

UNITED STATES DEPARTMENT OF THE INTERIOR  
NATIONAL PARK SERVICE

|                  |
|------------------|
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| DATE ENTERED     |

# NATIONAL REGISTER OF HISTORIC PLACES INVENTORY -- NOMINATION FORM

SEE INSTRUCTIONS IN HOW TO COMPLETE NATIONAL REGISTER FORMS  
TYPE ALL ENTRIES -- COMPLETE APPLICABLE SECTIONS

## 1 NAME

HISTORIC

St. Augustine's College Campus

AND/OR COMMON

## 2 LOCATION

STREET & NUMBER

Oakwood Avenue

\_\_\_ NOT FOR PUBLICATION

CITY, TOWN

Raleigh

CONGRESSIONAL DISTRICT

Fourth

STATE

North Carolina

\_\_\_ VICINITY OF

CODE

037

COUNTY

Wake

CODE

183

## 3 CLASSIFICATION

| CATEGORY                                        | OWNERSHIP                                   | STATUS                                             | PRESENT USE                                                                                |
|-------------------------------------------------|---------------------------------------------|----------------------------------------------------|--------------------------------------------------------------------------------------------|
| <input type="checkbox"/> DISTRICT               | <input type="checkbox"/> PUBLIC             | <input checked="" type="checkbox"/> OCCUPIED       | <input type="checkbox"/> AGRICULTURE <input type="checkbox"/> MUSEUM                       |
| <input checked="" type="checkbox"/> BUILDING(S) | <input checked="" type="checkbox"/> PRIVATE | <input type="checkbox"/> UNOCCUPIED                | <input type="checkbox"/> COMMERCIAL <input type="checkbox"/> PARK                          |
| <input type="checkbox"/> STRUCTURE              | <input type="checkbox"/> BOTH               | <input type="checkbox"/> WORK IN PROGRESS          | <input checked="" type="checkbox"/> EDUCATIONAL <input type="checkbox"/> PRIVATE RESIDENCE |
| <input type="checkbox"/> SITE                   | <b>PUBLIC ACQUISITION</b>                   | <b>ACCESSIBLE</b>                                  | <input type="checkbox"/> ENTERTAINMENT <input type="checkbox"/> RELIGIOUS                  |
| <input type="checkbox"/> OBJECT                 | <input type="checkbox"/> IN PROCESS         | <input checked="" type="checkbox"/> YES RESTRICTED | <input type="checkbox"/> GOVERNMENT <input type="checkbox"/> SCIENTIFIC                    |
|                                                 | <input type="checkbox"/> BEING CONSIDERED   | <input type="checkbox"/> YES UNRESTRICTED          | <input type="checkbox"/> INDUSTRIAL <input type="checkbox"/> TRANSPORTATION                |
|                                                 |                                             | <input type="checkbox"/> NO                        | <input type="checkbox"/> MILITARY <input type="checkbox"/> OTHER                           |

## 4 OWNER OF PROPERTY

NAME

St. Augustine's College

STREET & NUMBER

Oakwood Avenue

CITY, TOWN

Raleigh

\_\_\_ VICINITY OF

STATE

North Carolina 27610

## 5 LOCATION OF LEGAL DESCRIPTION

COURTHOUSE,  
REGISTRY OF DEEDS, ETC.

Wake County Courthouse

STREET & NUMBER

Fayetteville Street Mall

CITY, TOWN

Raleigh,

STATE

North Carolina 27601

## 6 REPRESENTATION IN EXISTING SURVEYS

TITLE

Raleigh Inventory

DATE

1978

\_\_\_ FEDERAL \_\_\_ STATE \_\_\_ COUNTY  LOCAL

DEPOSITORY FOR  
SURVEY RECORDS

City of Raleigh Planning Department

CITY, TOWN

Raleigh

STATE

North Carolina 27602

## 7 DESCRIPTION

| CONDITION                                |                                       | CHECK ONE                                   | CHECK ONE                                         |
|------------------------------------------|---------------------------------------|---------------------------------------------|---------------------------------------------------|
| <input type="checkbox"/> EXCELLENT       | <input type="checkbox"/> DETERIORATED | <input type="checkbox"/> UNALTERED          | <input checked="" type="checkbox"/> ORIGINAL SITE |
| <input checked="" type="checkbox"/> GOOD | <input type="checkbox"/> RUINS        | <input checked="" type="checkbox"/> ALTERED | <input type="checkbox"/> MOVED DATE _____         |
| <input type="checkbox"/> FAIR            | <input type="checkbox"/> UNEXPOSED    |                                             |                                                   |

### DESCRIBE THE PRESENT AND ORIGINAL (IF KNOWN) PHYSICAL APPEARANCE

The original physical plant of St. Augustine's School was the "Howard School House" and the Polk House, both located on Blount Street.<sup>1</sup> By the end of 1868, however, a permanent location was acquired, forty-six acres of the estate of "Seven Springs."<sup>2</sup> The first structure was a two-story frame building, constructed by December, 1868, and paid for by the Freedman's Bureau.<sup>3</sup> By 1892, the school boasted a large four-story brick building (later named for Bishop Theodore Benedict Lyman of North Carolina) which held chapel, classrooms, and men's quarters; an industrial building; and the Smith Building which contained the dining room, domestic studies class areas, and the women's dormitory facilities. Early views of the campus show these structures set in no regular arrangement. In 1897, the remainder of the present 110-acre campus was purchased.<sup>4</sup>

The oldest campus structure to survive to the present was St. Augustine's Chapel, built during 1895. It was first used at that Christmas and entered regular service the next year. It was originally constructed as a rectangular, gable-roofed building of stone and was later augmented with a north transept (1904) and a south transept built from a former tower (1917).<sup>5</sup> A step-gabled facade on the south entrance was probably also added in 1917. Having no obvious local architectural model, the building likely reflects the English heritage of the Episcopal Church, perhaps through some book of plans. It effectively achieves a medieval tone, with its uncoursed stone and deep shadowy eaves. A lych gate, a rare feature designed to protect a bier during a funeral, was added probably in 1903.

In 1896 also was begun the first Benson Library, an L-shaped Romanesque Revival structure also of uncoursed stone, of vaguely Richardsonian character. Named for the donor who provided most of the funding, Mary Benson of Brooklyn, New York, it was completed in 1898.<sup>6</sup>

In addition to the chapel, library, Lyman and Smith buildings, the campus in 1897 had a hospital, St. Agnes, located in the former residence of deceased Principal Robert B. Sutton. There was also a house for Principal Aaron B. Hunter, and a frame industrial building was under construction.<sup>7</sup>

The next permanent structure on the campus was Taylor Hall, an auditorium/gymnasium donated by Principal and Mrs. Hunter, built as a gable-roofed stone addition to the west side of Benson Library in 1902.<sup>8</sup> Then in 1905, construction was begun on a three and one-half story cruciform stone building for the St. Agnes Hospital. Built entirely of stone from the campus quarry, it was located at the western end of the campus along what is now Oakwood Avenue, and completed in 1909.<sup>9</sup>

The campus of 1910 consisted of these structures, along with a laundry, and possibly other smaller frame structures vaguely referred to in accounts of the period. The built campus was predominantly clustered along the thoroughfare now known as Oakwood Avenue, according to early photographs, stretching from the hospital in the east to the chapel in the west. Electricity reached the campus in 1906, in 1907 part of the campus was incorporated into Raleigh's city limits, and trolley connections reached a point four blocks from the campus the next year.<sup>10</sup> Aside from the campus buildings, much of the remainder of the land was devoted to farming, with forty-five acres of grain under cultivation as early as 1871.<sup>11</sup>

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Shortage of space occasioned by the growth of the student body led to construction in the next decade. A large women's dormitory was built from 1911 to 1915 as funds became available. Several other small structures were also put up, including a frame practice school building in 1912. Another industrial building was begun in 1913.<sup>12</sup> Of this construction, only the small two-story brick industrial building remains, just north of the chapel. Another survivor of the period is the 1919 model building for the normal school practice classes.<sup>13</sup> This somewhat Victorian but essentially plain brick building is the oldest surviving brick structure on the campus. It is also the oldest remaining building to be placed away from Oakwood Avenue, as some of the now demolished structures may have been, toward the present oval which is the center of campus.

St. Augustine's development in the 1920s was dictated by its movement toward full college status. The campus before 1927 was hampered by a public lane which divided the campus by running north and south. This was closed by negotiation with the city in that year, being replaced by a road running along the west side of the campus property.<sup>14</sup> Meanwhile, the brick, classical-revival detailed Hunter Building, first of that architectural type on the campus, was erected in 1924 between the Lyman Building and the practice school. This would house administrative and classroom functions for which the Lyman Building was becoming inadequate.<sup>15</sup> With this addition, the modern central oval of the campus was beginning to take shape on the higher ground north of the Lyman Building and Library. Lyman, Hunter, and the practice school formed the east side, and the president's home anchored the southwest corner.

Other additions in the early 1920s were a new wing for St. Agnes Hospital and the construction of the Tuttle Building. The addition to St. Agnes in 1924 increased the capacity to 100 beds by adding a rectangular wing of coursed stone to the north side of the older building.<sup>16</sup> The Tuttle Building, in 1925, between Taylor Hall and St. Agnes, was built by the Women's Auxiliary of the American Episcopal Church as a facility to house a training school to bring black women into social and church work.<sup>17</sup> This hip-roofed rectangular brick building passed to the school's possession after the training school closed in 1941.<sup>18</sup>

The remainder of the undeveloped land remained in agricultural use. This operation was organized into a model farm in 1921, with farmhouse, fields, and livestock.<sup>19</sup>

The decision of the trustees in 1926 to pursue a full college course meant that more space be required, and a \$500,000 fund drive was begun at that time.<sup>20</sup> Other drives followed, and the ensuing construction led to four buildings occupied in the first half of 1930.<sup>21</sup> All this activity was made possible by large institutional grants which the fund drives were designed to match. Of these four structures, three were immediately available to the college.

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A new Benson Library was the last of the early structures on campus to be endowed by a private individual, being the beneficiary of the sale of a collection of incunabula by former Principal Hunter.<sup>22</sup> Located at the southern end of the oval, it was also the last of the cruciform stone buildings on campus. Delaney Hall, a women's dormitory, and the Cheshire Building, a dining hall and domestic science building, were largely financed by a grant from the General Education Board.<sup>23</sup> Both followed the lead of the Hunter Building in being constructed of brick with classical revival details. Delaney on the north and Cheshire on the west also provided more definition to the oval. The fourth building of 1930, now called Gould Hall, was built largely by a grant from the Episcopal Women's Auxiliary as a nurses' home for St. Agnes Hospital.<sup>24</sup> Located just east of the hospital, it passed to the college and acquired its present name with the closing of St. Agnes in 1961.<sup>25</sup>

A photograph of the campus in 1937 shows that the campus had by then achieved the bulk of its modern shape, the earlier buildings predominantly along Oakwood Avenue and the oval, still unpaved, fully built up behind Benson Library.<sup>26</sup> The oval was finally paved sometime between 1950 and 1955.<sup>27</sup>

Since the 1930s the built campus has nearly doubled in size, moving north and east of the earlier areas. Some older structures have also been lost. Boyer Hall was built in 1970 on the site of the Lyman Building. The present library rests on the site of the president's residence. The modern Latham and Baker buildings replaced an older dormitory on the west side of the oval. Penick Hall of Science is an addition to the oval, on its north-east corner. A student union, fine arts building, gymnasium/auditorium, and student housing make up the bulk of the north and east expansion.

The modern campus, as was even the case in 1930, has no dominant architectural tone. In 1930, there were stone, brick and frame structures. Today, the concrete angles of modern architecture have replaced the frame buildings in this mixture. From the perspective of the older parts of campus, however, most of the new is masked by the contours and landscaping of the campus. For all their disparity, the structures blend well, largely because they share an essential utilitarianism in style and purpose.

As a result, the modern campus, though considerably changed from that of 1930, retains much of the appearance of that day. Many vistas on the campus do not include structures built since that date, and no view on the older parts of the campus is predominant by the newer buildings. The pattern of campus development has left the central and southern campus as a perceptible bequest of the school's development.

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FOOTNOTES

1. Cecil D. Halliburton, A History of St. Augustine's College 1867-1937 (Raleigh, Edwards and Broughton Company, 1937), 4.
2. Halliburton, 23.
3. Halliburton, 5.
4. Halliburton, 23.
5. Halliburton, 21-23.
6. Halliburton, 23.
7. Spirit of Missions, May 1897, pp. 252-254.
8. Halliburton, 26.
9. Halliburton, 31.
10. Halliburton, 32.
11. Halliburton, 6.
12. Halliburton, 34-35.
13. Halliburton, 46.
14. Halliburton, 57.
15. Halliburton, 50-51.
16. Halliburton, 51.
17. Halliburton, 52.
18. James Boykin, St. Augustine's College 1938-1958 (typescript, St. Augustine's College, 1958?), 23.
19. Halliburton, 49.
20. Halliburton, 53.
21. Halliburton, 57.

FHR-8-300A  
(11/78)

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FOOTNOTES (cont'd.)

- 22. Halliburton, 60.
- 23. Halliburton, 57.
- 24. Halliburton, 60-62.
- 25. Raleigh News and Observer, 26 April 1961.
- 26. Halliburton, facing 64.
- 27. Boykin, 8-9.

## 8 SIGNIFICANCE

| PERIOD                                        | AREAS OF SIGNIFICANCE -- CHECK AND JUSTIFY BELOW |                                                 |                                                 |                                              |
|-----------------------------------------------|--------------------------------------------------|-------------------------------------------------|-------------------------------------------------|----------------------------------------------|
| <input type="checkbox"/> PREHISTORIC          | <input type="checkbox"/> ARCHEOLOGY-PREHISTORIC  | <input type="checkbox"/> COMMUNITY PLANNING     | <input type="checkbox"/> LANDSCAPE ARCHITECTURE | <input type="checkbox"/> RELIGION            |
| <input type="checkbox"/> 1400-1499            | <input type="checkbox"/> ARCHEOLOGY-HISTORIC     | <input type="checkbox"/> CONSERVATION           | <input type="checkbox"/> LAW                    | <input type="checkbox"/> SCIENCE             |
| <input type="checkbox"/> 1500-1599            | <input type="checkbox"/> AGRICULTURE             | <input type="checkbox"/> ECONOMICS              | <input type="checkbox"/> LITERATURE             | <input type="checkbox"/> SCULPTURE           |
| <input type="checkbox"/> 1600-1699            | <input type="checkbox"/> ARCHITECTURE            | <input checked="" type="checkbox"/> EDUCATION   | <input type="checkbox"/> MILITARY               | <input type="checkbox"/> SOCIAL/HUMANITARIAN |
| <input type="checkbox"/> 1700-1799            | <input type="checkbox"/> ART                     | <input type="checkbox"/> ENGINEERING            | <input type="checkbox"/> MUSIC                  | <input type="checkbox"/> THEATER             |
| <input checked="" type="checkbox"/> 1800-1899 | <input type="checkbox"/> COMMERCE                | <input type="checkbox"/> EXPLORATION/SETTLEMENT | <input type="checkbox"/> PHILOSOPHY             | <input type="checkbox"/> TRANSPORTATION      |
| <input checked="" type="checkbox"/> 1900-     | <input type="checkbox"/> COMMUNICATIONS          | <input type="checkbox"/> INDUSTRY               | <input type="checkbox"/> POLITICS/GOVERNMENT    | <input type="checkbox"/> OTHER (SPECIFY)     |
|                                               |                                                  | <input type="checkbox"/> INVENTION              |                                                 |                                              |

SPECIFIC DATES 1867- 1930

BUILDER/ARCHITECT

### STATEMENT OF SIGNIFICANCE

St. Augustine's College is a prime example of the physical and philosophical development of black education in the wake of emancipation after the American Civil War. The school was an outgrowth of the great Christian missionary movement of the time and reflects its special concern with education as the ultimate salvation for freedmen as citizens. The school's early years reflect the beginnings of black education in this country, developing, despite the bare entrance requirements of the ability to read, write, and add figures, a corps of teachers ever more knowledgeable than the constituency they served. The broadening liberal arts interest of the school, and the introduction of industrial education, provide a microcosm of the national trends in black educational thought. The story of St. Agnes Hospital reflects aspects of a national professional and medical segregation, including sexual as well as racial aspects at the professional level. And the drive for full college status and subsequent black administration and affiliation place the school squarely in the twentieth-century movement for black consciousness. The ever changing nature of the school is also reflected in the varied architectural styles. The campus retains a collection of buildings from the school's history, including the Gothic style, stone St. Augustine's Chapel (1895), the Romanesque stone Benson Library (1896) now part of Taylor Hall, the stone St. Agnes' Hospital (1909) and several early twentieth century brick buildings as well as more recent structures.

### Criteria Assessment:

A. St. Augustine's reflects the concern for educating blacks which reached full force during Reconstruction, beginning as a normal school and advancing to full college status; exemplary of the trend in black education as it gradually shifted from a technical and trades to a liberal arts education; indicative (through St. Agnes Hospital) of the development of medical care by and for blacks; associated with the Episcopal Church's missions to blacks and the subsequent integration of blacks as active members.

B. Associated with Bishops Thomas Atkinson and Joseph Blount Cheshire of the Episcopal Church; with Henry Beard Delaney, black Suffragan Bishop of North Carolina; with Kemp P. Battle president of the University of North Carolina, who served as one of the first trustees; with Dr. L. A. Scruggs, Dr. Catherine P. Hayden, Dr. Jennie M. Duncan, and Dr. Mary V. Glenton, among the earliest blacks and women in North Carolina to enter the medical profession as physicians; and with Harold L. Trigg, the first black president of the institution.

C. The buildings embody the institutional version of the Gothic and Romanesque styles as well as more recent styles, reflecting the development of the campus.

## 9 MAJOR BIBLIOGRAPHICAL REFERENCES

Alexander, Roberta Sue. "Hostility and Hope: Black Education in North Carolina during Presidential Reconstruction, 1865-1867." North Carolina Historical Review 53 (April 1976): 113-132.

Boykin, James. St. Augustine's College, 1938-1958. Typescript: St. Augustine's College 1958?

## 10 GEOGRAPHICAL DATA

ACREAGE OF NOMINATED PROPERTY approx. 20 acres

UTM REFERENCES

|   |      |             |               |   |      |             |               |
|---|------|-------------|---------------|---|------|-------------|---------------|
| A | 1,7  | 7,1,4,9,4,0 | 3,9,6,2,7,8,0 | B | 1,7  | 7,1,5,0,9,0 | 3,9,6,2,4,1,0 |
|   | ZONE | EASTING     | NORTHING      |   | ZONE | EASTING     | NORTHING      |
| C | 1,7  | 7,1,5,1,1,0 | 3,9,6,2,7,8,0 | D | 1,7  | 7,1,4,6,5,0 | 3,9,6,2,4,0,0 |
|   | ZONE | EASTING     | NORTHING      |   | ZONE | EASTING     | NORTHING      |

VERBAL BOUNDARY DESCRIPTION

The boundary of the St. Augustine's College Campus shall be a line proceeding from the corner of Oakwood and North State Street along Oakwood Avenue to the point of a driveway east of the Chapel. It shall then proceed in a direct manner north to the driveway behind the Penick Hall of Science, and follow a roadway there north to the rear of Delaney Hall. There it shall turn west and proceed back to North State Street along that street until its intersection with a College lane, and along that lane to the rear of St. Agnes Hospital. From there it shall proceed west to North State Street again.

LIST ALL STATES AND COUNTIES FOR PROPERTIES OVERLAPPING STATE OR COUNTY BOUNDARIES

| STATE | CODE | COUNTY | CODE |
|-------|------|--------|------|
| STATE | CODE | COUNTY | CODE |

## 11 FORM PREPARED BY

NAME / TITLE David W. Brown, Consultant

ORGANIZATION Survey and Planning Branch  
Division of Archives and History

DATE October 11, 1979

STREET & NUMBER 109 East Jones Street

TELEPHONE 733-6545

CITY OR TOWN

Raleigh,

North Carolina 27611

## 12 STATE HISTORIC PRESERVATION OFFICER CERTIFICATION

THE EVALUATED SIGNIFICANCE OF THIS PROPERTY WITHIN THE STATE IS:

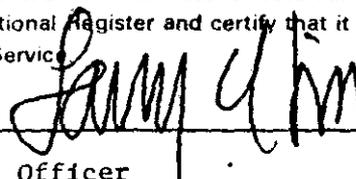
NATIONAL

STATE

LOCAL

As the designated State Historic Preservation Officer for the National Historic Preservation Act of 1966 (Public Law 89-665), I hereby nominate this property for inclusion in the National Register and certify that it has been evaluated according to the criteria and procedures set forth by the National Park Service.

STATE HISTORIC PRESERVATION OFFICER SIGNATURE



TITLE State Historic Preservation Officer

DATE November 1, 1979

FOR NPS USE ONLY

I HEREBY CERTIFY THAT THIS PROPERTY IS INCLUDED IN THE NATIONAL REGISTER

DATE

DIRECTOR, OFFICE OF ARCHEOLOGY AND HISTORIC PRESERVATION

ATTEST:

DATE

KEEPER OF THE NATIONAL REGISTER

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Saint Augustine's College, incorporated on July 19, 1867, and commencing instruction January 13, 1868,<sup>1</sup> was founded as a project of the Protestant Episcopal Church in America, acting through its Freedmen's Commission.<sup>2</sup> The school was part of the great movement to aid the South, culturally as well as in other ways, on the part of the North after the Civil War.

This movement to "uplift" the South began early in the war. The American Missionary Society commenced its work as the first such agency in 1861, as areas of the South were being occupied by northern troops. This organization, founded on a nonsectarian basis, began seven black colleges and thirteen black normal schools by 1870.<sup>3</sup> With Reconstruction, however, sectarian differences became a divisive force in the society, and the group allied with the Congregational Church.<sup>4</sup>

The Episcopal Church's Freedman's Commission was founded by its General Convention in 1865 as a part of this general movement, providing financial and other support for education and establishing appropriate schools.<sup>5</sup>

In selecting Raleigh for such a school, the Commission was working in a diocese which had already shown some initiative in the areas of education and outreach to the black population. Thomas Atkinson, Bishop from 1853, had taken a personal interest in the black population of his diocese, often preached to slave congregations, and urged missions to the freedmen in the 1865 diocesan convention and training of black clergy for such missions in 1866.<sup>6</sup>

Insofar as the political, social and educational climate of the state at large was concerned, Raleigh was again a logical choice for such a school. The radicals were strong in city government in 1868 and retained control until 1875. Blacks, in fact, still served on the city council in 1890.<sup>7</sup> Secondly, black North Carolinians were apparently supportive of education. The Journal of Freedom, a short-lived black-oriented Raleigh newspaper, expressed a common sentiment when it stated in 1865 that "The Freedman. . .has got a disease for learning. It is a mania with him."<sup>8</sup> The need in the state for qualified black teachers was great. Both the Commission and Bishop Atkinson reflected the popular sentiment that, in the Bishop's words: "In order that the education of the Freedmen at the South shall be general and effective, it must, to a great extent, be conducted by teachers of their own color."<sup>9</sup> In March, 1867, 173 teachers in 156 schools sought to cope with 13,039 pupils in the North Carolina schools of the American Missionary Association.<sup>10</sup> The commission itself had sixty or more teachers working with 4,000 students at that time across the South.<sup>11</sup> Without public support for black education at any level in the state, most black education was left to the benevolent associations.<sup>12</sup>

In the September, 1867, issue of the Spirit of Missions, published by the Episcopal Church, the Freedman's Commission announced the establishment of the "Saint Augustine Normal School and Collegiate Institute" to "educate teachers, of both sexes,

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for the instruction of colored people of the South."<sup>13</sup> The local trustees included Kemp P. Battle, president of the University of North Carolina,<sup>14</sup> John W. Hinsdale, prominent Raleigh attorney, and others.<sup>15</sup> Twenty-five thousand dollars had been secured from a bequest as a capital fund for the new school, and the federal Freedmen's Bureau had given \$6,243 for the construction of buildings.<sup>16</sup> Rev. Jacob Brinton Smith resigned his office as secretary and general agent of the Freedmen's Commission in November of 1867 to become the school's first principal.<sup>17</sup> The Raleigh Tri-Weekly Standard carried an advertisement of the school's opening set for January 13, 1868, and instruction began that day with four pupils. The school was first located in the "Howard School House" on the site of the later Confederate Soldiers' Home.<sup>18</sup> Principal Smith lived in the Polk House on Blount Street.<sup>19</sup> A permanent site was purchased later that year, a part of the former estate of "Seven Springs" which according to tradition contained the unmarked grave of Willie Jones, former owner and coauthor of the first constitution of North Carolina.<sup>20</sup>

Smith laid a good foundation before his sudden death in 1872, acquiring student housing and dining facilities, and developing the student body to 110, whose coursework included Latin and algebra.<sup>21</sup>

Educational philosophy at St. Augustine's

The main emphasis of the school was the training of teachers, with fifty-eight alumni at work in that field by 1875.<sup>22</sup> These black teachers found a ready market, for southern whites discouraged the northern white missionaries sent by the missionary societies to educate the freedmen.<sup>23</sup> Teaching positions as a result were left open for southern applicants. Also, blacks came to prefer black teachers, not only for reasons of racial pride and the personal interest such teachers took in their students, but also because with the departure of northern whites the other alternative was to hire those southern whites who were not sufficiently qualified to teach in the white schools.<sup>24</sup> As good black teachers became available, therefore, it was logical for blacks to prefer them.<sup>25</sup> Few state schools were providing education for black teachers, with State Normal School in Fayetteville, 1878, and four other institutions in 1882, and these schools were underfunded.<sup>26</sup> The field was thus open to schools like St. Augustine's.

A second emphasis soon appeared at St. Augustine's in the increasing number of students studying to be admitted to the Episcopal priesthood. John W. Perry was in training for that calling in 1873, and George A. C. Cooper, a faculty member, was ordained a deacon in 1876, the second black in North Carolina to enter that office. That same year, ten students were in ministerial studies at the school.<sup>27</sup> At the time of the founding of St. Augustine's, Bishop Atkinson had also been proposing a training school for blacks for the ministry.<sup>28</sup> In 1882, Bishop Theodore Benedict Lyman, his successor, was again recommending such a school, calling it to be located at St. Augustine's. It was his view that, as earlier with teachers, "colored congregations can best be served by qualified colored ministers."<sup>29</sup> He also held that the existing white

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seminaries of the church were of an academic standing and difficulty too great to admit and train blacks in the numbers needed.<sup>30</sup> The bishop had collected \$4,500 to support such a school of theology, and had begun to express the need for a school chapel, when in 1883 a major fire consumed buildings on the campus. The rebuilding temporarily pre-empted the new building plans, but the "Theological Department" appeared in the 1883-1884 Catalog.<sup>31</sup>

To this point, the development of the school had been firmly in the reconstruction efforts to educate blacks for the exercise of their political rights.<sup>32</sup> A different direction, however, entered the affairs of the school under Rev. Aaron Hunter, who became principal in 1891. Hunter, a graduate of Amherst and Union Theological Seminary, came to St. Augustine's after six years in the ministry.<sup>33</sup> Writing for the Spirit of Missions in April, 1893, after two years as principal, he placed special emphasis on the need of the "Colored People" to learn to depend on themselves, and the then popular concept of "self-help." This he tied to the earning of a livelihood, following a plea for support for industrial studies newly begun at the school.<sup>34</sup> His first annual report had called for a movement toward a trades school, on the order of Hampton Institute.<sup>35</sup> Hampton, begun by Samuel Chapman Armstrong, was then the most prominent example in black education of the movement for mechanical and agricultural education which had fostered the Morrill Land Grant College Act of 1862 and numerous state colleges for whites.<sup>36</sup>

Hunter's program had a very practical side for providing new studies, it attracted additional students and also created on campus a pool of trained labor for construction at the school. That the liberal arts and trades philosophies could exist simultaneously at St. Augustine's, and indeed that liberal arts remained when the trades were abandoned testified to an equal emphasis on the liberal arts by Dr. Hunter, for throughout his tenure southern white as well as black opinion adopted the bias toward technical rather than liberal education for blacks.<sup>37</sup> The Agricultural and Mechanical College for Negroes authorized by North Carolina in 1891, reflected the state's approach to public higher education for blacks.<sup>38</sup>

Development in the 1890s

Although the curriculum in theology was dropped in 1893, the school continued to be responsible for the general education of many future clergy. Interest also continued in the construction of a chapel.<sup>39</sup> Before, 1895, daily service had been held in the classroom building, and Sunday services at St. Ambrose Church (then called St. Augustine) in the city.<sup>40</sup> The cornerstone was laid on July 15, 1895, and the building was first used Christmas Day, that same year. The stone for the foundation came from a vein on the campus, part of a deposit stretching down from Henderson, North Carolina, but the superstructure of the value was constructed from stone from Gray Stone Quarries near Henderson itself. The work was done by three black stone masons, one of whom, George Washington Hayes, was an instructor in the trades studies and directed the work.

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An important development of 1896 was the St. Agnes hospital, brainchild of Mrs. Sarah Hunter, wife of the principal. At the General Convention of the American Episcopal Church in 1895, Mrs. Hunter urged funding for a hospital for blacks in Raleigh. She received in response \$1,100 in two large contributions, and St. Agnes, named for one of the contributors, was established in the former home of the deceased principal Robert Bean Sutton. The hospital was dedicated October 18, 1896, with Mrs. Hunter as superintendent.<sup>41</sup> There was room for twenty patients, and for the housing of ten student nurse. Only four patients and four student nurses were housed at the hospital during its first two months, but by 1905, it had outgrown its first structure.<sup>43</sup> Admissions were up to 137 in that year, and hospital days to 5,251. A fire in 1904 nearly ignited the building, raising the issue of its safety as a frame building.<sup>44</sup> Advances in medical science were making new requirements of the hospital as well, with a new operating room, kitchen sterilizing room, two bathrooms, and other additions to the old building in 1903.<sup>45</sup> Up to forty people were at times housed in the former residence.<sup>46</sup>

In August, 1904, therefore, the Executive Committee of the Board of Trustees approved a new building in principle. By mid-1905, Mrs. Hunter had contributions of almost half the \$15,000 estimated cost, and groundbreaking was on May 27 of that year. The building was finally complete in May, 1909, a three-story stone structure costing \$30,000 in spite of its being built of stone quarried on campus and laid by the masonry students.<sup>47</sup>

As was the case with the administration of the school, the medical staff of the hospital was predominantly white. The first attending physician, however, Dr. L. A. Scruggs, was black, as was the matron and head nurse, Miss Louise Burgess.<sup>48</sup> It was not so surprising that Miss Burgess would be black, as by this time the doctrine of "separate but equal" was pervasive among southern whites, and it was considered inappropriate and sometimes unlawful for white nurses to attend black patients. It was unusual, however, to find a black doctor, even in a black hospital, on the same staff with white physician. Although the MD degree had been conferred on a black man, David J. Peck, by Rush Medical School as early as 1847, the major schools did not follow suit.<sup>49</sup> Black medical schools began with the Howard University Medical School in 1868 and Meharry at Central Tennessee College opening in 1876.<sup>50</sup> Black physicians found another obstacle in the refusal of the American Medical Association (AMA), first made formal in 1870, to admit them to membership,<sup>51</sup> and thus formed their own societies, including the Old North State Medical Society in North Carolina in 1887 and the National Medical Association in 1895.<sup>52</sup>

St. Agnes was also to be the scene of an even more unlikely situation, that of a woman doctor working with male physicians. In 1900, Dr. Catharine P. Hayden came to the hospital to serve as head nurse and directress of nurses. By 1905, she had replaced Dr. Scruggs as resident physician. She was herself succeeded in May 1913 by Dr. Jennie M. Duncan who was in turn succeeded during World War I by Dr. Mary V. Glenton, who died in 1925.<sup>53</sup> Though also often serving as superintendent of nurses, these incumbents appear to have been regarded as regular doctors. Mary Glenton was white, and there is no indication that her predecessors were black. While a black woman doctor would have

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been extraordinary for the time, women in general suffered a discrimination similar to that of blacks in medicine. Some women early entered medicine through apprenticeship, from prestigious medical schools and the AMA; the latter refused from 1868 to 1915 to consider women members.<sup>54</sup> Women, like blacks, usually set up or attended schools established primarily for them, and were obliged to establish, or leave the country for, hospitals where they could gain clinical experience.<sup>55</sup> Thus Doctors Hayden, Duncan and Glenton were unusual, and their tenure appears to testify to the attitudes of the hospital administration and staff. One further connection of St. Agnes to the efforts of women to enter the medical profession was Louise Burgess, first matron and head nurse, a black graduate of the New England Hospital for Women and Children,<sup>56</sup> founded in 1862 by Dr. Marie Zakryewska to provide practical education and clinical experience for women.<sup>57</sup>

A training school for nurses was established with the hospital in 1896, and began with four students.<sup>58</sup> Two students graduated in 1898.<sup>59</sup> By 1915, the training period was three years to meet the requirements of the State Board of Examiners for Registered Nurses.<sup>60</sup>

Meanwhile, the college was growing in other areas. Forty-six more acres were purchased to bring the campus to its present 110 acre size in 1897.<sup>61</sup> The Lyman Building, constructed in 1886 as a classroom and administrative complex, was expanded by 1900 with a new addition.<sup>62</sup> The campus also secured an assembly hall and gymnasium in Taylor Hall which was built as a simple gable-roofed addition to the west side of the library in 1901-1902, a gift from Dr. and Mrs. Hunter in honor of James R. Taylor of Brooklyn, a personal and institutional friend.<sup>63</sup>

The Spirit of Missions for May, 1897, provides a detailed view of the school at this time in its history. The article reports a student body of 125 boarders and fifty day students under fifteen teachers on the regular staff. The six completed buildings were the hospital, chapel, Lyman building, Smith Building which is a women's dormitory, Benson library, and the principal's home. A frame industrial building was being constructed. Tuition and board were \$7 a month, of which \$2 could be worked. Industrial student worked during the day and attended classes at night. All women were taught cooking and sewing and men were prepared for teaching or further education. A course in church history and doctrine was taught. A kindergarten of over fifty pupils had begun in October, 1896. St. Agnes had two nurses in training, and five patients. Thirty-seven graduates were then at work for the church as teachers and missionaries. The article included a special plea for endowment donations.<sup>64</sup>

Financial Stability and Full Development of Secondary Studies

The period of growth under Principal Hunter was remarkable in the light of a constant deficit which the school ran in those years, depending on outside contributions for about one-third of its budget.<sup>65</sup> Improvement came in 1906 when the American Church

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Institute for Negroes was formed by the Episcopalians to aid the larger Episcopal schools for blacks, including St. Augustine's.<sup>66</sup> While the school was to remain heavily dependent on philanthropy for its current budget, the institute reduced the problem to manageable proportions. With the aid of the institute, the school gained critical contributions for the physical plant from such institutions as John D. Rockefeller's General Education Board, the Rosenwald Fund, begun in 1928 to support black education, and the Duke Endowment.<sup>67</sup> Church auxiliaries remained a strong influence as well and church members provided matching funds to make many of these grants possible. The school still had a supporter in the Bishop of North Carolina, who now was Joseph Blount Cheshire a believer in black education.<sup>68</sup>

Bishop Cheshire elevated a St. Augustine's graduate and administrator, Henry Bear Delaney, to the position of Suffragan Bishop of North Carolina in 1918. The bishop would have preferred to create Missionary Bishops to govern black Episcopalians, after bowing to popular demand for separate organization in the first place, for this would have given these administrators administrative as well as pastoral authority. The Suffragan model of solely pastoral authority was approved by the General Convention of the Church, however, and the bishop implemented it with Delaney.<sup>69</sup> Delaney was an 1885 graduate of St. Augustine's, at the age of 27, and immediately became a teacher at the school, and vice principal in 1898. From 1889 he was listed as ordained and he served variously as teacher of music and in the normal school, as Chaplain, and as superintendent of the Industrial Department during his tenure.<sup>70</sup> Bishop Delaney died in 1928.<sup>71</sup> Another graduate, Bravid Washington Harris, has since received elevation to that rank.<sup>72</sup>

Through the first two decades of the twentieth century, the campus was steadily developing. During the 1890s, as noted earlier, trades and liberal arts education had existed side by side in spite of strong influences favoring the former. By 1910 trades education was in decline, and liberal arts was becoming stronger. In 1907 the Primary School was still the largest division, but the first three grades were in effect the practice school for the Normal students. The Preparatory, Collegiate, and Normal Departments constituted nearly half the enrollment of 428, providing a total of eleven years maximum instruction.<sup>74</sup> Rapid growth stimulated building expansion, including a women's dormitory, industrial building, laundry, and several smaller frame structures, including a practice school building.<sup>75</sup> Of these only the industrial building remains, a small brick structure built east of the Lyman Building and now used as a laundry and women's dormitory.<sup>76</sup> The curriculum continued to upgrade, adding a year in 1911, and including some studies of college quality in the twelfth year.<sup>77</sup> The Normal Course added a year in 1914, becoming a three-year curriculum for a total of eleven years. St. Augustine's even added a one-month normal course for county teachers in 1911 and 1912, and a one-week institute annually for some years thereafter.<sup>79</sup> Recognition of the normal school's development led the General Education Board to provide in 1919 for a brick practice school. Its graduates were certified for teaching on the strength of their education without further examination, available for employment just as public secondary schools for blacks were first appearing.<sup>80</sup>

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Movement toward a College

After Dr. Hunter retired in 1916 he was succeeded by Edgar H. Goold, another Amherst alumnus who did graduate work at Columbia and General Theological Seminary. He was to remain until 1947, see his office become that of president and the school become a full college.<sup>81</sup>

In this first third of the twentieth century, the movement for black colleges was general, and a part of a greater movement for separate equality on the part of blacks.

Philanthropic organizations, particularly the General Education Fund and the Rosenwald Fund, supported the development of black colleges.<sup>82</sup> Demand for black education grew as children of blacks who had migrated to the cities of the north looked to the black schools of the south as northern colleges adopted exclusionary policies.<sup>83</sup> The traditional practice of hiring black teachers for black students created a public need and an expanding job market for black college graduates.<sup>84</sup>

After 1916, the school moved toward a college level curriculum. An "academic" college preparatory course introduced in 1916, was followed by a two-year junior college course begun in 1919.<sup>85</sup> Accredited in 1923, by 1925 the junior college had twenty-eight students at the top of a school structure which still began with elementary instruction. In 1925 the school dropped the original "Normal School and Collegiate Institute" title for the designation of St. Augustine's Junior College.<sup>86</sup>

The school gained a new structure, and a new program, with the construction in 1925 of the Tuttle Building to house the Bishop Tuttle School, begun by the Women's Auxiliary of the American Episcopal Church to train black women in church work and social service. It operated until 1941, producing over sixty graduates.<sup>87</sup> Although autonomous, it was identified with St. Augustine's by its on-campus location. From 1931, the Tuttle School also operated an off-campus community center as a public service and professional extension.<sup>88</sup> The building became the property of St. Augustine's when the school did not reopen after World War II.

For St. Augustine's, the junior college was just a step on the way to full college status. Principal Goold urged the development of a full college course, and in 1926 the Trustees noted that the American Church Institute had designated St. Augustine's as the location of a full college for blacks. A campaign for \$500,000 to build new facilities and to increase the endowment was instituted as well at this time.<sup>89</sup>

Expansion of operation required expanded facilities, including in 1934 a new administration and classroom building, named in honor of former Principal and Mrs. Hunter. With the relocation of a public lane which had divided the campus property,<sup>90</sup> the campus took on its modern contours by 1930, and new buildings were occupied in the first months of that year. Two of these, Delaney and Cheshire, were a result of a second \$40,000 Rockefeller Grant given in 1927 to match a \$80,000 local campaign.<sup>91</sup> A new library

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named after Mary Benson, was given by former Principal Hunter from the proceeds of a sale of incunabula which he had collected over the years. (For this reason, the word "incunabula" appears on the front of the building.) A grant from the Rosenwald Fund equipped the building.<sup>92</sup> A new brick nurse's home was not directly related to the college movement, but became a general women's dormitory in 1961 when the hospital close being named Goold Hall at that time.<sup>93</sup> It was built with \$30,000 from the Episcopal Women's Auxiliary and \$15,000 each from the Rosenwald and Duke funds.<sup>94</sup>

The school acquired its present name as St. Augustine's College in 1928, when the trustees voted to offer the four-year curriculum to the class which had entered in fall, 1927. The college was accredited by the North Carolina Department of Public Instruction in 1930,<sup>95</sup> and in 1933 given conditional accreditation in Class B by the Southern Association of Schools and Colleges.<sup>96</sup>

St. Augustine's College began with twelve graduates in 1931,<sup>97</sup> and had a 1932 enrollment of 179.<sup>98</sup> Though opened in the Depression, the college's physical plant had been built and paid for, leaving the school essentially debt-free. Thus with a combination of special gifts and retrenchment, the school kept its doors open.<sup>99</sup> By 1937, the student body had grown to 589, of which 188 were enrolled in the college.<sup>100</sup> The school contributed to the World War II effort with an enlisted reserve corps and as an information center for the United States Office of Education.<sup>101</sup>

The Mature Institution

With the post war years, St. Augustine's entered its modern period as an institution of higher education and learning, abandoning sub-college level offerings.<sup>102</sup> In 1942, the Southern Association granted the college an A rating.<sup>103</sup> In 1950-1951, the last vestiges of a model farm, in operation since 1921, were phased out.<sup>104</sup>

Two developments indicated that the school was growing independent of its missionary heritage. The first in 1947 was the election of the first black president, Harold L. Trigg.<sup>105</sup> A board member of the American Church Institute for Negroes, Trigg was a professional educator, having been supervisor of North Carolina's black high schools, president of State Teacher's College in Elizabeth City, and Associate Director of the Southern Regional Council.<sup>106</sup> All subsequent presidents have been black. The second development was the decision to join the United Negro College Fund, in 1949.<sup>107</sup> Approved by the American Church Institute, this move gave the school funding potential outside the church, strengthening its financial position, and philosophically identified the institution with the movement toward black racial consciousness.

St. Agnes Hospital, meanwhile, was in decline. It had always been dependent on grants and gifts, and the effects of the depression and war on these sources of income by 1942 had produced a severe financial need, in spite of a 1940 college-sponsored renovation campaign.<sup>108</sup> In order to legally be able to continue to receive public

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support for indigent patient care, the hospital had to become a public institution, which was accomplished by the deeding of the facility to an independent corporation in 1942.<sup>10</sup> The city repudiated responsibility for this support in 1950, but it was assumed by Wake County.<sup>110</sup> This support, however, which accounted for a large part of the hospital's patient load, included no allowance for capital depreciation, and the facility digressed to an increasingly worse physical condition. Academically, the hospital continued to be productive, with its nurses' school accredited by the American Medical Association in 1937. As late as 1948, the College had organized a five-year BS in nursing program in cooperation with St. Agnes.<sup>111</sup> With the opening of Wake Memorial Hospital, and the transferrance of indignet support to that institution, however, St. Agnes closed in 1961. The facility reverted to the college.<sup>112</sup>

Today, St. Augustine's College is a predominantly black institution offering the BA and BS degrees to a student body of over 1200. It maintains its ties to the Episcopal Church, expressing an institutional philosophy emphasizing Christian values, with discrimination prohibited in all areas,<sup>113</sup> Although the education studies are still important, and the graduates made up in 1965 thirty percent of all black Episcopal clergy, President James A. Boyer in 1966 presided over the beginning of an effort to broaden the college's program away from these increasingly crowded fields.<sup>114</sup> As a result, current offerings range from biology and pre-medicine, to music and sociology, to secretarial science and R.O.T.C.<sup>115</sup>

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## NATIONAL REGISTER OF HISTORIC PLACES INVENTORY -- NOMINATION FORM

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1. St. Agnes Hospital, 1909, a three-story stone cruciform structure which served as a hospital from its construction until 1961, now partially in use for college administrative functions. Designed by Paul A. Davis of Philadelphia.
3. Goold Hall, a modified H structure of brick, was built in 1930 as a nurses' home for the hospital and converted and expanded as a women's dormitory in 1961.
5. Tuttle Building, built in 1925, is a rectangular brick building constructed to house the Bishop Tuttle School of social and church work. It came into the possession of the college after the Tuttle school failed to reopen after closing in 1941 for World War II. It now houses ROTC.
6. The present library, built in 1972, is a brick and concrete structure of two stories and a basement.
7. The Cheshire Building, a two-story rectangular brick structure with classical revival detailing, was built in 1930 as a dining hall and domestic science classroom facility. It now houses college offices.
8. Latham Hall, built in 1971, is a six-story brick and concrete building in use as a women's dormitory.
9. Baker Hall, built in 1977, is a three-story rectangular brick building in use as a women's dormitory.
10. Delaney Hall was built in 1930 as a rectangular brick building with classical revival detailing. It was and remains a women's dormitory.
11. Penick Hall of Science is a rectangular brick structure built in 1950 for the science departments and continuing in that use.
13. The Art Building is a square two-story brick building built in 1919 as a model school for the normal course. It has since also served as the science building.
14. The Hunter Building is a H-shaped brick building with classical revival detailing built in 1924 to partially replace the Lyman Building in providing administrative and classroom space. It now houses only offices.
15. The Boyer Building was constructed in 1970 as a brick and concrete classroom and office facility.
16. The Benson Library was constructed in 1930 as a cruciform stone structure. It served as a library until 1972, and now houses college offices.

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17. Taylor Hall was built in two parts. The first Benson Library is its east end, built in 1898 as an L-shaped stone structure. In 1902 a rectangular stone addition to its west end was first given the name Taylor Hall. The name came to cover the whole building after the construction of the second Benson Library. It is used for miscellaneous purposes at present.

18. The Chapel was built in 1895 as a rectangular stone structure and tower, and modified with a north transept in 1904 and south transept in 1917 which replaced the tower. A lych gate was added in 1903. The chapel continues in use.

19. The Infirmary Building was constructed in 1914 to house the trades departments, a rectangular brick two-story building. It has since served as infirmary and now as laundry and women's dormitory space.

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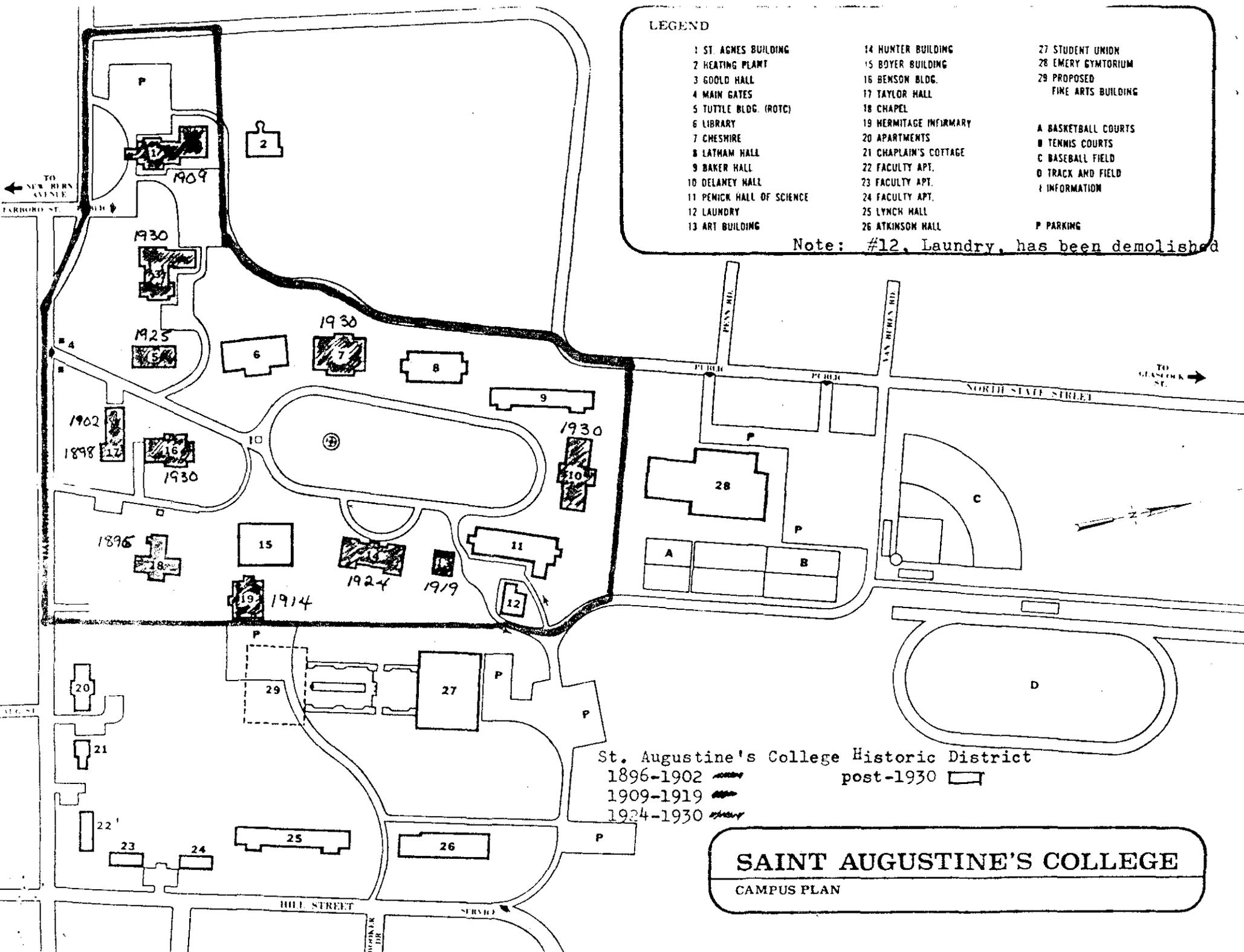
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and south to the intersection with Oakwood.

This boundary is based on the conception of the 1930 campus as the area along Oakwood Avenue and around the oval drive extending back from Benson Library, which spaces composed the campus at that time. While the area along Oakwood is the more historically intact, the oval drive area is still predominantly of the period, with the effect of later construction minimized by the landscape. Furthermore, the conception of the 1930 campus would be incomplete without the drive area. While the Oakwood area is predominantly vernacular and uncoursed stone construction, the drive area has the brick and imitative classical revival detailing which reflects the pretensions and confidence of the period which brought the College into existence. The lines are drawn to include the 1930 built area.



LEGEND

- |                           |                        |                                |
|---------------------------|------------------------|--------------------------------|
| 1 ST AGNES BUILDING       | 14 HUNTER BUILDING     | 27 STUDENT UNION               |
| 2 HEATING PLANT           | 15 BOYER BUILDING      | 28 EMERY GYMITORIUM            |
| 3 GOULD HALL              | 16 BENSON BLDG.        | 29 PROPOSED FINE ARTS BUILDING |
| 4 MAIN GATES              | 17 TAYLOR HALL         |                                |
| 5 TUTTLE BLDG. (ROTC)     | 18 CHAPEL              |                                |
| 6 LIBRARY                 | 19 HERMITAGE INFIRMARY | A BASKETBALL COURTS            |
| 7 CHESHIRE                | 20 APARTMENTS          | B TENNIS COURTS                |
| 8 LATHAM HALL             | 21 CHAPLAIN'S COTTAGE  | C BASEBALL FIELD               |
| 9 BAKER HALL              | 22 FACULTY APT.        | D TRACK AND FIELD              |
| 10 DELANEY HALL           | 23 FACULTY APT.        | I INFORMATION                  |
| 11 PENICK HALL OF SCIENCE | 24 FACULTY APT.        |                                |
| 12 LAUNDRY                | 25 LYNCH HALL          |                                |
| 13 ART BUILDING           | 26 ATKINSON HALL       | P PARKING                      |

Note: #12, Laundry, has been demolished

St. Augustine's College Historic District  
 1896-1902   
 1909-1919   
 1924-1930   
 post-1930

**SAINT AUGUSTINE'S COLLEGE**  
 CAMPUS PLAN

