO or FPO.)

name Guilford College Board of Trustees and six private house owners  
street & number 5800 W. Friendly Ave. telephone 336/316-2000  
city or town Greensboro state N. C. zip code 27410

**Paperwork Reduction Act Statement:** This information is being collected for applications to the National Register of Historic Places to nominate properties for listing or determine eligibility for listing, to list properties, and to amend existing listings. Response to this request is required to obtain a benefit in accordance with the National Historic Preservation Act, as amended (16 U.S.C. 470 *et seq.*).

**Estimated Burden Statement:** Public reporting burden for this form is estimated to average 18.1 hours per response including time for reviewing instructions, gathering and maintaining data, and completing and reviewing the form. Direct comments regarding this burden estimate or any aspect of this form to the Chief, Administrative Services Division, National Park Service, P.O. Box 37127, Washington DC 20013-7127; and the Office of Management and Budget, Paperwork Reductions Projects (1024-0018), Washington, DC 20503.

**United States Department of the Interior**  
National Park Service

**NATIONAL REGISTER OF HISTORIC PLACES**  
**CONTINUATION SHEET**

Section 7 Page 1 Guilford College Historic District (Boundary Decrease)  
Guilford County, NC

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The Guilford College Historic District Boundary Reduction area is located in a post World War II suburban neighborhood to the north, and adjacent to Guilford College. It consists of all or part of six post-1950, single family houses and house lots on Bennington Drive, and it also includes one parcel of vacant land and portions of three others owned by Guilford College. All the vacant land is located on the north side of the street. Three of the houses are located on the north side of the street, and three on the south side. They are a variety of architectural styles and types: Colonial Revival, Ranch, Dutch Colonial Revival and Split Level. The addresses of the houses are as follows:

4900 Bennington Drive  
4902 Bennington Drive  
5014 Bennington Drive  
5101 Bennington Drive  
5103 Bennington Drive  
5105 Bennington Drive

United States Department of the Interior  
National Park Service

## National Register of Historic Places Continuation Sheet

Section number 8 Page 1

Guilford College Historic District (Boundary  
Decrease)  
Guilford County, N. C.

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### Summary

This amendment to the boundaries of the Guilford College Historic District (listed in the National Register of Historic Places in 1990) documents a boundary decrease that removes approximately 3.9 acres at the northeast corner of the district that encompass all or part of nine parcels in a residential neighborhood. As explained in the attached copy of a notarized letter from Guilford College President Donald W. McNemar (exhibit 1), the acreage to be removed consists of parcels that have never been owned by Guilford College, as well as one parcel and portions of three others that are owned by Guilford College but have never been considered part of the college campus. Aside from their geographical contiguity, these parcels bear no relationship to the historic college campus.

The acreage to be removed was included in the district due to an error in the January 1990 survey that formed the basis for the site and boundary map of the original Guilford College Historic District nomination (exhibit 3). As shown on the survey of October 1999 (exhibit 2), portions of the northeast corner of the district north and south of Bennington Drive (labeled A and C on exhibit 2) are developed residential lots (not now or ever owned by Guilford College), while a third portion (labeled B on exhibit 2) is owned by the college but is north of Bennington Drive and clearly part of the neighborhood that is separate from the campus. The 1990 map shows the entire northeast corner of the district as part of the campus's undeveloped woods, when in fact most of the area in this boundary reduction had been developed prior to 1990 with private houses unrelated to the college.

This amendment provides: 1) UTM references for the portion of the Guilford College Historic District that is to be excluded; 2) a verbal boundary description of the area to be excluded; 3) a boundary justification for the area to be excluded; 4) a copy of the map submitted with the original district; 5) a map of the entire district at 1:200 scale that shows the original boundaries with the area to be excluded defined; and 6) a USGS map showing the area to be excluded.

United States Department of the Interior  
National Park Service

## National Register of Historic Places Continuation Sheet

Section number 10 Page 2

Guilford College Historic District (Boundary  
Decrease)  
Guilford County, N. C.

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### Verbal Boundary Description

The boundaries of the Guilford College Historic District remain the same as those described in the original nomination except for revisions to the northeast boundary that remove residential building lots unrelated to the college and small parcels owned by the college but not part of the historic campus. The deleted acreage consists of the contiguous areas marked on attached exhibit 2 as "A," "B," and "C" (drawn at a scale of 1:200), bounded on the north and east by a hatched line and on the south by a solid bold line.

### Boundary Justification

The boundaries encompass all or part of parcels that have never been owned by Guilford College and bear no historic relationship to the college, as well as parcels owned by the college that are different in character from, and have never been considered part of, the historic campus.

