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**SURVEY OF
STATE-OWNED PROPERTIES:
INSTITUTIONS OF HIGHER
EDUCATION**

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INTRODUCTION: PROJECT PURPOSE AND GOALS

The Commonwealth of Virginia through its institutions of higher education owns a number of historic resources that are already listed on the Virginia Landmarks Register and National Register of Historic Places. The commonwealth also owns, however, a number of other historic resources that prior to initiation of this survey had never been documented or evaluated. The purpose of this survey was to document all state-owned buildings and landscapes, forty years old or older, and owned by the commonwealth's institutions of higher education, to determine which may be deemed eligible for nomination to the Virginia Landmarks Register and the National Register of Historic Places. The survey has been undertaken to reduce the uncertainties that have existed regarding the eligibility of state-owned properties for placement on the state and national registers.

This survey was conducted concurrently with a similar survey of all properties, forty years old or older, and owned by the Division of Parks. Together, these two surveys comprised the first stage of a complete survey of all state-owned property forty years old or older conducted between 1987 and 1990. The major goal of the survey was to improve the level of protection of state-owned architectural/historic resources in Virginia through identification and evaluation. Related survey objectives included preparation of historic contexts, state survey forms, mapping of locations of historic resources, and documentary black and white and color slide photography. The scope of work for the survey did not include any survey of archaeological resources on state-owned lands.

SURVEY METHODOLOGY

In accordance with the guidelines for survey outlined in *Bulletin #24* (of the National Register of Historic Places, U. S. National Park Service, Department of the Interior) the first stage of the project consisted in the development of a historic context report under the general themes of education and design. This context report outlines the development of publicly-supported higher education in Virginia from the colonial period to the present day. The context report provided the basis for development of survey strategies for additional research and field work. Field work was organized geographically by region and by thematic area of interest. Each property was evaluated for its applicability to the historic contexts, according to its ability to meet the criteria established for the National Register of Historic Places, and for its physical integrity. Finally, the initial historic contexts were revised and supplemented based on the results of field work and additional research conducted during the survey.

Criteria for the Virginia Landmarks Register

The Commonwealth of Virginia has established the following criteria for the Virginia Landmarks Register: "No structure or site shall be deemed to be a historic one unless it has been prominently identified with, or best represents, some major aspect of the cultural, political, economic, military, or social history of the State or nation, or has had a relationship with the life of an historic personage or event representing some major aspect of, or ideals related to, the history of the State or nation. In the case of structures which are to be so designated, they shall embody the principal or unique features of an architectural style

or demonstrate the style of a period of our history or method of construction, or serve as an illustration of the work of a master builder, designer or architect whose genius influenced the period in which he worked or has significance in current times. In order for a site to qualify as an archaeological site, it shall be an area from which it is reasonable to expect that artifacts, materials, and other specimens may be found which give insight to an understanding of aboriginal man or the Colonial and early history and architecture of the State or nation."

Criteria for the National Register of Historic Places

The National Register of Historic Places lists properties that possess quality of significance in American history, architecture, archaeology, engineering, and culture that is present in districts, sites, buildings, structures, and objects that possess integrity of location, design, setting, materials, workmanship, feeling, and association, and

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

SURVEY SOURCES AND PRODUCTS

This report summarizes the main findings and recommendations of the survey. To obtain a complete understanding of the nature of the resources investigated and evaluated in the survey, the reader may need to become familiar with the additional materials collected, compiled, and consulted during the course of the survey. These materials include:

- selected color slides documenting the properties surveyed and relevant features and conditions;
- a scripted presentation to be given orally with accompanying slides that documents the findings of the survey;
- a complete DHR file envelope for each property, containing, at a minimum: a completed DHR survey form; labeled black and white documentation photographs in a labeled envelope; and a copy of a USGS map showing the location of the property; some files may also contain:
 - supplementary information such as copies of news articles, scholarly papers, etc. that were collected and consulted during the survey;
 - field notes from site visits and interviews that may be useful in future investigations or evaluations;
 - additional bibliographical data;

- sketches, maps and other graphics prepared during the survey to document or analyze the property and its resources;
- copies of historic photographs;
- copies of available maps and brochures (both contemporary and historic) documenting the property.

SUMMARY OF SURVEY FINDINGS

This survey has resulted in the documentation and evaluation of 650 individual buildings, structures, and landscape elements owned by Virginia's institutions of higher education. Most of the properties surveyed are located on a main campus; a few are located a short distance from a main academic campus but within the same city or county; while there are others at locations much more remote from the main campus that have been acquired for particular research, interpretive, or other specialized functions. Of these approximately 485 are believed to be eligible for the Virginia Landmarks Register and the National Register of Historic Places as contributing resources within a historic district or as part of a thematic nomination. Other parts of the survey may be evaluated as significant in the future when additional survey work is done in their geographic vicinity or for similar property types.

EDUCATION THEME: HIGHER EDUCATION IN VIRGINIA

PART I: AN OVERVIEW OF NATIONAL TRENDS IN HIGHER EDUCATION, WITH REFERENCE TO VIRGINIA

From the founding of the College of William and Mary in 1693 to the establishment of a broad network of community colleges during the 1960s and 1970s, the development of Virginia's public colleges and universities has closely reflected changing national trends in higher education. In some cases Virginia's institutions of higher learning have set national trends, serving as innovators in particular aspects of education. Such was the case with the founding of one of the earliest secular colleges with an elective curriculum at the University of Virginia, the establishment of the first state-supported, college-level military and technical school at the Virginia Military Institute, and the creation of the first state-supported institution for African Americans at what is known today as Virginia State University. At the same time, the founding and development of colleges in Virginia has directly responded to the state's evolving attitudes towards education. The history of Virginia's colleges and universities demonstrates how a combination of national trends and state and local needs worked together to shape a broad-based system of state schools.

The Colonial Period

On the eve of the colonization of America, the English university system was at a "high point in its development."¹ After a period of intense political and religious turmoil in the 16th century, Oxford and Cambridge had emerged in the early 17th century with a reformed curriculum and a new sense of social responsibility towards the education of the public. At the same time, a growing interest in higher education developed among people from a wide variety of class backgrounds, ranging from aristocrat to merchant to tradesman. This led to an unprecedented growth in the numbers of people attending universities and colleges: "The early seventeenth century saw a greater proportion of the English population receiving higher education than ever before—greater, in fact, than at any later time until the twentieth century."²

This English enthusiasm for education was transferred to the Virginia colony where, at least among the upper classes, education was recognized as critical for the survival of a civilized society. As early as 1622 the Virginia Company of London "authorized the establishment of

¹Paul Venable Turner, *Campus: An American Planning Tradition* (Cambridge, Mass.: The MIT Press, 1984), 15.

² *Ibid.*, 9.

a college at Henrico for the education of colonists' sons and friendly Indians."³ Attempts at setting up this institution were abandoned after the Indian uprising of 1622. In 1693 William and Mary, the reigning king and queen of England, granted a royal charter to the College of William and Mary, making it the first college in Virginia and the second in the colonies (predated only by Harvard College, founded in 1636). The stated purpose of the college was to train Anglican clergymen for the crown colony of Virginia. For more than a century, however, William and Mary (the sole institution of higher education in Virginia) served the much broader role of educating such future professionals and public servants as Thomas Jefferson, James Monroe, John Marshall, and John Tyler.

As with all of the colonial colleges, William and Mary was patterned after the English university. More specifically, Queen's College of Oxford provided the model for William and Mary, whose original founders were almost exclusively Oxford alumni. The link with Queen's College was strongest between 1729 and 1757, when eight out of thirteen faculty members were from Queen's College; the link remained strong until the Revolution.⁴ Typical of higher education in the colonial era, William and Mary offered a very limited, classical course of study with Latin, Greek, and religious studies as the basis of its curriculum. Indeed, for nearly the first century of the school's existence the sole requirement for entry was a knowledge of the two classical languages. Furthermore, as at all of the colonial colleges, the classical education offered at William and Mary was available only to a limited, privileged group of people: "The (colonial) colleges were in no sense popular institutions. They were shaped by aristocratic traditions and they served the aristocratic elements of colonial society."⁵

The Revolution to the Civil War

Until the Civil War, the majority of American colleges and universities maintained the traditional emphasis on classical education. Although forays into the areas of science and technology did occur, these were still considered alternative courses, with Greek and Latin retaining their supremacy over most other areas of study. However, among the more farsighted educators and leaders, the role of the American college was already under intense scrutiny as early as the late 18th century. Spurred on by the spirit of the Enlightenment, critics of the classical college including Thomas Jefferson charged that the gentlemen scholars produced by such institutions were not properly equipped to govern the dynamic new nation, and insisted that a new, secular, democratic, and truly American definition of

³ Emily J. Salmon, *A Hornbook of Virginia History* (Richmond: Virginia State Library, 1985), 193.

⁴ John S. Brubacher, *Higher Education in Transition* (New York: Harper and Row, 1975), 4.

⁵ Frederick Rudolph, *The American College and University A History* (New York: Vintage Books, 1962), 19.

higher education was needed.

In response to these charges, a sprinkling of new and existing schools around the country (including Harvard, Amherst, the University of New York, the University of Nashville) experimented with variations from the classical course of study, in an effort to provide information that would be "more meaningful and useful for contemporary life."⁶ In Virginia, there were several significant manifestations of this nascent experimental spirit. As early as 1779 Thomas Jefferson unsuccessfully attempted to reform the curriculum at the College of William and Mary through the abolition of classical studies and the introduction of a modern curriculum including chemistry, anatomy, and law. Jefferson had more success with instituting educational reforms through the founding of the University of Virginia (opened to students in 1825), the first college to offer a truly elective college curriculum. In general, the transformation to an elective curriculum did not occur in institutions of higher learning until after the Civil War. However, it was in these first decades of the 19th century that the precedents were set for a secular, elective education such as that offered by the University of Virginia.

Another important trend in the first half of the 19th century was the development of professional education. The introduction of professional courses took place at existing schools, such as the University of Virginia, where the first degree in medicine was granted in 1828. In addition, this period was marked by the appearance of specialized professional and technical schools. The Medical College of Virginia, located in Richmond, offered medical training starting in 1838. Virginia Military Institute, established in 1839 in Lexington, is the fourth oldest technical college in the United States.

The Civil War to World War I

With the general upheaval caused by the Civil War, American higher education was forced to undergo some major changes. Two major shifts in popular thought challenged the concept of the traditional American college. The first was the realization that the United States was fast becoming a powerful industrialized nation desperately in need of practical technical training.⁷ The second major shift was the massive social upheaval brought about by the war, resulting in what has been described as the "forced re-evaluation of society that accompanied the end of slavery resulting in the assertion of personal rights, including the right of education, not only for African Americans, but for men and women of all races, and

⁶ Rudolph, 113.

⁷ Ibid., 242.

the infirm."⁸

In Virginia, as in the rest of the nation, the increasing complexity of American society called for new educational opportunities. In particular, specialized vocational schools emerged in the post-Civil War era. These included land grant schools, such as the Virginia Agricultural and Mechanical College (the present Virginia Polytechnic Institute and State University), technical schools such as Hampton Institute, and teacher's colleges such as the normal schools at Farmville, Harrisonburg, Fredericksburg, and Radford. Some of these training schools taught skills associated with advancing technology and industrialism. Others, such as agricultural schools, provided formal training for skills traditionally taught by apprenticeships. In contrast with the traditional academic curricula associated with the older professions, the newer vocational and professional education placed an emphasis on the techniques and methods needed to achieve more limited, well-defined objectives.

Following the example of the new technical and professional schools, existing colleges and universities also fostered a "spirit of vocationalism" through new courses and new departments created to serve the widely varied needs of their students. Nationally, colleges previously limited to the teaching of Greek, Latin, and divinity began "to welcome and to serve potential merchants, journalists, manufacturers, chemists, teachers, inventors, artists, musicians, dieticians, pharmacists, scientific farmers, and engineers on an equal basis with students of law, theology, and medicine."⁹

The new and varied educational opportunities that emerged in the post-Civil War era had two important results. First of all, owing to the "incredible expansion in the number of careers for which formal study and instruction was possible, useful and demanded," the numbers of people receiving some sort of higher education increased dramatically.¹⁰ Indeed, it was not until this point in history that higher education, which formerly had been reserved for an elite few, was available to a significant portion of the American people. Secondly, by providing a wide variety of careers and vocations with the same level of institutionalized training formerly reserved for a few elite professions, these new educational opportunities began to blur the traditional distinction between vocation and profession. In spite of strong resistance that lasted well into the next century, the occupations regarded as professions expanded beyond medicine, law, and divinity to include numerous less elite careers.

⁸ Barbara Solomon, *In the Company of Educated Women* (New Haven: Yale University Press, 1985), 45.

⁹ Rudolph, 341.

¹⁰ *Ibid.*

Owing in part to the expansion of the role of American higher education to include formal professional training, many colleges and institutes officially upgraded their status to university level in the post-Civil War era. The model for many of the new American universities was the German university, which concentrated on specialized graduate study even at the expense of college-level training.¹¹ Johns Hopkins University in Baltimore is recognized as one of the earliest American schools to be patterned after the German model. At Hopkins the position was developed that "a true university was post-graduate in its orientation, that its essence was located in the graduate faculty of arts and sciences."¹² Despite the strength of the German model, the role of the American university remained (and still remains) somewhat unclear. At the University of Virginia, for example, an emphasis has traditionally been placed on both graduate and undergraduate education.

World War I to the Present

American higher education since World War I has been characterized by growth and diversification. There has been a dramatic increase in the numbers of students attending institutions of higher education. These post-secondary-school students come from diverse social and cultural backgrounds. The increased numbers and diversity of students, in combination with the development of new technology in the workplace, has led to the explosive growth in new curricula geared to suit the needs of an ever-expanding range of interests. Faced with these changes, the role of institutions of higher education (particularly the university) has expanded throughout the 20th century:

the diversity of departments and Academic offerings that characterized the American university. . . . became much greater, with a multiplication of graduate and undergraduate programs, as well as non-traditional services such as adult education and extension courses. Furthermore, universities began assuming functions that were not strictly educational in nature, such as grant-supported research and development, which became increasingly important at major universities and often required special facilities.¹³

These various forms of expansion have resulted in the unprecedented growth of facilities at institutions of higher education. In Virginia, which well illustrates the national trend, this growth can be seen through: 1) the construction of new facilities at existing colleges and universities; 2) the establishment of extension, or "offshoot" campuses; 3) the upgrading of

¹¹ Turner, 163.

¹² Rudolph, 331.

¹³ Turner, 250.

four-year colleges to universities and of extensions and two-year schools to independent degree-granting institutions; and 4) the establishment of new schools, such as community colleges.

PART II: THE DEVELOPMENT OF HIGHER EDUCATION IN VIRGINIA

A School of the Enlightenment: The University of Virginia

In 1818 the Virginia General Assembly appointed a commission to plan for the first state-supported university in Virginia. Under the leadership of Thomas Jefferson, who not only drew the plans for the new school but also developed the curriculum, the University of Virginia, located in Charlottesville, opened its doors to students on March 7, 1825. Both the physical layout of the school, as well as the varied course of study—which included the traditional subjects of Greek and Latin along with modern languages, mathematics, natural philosophy, natural history, anatomy, medicine, moral philosophy, and law—were unique. Even more revolutionary was the academic freedom granted to the students at the University of Virginia. A regulation adopted by the university's board of visitors in 1824 stated that "every student shall be free to attend the schools of his choice, and no other than he chooses."¹⁴ As one historian described: "At the University of Virginia, every student was a free agent. He was not a freshman, sophomore, junior or senior; he was a student, free to study where his inclinations took him, free to choose work in the schools of his particular interest."¹⁵

The spirit of the University, with its emphasis on individualism and intellectual curiosity as opposed to compulsion and tradition, challenged the authority of classical education. The very concept of academic freedom echoed the popular message of the Enlightenment, and, indeed, the Revolution itself. Jefferson's experiment was a significant precursor of the direction that higher education in America would take; after the Civil War, when elective curricula became more popular, the University of Virginia served as a popular and invaluable model.¹⁶

The University of Virginia is also significant as one of the earliest schools to offer professional training. In 1779 Jefferson had attempted to develop professional and vocational courses at the College of William and Mary, where he served as a member of the board of visitors. Through legislative proposals Jefferson called for the abolition of the departments of divinity, Greek, and Latin, and the establishment of courses in law, police (public policy), anatomy, medicine, and chemistry. However, unprepared for such a dramatic change, both the college and the legislature rejected the proposed reform (though professorships in law and police (public policy) were created at this time). At the newly-formed University of

¹⁴ Rudolph, 126.

¹⁵ Ibid.

¹⁶ Ibid.

Virginia, however, Jefferson had a clean slate on which to write his ideas of educational reform. Departments at the University such as medicine, modern languages and natural history stressed practical knowledge and professional application. Although initially degrees were not granted, professional training was formalized relatively quickly: in 1828 the first Doctor of Medicine was granted; in 1840 a B.A. in Law was added. Early professional education at the University of Virginia revealed, long before its time, the "emphasis on utility that would come to characterize the American college."¹⁷

Early Professional Schools: Medical College of Virginia and Virginia Military Institute

The Medical College of Virginia (MCV) was established in 1837 as a branch of the private Hampden-Sydney College. Originally, the school was located in the former Union Hotel at 19th and Main streets in Richmond. In 1854 the medical school broke away from Hampden-Sydney, becoming an independent school. In 1860 the General Assembly approved an annual appropriation to the Medical College of Virginia, placing the school under state control.

The establishment of MCV reflects the early development of professional education in the United States during the first half of the century. MCV has particular significance in Virginia as the second oldest medical program in the state (after the University of Virginia). Finally, the medical school was one of the few institutions of higher learning in Virginia (and throughout the United States) to be located in an urban area during the 19th century.

Virginia Military Institute (VMI) was established in Lexington, Virginia, in 1839 and is the oldest state-supported military college in the United States. The idea for a military academy in Lexington is commonly attributed to John T. L. Preston, a Lexington lawyer who in 1834 proposed at a meeting of the Franklin Literary Society that the Lexington Arsenal "shall preserve its present character as a military establishment, and be at the same time a literary institution for the education of youths."¹⁸ Five years later, the school was established by an act of the Virginia legislature. On November 11, 1839, Virginia Military Institute, originally housed in the massive buildings of the state's 1816 western arsenal, opened its doors to a student body of twenty-five cadets.¹⁹ The curriculum, largely modeled after that of the United States Military Academy at West Point and the Ecole Polytechnique in Paris, was intended to provide a high quality education with an emphasis on scientific and industrial pursuits in a military setting. VMI was largely patterned after the United States Military

¹⁷ Ibid., 41.

¹⁸ Royster Lyle, *The Architecture of Historic Lexington* (Charlottesville: University Press of Virginia, 1977), 211.

¹⁹ Ibid.

Academy at West Point, founded in 1802, which provided an important model of how to combine military and academic training. Several important figures in the history of VMI were West Point graduates, including the first superintendent, Francis Smith; and Philip Cocke, a member of the VMI board of visitors who spurred on the renovation of the campus in the 1850s.

VMI is also significant as one of the earliest technological colleges in the United States. The emphasis on science and industry in VMI's original curriculum reflects the influence of an important national trend in higher education. Although at most American colleges and universities the study of science and technology did not begin in earnest until after the Civil War, several schools had initiated the study of applied science as early as the first decades of the 19th century. West Point itself, as well as Rensselaer Polytechnic Institute, founded in Troy, New York, in 1824, were both offering courses of study that focused on applied science and technology at the time that VPI was founded. All of the early American technical schools were patterned after the L' Ecole Polytechnique, in Paris.²⁰ A graduate of the Ecole, Colonel Claudius Crozet, served as the first president of VMI's board of visitors, and was influential in shaping both the curriculum and the design of the school. Due to its enthusiastic response to the lure of science, VMI was the first technical college to be established in Virginia, and the fourth to be established in the United States.

Virginia's Land Grant School: VPI & SU

Virginia Polytechnic Institute and State University (VPI&SU) was one of the many land grant schools eventually established under the terms of the Morrill Act signed by President Abraham Lincoln in 1862. This bill allotted to each state public lands to sell for the establishment of agricultural and mechanical schools. Virginia's land grant money was not actually distributed until March 1872, when the General Assembly passed an act allotting two-thirds of the land grant money to the Virginia Agricultural and Mechanical School to be located in Blacksburg, in Montgomery County. The remaining one-third was allotted to the Hampton Normal School, giving it the status of Virginia's land grant school for African Americans. (Fifty years later, in 1922, VSU supplanted Hampton in this role.)

The choice of Blacksburg as the site for Virginia's land grant school for whites came only after a prolonged and difficult debate in the General Assembly, and what is described by Virginia historian Cornelius Heatwole as a "wild scramble by the various colleges, University of Virginia, VMI, Hampden-Sydney, Randolph Macon, Emory and Henry, Roanoke College, William and Mary, Richmond College, and the Shenandoah Polytechnic Institute at New Market for this part of the scrip."²¹ Blacksburg finally captured the land

²⁰ Rudolph, 231.

²¹ Cornelius Heatwole, *The History of Education in Virginia* (New York: McMillian Press, 1916), 204.

grant money after offering the buildings of the failing Preston and Olin Institute and a \$20,000 donation from the people of Montgomery County.

From the start, the Virginia Agricultural and Mechanical College was intended to be a school for the training of farmers and mechanics, where students were to engage in manual labor along with standard classwork. The first faculty included President Charles C. Minor, a professor of English, a professor of natural philosophy and chemistry, and a professor of technical agriculture and mechanics.²² For the first ten years of the school's existence, the student body remained small. Starting in 1891, however, under the presidency of Dr. John M. McBryde, the institution's fifth president, the school's population increased from 110 to over 400, and full courses in agriculture, mechanics, foreign languages, economics, math, history, and science were added to the curriculum. Although not officially a military school, military training and drills occupied an important part of the curriculum. In 1895 the school added "Polytechnic Institute" to its official name.

Virginia Polytechnic Institute, along with all of the schools established under the terms of the Morrill Act, embodied the common realization in the post-Civil War years that "the industrial potential of the United States was as apparent as its agrarian past, and that a new age required new training."²³ Although the response to the land grant act varied from state to state, most of the early land grant schools, including Virginia Polytechnic Institute, shared certain similarities. All of them offered elective courses of study, with an emphasis on practical and professional skills.²⁴ In addition, all of them embraced the idea that science was the tool necessary to encourage industrial and agricultural development.

Normal Schools in Virginia: Longwood College, James Madison University, Mary Washington College, and Radford University

The history of Virginia's state-supported "normal" or teacher's schools in Virginia began in 1869 with the inauguration of a public school system. Prior to that, pre-collegiate education was privately controlled. In 1870 William Ruffner, of Lexington, was appointed the state superintendent of instruction and charged with the task of organizing a state system of public schools. By the end of that year, three thousand teachers were working in the state public schools.²⁵ In response to the continued demand for public school teachers, Ruffner

²² Ibid., 206.

²³ Rudolph, 248.

²⁴ Turner, 140.

²⁵ M'Ledge Moffatt, *A History of the State Teacher's College at Radford, Virginia* (Radford: State Teacher's College, 1932), 1.

proposed the establishment of normal schools for teacher training. However, facilities for teacher training were not available until 1880, when summer training sessions were offered at the University of Virginia for white teachers, and for African American teachers at Lynchburg. In 1882 the State Normal and Collegiate Institute (now Virginia State University) was established in Petersburg for the training of African American teachers. Soon after, a normal course for white men was established at William and Mary. In 1884 an act was passed to establish the first state-supported normal school for women, known as the State Female Normal School (Longwood), in Farmville, Virginia. The school, which was located in the facilities of the Farmville Female College, opened the same year, with 110 students enrolled.²⁶

No new teacher training facilities were established in Virginia for the next two decades. However, in 1902 the General Assembly established a committee to study the need for a state normal school with industrial training. The committee presented a report the next year downplaying the issue of industrial training, emphasizing instead the increasing need for normal schools to train women as teachers:

There are 6,781 teachers in the public schools of Virginia; 1,671 are males, and 5,200 are females. Notwithstanding this ratio of female teachers, there are four institutions . . . for the equipment of the sons of the state. There is only the Farmville Normal School for the equipment of the daughters of the state. . . . We recommend the establishment of another normal school for females.²⁷

Acting on this report, the 1904 General Assembly appointed a committee, made up of one senator and one delegate from each of the commonwealth's five regions, to tour twenty-eight cities and towns to determine the best location for the new normal school. At this point, a fierce contest broke out among the various communities competing for the school offering "such special inducements as special sites for sale, free sites, free lights and water in perpetuity, and donations of money."²⁸

Owing to the increasing pressure on representatives from the constituents of various localities, the location of the school was not determined for nearly four years. Particularly active in this fight were state senator George B. Keezle, of Harrisonburg, and delegates O'

²⁶ Edward J. Alvey, *The History of Mary Washington College, 1908-1972* (Charlottesville, Virginia: University Press of Virginia, 1974) p. 8.

²⁷ Moffatt, 3.

²⁸ Alvey, 3.

Connor Goolrick, of Fredericksburg, and Charles A. Johnson, of Radford. Finally, in 1908, a resolution was passed to establish two normal schools—the State Normal School for Women at Harrisonburg (now known as James Madison University) and the State Normal School for Women at Fredericksburg (now known as Mary Washington College). Two years later, another act mandated the establishment of a third school, the State Normal and Industrial School for Women (Radford University), in Radford.

The normal schools at Harrisonburg and at Farmville were granted full B.A. programs in 1916, followed by the normal school at Fredericksburg in 1924, and Radford in 1935. Near the end of World War II the schools at Fredericksburg and Radford became the women's branches of the University of Virginia and VPI respectively. In 1964, Radford once again became a separate institution, as did Mary Washington in 1972. At all four of the former normal schools the transition to coeducation occurred gradually, with men first being admitted as day and summer students before being admitted as residential students in the late 1960s and early 1970s. Two of the schools have been elevated to university status with the establishment of James Madison University in Harrisonburg in 1977 and Radford University in 1979.

The establishment of a system of normal schools in Virginia occurred relatively late in the historical development of teacher training in the United States. Seminaries for women had existed in Philadelphia and Boston as early as the 18th century. In 1836 a charter was developed for the Georgia Female College at Macon, and in the same year Mount Holyoke was founded in Massachusetts. The first state-supported school for the training of teachers opened in Massachusetts in 1839. In Virginia two private schools, Mary Baldwin and Hollins colleges, were established in 1842. Vassar College opened in 1862, followed by Smith and Wellesley colleges in 1875. A third private women's college Sweet Briar College opened in Virginia in 1900. By 1860, there were twelve state-supported teacher's colleges located in nine different states²⁹ and by 1900 there were said to be fifty state-supported normal schools in the country.³⁰ Indeed, by the time the Commonwealth of Virginia opened its all-female normal schools, many other state and private institutions of higher education had already become coeducational. By 1900 Cornell, Oberlin, Antioch, Tufts, Stanford, the University of Chicago, and the universities of Iowa, Wisconsin, Indiana, Missouri, Michigan, and California, among others, were coeducational; this would not occur at Virginia's state-supported schools (with the exception of Virginia State University) for another seventy years.

A School for Blacks: Virginia State University

²⁹ Charles A. Harper, *The Development of the Teacher's College in the United States, with specific Reference to Illinois State Normal University* (Bloomington, Indiana: 1935), 8.

³⁰ Marguerite Roberts, Graduation Address, Longwood College, 1959.

The Virginia Collegiate and Normal Institute (later Virginia State University) was established by an act of the General Assembly on March 6, 1882, making Virginia the first state to have a fully state-supported college for blacks.³¹ Under the provisions of this act, written by Alfred W. Harris, a black attorney from Petersburg who was a state legislator and a member of the Readjuster Party, the school was to receive "the sum of \$100,000 from the proceeds of the sale of the Atlantic, Mississippi and Ohio Railroad, for the purchase of a suitable site and for the construction of suitable buildings" as well as \$20,000 annually for "the running expenses of the institution."³² This act also outlined the intent of the school, which was to be a full, four-year college, with a curriculum including "higher mathematics and classics" and a "normal department not to exceed three years." The site chosen for the school was the Fleet Farm—a thirty-three acre site overlooking the Appomattox River—located in Ettrick, a town adjoining Petersburg. The school opened its doors to students in the fall of 1883, with an entering class of 170 students.

Around the turn of the century, Virginia Collegiate and Normal Institute was reorganized, resulting in a shift in the school's orientation from classical education to technical and professional training. This shift was due, in part, to the election of a state government unsympathetic to the cause of black education.³³ However, it was also due to the development during the Reconstruction era of a popular movement in favor of technical and industrial education for blacks. Advocates of this movement, led by C. E. Armstrong, the founder of Hampton Institute, and Booker T. Washington, argued that technical training would make blacks immediately employable, and was thus more beneficial than academic training.

In 1902, as a result of these and other forces, an act of the Virginia legislature reduced the school's annual appropriation, curtailed the curriculum, eliminated its all-black board, and cut the number of faculty from seven to four. Courses in carpentry, cooking, sewing, and shoe making entered the curriculum while courses in Latin and Greek were dropped. The act eliminated the school's ability to grant a bachelor's degree, and changed its name from the Virginia Collegiate and Normal Institute to the Industrial and Normal Institute. Interestingly, despite the shift towards an industrial curriculum, Heatwole's *History of Education in Virginia*, written in 1916, emphasized that the primary role of the school was as "the state school, established, maintained and controlled by the State of Virginia for the

³¹ Edgar A. Toppin, unpublished paper, December 1976.

³² Clyde W. Hall, *Black Vocational and Industrial Arts Education* (Chicago: American Technical Society, 1973), 113.

³³ *Ibid.*, 114.

training of Negro teachers of the public schools."³⁴

The inferior status of the school did not endure. In 1907 vocational agriculture courses were organized and in 1908 the state increased the school's appropriation. Soon after, in 1920, the Virginia Normal and Industrial Institute replaced Hampton Institute as Virginia's land grant college for blacks, thereby receiving increased funds and a mandate for an expanded curriculum. In 1925 the school purchased the neighboring 405-acre Randolph Farm on which to conduct courses in agriculture. After an interruption of two decades, the four-year Bachelor of Arts degree program was restored in 1922 and four years later, in 1926, the teacher training program was officially accredited by the State Department of Education. The name of the school was changed to Virginia State College for Negroes in 1930 to reflect the changes that had been made in course and degree offerings; the school's name changed again in 1947 to Virginia State College, and in 1979 it became Virginia State University.

The current curriculum, characterized by a wide diversity, reflects the many roles that the school has played since its inception. Although VSU continues mostly to enroll black students, white students have attended the school since the 1950s when its summer science institutes began to attract part-time white students; ever since, whites have attended the school in increasing numbers at both the graduate and undergraduate levels. Virginia State University is significant not only as an institution of higher education for blacks but also as one of the few Virginia schools with a long tradition of coeducation.

Extension Schools

Between 1925 and 1954, five two-year colleges—now known as Richard Bland College of the College of William and Mary, Old Dominion University, Norfolk State University, Clinch Valley College of the University of Virginia, and George Mason University—were started in Virginia as extension branches of existing schools. Except for Clinch Valley College and Richard Bland College (which remains the only two-year junior college in the Virginia state system) all of these schools have evolved into independent universities complete with a variety of graduate programs. All of these schools started in response to a need for public higher educational facilities in certain regions of the state.

Old Dominion University was founded in 1930 as "The Norfolk Division of the College of William and Mary." The idea for the school developed among a group of civic leaders from Norfolk who, in the spring of 1930, invited Dr. J. A. C. Chandler, then the president of William and Mary, to discuss the idea of a two-year college for the area. Chandler strongly supported the idea and the next fall the Norfolk Division of William and Mary began accepting students. In 1962 the Norfolk Division became an independent four-year college, and was renamed Old Dominion College. Five years later the school's status was upgraded again with the authorization to offer master's degrees, and its name was changed to Old

³⁴ Heatwole, 362.

Dominion University.³⁵

Norfolk State University opened in 1935 as a two-year branch of Virginia Union University, a private college for African Americans established at Richmond in 1899. Originally located in a YMCA building in downtown Norfolk, the school offered several professional courses including business, home economics, and nursing along with its academic curriculum.

In 1944 Norfolk State became part of the Norfolk Division of Virginia State College, which had been created by an act of the General Assembly that same year. In 1950 the city of Norfolk granted the school a fifty-acre campus site, which was developed as a campus starting in 1955. The first bachelor's degrees were granted in 1958. In 1969 Norfolk State was separated from its parent institution, Virginia State (which it had long surpassed in size), and became Norfolk State College (the second state-supported college for blacks in Virginia). In 1972 the school was granted the authority to award master's degrees, and became Norfolk State University.

Immediately following World War II, the University of Virginia established two junior or two-year colleges. The first of these, University College (renamed George Mason University in 1972) was founded in 1948 as an extension school of the University of Virginia for Northern Virginia. In 1959 the city of Fairfax donated 150 acres of land for the construction of a new campus. In 1966 the school became a four-year college and in 1971 the first graduate degrees were granted. By 1980 the campus had grown by an additional 422 acres, and a graduate law school and doctoral program had been added. The second branch of the University of Virginia, Clinch Valley College, was opened in 1954 as an extension school by University of Virginia President Colgate Darden, in response to a growing need in Southwest Virginia for facilities for higher education. The school was located on the site of a correctional facility for girls in Wise, Virginia. In 1968, under Chancellor Joseph C. Smiddy, the school was elevated to four-year status. It currently offers a wide variety of extension courses along with an undergraduate degree program.

Richard Bland College was established in 1960 as a two-year branch of the College of William and Mary. It is located in the counties of Prince George and Dinwiddie, just outside the city of Petersburg. Originally, the campus was the site of a farm owned by the Seward family. The Commonwealth of Virginia acquired the land in 1934 to use as the site of a mental institution for blacks. Commerce Hall, the Chemistry Building, and the Fine Arts Building were all originally built as facilities for this mental institution, which ceased operation for several years before the college was established. In the late 1960s and early 1970s several new buildings were constructed across Johnson Road, forming a second, new area of the campus.

³⁵ Salmon, 201.

Community Colleges

The Virginia community college system was created by the General Assembly in 1966. An initiative of Governor Mills E. Godwin's first administration, community colleges were created in response to the increasing industrialization of the state's economy, to provide an inexpensive and accessible means of education and job training to people in all regions of the state. All of the community colleges were intended to offer full- and part-time programs, as well as extension courses, to students with a wide variety of educational and professional backgrounds.

The development of community colleges in Virginia followed a boom in the establishment of public junior, two-year, and community colleges that occurred all over the United States in the decades following World War II. Nationally, throughout the 1960s, more than fifty new community colleges were established every year.³⁶ According to a report prepared in 1971 by the Carnegie Foundation for the Advancement of Teaching, the expansion of community colleges after the war was due primarily to three factors. First, the expansion of the job market, particularly in the area of industrial technology, required a new array of specific job training programs. Second, owing to the G.I. Bill of Rights, both public and private institutions in the United States were filled beyond capacity in the years following the war. Community colleges served the additional students in this period. Third, Americans, having lived through two global wars and faced with an increasing awareness of the international nature of current events, were increasingly interested in "enlightened, comprehensive education."³⁷ Along with these factors are innumerable others, including the mounting cost of a college education, the increasing use of automobiles, the entry of women into the workplace, and greater leisure time and increased national rates of literacy. Whatever the cause, community colleges in Virginia and throughout the nation have become a generally accepted route to higher education. Although the aims and methods of these schools have frequently been contested, they have come to be a permanent fixture in thousands of communities across the United States.

There are currently twenty-three community colleges in Virginia, most of them established in the late 1960s or early 1970s. Eleven of these schools were existing technical and branch colleges that were converted to community colleges; the rest were new institutions. The following list of all of the community colleges in Virginia includes the date that each entered the community college system: Blue Ridge Community College (1967), Central Virginia Community College (1966), Dabney S. Lancaster Community College (1966), Danville Community College (1967), Eastern Shore Community College (1971), Germanna Community College (1970), J. Sargent Reynolds Community College (1971), John Tyler

³⁶ The Carnegie Commission on Higher Education, *Breaking the Access Barriers: A Profile of Two Year Community Colleges* (Berkeley: 1971), 13.

³⁷ *Ibid*, 15.

Community College (1967), Lord Fairfax Community College (1970), Mountain Empire Community College (1971), New River Community College (1966), Northern Virginia Community College (1965), Patrick Henry Community College (1962), Paul D. Camp Community College (1970), Piedmont Virginia Community College (1970), Rappahannock Community College (1970), Southside Virginia Community College (1970), Southwest Virginia Community College (1968), Thomas Nelson Community College (1968), Tidewater Community College (1968), Virginia Highlands Community College (1967), Virginia Western Community College (1966), and Wytheville Community College (1967).

Virginia's Urban College: Virginia Commonwealth University

Virginia Commonwealth University was created in 1968 through the merger of the Richmond Professional Institute (RPI) with the Medical College of Virginia. (Earlier, in 1913, Medical College of Virginia had merged with a rival school, the University College of Medicine, founded in 1893.) The predecessor of RPI, the Richmond School of Social Work and Public Health, was established in 1917 shortly after the United States entered World War I. The small private school, housed in three converted bedrooms of a Capitol Street residence on the present site of the Virginia State Library and Archives, was established with only one full-time instructor. The primary aim of the school was to prepare students to deal successfully with the social problems of the urban environment; areas of instruction in the 1920s included social work, public health, nursing, and recreational activities.³⁸

In 1925 the Richmond School of Social Work and Public Health came under state control as the Richmond Division of the College of William and Mary, and its curriculum expanded to include commercial art, interior decoration, and arts education. In 1939 the name was changed to Richmond Professional Institute of the College of William and Mary. Until after World War II RPI's undergraduate students were primarily female; however, in the late 1940s, increasing numbers of men began to attend the school. Richmond Professional Institute became an independent college in 1962, with its own board of visitors and increased numbers of faculty members, buildings, and equipment.

This merger of RPI with Medical College of Virginia came about as a result of a recommendation of the 1965 Higher Education Study Commission that the Richmond area needed a "bold new development with the establishment of a major university under state control." The commission reported that combining the schools (while leaving them at their individual sites) would be advantageous for several reasons. First of all, by the 1960s most accredited medical schools were affiliated with a university—VCU would play this role for Medical College of Virginia. Secondly, the Richmond area needed a substantial graduate school, particularly one with offerings in the advanced sciences, to support and encourage

³⁸ Virginius Dabney, *Virginia Commonwealth University* (Charlottesville: The University of Virginia Press, 1987), xvi.

industrial development in the area.³⁹ The establishment of VCU from the two earlier institutions provided the state capital with a full-fledged university with undergraduate, graduate, and professional programs, as well one of the largest medical centers on the east coast.

VCU and its antecedents are of special interest because of their urban location, which distinguishes them, historically and in the present, from the other state schools in Virginia that were established in rural or small town environments. Virginia Commonwealth University, Virginia's first major state university to be located in a urban area, was modeled after Temple University, an urban school that also had a large health sciences division and hospital. Like Temple, VCU was intended to provide opportunities for students to combine full-time employment off-campus with part-time education.⁴⁰

³⁹ Ibid., 222-223.

⁴⁰ Ibid., 25.

SOCIAL/CULTURAL THEME: CAMPUS DESIGN IN VIRGINIA

PART I: AN OVERVIEW OF NATIONAL TRENDS IN CAMPUS DESIGN

Campus Design in the Colonial Period

By the time of the American Revolution, there were nine colonial colleges: Harvard, William and Mary, Yale, Princeton, Columbia, Rutgers, the University of Pennsylvania, Brown, and Dartmouth. Through the establishment of widely dispersed colleges rather than one or two centralized universities as in Europe, a pattern had been established that would come to characterize higher education in America.⁴¹ Despite the distances that separated the early colonial schools, they all shared important similarities.

The relative physical size of the colonial colleges was a strong indication of the importance of education in the colonial period. In almost all of the colonies, buildings constructed for educational purposes were among the largest. Virginia's College of William and Mary provides a good example: by the end of the 17th century, the main building of the college was the largest building in the colony.⁴² Another characteristic of the early colleges was the tendency to locate outside or at the edge of a town or city. The rural placement of many colonial schools is commonly attributed to two related factors: the popular distrust of cities and an attraction to the supposed purity of nature. In the case of the very early schools, however, such as Harvard (1636), William and Mary (1693) and Yale (1701), it seems unlikely that such anti-urban notions were a factor in their placement. Indeed, according to Frederick Rudolph, author of *The American College and University: A History*, the colonial colleges located in cities or towns (such as William and Mary) were often placed there intentionally, and should be recognized as important exceptions to the traditional bias towards rural locations for American schools:

Institutions which by design or accident were located in cities did not always lament their fate. The city institution had warm friends. William and Mary was not planted in the country. It was put at the other end of the street from a capitol building of a bustling colonial center of trade and government.⁴³

A final important characteristic shared by the colonial schools was the influence of the English schools, Cambridge and Oxford, on both their curriculum and design. By 1646

⁴¹ Turner, 17.

⁴² Ibid.

⁴³ Rudolph, 93.

more than a hundred Cambridge graduates and a third as many Oxford graduates had arrived in the colonies.⁴⁴ Some of these men went on to establish for their sons in the New World colleges modeled after their alma maters. In particular, the quadrangular arrangement of buildings characteristic of the English colleges was adopted at the colonial colleges. (fig. 1) The primary template for William and Mary was Oxford (and in particular Queens College, Oxford), from which a majority of its founders had graduated.

Campus Design from the Revolution to the Civil War

Schools of the Enlightenment

The half century following the Revolution was characterized by innovation and diversity in college architecture and campus design. The University of Virginia, designed by Thomas Jefferson in the second and third decades of the 19th century, provides the paramount example of creative campus design in the post-revolutionary period. This period of experimentation also reflected the beginnings of a general upheaval in higher education, as the traditional classical course of study came increasingly under question. At the same time that scholars and school administrators searched for a curriculum worthy of the new republic, those who acted as architects and planners developed alternatives to the traditional layout of the colonial college. (Thomas Jefferson played both roles at the University of Virginia.) There was, for instance, a great debate over the value of the dormitory between those who favored the dormitory as a fixture of collegiate life, and those who saw it as an immoral center of vice.⁴⁵ Colleges built during this period generally do not fit into one mold, however; their diversity is indicative of an unusually innovative and creative period in campus design. (figs. 2 and 3)

Campus Design from 1820-1860: The Venerable Institution

In contrast with the experimental spirit that characterized campus design immediately after the Revolution, campuses designed between 1820 and the Civil War were characterized by "an emphasis on the venerability of the American college."⁴⁶ Through the use of the Greek Revival, Gothic Revival, and even Egyptian Revival styles of architecture, colleges attempted to suggest their importance as part of "the ancient tradition of learning."⁴⁷ The use of the Gothic style at the Virginia Military Institute and the Egyptian Revival style at the Medical College of Virginia during this period provide good examples of the trend towards grandeur

⁴⁴ Ibid., 4.

⁴⁵ Turner, 54.

⁴⁶ Ibid., 90.

⁴⁷ Ibid.

and venerability.

According to some, the showy, almost pompous nature of American collegiate architecture during this period was, in fact, indicative of an ongoing conflict in higher education between those who favored the traditional classical course of study, and those who favored more "practical" alternatives such as professional and vocational training. Faced with this constant questioning of their role, American colleges created grand and impressive buildings to assert their importance and permanence as a part of American society. Through the use of traditional architectural styles, colleges conveyed the message that traditional collegiate values and traditions would be maintained.⁴⁸ (figs. 4 and 5)

Campus Design from the Civil War to World War I

Higher education in the period immediately following the Civil War was characterized by the diversification of the traditional college curriculum and the development of entirely new types of schools. Land grant schools, technical and professional institutes, as well as schools for women, African Americans, and the infirm, all promised to serve the increasingly diverse needs of the American student.

This shift towards a more democratic system of higher education required a new type of architecture and campus planning. Practically, college architects had to wrangle with new types of buildings, such as laboratories and shops, and increased numbers of students. Great advances were made during this period in the technological aspects of school design, such as ventilation and circulation. Aesthetically, the challenge was to convey the democratic spirit of the day. The work of Frederick Law Olmsted at college campuses across the nation during this period exhibits the relative simplicity and more modest scale of campus planning during this period. For many of the larger agricultural and training schools simplicity was a matter of necessity. However, it often reflected "a conscious rejection of ostentatious architecture."⁴⁹

Land Grant Schools

The democratic style of campus design can be seen best in the work of Frederick Law Olmsted at many of the land grant schools formed under the 1862 Morrill Act, including Cornell University, the University of California at Berkeley, and the University of Massachusetts. In his position as landscape architect for these land grant schools Olmsted advocated an informal layout of buildings in a park-like setting. In contrast to the formal quads and large dormitories of the traditional college, he advocated "the cottage system," in which smaller, domestic-style buildings were scattered in a residential arrangement to create a more comfortable, human scale. (fig. 6)

⁴⁸ Ibid., 117.

⁴⁹ Ibid. ch. 4.

throughout this period, the enclosed quadrangle became an equally important influence. The construction of the Monroe Hill Dormitory complex at the University of Virginia in 1929 provides a clear example of the resurgence of the quadrangular plan. Through the use of the enclosed quadrangle, a college could suggest the cloistered environment appropriate for an elite and tightly-knit community of scholars. (fig. 9)

Facilities for a Modern Education

Since World War II, the primary factors influencing the design of the American campus have been the explosive growth in the numbers of students attending college and the diversification of the role of higher education. The tremendous numbers of returning World War II veterans who had either delayed their education to fight in the war or who could, for the first time, consider higher education due to the GI Bill had a major effect on the expansion of educational facilities in the United States. A 1947 presidential commission on higher education described the expansion of American colleges as "phenomenal" and projections of future enrollments became a major preoccupation of educators and college planners throughout the country.⁵⁵ By 1963 higher education was being called "one of the most spectacular growth industries" as nearly all of the institutions in the United States had plans for expansion and approximately two hundred entirely new campuses were being planned or under construction.⁵⁶ Virginia paralleled this new trend with new construction occurring on each of its state-owned campuses in the 1960s and 1970s and the development of its community college system beginning in 1967.

Architectural solutions to the expanding and changing American colleges and universities have been widely diverse. Some campuses have turned to high-rise residence halls and classroom buildings, while others have maintained the low scale of their earlier campuses while incorporating larger land areas into the campus. The popularity of the automobile and the subsequent need to provide parking and circulation have also posed new challenges to campus designers. New developments in building technology and the availability of materials have provided both opportunities and constraints to the designers of academic institutions.

Post-World War II campus planning in America can best be characterized as pragmatic. With a few obvious exceptions where architectural theory came into play—such as in Frank Lloyd Wright's plan for Florida Southern College or the 1938 competition for the development of Goucher College's master plan—campus master planning became a process of growth management. In fact, college administrators in the post-World War II era became skeptical of the formal master plan, viewing it as unrealistic and impossible to execute. In a 1947 *Architectural Forum* article Joseph Hudnut of the School of Design at Harvard

⁵⁵ Ibid., 249.

⁵⁶ Ibid., 250.

criticized traditional American campus plans from Jefferson's University of Virginia through Mies van de Rohe's Illinois Institute of Technology as "grand compositions corseting the body of a live and unpredictable creature."⁵⁷ Hudnut went on to propose that universities should be free to "develop their environment in whatever way may best suit their existing needs." Yale University President Whitney Griswold once remarked that he opposed having a campus architect because "it would impose too great a uniformity on the campus." "Buildings," he continued, "like people, ought to be different from one another."⁵⁸ In keeping with this philosophy, the emphasis in campus design from the end of World War II until very recently has been on the individual building, not as part of a composition but as a freestanding element with a character all its own. Only very recently has there begun a shift in campus planning from an emphasis on the individualism of modernism to a concern with order and contextualism.

⁵⁷ Ibid., 260.

⁵⁸ Ibid., 262.

PART II: DESIGN OF STATE-OWNED INSTITUTIONS OF HIGHER EDUCATION IN VIRGINIA

The pre-World War II portions of the campuses of Virginia's state-owned institutions of higher education present a wide range of architectural styles and campus planning principles reflecting not only major historical trends in architecture and campus design but also changing philosophies of higher education both nationally and in Virginia. Despite their differences in design and intent, these campuses are related by a commonality of design elements and principles. As a group, Virginia's pre-World War II campuses demonstrate unusually high qualities of design. Campuses that have been evaluated as possessing significance in either architecture or campus planning are discussed individually in the following sections. Significant residential and agricultural buildings that do not relate to the overall design of a particular campus are discussed separately in the historic contexts developed for residential architecture and agriculture.

The Colonial College: William and Mary

The location of the College of William and Mary was determined by a vote of the House of Burgesses in October 1693. With the encouragement of Reverend James Blair, the assembly selected the Middle Plantation (renamed Williamsburg in 1699) as the best site for the school. Williamsburg, a small settlement centered on Middle Peninsula, halfway between the James and York Rivers, became the capital of the Virginia colony in 1699. It remained the capital of the colony and later the state until 1780 when the seat of government was moved to Richmond. On December 20, 1693, the Board of Trustees of the college purchased a 330-acre site located west of Bruton Parish Church and in 1695 the construction of the original college building began.⁵⁹ This building, the design of which is commonly attributed to Sir Christopher Wren (although this attribution is now considered doubtful) is believed to have been modeled after the quadrangles of Oxford University.⁶⁰ (figs. 10 and 11) The eastern block of the building was used as dormitory space, with the College Hall located in the northern wing. In 1705, before it was completed, the building was gutted by fire.

The following year a second building was erected on the foundation of the original Wren Building, but in a modified form, with a different interior plan and the addition of a projecting gabled pavilion to the center of the eastern facade. The chapel wing was added to the southern side of the building in 1730, giving the building a U-shaped plan. The building remained in this form until the middle of the 19th century, when it was rebuilt twice following fires. During the Colonial Williamsburg restoration of the 1920s the building was restored to its second form based on information provided by the Bodleian Plate discovered at Oxford University, which depicted various buildings from 18th-century Williamsburg. (fig.

⁵⁹ Heatwole, 77.

⁶⁰ Turner, 31.

12) This-U shaped building is significant as "the reflection of a new attitude towards college architecture" developed in the late 17th century and typified in the work of Christopher Wren. The work done by Wren at Oxford and Cambridge during this period is characterized by an abandonment of the uniformity and closure of the traditional medieval quadrangle and an emphasis, instead, on more open forms stressing directionality and axiality. The Wren Building at William and Mary, with its open plan and axial orientation, provides a rare colonial example of this shift in design philosophy.⁶¹

In 1723 Brafferton Hall, a two-and-a-half-story Georgian building with a high hipped roof pierced by dormers, was built adjacent to the Wren Building to serve as a school for Indians.⁶² In 1732 construction began on the nearly identical President's House located directly across from Brafferton Hall. Together these three buildings created an open westward-facing U, with the Wren building as the central element. It is thought that this reorientation of the campus was directed by Lieutenant Governor Francis Nicholson, whose newly created plan for Williamsburg placed the capitol to the east and the college to the west, creating a strong central axis through the middle of town. Whether intentional or not the early layout of the William and Mary campus is a significant example of the successful integration of an academic campus and a town plan.

From the time of the construction of the President's House in 1750 until almost the end of the 19th century, the campus of William and Mary changed little in overall design. Under President Lyon Gardiner Tyler (1888-1919) some growth occurred, including the construction of a gymnasium, a science building, and several dormitories, but the development of the campus followed no organized plan. Under the direction of President Chandler (1919-1935), however, the campus underwent a period of tremendous growth and change. In 1925 the college hired architect Charles M. Robinson and landscape architect Charles F. Gillette to create a master plan for the campus.⁶³ This plan gave much attention to the development of the area west of the Wren building. An early depiction of this plan shows a scheme that appears to have been influenced by the Lawn at the University of Virginia: an open quadrangle of buildings headed by the Wren building and surrounding a tree-lined green now known as the Sunken Garden. (fig. 13) The buildings forming this open quadrangle were completed in the late 1920s and early 1930s.

In addition to developing the college's master plan, Charles Robinson also designed many of the individual buildings that were part of the plan. Adhering to the Georgian style used in

⁶¹ Ibid., 34.

⁶² National Register Nomination for the Wren Building, 1969, DHL File 137-12.

⁶³ Charles M. Robinson, Master Plan for the College of William and Mary.

the concurrent restoration and reconstruction activities of Colonial Williamsburg, Robinson, a major 20th-century collegiate architect in Virginia, was responsible for the design of a number of academic buildings and dormitories. Robinson's designs for buildings at William and Mary are his most highly detailed collegiate work. On the William and Mary campus he skillfully manipulated the traditional hallmarks of Virginia's Georgian buildings using such architectural details and elements as Flemish bond brickwork with glazed headers, brick watertables and belt courses, rubbed brick jack and segmental arches, pedimented entries, and cupolas. Widely visited and photographed, William and Mary's 20th-century Georgian Revival-style campus has had a tremendous influence in popularizing this style for educational, residential, commercial, and religious uses not only in Virginia but throughout the country.

The restoration of the original college yard under the direction of the newly formed Colonial Williamsburg Foundation occurred simultaneously with the development of the area west of the Wren Building. In this project the area defined by the Wren Building, Brafferton Hall, and the President's House was returned to what was thought to be its appearance during colonial times. By the late 1930s, with the completion of the buildings around the Sunken Garden and the restoration of the college yard, two distinct campuses had emerged at William and Mary: the restored colonial campus performing a role as a part of Colonial Williamsburg; and extending from the rear of the Wren Building the newer, more enclosed campus that serves the needs of the modern academic community. (fig. 14)

The landscape at William and Mary is rich and varied, and exhibits a wide variety of approaches to the landscape that have been implemented throughout the long history of this campus. Traditionally, the college yard formed by the Wren Building, Brafferton Hall, and the President's House served as the most significant landscape feature on the campus. The earliest views of the college yard show that the buildings were connected by low picket fences, and that paths converging on the Wren Building were lined with low, linear plantings of shrubs. A later graphic representation from 1843 shows a single straight, elm-lined path leading to the Wren Building. By 1910 picket fences in the college yard had given way to an iron fence with a small gateway. Many species of trees other than the traditional elm now line the path and dot the lawn.

The Sunken Garden, designed by Charles Gillette in 1935, came to be an important organizing element in the William and Mary campus. Gillette transformed what had been an overgrown field into a large, formal, sunken green space marked by crosswalks and grand brick stairways. He took full advantage of the natural wooded ravine at the west end of the garden by the construction of a semicircular brick and wrought-iron fence overlooking the area. Throughout the garden, attention to detail is apparent in the paving patterns, crafting of stairs, symmetry of walkways, and even gutter details. Dormitories and classrooms flank the area, but the five-foot drop in grade emphasizes the Wren Building as the focal point from every position in the garden. Unfortunately the boxwood rows have been allowed to overgrow to the point where they now block views of the Robinson buildings that line the Sunken Garden. Charles Gillette is also responsible for the grand beech allees flanking the

Sunken Garden, and possibly for the allee of oaks crossing in front of the Wren Building. Both of these allees were planted in the 1930s with funds from the WPA.

Until the 1920s, William and Mary's small, compact campus had only earthen paths when they were paved in concrete. Later, because of the colonial restoration and the availability of WPA funds, the paths were paved in brick. Today, brick walkways compose an intricate path system throughout the campus. In the older portion of the campus (pre-1949), the walkways are long and straight. In the newer part, there are both curved and linear walkways. In the more natural areas of the campus, such as Crim Dell, the Wildflower Sanctuary, and Matoaka Lake, there are earthen footpaths. Freestanding and retaining walls at William and Mary are typically built of red brick with glazed headers.

Another important landscape feature on this campus is the Lake Matoaka Amphitheatre located on the banks of Lake Matoaka southwest of the campus in a wooded site. The theatre was built by the Jamestown Corporation in 1946, in order to stage Paul Green's play, *The Common Glory*.

The University of Virginia: A School of the Enlightenment

The University of Virginia, designed by Thomas Jefferson, provides the prototypical example of innovative campus design in post-revolutionary America. Just as the curriculum Jefferson proposed for his new university broke away from the traditional classical course of studies, his design for the "academical village" was a revolutionary change from traditional college designs modeled after the classical English university. The arrangement and design of the original buildings and grounds at the University of Virginia express Jefferson's innovative and farsighted ideals for American higher education. Nearly a century later his design became an important influence in the design of campuses across the United States.⁶⁴

Construction on what was to be the University of Virginia began in 1817. However, sketches made by Jefferson as early as 1805 show pavilions joined by rows of dormitories indicating that he had conceived of the general concept of the campus more than a decade earlier.⁶⁵ In 1817 Jefferson submitted a site plan to the trustees (of which Jefferson himself was one) of a proposed private school (first known as Albemarle Academy and later called Central College) to be located in Charlottesville. After these plans were accepted, Jefferson sent them to architects William Thornton and Benjamin Henry Latrobe for further suggestions. Upon Jefferson's approval, a number of these suggestions, which focused on increasing the monumentality and grandeur of the campus, were incorporated into the final

⁶⁴ Turner, 87.

⁶⁵ William B. O'Neal. *A Pictorial History of the University of Virginia* (Charlottesville: The University Press of Virginia, 1968), ch. 1.

plans.⁶⁶ The following summer, the trustees purchased land outside of Charlottesville and began construction on the first pavilion. In 1818 Central College in Charlottesville was selected by a special committee of the General Assembly to serve as the nucleus of a newly formed, state-supported university. The college was officially chartered as the University of Virginia in 1819, and construction of the original campus was completed in 1827.

The central portion of Jefferson's design for the university consisted of a U-shaped complex of buildings surrounding a terraced green lawn and opening out to views of the Southwest Mountains to the south. At the head of this U-shaped grouping sits the domed, brick Rotunda, which was designed to serve as the university library. Jefferson designed the Rotunda as a scaled-down version of the Pantheon in Rome. (fig. 15) Carefully consulting a reproduction of Palladio's plan, Jefferson reduced the measurements of the original temple, decreased the front row of columns from eight to six, and added windows and steps.⁶⁷ Flanking the Rotunda to the east and west were two rows of buildings consisting of one-story dormitory rooms broken at regular intervals by elaborately detailed two-story pavilions. The pavilions, each one designed to be distinct from the others, served as "specimens" for lectures in architecture; their varied orders were derived from Palladio's *Four Books of Architecture* and Cambray's *Parallele de L'Architecture*.⁶⁸ The top floor of the Pavilions served as living quarters for the professors, while the ground level served as classrooms and offices.

The Rotunda, the Lawn, its ten pavilions and fifty-four dormitory rooms formed the central area of the plan. To the rear of each of the Pavilions was a garden enclosed by brick serpentine walls. Originally, these gardens were intended for fruit and vegetable cultivation (indeed, tradition has it that livestock were also boarded in the gardens). Today's pavilion gardens are ornamental and contain a wide variety of flowering shrubs and trees. To the rear of the gardens, paralleling the buildings of the lawn on the eastern and western edges of the academical precinct, were two more rows of student rooms (fifty-five in total) known as the Ranges. Equally spaced within each of the Ranges were three Hotels, originally used as student dining halls. (fig. 16)

Jefferson's design for the academical village was revolutionary for its time in several regards. In the first place, Jefferson's plan rejected the traditional collegiate notion of a single central building or enclosed quadrangle of buildings that housed all the school's

⁶⁶ Ibid.; Turner, 83.

⁶⁷ Pendleton Hogan, *The Lawn, A Guide to Jefferson's University* (Charlottesville, The University Press of Virginia, 1987), 10.

⁶⁸ University of Virginia Alumni Fund, *Informational Brochure*, 1987.

functions. Instead, he specified the creation of a series of decentralized educational and residential buildings to be situated in a park-like setting. The variety of spaces in this plan, ranging from indoor to outdoor, and public to private, expressed belief in the "importance of individual expression within a democratic society."⁶⁹ Interestingly, UVA's village-like setting is similar to the informal cottage style of campus planning advocated by Frederick Law Olmsted in the mid-19th century. Equally innovative was the placement of the library, housed in the Rotunda, as the focal point of the campus. Finally, that Jefferson did not include a chapel in his design was also a significant deviation from the traditional denominational college, indicating his intention to create a "fully secular and progressive" institution.⁷⁰

Jefferson's plan served the university well through the 19th century, although new buildings were added to the periphery. The Annex or New Hall, designed by Robert Mills, was added to the north end of the Rotunda between 1851 and 1853. Situated on a terraced podium with tunneled entrances from ground level, the Annex featured a large two-story pedimented portico supported by Corinthian columns with cast iron capitals. The annex provided additional classroom space for the growing student body as well as a 1,200-seat public hall on the second floor. In 1857 the Board of Visitors appropriated funds for an infirmary (still extant), a two-story, brick, Italianate style building known as Varsity Hall. Two years later, the six small buildings known as Dawson's Row were built to house students. Although the row is located near the heart of today's university, a visitor in the 1870s described it as standing at the "edge of a wilderness."⁷¹ Several other modest building complexes were erected on or in the vicinity of the university grounds during this period. Four mid-19th-century brick buildings still stand on the west and north sides of Carr's Hill, several hundred yards northwest of the Rotunda. The earliest of these is a two-room-plan brick cottage once used for student lodging. Nearby is the last remaining unit of a range of two-story student dormitories built around 1870 from the bricks of an earlier dwelling destroyed by fire.

Several buildings erected on the UVA campus in the late 19th century departed dramatically from the Jeffersonian character of the early university. The construction of Brooks Museum and the University Chapel, in particular, drew upon the eclectic revivals of the Victorian era and were in sharp contrast to Jeffersonian classicism. The years around the turn of the 20th century, however, marked a return to neo-classicism as well as the start of a period of tremendous growth and change. Fayerweather Hall, designed in 1893 by the Norfolk firm of

⁶⁹ EDAW, *University of Virginia: Central Grounds Landscape Study*, 1985, 1.

⁷⁰ Turner, 83.

⁷¹ O'Neal, 89.

Carpenter and Peebles as the university's first gymnasium, is among the most impressive and earliest examples of the university's neo-classical architecture. When built it contained one of the longest indoor tracks in the country. The construction of Fayerweather Hall was followed in 1895 by the development of a sunken athletic field later known as Madison Bowl, and in 1901 by Lambeth Field, the first playing field with seating for spectators. Lambeth Field's handsome semicircular seating area ringed by a Doric colonnade was designed by architect Lee Taylor.

After the Annex (the post-Jeffersonian addition to the Rotunda) and the Rotunda burned in 1895, the New York firm of McKim, Mead and White was hired to renovate the Rotunda and develop a site plan to expand the academical village. (fig. 17) Architect Stanford White remodeled the burned-out shell of the original Rotunda, adding a terrace supported by arcades on three sides as well as a Beaux Arts entry court and portico on its north side. The addition of the grand portico on the north side of the building had the effect of giving the Rotunda, which originally faced inward towards the lawn, a second, outward facade. McKim, Mead and White's work at the University of Virginia also included the design of a residence for the university president on Carr's Hill, located to the northwest of the Rotunda and overlooking University Avenue. Built in 1912-1913, the President's house is a monumental, three-story, brick Georgian Revival house with a two-story Doric portico.

The U-shaped complex of Cabell, Rouse, and Cocke halls, the neo-classical buildings at the south end of the Lawn, was also designed by White. The use of ornamental trellises linked the three buildings, mimicking the effect of the Lawn's colonnades. The implementation of White's design effectively enclosed the formerly open Lawn, destroying the original scheme of an open-ended quadrangle with its sweeping vista to the mountains. It is thought that the idea of enclosing the Lawn was prompted by a practical concern over the unsightly views caused by new construction on Jefferson Park Avenue.⁷² Whatever the reason, the resulting effect was both dramatic and controversial, changing the Lawn from "an extroverted space, open on one end, to an introverted space, enclosed on all four sides by buildings."⁷³ Along with the Cabell Hall complex, the McKim, Mead and White plan specified the construction of two additional quadrangles to the east and the west of the lawn, also defined by three buildings each. Only the western quadrangle was later developed, composed of Minor Hall, Garrett Hall, and the McIntire Amphitheatre.

The work of McKim, Mead and White firmly reestablished classicism as the predominant style at the university, as the designs of a succession of late-19th- and early-20th-century buildings demonstrate. Among the buildings dating from this period were Randall Hall, built in 1899 and designed by Paul Pelz, the designer of the Library of Congress; the hospital

⁷² Ibid.

⁷³ EDAW, 10.

complex as it developed in various stages from 1890 to 1908; the old Commons (now Garrett Hall), another McKim, Mead and White design opened as a student dining facility in 1908; and Minor Hall, built to house the School of Law in 1911. The McIntire Amphitheatre, designed in 1911 by Warren Manning and funded through a gift from Charlottesville philanthropist Paul Goodloe McIntire, was built in time for the university's centennial exercises in 1921 (postponed from the centennial year because of the disruption of World War I). Constructed of concrete seating and edged by balustrades, the center of the amphitheatre is on axis with the entrance to Garrett Hall, emphasizing the university's return to architectural classicism.

Further changes were proposed for the University of Virginia in 1913, when Warren Manning, a landscape architect from Boston, was hired to create an overall master plan for the grounds of the University of Virginia. (fig. 18) In this plan, which exhibits a combination of the bold style of the Beaux Arts school and the influence of the English collegiate quadrangle, Manning specified a "series of elongated quadrangles, or mini-lawns, around the Academical Village, relating them to one another with a system of paths, roads and shared open spaces."⁷⁴ Manning also planned university buildings to the west (the site of the present Newcomb Hall complex) and to the east (now the hospital) as enclosed quadrangles. Although never carried out to the letter, the Manning plan, with its emphasis on quadrangles and complexes of buildings surrounding open spaces influenced the subsequent development of the campus for more than a century.⁷⁵ The Monroe Hill Dormitories, built in 1929, the Alderman Library complex built in 1939, and the McCormick Road Dormitories built in the 1950s, reflect the continued popularity of the quadrangle concept at UVA. Although each of these areas provides an open green area common to several buildings, they lack the cohesiveness and clear articulation of the Lawn.

Along with development in the spirit of the Manning plan, the university continued to build in the neo-classical style. The late 1920s and 1930s were a period of major construction for the University of Virginia with Monroe Hall (1929), McKim Hall (1930-31), Clark Memorial Hall (1932), the Bayly Museum (1934-35), Thornton Hall (1936), and Alderman Library all built in this period. As at other institutions in the state, the availability of Public Works Administration funds during this period was a stimulus to construction.

Following World War II the University of Virginia continued to develop in the neo-classical style. While strict adherence to neo-classicism did not endure past the 1950s, the tradition of building in red brick with white trim has endured to this day. The university has expanded well beyond not only its original Jeffersonian bounds but even beyond its early-20th-century limits demolishing and replacing adjacent residences and filling nearby open spaces with new

⁷⁴ Ibid.

⁷⁵ Ibid., 11.

buildings. (fig. 19) Although some early buildings have been lost, including the Jeffersonian Anatomical Theatre, most 20th-century expansion has not occurred at the expense of the university's historic architectural character. By the 1960s, strong support had developed for the accurate restoration of the Rotunda to its Jeffersonian appearance. A grant from the Department of Housing and Community Development as well as major fundraising events and campaigns were held to accomplish this goal and finally made that project possible. Thus, the Stanford White interior was removed in the early 1970s for a renovation that attempted to recreate, although with numerous modifications, the appearance of Jefferson's design. Since that time the university has taken an interest in preserving and restoring the Jeffersonian-era buildings adjacent to the Rotunda.

The University of Virginia is significant not only for its architecture but also for the quality of its grounds. The Lawn, originally an open-ended quadrangle oriented toward the mountains, is the most significant landscape feature at the campus; indeed, it is universally recognized as one of the most significant historic landscapes in the United States. The Lawn itself is terraced, with corresponding changes of level at each colonnade. A double row of ashes and maples mirror the colonnade. It is a matter of great debate whether Jefferson intended to have trees on the Lawn. A view made in 1856 shows well-established trees on the Lawn; however, earlier views show the Lawn without trees. It is generally believed that trees were intended by Jefferson, and that the original trees placed on the Lawn were black locusts. Significant statuary on the Lawn include Moses Ezekiel's 1906 *Blind Homer with his Student Guide* in front of Cabell Hall, the bronze sculpture of Jefferson by Karl Bitter that has graced the boxwood niche at the Lawn's north end since 1915, as well as the bronze of George Washington—a replica of the Houdon sculpture in the State Capitol in Richmond—directly opposite in a similar niche on the south side of the lawn. Ten pavilion gardens are located between the Lawn and the outer ranges behind each of the two-story pavilions, and each is enclosed by brick serpentine walls. Originally, these gardens were conceived by Jefferson to be both functional and ornamental. In the late 1940s these gardens were redesigned by Alden Hopkins and are now primarily ornamental.

As befitting an old campus whose founder was a devoted gardener and amateur naturalist, the University of Virginia has a wealth of specimen quality trees and shrubs. In addition, allees of trees have been used frequently to enhance the appearance of the institution's grounds. The tremendous sycamores north of the Rotunda and east of the Lady Astor Tennis Courts, thought to be as old as the university itself, are particularly notable. Other specimen trees include the Kentucky Coffee trees in front of Monroe Hill and the McGuffey Ash in the garden of Pavilion Nine.

Walls were traditionally used at the University of Virginia both to mark boundaries and to mold the hilly landscape. The earliest walls, with the exception of the brick serpentine garden walls, were made of stone. Portions of these early walls still edge University Avenue serving as retaining walls along McCormick Road and the west side of Monroe Hill. Brick walls were later incorporated into the landscape design of many areas of the campus and replicas of the famous serpentine walls have been built in a number of locations over the

years.

Early Professional Schools: Medical College of Virginia and Virginia Military Institute

Medical College of Virginia

Although established officially as part of Hampden-Sydney College (a small college in rural Prince Edward County) the Medical College of Virginia does not adhere to the model of the rural, self-contained campus used by so many 19th-century Virginia schools. As in the case of 19th-century institutions such as the Virginia School for the Deaf and Blind, in Staunton, and Virginia Military Institute, the early architecture of the Medical College was based on a revival of an ancient architectural style. As a new institution in a relatively young country, the medical department drew on the medical tradition of Egypt as a symbol of its ancient roots and traditions, fitting firmly into the early nineteenth century architectural trend of reviving historic styles for new educational institutions. Its main building is of national significance as the purest surviving example of the Egyptian Revival in the United States. (fig. 20) Designed by Philadelphia architect Thomas S. Stewart and completed in 1846, the Egyptian Building is also the oldest surviving medical education building in the South. Although the school has since expanded into a vast complex of surrounding buildings and undergone various organizational changes, the Egyptian Building has remained the architectural symbol of the institution to the present day.

As a teaching hospital in an urban setting, MCV does not have a campus in the traditional sense. It does, however, own an outstanding collection of architecturally significant structures that it has built or acquired over the years. Several buildings, such as the Putney houses, First Baptist Church, and Monumental Church, have been preserved by MCV and adapted for new uses as the urban campus expanded. Significant surviving buildings designed for the institution include the c.1900 Renaissance Revival-style Memorial Hospital with its turn-of-the-century operating theatre; Dooley and St. Philip's hospitals, designed by Noland and Baskervill in 1917; Cabiness Hall (1927), designed by Baskervill and Lambert as a maternity hospital; and the Art Deco style A. D. Williams Memorial Clinic (1935) and West Hospital (1940), both designed by Baskervill and Son.

Virginia Military Institute

The campus of the Virginia Military Institute provides an outstanding example of a mid-19th-century campus design unified by the Collegiate Gothic style. When the college was founded in 1839, its functions were housed in the Lexington Arsenal. (fig. 21) The arsenal complex, built in 1817, was described by Colonel Francis Henney Smith, the school's first superintendent, as

a large and substantial brick building, in the center of a small courtyard. In front were the soldiers barracks, embracing a small, two-story brick building in the center, with five rooms; and two wings of one story each having two rooms. The sally port was closed by a large, iron bound gate, and the court was enclosed by a brick wall

fourteen feet high. The windows of the first story of the barracks were guarded by substantial iron bars; the whole establishment presenting the appearance of a prison, and such it was to the old soldiers.⁷⁶

During his tenure as superintendent, Smith was able to make several improvements on the VMI campus, including the addition of several new residences and a hospital. The arsenal and all of these early buildings had been demolished by the time of the Civil War.

In 1848 the architect Alexander Jackson Davis was hired to design a new facility for VMI. Davis, a New Yorker, was one of the founders of the American Institution of Architects in 1837, and the American Institute of Architects in 1857.⁷⁷ At the time he was hired to work for VMI, he had already designed buildings for New York University and the University of Michigan, and was considered one of the outstanding college architects of his day. Davis popularized the use of Gothic architecture on American college campuses during the 19th century and is the first architect to have coined the term "collegiate Gothic."⁷⁸

Davis's involvement with VMI developed largely out of his relationship with Philip St. George Cocke, a prominent member of the VMI Board of Visitors who, in 1845, had hired Davis to design an intricate Gothic villa on the James River in Powhatan County. Davis designed a number of buildings in Virginia, including the Powhatan County Courthouse and a number of country houses for Cocke's friends.⁷⁹ When construction of a new barracks for VMI was planned, it was Cocke who recommended A. J. Davis to Superintendent Smith.

Davis's work at VMI between 1848 and the outbreak of the war in 1861 included designs for a barracks, a mess hall, and three faculty residences. Plans for a chapel were also drawn but it was not built due to the war. All of the buildings designed by Davis at VMI were done in his trademark "collegiate Gothic" style. Indeed, VMI has the distinction of being one of the earliest campuses in the United States developed entirely in the Gothic style. Furthermore, Davis's plan for VMI was one of the first instances of the use of a large-scale, enclosed quadrangle for a college—a trend that would become popular on college campuses more than fifty years later.

⁷⁶ Royster Lyle, Jr. and Pamela H. Simpson, *The Architecture of Historic Lexington* (Charlottesville: The University Press of Virginia, 1977), 212.

⁷⁷ *Ibid.*, 213.

⁷⁸ Turner, 124.

⁷⁹ Lyle and Simpson, 216.

The first building designed by Davis at VMI was the Barracks. (fig. 21a) In a letter to Davis, Superintendent Smith outlined a detailed program for the building, requesting a rectangular complex "four stories high, with barracks rooms opening up upon piazzas in the inside. . . . the rooms to accommodate three cadets and to be about 20 x16 feet or equivalent. The object being to accommodate 200 cadets, the barracks to be entered by one arched door, and the rooms to be entirely disconnected from each other."⁸⁰ Davis's plan, a quadrangle in the Gothic style, followed Smith's orders closely. Construction began in 1850, and the south section of the building was ready for occupation a year later. The material to be used for the construction of the barracks was stone, which was considered most appropriate for a Gothic building. However, because of the prohibitive cost of stone it was decided to use brick coated with stucco to create the appearance of granite, a method that was adopted for nearly all of the subsequent buildings at the college.

After the construction on the barracks had begun, Davis turned to the design of several other buildings for the campus, including the commandant's quarters, designed in 1850 and completed in 1851; the superintendent's quarters, also designed in 1850; and the Pendleton Coles House, designed in the early 1850s.⁸¹ In 1852 Davis designed a mess hall for the campus, and construction was completed in 1854. This building, which burned in 1904 and was subsequently replaced, was located down the hill east of the barracks. Its blocky Gothic style and symmetrical design matched the south facade of the barracks, with a square tower on either side.⁸²

At the onset of the Civil War, Davis had nearly completed additional designs for Claytor Hall, which was to be the balancing portion of the parade facade, and the campus chapel. Neither of these plans was ever implemented. Davis was called back immediately following the war to supervise the reconstruction of the Barracks, which had been burned by Union troops under General David Hunter. After that, his active involvement with VMI largely ended. In his work at VMI, Davis created a model of mid-19th-century campus design that has also served as a prototype for the design of military schools throughout the country.

VMI grew little in the decades following the Civil War. However, in 1914, in anticipation of a need for expanded facilities, Bertram Goodhue, a noted New York architect who had recently designed the large Gothic chapel at West Point, was hired to produce a master plan for the college. (fig. 22) While respecting Davis's architecture, Goodhue dramatically

⁸⁰ Ibid., 218.

⁸¹ For a description of these buildings, see National Register Nomination for the Virginia Military Institute Historic District, 1969. DHL File 117-17.

⁸² Lyle and Simpson, 223.

changed the overall site plan of the campus, calling for the enlargement of the Parade Ground to almost three times its original size, the relocation of the three residences designed by Davis, the building of three additional residences, the demolition of Jackson and Memorial halls, and the completion of Davis's original plan for a quadrangular barracks.⁸³

Goodhue's plan called for the creation of two strong directional axes: one leading from the town of Lexington to the campus and the second leading through the campus itself. The first of these was created by building a dramatic new entrance to the Barracks from Main Street below. In this approach, a terraced flight of steps led up to the main portal of the Barracks. At the top of these stairs on a terrace stood a statue of George Washington. Symmetrically arranged on either side of the parapet, protruding out from the hill, was the main academic building, to the right, and Goodhue's new Memorial Hall, to the left. The new Jackson Memorial Hall, completed in 1917, was built in the same Gothic style as the barracks, with many crenellations, buttresses, and towers.

By replacing the original Jackson Hall with a lengthened Barracks, Goodhue created a symmetrical front facing the Parade Ground. This reinforced a second major axis, at right angles to the first, that led through the campus from the center of the barracks quadrangle, through the Jackson Arch, toward the center of the Parade Ground. Goodhue expanded the Parade Ground considerably by moving three faculty residences several hundred feet back to the edge of a wooded ravine. At this time Goodhue also proposed to build three new faculty residences in line with the others at the edge of the ravine. The resulting Parade Ground, a flat, nine-acre area, surrounded with a circular drive and centered on the main entrance of the imposing Barracks, eventually emerged as the central organizing element for future development of the campus.

Goodhue mysteriously ended his work at VMI in 1917, after the completion of Jackson Memorial Hall and the Parade facade of the Barracks. At the time of his departure the Barracks quadrangle was still open and the construction of Scott Shipp Hall, which would balance Jackson Memorial Hall on the Main Street facade, had not yet begun. Much of Goodhue's plan was completed by the Richmond firm of Carneal and Johnston in the early 1920s. Overall, however, Goodhue's planning work at VMI both clarified the relationship of the campus with the surrounding town, and made the campus itself a more cohesive unit. Goodhue's bold plan for the VMI campus provides a clear example of the Beaux Arts style of campus planning.

Although VMI is not widely known for the quality of its landscape architecture, this campus does feature several significant landscape elements. The Parade Ground has consistently been the most significant space at VMI and serves as an important organizing element in the design of the campus. Other than an allee of trees along the southern entrance road, the

⁸³ Ibid., 235.

Parade Ground is devoid of vegetation. Elsewhere on the campus, however, VMI does possess mature specimen trees, including the ginkgo located near the Barracks, and the mixed allee lining the entry drive to the campus.

Because of the topography of the VMI site, walls—especially retaining walls—are a characteristic feature of this campus. All of the retaining walls were built of stone and mortar and date from the 1930s. The most significant wall is the retaining wall along the east side of the Parade Ground and the retaining wall that acts as a boundary to the campus. The campus boundary wall, which may have been designed by Stanley Abbott, features a mature, prolific planting of winter jasmine along the edge. In addition, although most of the paving at VMI is common scored concrete, the campus features some interesting types not seen on other Virginia campuses. The most significant type is the glazed terra-cotta square tiles paving the path surrounding the residential side of the parade ground.

Virginia Polytechnic Institute and State University: Virginia's Land Grant School

Since its founding in 1872, Virginia Polytechnic Institute and State University (VPI & SU) has experienced enormous change and growth, both of which are reflected in its campus design. (fig. 23) Initially, the campus plan reflected what was considered to be the "humble" intention of the school—to teach mechanical and industrial arts. Consequently, in the first decades of the school's existence the campus developed in a loose and informal arrangement typical of 19th-century land grant schools.

Originally, the Virginia Agricultural and Mechanical College (as VPI & SU was first known) occupied the buildings of the Preston and Olin Institute, located on a hill at the corner of Main Street and College Avenue, in Blacksburg. At the time of its founding the board of visitors had also purchased the house and farm of Col. Robert C. Preston, using a \$20,000 donation from the people of Montgomery County. This 250-acre farm, located adjacent to the grounds of the Preston and Olin Institute, provided the necessary land for the original college farm. Preston's 1859 farmhouse, Solitude, also became the property of VPI & SU at that time, and has subsequently been used for faculty residences and office space.

By 1874 it was obvious that the buildings of the Preston and Olin Institute were no longer adequate for the growing needs of the school. After raising additional funds, the board met and agreed on plans for two new academic buildings and a president's house.⁸⁴

By 1880 the central dormitory and office building, Lane Hall, had been constructed. It featured a central tower, false mansard roof, and one-story front porch. (fig. 24) Soon after, block-like brick dormitory buildings were constructed (where Rausch and Brodie are now located), forming the flanking arms of a quadrangle around Lane Hall. A one-story porch circled the inside of the quadrangle. The three-story brick buildings comprising the

⁸⁴ Duncan Lyle Kinnear, *The First 100 Years: A History of Virginia Polytechnical Institute and State University* (Blacksburg: VPI Press, 1972), 17.

upper quadrangle featured mansard roofs and arched windows, exhibiting the influence of the popular Italianate style.⁸⁵

However, in comparison to the Gothic collegiate structures being built on campuses before the Civil War, they were relatively simple and straightforward. The President's House, which currently serves as an infirmary, was located south of the upper quad.

Appropriately for an agricultural school in the second half of the 19th century, this two-story brick building with a gabled, slate roof has the appearance of a traditional Virginia farmhouse.⁸⁶

Three faculty residences were also built during this initial period of growth. These are no longer standing, but historic photographs indicate that they were laid out in the "cottage style" much like a little village, each complete with surrounding fences, outbuildings, and gardens.

With the construction of Lane Hall and the upper quad a new center was quickly established for the campus. Its quadrangular form provided a contrast to the less formal arrangement of the surrounding farm facilities.⁸⁷

During the tenure of President Minor the Drill Field was also created, reflecting his belief in the benefits of military drill in teaching students obedience, promptness, and neatness.⁸⁸

A map of the campus drawn in 1881 by William Blackford shows the original form of the Drill Field as an amorphous and undefined open space surrounded by scattered agricultural land and college buildings. (fig. 25) Only later, under the presidency of President McBryde (1891-1907), did the Drill Field acquire its current oval shape and become the central element around which the rest of the campus was organized.

After the initial establishment of the VPI campus under President Minor, significant growth and change continued under President McBryde. Four brick buildings commonly known as the Barracks-Lasche (1894), Brodie (1900), Shanks (1902), and Major Williams (1904)—were constructed flanking Lane Hall (the only surviving building from the earliest period at VPI & SU) to form the upper quadrangle.

McBryde was also responsible for the conversion of a large portion of the horticultural

⁸⁵ Montgomery County Reconnaissance Survey, DHL File 150-100-2.

⁸⁶ National Register Nomination for Solitude, 1962, DHL File 150-12.

⁸⁷ Kinnear, 79.

⁸⁸ *ibid.*, 82.

gardens into athletic fields.⁸⁹ Finally, McBryde, with assistance from Professor E. A. Smyth, encouraged a campus beautification plan in which more than two thousand ornamental trees were planted, many of which still exist today. Overall, campus growth during the McBryde years occurred in a relatively informal manner. However, by the end of McBryde's presidency, several important trends had emerged in the development of the campus. The Drill Field became the central element around which the rest of the campus was organized. The agricultural facilities were gradually moved from the center of the campus to more outlying locations. Beginning with the construction of the YMCA building (1901) and Price Hall (1907) the campus shifted from the use of brick to the use of local limestone known as "Hokie Stone."⁹⁰

Starting in 1913 with the Eggleston administration, the character of the campus was altered dramatically from the informal style of the land grant school to a more collegiate, formal plan. At the suggestion of his good friend, Ralph Adams Cram, Eggleston hired the architectural firm of Carneal and Johnston, directing them to construct a new type of building for VPI, one that would "depart from the poverty stricken, factory type lack of architecture hitherto employed."⁹¹ In response to this request, the buildings designed by Carneal and Johnston, including McBryde Hall and the Eggleston and Seitz residential quadrangles, uniformly emphasized the formal Collegiate Gothic style. This style, executed in gray granite, is in sharp contrast to the less formal Italianate style of the original college buildings. These Gothic buildings have influenced the stylistic development of the campus to the present day. (fig. 26)

From the late 1920s until 1940 a series of quadrangles featuring buildings of grey granite were gradually developed around the Drill Field. The Agricultural Quadrangle, begun with Price in 1907, was completed in 1940 with the construction of the interconnected buildings of Agnew, Hutcheson, and Seitz. Similarly, the two residential quadrangles, Campbell and Eggleston, were both begun in the 1930s but not completed until 1940. Two other buildings, the 1936 Burruss Hall (the administration building) and Memorial Gymnasium (begun in 1926 and completed some years later), were also constructed during this period, and assumed dominant positions on the Drill Field.

The only major pre-World War II buildings to depart from the Gothic tradition and the use of the grey granite developed by Carneal and Johnston are Hillcrest and the Alumni Building. The Colonial Revival Alumni Hall (it is known by a variety of names) was built in 1936 and

⁸⁹ Ibid., 152.

⁹⁰ Montgomery County Reconnaissance Survey, 275.

⁹¹ Kinnear, 239.

originally included faculty apartments and a public dining room. Now incorporating a 1965 addition, it is known as the Donaldson Brown Continuing Education Center. Hillcrest, VPI & SU's first residence hall for women, was built in the lively Tudor Revival style. Erected in 1940, this brick building features a stone detailing, including stone window and door surrounds, and stone bands in the gable ends.

Carneal and Johnston, whose relationship with VPI lasted well into the 1930s, were also responsible for the preparation of the first master plan for the school. This formal plan, which guided the development of the campus until World War II, consolidated the Drill Field and set up axial relationships among Miles Stadium, the War Memorial Gym (1924), and Burruss Hall (1939). By 1945 VPI was an orderly and highly designed campus: the Drill Field, surrounded by dormitory quadrangles and classroom buildings, had become the central organizing element of the campus, with the college farm, veterinary school, and horticultural farm located around the edge of this central space.

Significant landscape features at VPI and SU include the pond located directly west of the drill field between the golf course and Solitude. The pond was created in the 1930s in response to a request by faculty members for a place to swim.⁹² Today the pond environs provide a peaceful, wooded setting for studying or recreation. The outdoor amphitheatre at VPI & SU, also built in the 1930s, is located in a low spot west of the Drill Field and south of the pond, nestled in a mature grove of hemlocks. Consisting of grass terraces edged in stone, the theatre slopes northward toward a raised stage. In the center of the amphitheatre on each side are small alcoves, each with a stone fountain in the center.

Virginia State University

The campus of Virginia State University is sited high on Fleet's Hill overlooking the Appomattox River and the city of Petersburg. The original campus design evolved around old Virginia Hall, a Romanesque brick building trimmed in granite and galvanized iron that housed most of the school's functions including the library, dormitory rooms, and classrooms. Built in 1887, this very unusual, massive structure measured 367 feet in length, 226 feet in width and was 4 stories high (apparently more than three quarters of a million bricks were used in its construction). Tradition has it that this original building was built of inferior materials and was structurally unsound. By 1937 it was in such an advanced state of deterioration that it was demolished and the present Virginia Hall was built on its site.

The campus retained its early simple plan for a period of about forty years. However, when the school was granted the status of a land grant college in 1925 it began a period of expansion lasting nearly two decades. As in the case of Mary Washington College, no formal master plan is known to have been prepared for the development of the campus during this period. However, most of the design work on the campus was done by the same

⁹² Interview with Benjamin Johnson, Landscape Architect in the planning office at VPI, 6/87.

two individuals: architect Charles M. Robinson and landscape architect Charles F. Gillette. Robinson designed eleven buildings at VSU, including the President's House, a house for the business manager, and the Home Management House, as well as academic and residence halls. While more restrained than the full-blown use of the Georgian Revival style that characterized Robinson's work at William and Mary, Robinson did incorporate such Georgian details as pedimented entries, dormer windows, and Flemish-bond brickwork into the less elaborate but similarly-scaled Virginia State University buildings. (fig. 27) In addition he designed more modest structures including several gable-roofed, brick car garages that accommodated five to eight faculty cars each and one that also provided storage for potatoes. This lengthy period under the direction of the same two designers most probably accounts for the cohesive organization of the historic core of this campus. (fig. 28)

In the 1920s a central complex of buildings, including Jones, Eggleston, and Trinkle dormitories, and a laundry and post office facility, were built behind Old Virginia Hall along Hayden Street. Attempts were made to beautify this part of the campus; an example is the now-mature oak allee that lines Hayden Street. Throughout the 1930s J. Binford Walford, of Richmond, who succeeded Robinson as the architect of the campus, continued in the Georgian Revival architectural tradition established by his predecessor. Walford designed the Georgian Revival replacement for the original Virginia Hall. (fig. 29) This four-story brick building features a cupola and central recessed entry flanked by projecting end pavilions. Later, a U-shaped complex of buildings was developed around Virginia Hall by the construction of Colson Hall (1938), and Lindsay-Montague Hall (1937) to the east, the President's House to the north (1939), and the office annex and Vawtner Hall (1908) to the west. While the design of Colson and Lindsay-Montague also employed the recessed central entry, the one-bay entrances on these two buildings signified their subordinate status to Virginia Hall. Langston Hall, a 1939 men's residence hall designed by Walford, continued in the Georgian Revival tradition with the projecting central section and major entry featuring a broken pedimented door surround and a cupola as the focal point between two flanking wings.

Throughout the development of the campus, buildings intended for the teaching trades were located apart from the central campus. Fauntleroy (1938) and Lockett (1930), both involved in the agricultural arts, were located east of the campus across the railroad tracks, while Simms Hall (1923) was built on the foundation of an old silk and cotton mill on the Appomattox River. Daniel Hall, the gymnasium, first built in 1927, is also somewhat removed from the rest of the campus, located between Boisseau Street and College Avenue. Finally, and most likely not by design, the Randolph Farm, purchased in 1925 to serve as the agricultural training center of the campus, is located along the Appomattox River two or three miles east of the campus.

Two practice or training schools—Davis Hall and the Matoaka Elementary School—were also built on the campus for practice teaching by Virginia State University education students. Davis Hall, a symmetrical, two-story brick school building designed by Charles Robinson in 1920, was typical of Virginia's small secondary schools of this period—many of which were

also designed by Robinson. Davis Hall also served as a high school for African Americans before one was provided by Chesterfield County. The Matoaka Elementary School, a one-story brick school designed by J. Binford Walford in 1940, followed a typical consolidated-school plan.

The most significant landscape feature at VSU is the grassy open forecourt to Virginia Hall and its flanking buildings. The presence of a few elms next to the paths on the east and west side of the quadrangle appear to be remnants of full elm allees that at one time may have lined these paths. Two formally designed lawn terraces extend from the southwest facade of Virginia Hall, centered on the main block of the building. The 1938 memorial bench, built for the Alumni Association of some of the bricks from the original Virginia Hall, terminates the central axis through the upper terrace. From the upper terrace, an allee of dogwoods frames a view toward the town; from the lower terrace, the allee emphasizes the axial connection between the facade of Virginia Hall, the flagpole, and the memorial bench.

Other significant landscape features at VSU include the two brick and concrete piers marking the original entrance to the campus on Chesterfield Road. The bridge connecting the Randolph Farm agricultural area with the central campus—a concrete structure spanning the old railroad bed—was erected in 1938. The concrete pedestrian walks scored with diamonds are typical of walks throughout the older section of the campus. The organized plantings around Virginia State University are possibly the work of Charles F. Gillette. On the south side of Hayden Street, there is a row of mature oaks that gives a sense of permanence to the older part of this campus.

Normal Schools in Virginia

Longwood College

Longwood College is located on the site of the Farmville Female Seminary, a church-supported antebellum school founded in 1839. Because facilities at Longwood predated the establishment of Virginia's normal system, its development did not follow the principles of site planning used by architect Charles Robinson at the other three Virginia normal schools for women and Virginia State University. Unlike the expansive campus plans developed at the other normal schools, Longwood's facilities remained consolidated in one all-inclusive building until well into the 20th century.

The focal point at Longwood is Ruffner Hall, the original 1839 facility for the Farmville Seminary. With its many extensions that connect the administrative, dining, academic, and dormitory functions of the school, it embodies the one-building design concept typical of 19th-century women's schools. The growth of the Ruffner Complex (Main Ruffner, East Ruffner, West Ruffner, South Ruffner, Grainger, Tabb, and French) between 1900 and 1930 reflects the evolution of the earlier church-supported school into a state-supported normal school. (fig. 30)

The most significant landscape feature at Longwood College is the lawn in front of Ruffner

Hall. Its boundaries include the entire academic and administrative complex of Ruffner, Tabb, French, and Grainger Halls to the south; High Street to the north; Venable Street to the east; and Pine Street to the west. This stretch of lawn with its mature hardwood trees provides a graceful setting for the main college building and serves as a buffer between the campus and the town. Other than the lawn, there are few significant landscape features at Longwood College. Charles Gillette was involved in the landscape design of this campus through the 1960s, although it is not clear how much of his design work was completed. In general, there is nothing especially significant in the relationship between the buildings and the landscape at Longwood—the campus plan as executed appears to be a mix of lost opportunities. (fig. 31)

Despite the fact that the Longwood campus lacks the quality of campus planning that is still apparent on the Mary Washington and JMU campuses, it is not without architectural merit and significance. In addition to the Ruffner complex, there are several early-20th-century examples of Virginia college architecture that contribute to the overall history of higher education in the commonwealth. The complex as we see it today demonstrates the influence of the Jeffersonian Revival on a small campus. The central rotunda and the connecting colonnades and hyphens that attempt to unify the various halls in the complex also reflect the influence of the University of Virginia. Most interesting, perhaps, is the connection between Longwood and another normal school, Radford. The two schools are linked by the work of the Roanoke architectural firm of Frye and Stone (and its antecedent Frye and Chesteman) which was active at both schools from 1900 until the 1930s. Buildings at Longwood designed by this firm include Grainger Hall (1902), Main and East Ruffner Halls (1904-1902), Barlow Hall (1915), Hiner Hall (1912), South Ruffner (1926), French Hall (1926), North Cunningham (1928), Main Cunningham (1928), and Lancaster Library (1938).

James Madison University

James Madison University (JMU) provides the earliest examples of the implementation of architect Charles Robinson's campus planning for Virginia's colleges. Situated on what was then the outskirts of Harrisonburg, this institution was the first of the commonwealth's normal schools to be designed by Robinson and the first of the three schools to be constructed in response to the normal school legislation of 1908. Although differing in building materials from the other campuses, James Madison University's architecture illustrates the emerging design characteristics of the Virginia normal schools.

In 1908 Robinson created an elaborate Beaux Arts scheme with the plan calling for a U-shaped group of buildings situated on top of a hill, opening out to Harrisonburg's Main Street, and commanding a sweeping view of the mountains. The flanking rows of dormitories beyond the academic buildings created a central, open green. Built of native bluestone (limestone) with red tile roofs, the buildings were intended to be connected with colonnades. The project was laid out on the "unit" plan, so that as the institution grew, buildings could be added without destroying the original scheme.

After the trustees approved the original plan in 1908, construction began on one academic building (Maury) and one dormitory (Jackson). Continuing at a steady pace, four more buildings were constructed within a period of ten years, including Hillcrest, which was the president's residence until 1977. Under the presidency of Samuel Duke (1920-1929) the campus saw more growth and expansion than in any prior period in its history; more than fifteen buildings were built and several existing ones upgraded. Alumnae and Sheldon halls were built in the early 1920s and by the end of the decade construction had begun on another five buildings. These included a home management house for the home economics classes, two additional dormitories, and Keezell Hall, which housed the gymnasium and swimming pool as well as classrooms. (fig. 32) With the 1930 completion of the cupola-topped Wilson Hall, the original U-plan of academic buildings with flanking rows of dormitories descending the hill was complete. The construction of Wilson Hall, the last building on the campus to be designed by Robinson, also marked the end of architect Robinson's direct influence on the school and the end of the Duke era.

In 1935 J. Binford Walford, Robinson's partner and successor, took over Robinson's role as the college architect. The construction in the mid-1930s of two Walford-designed dormitories facing Main Street at either end of the central U complemented Robinson's earlier work and cemented the relationship between town and campus. These dormitories, Converse and Cleveland, were built with funds provided by the Public Works Administration.

It was not until the late 1940s and 1950s that significant departures from Robinson's original scheme began to occur. (Fig. 33) Although the placement of buildings during this period loosely follows the original layout plan, larger, somewhat out-of-scale buildings were built, and areas intended for open lawns were developed as parking lots. With the construction of Madison Drive in the 1950s the vehicular circulation system was rerouted to wrap around the original campus complex, altering the symmetrical circulation scheme of the earlier period. Because of the change in circulation patterns, the areas around the Johnson and Harrison entry have fallen into disrepair. Also during this later period, there was a departure from the traditional use of bluestone limestone to the use of brick for major campus buildings such as the infirmary.

The most significant landscape feature at JMU is the main quadrangle lawn lined with elm trees, and flanked on each side by two rows of bluestone buildings. Most of the planting in the quadrangle was done in the 1920s during the Duke administration. Many of the elms planted at this time are dying now, although two healthy specimen elms still grace the edge along Main Street. The campus's path system (which began in 1909 with the construction of a series of boardwalks) is also significant. During the Duke administration all of the boardwalks except the one connecting Maury Hall to Jackson Dormitory were replaced by concrete walks. Today the JMU quadrangle has an intricate system of concrete walks and crosswalks. A final well-known and much loved landscape feature on the JMU campus is The Rock, a bluestone outcropping located north of Wilson Hall that was uncovered in the 1920s when grading was being done for Alumni Hall.

Mary Washington College

The campus of Mary Washington College, with its neo-classical, porticoed red-brick buildings in a natural and secluded site, reflects the traditional approach to the design of an early-20th-century normal school for women. Perhaps more than any other Virginia normal school, its status and functions have been able to evolve over the years without sacrificing its cohesive architectural character. (fig. 34) Mary Washington has maintained a sense of serene beauty because of a concerted effort over time to respect the unique wooded site, cut by steep ravines, upon which it is located. (fig. 35) The overall site plan as well as the buildings themselves respond logically to the surrounding landscape.

Charles Robinson never formally prepared a master plan for Mary Washington College. However, due to the fact that Robinson and later his partner and successor J. Binford Walford were consistently commissioned to work on this campus through 1940, these architects effectively shaped the growth of what can be considered the historic core of the campus. In the absence of a formal plan, it appears that Robinson and Walford had in mind a general campus scheme which they implemented gradually with each succeeding architectural commission.

Robinson designed Monroe and Willard halls, Mary Washington's first buildings (both built in 1911), with Monroe serving as the administration and classroom building and Willard as the dormitory. (fig. 36) Shortly thereafter, with the construction of the first section of Virginia Hall, the first college green or circle was created. The creation of the circle emphasized the role of Monroe as the architectural, symbolic, and functional center of the early campus.

Mary Washington changed little until the construction in 1928 of Chandler Hall, the normal school's educational demonstration building, and the first portion of Seacobeck Dining Hall, both designed by J. Binford Walford. The construction of Seacobeck completed the original campus, known as Normal Hill, as a quadrangle. Although the first additions to the campus were connected directly to the original Normal Hill complex (as seen in the 1928 addition of Seacobeck Hall), later development expanded the campus away from the Normal Hill site. The construction of the tri-unit dormitory complex of Ball, Madison, and Custis halls, which formed a new green known as Ball Circle, and the grouping of Westmoreland Hall with George Washington Hall, followed the pattern set by Robinson in the layout of the original buildings: a grouping of buildings that enclosed an open grassy area.

The public improvement aspects of the New Deal figured prominently in the development of Mary Washington. The above-mentioned four new dormitories and George Washington Hall, the new administration building, were all designed by Walford and executed under the Public Works Administration in the 1930s. Monroe Hall was also renovated in the 1930s with the most notable embellishments being its interior painted wall murals with patriotic themes. The final accomplishments of the depression-era construction projects were the construction of the E. Lee Trinkle Library (opposite George Washington Hall) and Mercer Hall (an infirmary) in 1940. The campus entrance gates designed by Walford were also part

of the PWA work.

Two classroom buildings of the 1960s and 1970s respectively, the DuPont Fine Arts Center and Goolrick Hall (the physical education building) depart from the campus's inward orientation and present themselves primarily to the street. Despite the continued growth and development of the campus, the Grove, the wooded area on the north side of the campus remained intact. Although through the decade of the 1970s several major new buildings were sited on open points to the southern end of the campus, only certain appropriate structures, such as an amphitheatre (1924), a log cabin (1930), and a picnic area (pre-1940s) were constructed in the Grove, protecting the wooded, sloping character of the site. Likewise, the natural ravines that cut through the campus at various points have also traditionally been left undisturbed, with building occurring, for the most part, only on high points. Only recently has this pattern been broken, with the construction of a new student center and library in the ravine directly adjacent to Monroe Hall.

Traditionally, the Mary Washington campus has been characterized by a regard for landscape and careful attention to site planning. Central to the landscape of this campus are the series of green spaces with buildings arranged around them (such as Monroe and Ball Circles) that characterize this campus. Each area has a circulation system that circumscribes that area, leaving the manicured lawns free for lounging and other activities. The recent construction of a plaza with a new fountain and the installation of brick pavers at Monroe Circle is a major departure from the open, grassy lawns that traditionally have characterized this campus. Newer building complexes on the south-eastern side of the campus have continued this tradition of arranging buildings around a central green space.

Another significant landscape feature on this campus is the Grove, a mature forest of trees growing on the northern slope of the campus. The predominant tree species are oak, tulip poplar, beech, and hackberry. Judging from the size of the trees, it appears to be a mature forest, especially in the area surrounding Monroe Hall where little or no clearing has been done. Understory vegetation includes dogwoods, mountain laurel and rhododendrons. This grove of trees contributes to the historical character of the Mary Washington campus and had been disturbed little until the recent construction of the new student center and library.

Several of the landscape features at Mary Washington were built in response to the steep slopes and ravines that characterize this site. For example, retaining walls are a common feature on this campus. The best examples of retaining walls are found at Seacobeck Hall facing the ravine, where walls are used to retain the two terraces that make the transition down the slope. Likewise, the bridge connecting Monroe and Seacobeck halls was built to connect two portions of the campus separated by topography. (fig. 35) The 1920s neo-classical amphitheatre located on the northern side of the campus fits neatly into an existing hillside. This outdoor theatre features concrete benches with iron railings, with a balustrade on the back of the stage providing an overlook onto the path and stream below. Majestic oaks and tulip poplars grow in abundance around this structure, making it appear as though it has always been part of the forest.

Radford University

In 1913, soon after Radford College was founded, architect Charles M. Robinson and landscape architect A. Pharaoh Gagge submitted a site plan for the campus. Like the earlier normal school campuses at Harrisonburg and Fredericksburg, this campus was sited on a hill. Like VSU, it also overlooked a river—the New River. This plan called for a triangular yard area edged on two sides by buildings arranged in a V (dormitory complexes, a dining hall, a library, and a central administration building) and opening out to a garden and views of the City of Radford below. (fig. 38) Radford, like JMU and VSU, was originally organized around an important central building, Founders Hall, which formed the apex of the V-formation. Athletic facilities (tennis courts, a baseball diamond and a basketball court) were located to one side of this central complex. To the northeast, a mall lined with dormitory complexes and a terraced garden were to be provided. The entire campus was to be extensively planted with trees. Very little of the landscape plan was implemented. However, the V-shaped lawn area at Radford's center serves as an important organizing element in the overall campus plan.

This original plan was strictly followed through the construction of the first two buildings, Founders Hall and Tyler Hall, in 1916. (fig. 39) Following the model of the two earlier normal schools, these were, respectively, an administration/academic building and a dormitory. After that, however, there were significant deviations from the original design intent. With the construction of Fairfax (the president's house, demolished in 1972), Russell (1928), and McGuffey-Whit (1929), what was supposed to be an open triangle was closed.

Radford's Tyler Hall, like Willard and Virginia halls at Mary Washington, was built in sections, with the completed plan taking the form of an I-shaped dormitory with front and rear Greek Revival porticoes. Tyler remains the best-preserved example at Radford of this important building type as well as the oldest surviving building.

For whatever reason, J. Binford Walford, Robinson's partner and successor, did not continue Robinson's work at Radford. By 1929, the architectural commissions at Radford had passed to a different firm—that of Frye and Stone. This change resulted in architectural variations that account for the lack of architectural cohesion that both Madison and Mary Washington possess in their pre-1940 cores. McGuffey-Whit, designed as the practice elementary school in 1928, and the first building at Radford known to have been designed by Frye and Stone, closely resembles Tyler and Russell.

McConnell Library (1931), Reed Hall (1939), and Walker Dining Hall (1939), all designed by Frye and Stone, followed the original triangular plan in their siting, but were much larger in scale than originally intended. These buildings are more generously detailed than the restrained work of Robinson and Walford. All three of these buildings feature quoining, a particular identifying characteristic of the work of Frye and Stone.

As at most Virginia schools, building construction funded by the PWA became available at Radford in the 1930s. This new funding source may also account for the increase in size and

architectural detail that occurred at Radford during this period. It is not clear exactly how many buildings at Radford were PWA projects; Walker and Norwood definitely were, and most probably Reed Hall as well.

What began as a small normal school has grown dramatically over the years, expanding both to the south and the north across the highway to the river. The mall on the north side of the campus was completed in the 1960s, but the adjoining accompanying terraced garden has been abandoned. In 1965 Founder's Hall, the oldest building on campus, was replaced by a thirteen-story high rise, Muse Hall, that is strikingly out of scale not only with this campus but also with the surrounding community. With the choice of this location for Muse Hall, the original intent of the site design has been irretrievably altered. (fig. 40) The additions to Reed and McConnell, the renovations of McGuffey-Whit and Russell, and the new design of Jefferson and Madison halls are other major departures that decrease the integrity of this campus.

Virginia's Community Colleges

The establishment of the Virginia community college system in 1967 resulted in the planning and construction of twenty-three new campuses in all sections of the commonwealth. The design of these Virginia campuses was influenced to a large degree by national trends in community college design. The plan of California's Foothills College, designed in 1959, was widely published in the decade preceding development of the Virginia system. The designer of Foothills, Ernest Kump, was dissatisfied with the typical junior college that resembled a high school with a single building of classrooms aligned along a major corridor. His design for Foothills featured a cluster of freestanding buildings. While the Virginia community colleges as a group are generally undistinguished architecturally and do not share Foothills's sensitivity to the natural environment, all but the smallest employ the cluster concept and were designed to encourage some degree of interaction and collegiate experience. As commuter schools, most have been located to afford convenient vehicular access to interstate or primary road systems. In Virginia, several of the campuses were located on large-acre tracts that were the site of pre-existing residential buildings. In many cases, these older buildings have been incorporated into the overall campus plans.

Summary

Despite their differences in design and intent, Virginia's pre-World War II campuses are related by a commonality of design elements and principles. The similarity among the state's campuses is attributable perhaps to the powerful influence of the University of Virginia on their design and layout. It is also due, in part, to the continued involvement of one architect and one landscape architect on a number of campuses during a major period of growth and development. Architect Charles Robinson played a critical role in the architectural development at William and Mary, Virginia State University, Mary Washington, Radford, and James Madison University. (fig. 41) It is certainly to Robinson's credit that while the campuses and buildings he designed shared similarities, he generally resisted the temptation to turn out boilerplate designs replicating a certain school idiom all across Virginia. In the 1920s Robinson was joined by Richmond landscape architect Charles Gillette; in 1925, the

Robinson and Gillette team completed a master plan for the grounds of William and Mary. Throughout the late 1930s the two designers provided a wide variety of design and planning services for Virginia State University, Mary Washington, JMU, and Radford.

One of the most striking similarities among Virginia's college campuses is their location with respect to a town or city. (fig. 42) Owing to the popular belief that the country provided a more healthful place to grow and learn, most of the campuses were originally sited on the very edge of a town, or in a rural area slightly removed from a town. The University of Virginia, for example, was deliberately located in a rural landscape about two miles from the then small town of Charlottesville. Nearly a century later, the commonwealth's normal schools for women were also located in secluded areas on the edges of established towns. This placement permitted them access to both the conveniences of a town and the secluded qualities of a rural setting. Today, many of the Virginia state schools fit neatly into the dominant 19th-century educational ideal of the college as a self-contained village isolated from the evils of the city.⁹³ (The urban campuses of Virginia Commonwealth University, which incorporates the Medical College of Virginia and Richmond Professional Institute, are the obvious exceptions to this rural model.) The rural or semi-rural location of so many of the Virginia colleges reflects the endurance of the pastoral ideal in American thought.

The typical Virginia campus evolved around a green or open lawn.(fig. 43) By the 1930s the original 19th-century three-sided quadrangles at the University of Virginia and VMI had been enclosed with the addition of a fourth side of buildings, transforming the focal point of each of these colleges from an open to an enclosed green. At William and Mary, the construction in the 1920s of the Sunken Garden behind the Wren Building, surrounded by buildings on three sides and a wall and balustrade on the fourth, also formed an enclosed central space. Mary Washington and Radford, founded in the early 20th century, began with schemes for internally-oriented central open spaces. JMU evolved as a three-sided quadrangle facing Main Street. VPI & SU grew in a rather informal fashion for the first decades after it was established, but by 1945 its plan was clearly oriented around the large oval Drill Field.

Most of the site plans for the educational institutions appear to be influenced by existing topography. (fig. 44) At all of the colleges except Longwood, the most important building is sited on a high point facing the central open green or lawn. In seven of the schools (Mary Washington, Radford, VMI, VPI & SU, William and Mary, University of Virginia, and VSU) the entire complex was sited on a high point. The site plans of Mary Washington, JMU, and Radford—all designed by architect Charles Robinson—seem particularly sensitive to existing topographic features.

Each college attempted to create a sense of spatial hierarchy within the campus plan—some more successfully than others. The most notable example of a hierarchical campus plan

⁹³ Turner, 83.

occurs at the University of Virginia. The Rotunda, with its tall dome and its location at the head of the Lawn, is the dominant feature there. The Lawn is flanked on each side by two rows of smaller-scale buildings. These rows are composed of two rows of single-story dormitories interrupted at regular intervals by two-story pavilions, originally used as classrooms and professor's residences. The Rotunda, the pavilions, and the student rooms, all of which are meticulously detailed, are unified by a colonnade. The hierarchical layout of the University of Virginia may well have provided a model for several of the other state campuses. James Madison University, Virginia State University, and VPI and SU are also all organized around an important central building which, like the Rotunda, achieves visual dominance by being sited on a high point, or being topped with a tall dome or cupola.

Since World War II, Virginia has expanded its higher educational facilities by enlarging existing campuses, such as at the University of Virginia, by creating branch or extension schools such as Richard Bland and Clinch Valley colleges, and by establishing new schools, such as the twenty-three community colleges created in the late 1960s and early 1970s. In general, there has been a movement away from tightly organized hierarchical campus plans to plans that provide for a much looser (and sometimes less coherent) spatial organization. As a result large gaps sometimes exist between developed areas of the campus because construction of planned facilities has been delayed. Campus plans have frequently called for expansion into existing adjacent neighborhoods as well as into the open spaces that traditionally provided edges or buffers. In some instances, residential and other buildings have been demolished to make way for new university facilities; in others, pre-existing buildings have been adapted to educational functions, and in a number of instances institutions rent out the adjacent buildings that they have acquired—holding the land they occupy as future expansion space.

The complex and even unpredictable nature of modern higher education throughout the growth period of the 1960s and 1970s has resulted in new construction and planning on Virginia campuses that departed from the pre-World War II traditions. Planning for the automobile has been a major consideration at all schools as resident students have been granted permission to keep cars and the numbers of commuter students has increased. Parts of such campuses as JMU and Longwood that were once almost entirely pedestrian have become dominated by the automobile. Mary Washington College, in an attempt to reduce the impact of the automobile has closed Campus Drive to vehicular traffic. Developments in technology and the availability of materials have also affected the appearance of Virginia's campuses. At JMU, for example, there has been a departure away from the traditional bluestone limestone in favor of less costly and more available brick. High-rise construction has occurred most notably at Virginia Commonwealth University, which because of its urban setting and the physical expansion associated with its changed status as a university subsequent to 1968, has experienced more physical constraints than the typical Virginia institution. High-rise construction has also occurred, however, in such non-urban settings as Longwood and Radford as well as most recently at the University of Virginia.

Despite the challenges that face them, the Virginia campuses have retained much of their

original design characteristics and have been resistant to modern design. The dominant individualistic philosophy applied at many colleges since World War II has not been wholeheartedly implemented by Virginia's institutions of higher learning. There is still considerable consistency on many campuses, and despite the dire national predictions of the post-World War II era that the collegiate buildings that had endured the longest might be the first to disappear, there has been relatively little demolition of early collegiate architecture. The effects of modern campus planning philosophy are apparent, however, on such campuses as VPI, Radford, and Longwood, where the traditional campus composition has sometimes become secondary to the individual building. Other Virginia institutions, most notably the University of Virginia and Mary Washington, have deliberately striven for compatibility between new facilities and old. Although they have not always been entirely successful, the desire to unify new and old is apparent at both and has been a major factor in the design and placement of new buildings.

EVALUATIONS OF STATE-OWNED INSTITUTIONS OF HIGHER LEARNING

The state-owned institutions of higher education have been evaluated to determine their significance in history, design, and culture, using the historic contexts developed during the course of this survey. The scope of this project did not include an archaeological component and no archaeological studies have been made. It can be assumed, however, that many of the properties included in the survey will have archaeological significance. Exclusion of discussion of archaeological significance should not be interpreted to mean that there is no significance. It is recommended that an evaluation be conducted by a qualified archaeologist before land-disturbing activities are planned and executed on these campuses.

The survey team applied two tests for significance: 1) that each property must represent a significant pattern or theme in the history, design, and/or culture of the nation, the Commonwealth of Virginia, or the locality in which it is located; and 2) that each property possess integrity—that it retain the essential characteristics that make it a good representative of a particular theme or pattern. For example, historic buildings on Virginia's college campuses represent the theme of higher education in Virginia by reflecting the history of higher education in the commonwealth, the influence of these institutions on the citizens of the commonwealth, and the design of the buildings and landscapes created to serve the needs of the individual institutions. Some of the properties, however, represent more than one theme; where this is the case, they have been evaluated for all appropriate contexts. In some instances, there was not sufficient evidence available for local historical or design contexts or for contexts to be developed for other state institutional contexts such as mental health or corrections; in those instances, a recommendation has been made concerning future research or inclusion in future local or thematic surveys.

Clinch Valley College

Established in 1954 as an extension of the University of Virginia, there are no academic buildings that meet the fifty-year test for the National Register nor conditions that appear to warrant special justifications for eligibility. There are, however, two dormitories on the campus that were originally built as part of a private correctional facility for women. These do not appear to have any particular significance.

The survey documented the following:

Randolph Hall (09101)	1922
Crockett Hall (09102)	1920
Log House(05202)	c1900.

No planned or proposed actions that would have an adverse impact on any historic resources were identified during the course of this survey.

College of William and Mary

William and Mary (1693) is significant under Criterion A through its associations with events that have made a significant contribution to the broad patterns of the history of Virginia and the nation and their early development. William and Mary is the oldest college in Virginia, and the second oldest in North America. For more than a century William and Mary was the only institution of higher learning in the colony of Virginia. It also qualifies under Criterion B because of its associations with many of the early governmental leaders of Virginia and the nation: Thomas Jefferson, James Monroe, John Marshall, and John Tyler, for example, were all educated at the college.

The campus also meets the requirements of Criterion C under architecture and design. The earliest surviving buildings at the college embody the distinctive characteristics of colonial architecture and campus planning. Throughout its history, the college architecture has remained loyal to the spirit of its original colonial buildings. In addition, the architectural development of the campus in the 1920s and 1930s is related to the restoration of Colonial Williamsburg and is notable for its uniform use of the Georgian Revival style and its high-quality workmanship. The early-20th-century growth of the college as planned by architect Charles Robinson reflects the contemporary popularity nationally of campus plans in the Beaux Arts spirit. The campus also has significant examples of the work of 20th-century landscape architect Charles Gillette. The college has acquired adjacent residential buildings that also reflect the early-20th-century use of the Colonial and Georgian Revival styles and the influence of Colonial Williamsburg on the city. Although some of the buildings may lack individual distinction, the campus today remains a distinguishable entity with strong historical associations, architectural quality, and consistency; it meets all seven tests of integrity. The Wren Building (with Brafferton Hall and the President's House included within its boundaries) is listed in both the National Register of Historic Places and the Virginia Landmarks Register. The boundaries of the present listing should be expanded to include much of the adjacent and contiguous area that was surveyed as shown on *Recommended National Register Boundary Map 1*.

William and Mary also owns the former *Common Glory* site at Matoaka Lake in the College Recreation Area. It should be evaluated for its relation to outdoor drama in the United States and compared with similar or related properties; as an early outdoor theater, it may be found to be a significant and well-preserved example of its type. Although originally developed as a recreation area by the National Park Service in the 1930s, it appears that its area of significance would be drama and not design or recreation. The area may be currently eligible for the National Register if the special exception criteria of the National Register are applied. The campus of the College of William and Mary also currently includes a portion of the Eastern State Hospital farm complex (an area shown on the development plan as the site of the future Judiciary-Related Associations). The significance of the agricultural resources in this area should be evaluated in the context of similar properties associated with mental health complexes. The portion of the campus containing the former Eastern State Hospital farm complex should be evaluated within a context of similar and related properties. The survey documented the following:

Alpha Chi Omega (00002)	1930
Barrett Hall (00003)	1926-1927
Blow Gymnasium (00005)	1923, 1941
Bozarth Bungalow (00007)	1915
Bozarth House 205RIC (00008)	1915
Brafferton (00009)	1723
Brafferton Kitchen (00010)	1723
Braxton House 522P6 (00011)	c1910
Alumni House (00012)	c1850
Prince George House (00013)	1915
Bull House (00015)	c1920
Cary Field Stadium (00017)	1935-1936
Chandler Hall (00018)	1930-1931
Cheatham House 221R (00019)	1890
Chi Omega Sorority (00020)	1930
Corner House (00095)	c1940
Cottage #1 (00021)	1930
Cottage #2 (00022)	1930
Cottage #3 (00023)	1930
College Apts. (00024)	1941
Cy Young (00026)	1929
Davis House (00027)	1916
Delta Delta Delta (00028)	1930
Gamma Phi Beta (00032)	1930
Althea Hunt Hall (00034)	1930
Jefferson Hall (00035)	1920
Kappa Alpha Theta (00036)	1931
Kappa Delta Sorority (00037)	1930
Kappa Kappa Gamma (00038)	1927
Rowe House (00039)	1920
Buildings & Grounds Office (00041)	c1924
Marshall-Wythe/James Blair Hall (00054)	1934
Methodist Parsonage (00055)	1909
Moncure Cottage (00056)	1905
Monroe Hall (00057)	1923-1924
Mullen House 197ARMS (00058)	1913
North Outhouse (00059)	1695
Old Dominion Hall (00060)	1926-1927
St. George Tucker Hall (00061)	1909, 1928
Pi Beta Phi Sorority (00063) part of Sorority Court	1930
Phi Mu Sorority (00064)	1930
Barksdale Field House (00065)	1920-1930
Purchasing Office (00067)	1945

(Former Dairy Barn) Population Lab (00068)	1920
(Former Milk House) Population Lab Stable (00069)	1920
(Former Power Plant) Ceramics Lab (00071)	1920
President's House (00072)	1732
Chancellor's Hall (00081)	1926-1927
ROTC Rifle Range (00082)	1936
Lambert House (00083)	1915
Italian House 312JTR (00084)	1913
South Outhouse (00086)	1695
Swem House (00088)	1925
Taliaferro Hall (00090)	1935
Clark House (00091)	1911
Trinkle Dining Hall (00092)	1926
Tyler Hall (00093)	1916
Tyler Hall Apartment (00094)	1916
Washington Hall (00098)	1928
Psychological Service (00099)	1929
Wren Building (00101)	1695
Buildings & Grounds Nursery (Former Eastern State Barn) (00119)	1924
Moncure House (00132)	1930
Theimes (00133)	1925
Savage House (00136)	1947
Matoaka Amphitheatre (00137)	1947
Boat House (00138)	1947
Faculty Studio (00139)	1947
Ewell Hall	c1926
Old Laundry/Stores Warehouse Lodges	1947
Holmes House (00066)	
Pedestrian Brick Circulation Network	c1930
Former Common Glory Site	1946
Crim Dell	c1935
Ewell Gate	c1930
Barrett Gate	1926
Matoaka Lake	c1940
Sunken Garden	c1935
Allees-Wren Building	c1850
College Cemetery	1859

No planned or proposed actions that would have an adverse impact on historic resources on the main campus were identified during the course of this survey. The adjacent residential

buildings that have been acquired by the College may be threatened by future expansion, although no specific plans were identified. The Lake Matoaka area appears threatened by neglect and is an obvious potential expansion area. The new Judicial Center is planned for the former site of the Eastern State Hospital agricultural complex threatening surviving buildings in that area. Vegetation defining the Sunken Garden has been allowed to grow to the extent that the boxwood and crape myrtles that were intended to complement the buildings on each side of the garden now obscure buildings instead. While not a permanent situation, the garden creates a much different visual character than that intended by the original design.

William and Mary VIMS Properties

The Virginia Institute of Marine Science (owned by the College of William and Mary) has two campuses: one at Gloucester Point in Gloucester County; and one in Wachapreague in Accomack County. The Gloucester Point Campus consists of several early-20th-century residences (all typical examples of coastal architecture of the period) and one early-20th-century commercial building that was formerly a bank. The Accomack Campus is located on the former Reese-Owen property and contains, in addition to a residence, a former oyster processing facility. Site visits to both campuses did not reveal significant architectural resources; nor does there appear to be significant associations with major themes or property types identified in this survey. The properties do not appear to be eligible for the National Register on the basis of history or design at this time. The Gloucester buildings may be evaluated in the context of local architecture and history when additional survey work is done in that area.

VIMS Accomack Campus

Reese-Owens House (00B89)	1935
Oyster House	c1920
Oyster House Garage	c1915
Oyster House Quarters	c1920
Oyster House Storage Building #1	c1920
Oyster House Storage Building #2	c1920

VIMS Gloucester Campus

Hoxton Hall	c1912
Stevenson House	c1920
Conrad House	c1920
Reed Hall	c1920
Dana House	c1920
White House	c1920
Melville House	c1920
Asche House	c1920

It would appear that as newer facilities are planned to meet research needs the existing

buildings, which have been converted for the center's use, may be likely candidates for demolition or extensive renovation and expansion.

George Mason University

As a late-20th-century campus, George Mason University does not appear to have significance in either architecture or history. The Colonial Revival houses that predate the establishment of the school do not appear to warrant nomination on their architectural merits. At the present time little is known about their history. Future investigations may reveal some significance that cannot be determined at this time. Current and proposed townhouse and subdivision construction in the area diminish the design integrity of the neighborhood which was once characterized by substantial residences on large lots. The survey did not result in an evaluation indicating eligibility for the National Register at this time. The survey documented the following:

Tallwood Storeroom (00018)	1936
Tallwood House (00016)	1922
Earle House (00020)	1925
President's House (00021)	1925
President's Garage (00022)	1935
President's Barn (00023)	1935

Continuing campus growth and adjacent development appear to be ongoing trends that will continue to compromise the integrity of historic buildings on the campus and in its vicinity. Since this is not a historic campus, no major threats to historic resources were identified.

James Madison University

JMU is significant under Criterion A for its associations with the education of women in Virginia in the early 20th century and for its associations with normal school education in Virginia. It also is significant under Criterion C as the first example in Virginia of the campus planning and collegiate architectural design work of architect Charles Robinson. The use of native bluestone (limestone) is a distinct regional variation for an otherwise typical Virginia normal school campus. The oldest portion of the campus retains a substantial degree of integrity of location, design, materials, workmanship, and association. Although adjacent development diminishes somewhat the integrity of setting and feeling, the core of the campus and an adjacent block of Main Street properties owned by the university should be nominated as a district as shown on *Recommended National Register Boundary Map 2*. The approximately thirty-acre farm located off-campus in Port Republic contains a typical, although deteriorating, 19th-century, Shenandoah Valley brick I house that should be considered for inclusion in a multiple resource nomination to the National Register for the area or similar house types. There may be local historical significance of this property of which we are currently unaware. The survey documented the following:

Spotswood (00031)	1917
Sheldon (00029)	1927
Alumnae (00001)	1922
Johnston (00018)	1929

Cleveland (00006)	1936
Madison Memorial Library	1938,1971,1982
Hillcrest (00015)	1914
Wilson (00036)	1931
Maury (00024)	1909
Jackson (00017)	1909
Harrison (00013)	1915
Ashby (00003)	1911
Converse (00007)	1935
Logan Hall	1949
Shenandoah (00030)	1922
Wellington (00035)	1924
Keezell (00019)	1927
Varnier (00033)	1929
Steele (00032)	1921
Maintenance Center	1940
Baker (00004)	1925
Zirkle (00037)	1920
Wampler (00054)	1922
Power Plant (00027)	1940
University Farm House (00068)	1880
Nicholas (00026)	1909
Light posts and luminaires	c1930
The Rock	
Main Quadrangle	c1930
Path and Walk System	1909-1940

The major threats to the historic environment identified include the continued expansion of a small college into a major university. Recent efforts at the university, however, appear to have reversed some damaging trends. The return to the use of bluestone in the core campus area and respect for the original quadrangle, in particular, are encouraging. The negative impact of the automobile on the core campus, however, continues. Contemporary elements such as signs and trash receptacles have not been well chosen for the historic core. Adjacent neighborhoods with buildings of similar age to the early buildings on the campus are important and demonstrate the historic relationship of the institution to the community. Future university acquisition for new construction along Main Street opposite the campus would damage the existing integrity.

Longwood College

Longwood is significant under Criterion A for its associations with the education of women in Virginia in the 19th and early 20th centuries and for its associations with normal school education in Virginia. It is also significant under Criterion C; of all the Virginia schools for women, Longwood best illustrates in its architecture the typical 19th-century single-building

plan for a female educational institution and its evolution into an early-20th-century normal school. The earliest portion of the Longwood campus retains integrity of location, design, materials, workmanship, and association. Although post-World War II development of the campus has diminished integrity of setting and feeling, the historic core of the campus retains sufficient integrity to be nominated as a district as shown on *Recommended National Register Boundary Map 3*. Additionally, Longwood, a nearby estate used as the president's residence, is listed in the National Register of Historic Places. The survey documented the following:

Main Ruffner (00036)	1884
East Ruffner (00037)	1907
West Ruffner (00038)	1890
South Ruffner (00031)	1900
Grainger (00001)	1890
Old Tabb Dormitory (00045)	1926
French Building (00043)	1923
Barlow Building (00030)	1915
Hiner Building (00017)	1909
Lancaster Library (00025)	1938
Alumni House (00033)	1880
Power Plant (00032)	1938
Field House (00004)	1940
Main Cunningham Dormitory (00011)	1932
North Cunningham Dormitory (00013)	1928
Colonnade	1950
Ruffner Hall Lawn	c1890
Longwood House (00028)	1850
Longwood House Garage (00029)	1850
Dining Hall (00014)	1920

Longwood also has suffered from the impact of the automobile on its campus. Limiting vehicular traffic on campus and removing some inner campus parking could restore integrity of feeling to the campus. The main building, Ruffner, and its extensions are in need of major repairs and restoration, activities that will need to be planned carefully to protect historic fabric. Expansion into adjacent areas appears likely which will threaten the existing residential edge important to the normal school environment context.

Mary Washington College

Like other Virginia normal schools, Mary Washington College is significant under Criterion A for its associations with the education of women in Virginia in the early 20th century and for its associations with normal school education in Virginia. It also is significant under Criterion C as the best preserved and most fully developed example of the campus planning and collegiate architectural design work of architects Charles Robinson and J. Binford

Walford. A more mature example of normal school design than JMU, the Mary Washington campus, because of its wooded, elevated site, provided ample opportunities for the successful integration of such landscape features as the Seacobeck Bridge and the outdoor amphitheatre. The oldest portion of the campus retains a substantial degree of integrity of location, design, materials, workmanship, feeling, and association. Although the recent addition of the new student center adjacent to the oldest portion of the campus affects the historic setting somewhat, Mary Washington still reflects its historic setting more closely than any of the other Virginia normal schools. Mary Washington has fewer intrusions within its historic core than the other Virginia normal schools. A Mary Washington historic district incorporating the portions of the campus developed prior to World War II should be created as shown on *Recommended National Register Boundary Map 4*. Other individual buildings and their immediate grounds shown on the same map could be included as part of a multiple property nomination. Other properties of Mary Washington College that are listed individually in the National Register of Historic Places and the Virginia Landmarks Register include Brompton (the residence of the president of the college) Belmont in Falmouth, and the James Monroe Law Office in downtown Fredericksburg. The survey documented the following:

Log Cabin	1930
Seacobeck Hall (00025)	1930
Seacobeck Bridge	1930-1931
Chandler Hall (00007)	1928
Lower Gates	c1920
Willard Hall (00028)	1909
Monroe Hall (00021)	1910
Virginia Hall (00026)	1914
Ball Hall (00016)	1934
Custis Hall (00017)	1934
Madison Hall (00014)	1934
Tyler Hall (00003)	1927
Anne Fairfax (00004)	1922
Hamlet House (00012)	1927
Westmoreland Hall (00027)	1938
George Washington Hall (00001)	1938
Anne Carter Lee Hall	1928, 1951
Trinkle Library (00010)	1941
Amphitheatre	c1920
Ridge Crest	1911
Entrance Gates	c1930
Framar (00011)	1929
Brent Hall (00005)	1925
Marye Hall (00018)	1914
Trench Hill (00050)	1914
Ball Circle	1937

Brick Wall System	1930s
Vehicular and pedestrian circulation	c1930
The Grove	19th century
Light posts and luminaires	c1930
Brompton (00040)	1946
Belmont (00060)	1761
James Monroe Museum (00070)	1789

Plans for expansion into traditionally wooded areas of the campus threaten to diminish the historic relationship between buildings and open space on this campus. More than any other institution surveyed, Mary Washington currently retains its traditional small school character, a quality important to preserve. If future landscape improvements continue in the same direction as those most recently implemented, they may overpower the traditionally naturalistic landscape as does the new plaza designed for Monroe Hall and which is too urban in character for that location. The outdoor amphitheatre, a unique resource, is threatened by its very serious state of deterioration and needs to be stabilized and protected.

New River Community College

Since the Virginia community college system was not established until 1967, there are no historic resources associated with that property type that meet the fifty-year test for the National Register nor do conditions appear to warrant special justifications for eligibility. The survey documented the following:

Pump House 4 (00A18)	1918
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No potential threats to this historic resource were identified.

Norfolk State University

Begun as a unit of Virginia Union University in 1935, NSU's relatively recent date of establishment places its development beyond the major periods of significance identified for Virginia campuses. Merging with Virginia State College (now University) in 1944, the college moved to its present location in 1948. The physical environment at Norfolk State University is not representative of the major contexts identified in this survey. The late-19th-century residence that predates the establishment of the college and that survives on the campus does not retain sufficient integrity to justify nomination. The survey documented the following:

Home Economics Annex (00004)	c1880
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The Home Economics Annex has been repaired and altered insensitively over the years. In its present condition, it is an eyesore that detracts from the campus. As the oldest building on campus, an appropriate rehabilitation would enhance its appearance and lend some feeling of

tradition to the campus.

Old Dominion University

Old Dominion University was founded in 1930 as "The Norfolk Division of the College of William and Mary." The majority of the pre-World War II buildings identified in this survey were built as 20th-century residences and have been acquired by the university and adapted for institutional uses. None of the buildings documented has been evaluated as significant in the context of residential, commercial, or collegiate architecture. The resources documented do not warrant nomination at this time. The survey documented the following:

Old Administration (00051)	1935
Foreman Field and Stadium (00002)	1934
Rehearsal Hall (00001)	1917
Riverview Theatre 3910 Granby Ave.	1934
Multi-Cultural Center (01401)	1935
School of General Studies	1930
Psychology Lab 2, 1411 49th St.	1935
Psychology Lab 3, 1417 49th St.	1935
Purchasing Office, 1505 49th St.	1935
Office, 1509 49th St.	1935
Scottish Studies 1517 49th St.	1935
Women's Center 1521 49th St.	1935
Small's Hardware Store, Hampton Blvd.	1909

Although the buildings documented do not appear to warrant nomination at this time, they do reflect the earlier residential and commercial character of the campus neighborhood. These buildings may be threatened by plans for future campus expansion. Their retention and adaptive use is encouraged as a way to encourage physical continuity.

Radford University

Radford is significant under Criterion A for its associations with the education of women in Virginia in the early 20th century and for its associations with normal school education in Virginia. It also is significant under Criterion C as an example of the campus planning and collegiate architectural design work of architect Charles Robinson. Campus growth and development over the last three decades, however, has greatly diminished the integrity of its original campus design. The Radford campus, in fact, retains less integrity than the other early-20th-century normal schools. Its surviving examples of early-twentieth-century normal school architecture do, however, help to complete the story of that significant property type, although most examples have had substantial renovations and do not retain integrity. Because of its loss of integrity, Radford does not appear to be a strong candidate for a National Register district. Tyler Hall, the original residence hall from the normal school era, should be included in a multiple property nomination either for the Radford campus or for the Radford community; or with other normal schools in a thematic nomination. The survey

documented the following:

Tyler Hall (00029)	1916
Lucas Hall (00011)	1929
McConnell Library	1932
Reed Hall (00025)	1939
McGuffey-Whitt Hall (00032)	1929
Madam Russell Hall (00026)	1927
Walker Dining Hall (00030)	1935
Norwood Hall (00017)	1939
815 Tyler St.	c1940
Brown House	c1935
710 Clement St. House	c1932
Laundry Building (00010)	1938
Power Plant	1939
707 Downey St.	c1910
Main triangle	1911
Heth Grove	c1900

Alterations and repairs inconsistent with the accepted practices for historic buildings appear likely to continue to threaten the buildings included in this survey and located on the Radford Campus.

Rappahannock Community College

Since the Virginia community college system was not established until 1967, there are no historic resources associated with that property type that meet the fifty-year test for the National Register nor conditions that appear to warrant special justifications for eligibility. The Chinn House on this property, however, predates the establishment of the college and is a good example of Colonial Revival residential architecture. This property should be included in a multiple property or district nomination when one is developed for the community of Warsaw. The survey documented the following:

Chinn House (00002)	1905
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There do not appear to be any direct threats to the Chinn House.

Richard Bland College

The mid-1930s former mental health buildings that remain on this campus do not have significance within the contexts of education or architecture. The significance of the campus in the context of mental health and African American history should be assessed through comparison to similar or related properties. Although the site is associated with the prominent Seward family and the remaining former farm buildings are not without architectural interest, the integrity of the site has been diminished considerably with the loss of the main house and recent renovations to surviving buildings. The survey did not result

in an evaluation indicating eligibility for the National Register at this time. Future work within related contexts may reveal additional information that would warrant nomination of all or a portion of the property.

The survey documented the following:

Fine Arts Building (00001)	1934
Campus Police Dwelling (00002)	1925
President's Dwelling (00004)	1925
President's Tool Shed (00006)	1925
President's Storage (00005)	1925
Garage (00009)	1935
Pump House (00015)	1935
Old Pump House (00024)	1935
Quonset Hut (00016)	1940
Implement Storage (00010)	1925
Paint Storage (00013)	1925
Storage Building (00019)	1935
Reel House (00017)	1940
Chemistry Building (00018)	1935
Tool Shed (00020)	1925
College Barn (00014)	1940
Commerce Hall (00011)	1935
Former Cold Storage Building (00007)	1935
Campus Police Storage (00003)	1925

No potential threats to possible historic resources were identified.

Tidewater Community College

The older portion of this campus is a converted U. S. Army ammunition base composed primarily of 1940s-era brick and concrete block storehouses and other utilitarian structures. Given the late dates of any academic buildings, the college does not possess significance within the context of education. This survey did not reveal any particular significance as a military property although it should be compared to similar properties before a final determination is made. Similarly, the survey did not result in an evaluation indicating eligibility for the National Register at this time. Future work within related military contexts may reveal additional information that would warrant nomination of a portion of the property.

The survey documented the following:

Military Basec.	1940
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No planned or proposed actions that would have an adverse impact on any historic resources were identified during the course of this survey.

University of Virginia

The significance of the University of Virginia--its association with early secular education, Thomas Jefferson, and other persons significant in Virginia and national history, its obvious quality of architectural and landscape design, and overall importance in campus planning--has already been determined to meet Criteria A, B, and C and is well documented in two National Register district nominations; the University of Virginia and Rugby Road-University Corner historic districts. The adjacent medical school complex to the east, and several buildings to the west including Memorial Gymnasium, Alderman Library, Monroe Hill, Monroe Hill dormitories, and Lambeth House can be added to expand the existing University of Virginia Historic District as shown on *Recommended National Register Boundary Map 5*. Added to the existing district, these resources would present a more complete representation of the major university grounds from its earliest period through the 1930s.

In addition to the two districts, the university also owns other properties that are listed in the National Register, including the Faulkner and Barringer houses. Additional off-grounds properties owned by the university that appear to meet National Register criteria include Birdwood and Blandy Farm. Birdwood could be nominated either individually or as part of a multiple property nomination for Albemarle County if one is to be submitted in the near future. Blandy Farm would most properly be nominated as part of a rural district that would include the adjacent property, the Tuleyries, which was historically part of the same property but which is not currently in university ownership. Future work could also establish if the district could be expanded to include other farms and estates in the vicinity. The university has acquired a number of properties in adjacent residential neighborhoods; while many of these are pleasant and sometimes charming areas, few have reached sufficient age to qualify for nomination. A notable exception is Oakhurst Circle where the university owns two early-20th-century houses. While these houses would not be eligible individually, they would be contributing if an Oakhurst-Gildersleeve Wood district is ever created. This is an area that deserves future study particularly as the age of the resources in this area increases. The city of Charlottesville is currently conducting a more detailed survey that includes Montebello; if that survey supports a determination of eligibility, that property could be nominated individually or as part of a future Charlottesville multiple property nomination.

The survey also documented the University of Virginia biological station at Mountain Lake in Giles County. The complex, which is a rustic interpretation of the layout of the University of Virginia lawn, varies in dates of construction from the decades of the 1930s and 1940s and does not appear to meet special justification criteria; the station should be considered for nomination when the majority of the complex appears to qualify in terms of age. The first biological station actually was located not on the present site but in a building at the nearby Mountain Lake Resort which appears likely to meet National Register criteria. The most expedient means of nomination would be to combine both Mountain Lake properties in a single nomination.

The survey documented the following:

Rotunda (00001)	1826
Hotel A (00002)	1826
West Range Dormitory (00003)	1826
Jefferson Hall (00006)	1826
Hotel E (00010)	1826
Hotel E Annex (00011)	1826
Pavilion I (00012)	1826
West Lawn Dormitory (00013)	1826
The Mews (00014)	1826
Pavilion III (00015)	1826
Pavilion V (00019)	1826
West Lawn Wash Room (00021)	1826
Pavilion VII (00022)	1826
Pavilion IX (00025)	1826
The Lawn and Gardens	1826
McGuffey Cottage (00027)	1870
West Lawn Garage (00028)	1826
Pavilion II (00029)	1826
East Lawn Dormitory (00030)	1826
Pavilion IV (00032)	1826
Pavilion VI (00035)	1826
Pavilion VIII (00038)	1826
Pavilion X (00041)	1826
E Lawn Garage (00043)	1826
Washington Hall (00044)	1826
E Range Dormitory (00045)	1826
Hotel D (00048)	1826
Levering Hall (00052)	1826
Cracker Box (00053)	1826
Randall Hall (00054)	1897
Garrett Hall (00055)	1908
Varsity Hall (00056)	1854
Rouss Hall (00058)	1896
Old Cabell Hall (00059)	1896
Cocke Hall (00061)	1896
Amphitheatre (00062)	1920
Chapel (00063)	1888
Brooks Hall (00064)	1876
Minor Hall (00065)	1908
Maury Hall (00066)	1942
Clark Hall (00068)	1932
Davis House (00070)	1929
Smith House (00071)	1929
Mallet House (00072)	1929

Long House (00073)	1929
Venable House (00074)	1929
Gildersleeve House (00075)	1929
McGuffey House (00076)	1929
Harrison House (00077)	1929
Tucker House (00078)	1929
Holmes House (00079)	1929
Rodgers (00080)	1929
Peters House (00081)	1929
Alderman Library (00082)	1938
Monroe Hall (00083)	1929
Monroe Hill Garage (00084)	1826
Monroe Hill House (00085)	1826
Monroe Hill Range (00086)	1826
Memorial Gymnasium (00087)	1925
Squash Court (00088)	1928
Dawsons Row #1 (00089)	1931
Dawsons Row #2 (00090)	1890
Dawsons Row #3 (00091)	1885
Dawsons Row #4 (00092)	1859
Dawsons Row Garage (00093)	1910
Southern Weld Building (00106)	1920
Peabody Hall (00123)	1907
Miller Hall (00124)	1921
Barringer House	1896
Jefferson Park Ave. 1512 (00127)	1920
Brandon Ave 412 (00129)	1932
Snowden Apartments (00132)	1934
Monroe Lane 412 (00133)	1940
Monroe Lane 404 (00134)	1934
Gildersleeve Apartments. (00135)	1934
Montebello (00200)	1830
Montebello Garage (00201)	1920
Thornton Hall (00204)	1936
Hough House (00206)	1929
Lambeth House and the Dell (00223)	1920
Field House (00308)	1931
Observatory House #3 (00327)	1900
Observatory House #2 (00328)	1930
Small Observatory (00330)	1880
McCormick Observatory (00331)	1880
Observatory House #1 (00333)	1880
Observatory House #2 Garage (00355)	1945
Stadium Road 2400 (00358)	1920

President's House (00400)	1907
Buckingham Palace (00401)	1826
President's Garage (00402)	1907
Carr's Hill House #2 (00403)	1907
Carr's Hill House #3 (00404)	1910
Fayerweather Hall (00406)	1895
Bayly Museum (00407)	1934
Madison Hall (00421)	1910
Rugby Faculty Apartments (00422)	1922
Morea (00428)	1840
Morea Garage (00429)	1915
Lambeth Stadium (00431)	1921
Bemiss House (00436)	1936
Peyton House (00439)	1910
Serpentine walls	c1820
Retaining walls	c1850
Original pedestrian circulation	1820 -1940
The Lawn	1820
Mad Bowl	c1893
Lambeth Stadium and Field	1910, 1913
Amphitheatre	c1920
University Cemetery	
Entrance-University Avenue	1912
Entrance-Jefferson Park Avenue	c1880
Rugby Road Allee	c1895
International House (00441)	1930
Faulkner House (00603)	1855
Faulkner Holly House (00604)	1930
Faulkner Orchard House (00605)	1930
Faulkner Hedge House (00606)	1930
Faulkner Carriage House (00607)	1920
Faulkner Carriage House Shed (00610)	1920
Faulkner Carriage House Garage (00611)	1920
Waite House (00612)	1932
Duke House (00616)	1850
Birdwood Quonset (00617)	1935
Birdwood Mansion (00631)	1830
Birdwood NE Storage (00632)	1830
Birdwood SE Storage (00633)	1830
Birdwood SW Storage (00634)	1830
Birdwood NW Storage (00635)	1830
Birdwood Brick Barn(00636)	1925
Birdwood Wood Garage (00637)	1930
Birdwood Stone Barn (00638)	1935

Birdwood Stone Shed (00639)	1830
Birdwood Cottage (00640)	1830
Birdwood Caretaker's House (00641)	1945
B. D. Middleton House (00642)	1940
Fan Mountain Station House (00700)	1945
Wertland Street Lab (01159)	1920
Wertland Street 1308 (01160)	1920
Davis Wing(01173)	1928
Barringer Wing (01174)	1936
McIntire Wing (01175)	1918
Clinical Dept. Building (01176)	1941
Central Wing (01177)	1903
North Wing (01178)	1907
X-Ray Storage Building (01179)	1940
Steele Wing (01180)	1914
Medical School Building (01181)	1929
Cobb Hall (01194)	1917
McKim Hall (01195)	1931
Cochran House (01628)	1945
Blue Ridge East Wing (01901)	1940
Blue Ridge Activities Center (01904)	1928
Blue Ridge Lyman Mansion (01905)	1850
Blue Ridge Chapel (01907)	1923
Wright Hall (01906)	1926
Blue Ridge Heating Plant(01909)	1939
Blue Ridge Apartment 14 (01914)	1947
Blue Ridge Apartment 20 (01920)	1947
Blue Ridge Forensic Psychiatric Center (01923)	1923
Blue Ridge Dairy Barn (01926)	1936
Blue Ridge Dairy Office (01947)	1936
Blue Ridge Dairy Barn #2 (01950)	1946
Blue Ridge Silo Building (01946)	1936
Silo #1 (01947)	
Silo # 2 (01948)	
Silo # 3 (01949)	
Valley Road 409 (02164)	1935
Valley Road 411 (02165)	1935
Valley Road 503 (02166)	1946
Oakhurst Court 118 (02167)	1930
Stadium Road 2400 (02358)	1920
Blandy Quarters Building (04050)	1832
Blandy Farmhouse (04051)	c1880
Blandy Horse Barn (04052)	c1880

Blandy Machine Shed (04053)	c1880
Blandy Packing House (04054)	c1935
Blandy Feed Barn (04055)	c1920
Blandy Feed Barn (04056)	c1920
Blandy Cattle Barn (04057)	c1930
Blandy Silo (04058)	c1930
Blandy Silo (04059)	c1930
Blandy Manager's House (04060)	c1890
Blandy Workshop (04061)	c1930
Blandy Director's House (04062)	pre-1865
Blandy Miller Lab (04063)	c1930
Blandy Old Greenhouse (04064)	c1930
Blandy Genetic Bldg. (04065)	1930
Mountain Lake Washington Cottage (04006)	1946
Mountain Lake Shop (04007)	1946
Mountain Lake Storage Building (04013)	1946
Mountain Lake Bannister Cottage	c1940
Mountain Lake LeConte Cottage	c1940
Mountain Lake Harriot Cottage	c1940
Mountain Lake Catesby Cottage	c1940
Mountain Lake Storage Building	c1940
Mountain Lake Jefferson Building	c1940
Mountain Lake Elliot Cottage	c1940
Mountain Lake Chapman Hall	c1940
Mountain Lake Lewis Hall	1939
Mountain Lake Caretaker's House	c1945
Mountain Lake Laing Hall	c1940
Mountain Lake Audobon Cottage	c1940
Mountain Lake Deschweinitz Cottage	c1940
Mountain Lake Michaux Cottage	c1940
Mountain Lake Reed Cottage	c1940
Mountain Lake Hentz Mohr Cottage	c1940
Mountain Lake Gattinger Cottage	c1940
Mountain Lake Schoen Cottage	c1940
Mountain Lake Maphis Cottage	c1940
Mountain Lake Mitchell Cottage	c1940
Mountain Lake Burns Cottage	c1940
Mountain Holbrook Cottage	c1940
Mountain Lake Rafinesque Lab	c1940

No planned or proposed actions that would have an adverse impact on any buildings in the historic core of the University of Virginia were identified during the course of this survey. The reduction of automobile traffic from much of the grounds and the provision of long-term

parking away from the core have removed some of the stresses on the historic environment. Routine maintenance and provision for service facilities such as heat pumps and dumpsters continue to intrude on the historic landscape however. Lambeth House and its environs are deteriorating from a lack of maintenance and have been largely neglected for many years. Major growth appears likely; if future development occurs at some distance from the core, as it has with the law and business school facilities, major threats to historic resources should be eliminated. Properties adjacent to the new hospital complex and in the Jefferson Park Avenue vicinity may be especially vulnerable to demolition as new expansion occurs. Current plans developed as part of the City of Charlottesville's Urban Design Plan call for removal of the stone wall along University Avenue and creation of a plaza in front of the Medical School and opposite the commercial area known as "the Corner." If implemented, this scheme would dramatically alter the traditional and informal landscape character of the lawn.

Virginia Commonwealth Academic Campus

Several significant buildings used by the Virginia Commonwealth University academic campus are already included in the National Register of Historic Places as contributing buildings in the West Franklin Street Historic District. However, because of the late date of the academic campus at VCU, no significance was found in terms of the context of higher education in Virginia. Additionally, none of the pre-1947 buildings surveyed at VCU were recommended for individual nomination at this time on the basis of architecture; several were lacking in integrity either because of the number of intrusions adjacent or because of inappropriate alterations. There may, however, be local historical significance of which we are unaware at this time. The survey documented the following:

Virginia Commonwealth University Academic Campus

Sitterding House	c1900
Adkins House	c1900
310 N. Shafer Street	c1900
Lafayette Hall (00023)	1905
Raleigh Building (00067)	1908
Shafer St. Playhouse (00022)	1890
Grove Avenue Baptist Church(00024)	1902
VCU Meeting Center	c1930
Physical Plant Warehouse (00117)	1929
Physical Plant Building (00135)	1926
City Auditorium	c1900
Chalkley House	c1900

No planned or proposed actions that would have an adverse impact on historic resources were identified during the course of this survey although it is recognized that the constraints of a densely built urban environment potentially threaten buildings owned by the University and that any future acquisition and expansion will probably occur at the expense of existing

buildings.

Medical College of Virginia Campus

The Medical College of Virginia is significant under Criteria A for its associations with medical history and medical education in Virginia and particularly in Richmond. Established in 1854 as the medical department of Hampden-Sydney College, the Medical College of Virginia was one of the few institutions of higher learning in Virginia to be established in an urban area. Several early-20th-century hospitals adjacent to the Egyptian Building appear eligible under Criterion C as a distinguishable entity representing early-20th-century hospital design, significant examples of the Art Deco style, and in particular, examples of the work of the firms of Noland and Baskervill, Baskervill and Lambert, and Baskervill and Son. Memorial Hospital, now known as South Hospital, retains a turn-of-the-century operating theatre, a rare surviving example of its type. The proposed district retains integrity of location, design, setting, materials, workmanship, feeling, and association. It also appears that these buildings may be significant within the context of the local history of Richmond; this is an area that could receive further investigation through future surveys. Medical College properties currently listed in the National Register of Historic Places and the Virginia Landmarks Register include the Egyptian Building, the First Baptist Church, the First African Baptist Church, Monumental Church, the Beers House, the Grant House, the Benjamin Watkins Leigh House, the Putney houses, and the Maupin-Maury House. A Medical College of Virginia district should be created with the Egyptian Building as the pivotal building within the hospital cluster as shown in *Recommended National Register Boundary Map 6*. The survey documented the following:

West Hospital (00549)	1940
McGuire Hall (00511)	1912
Tomkins-McCaw Library (00525)	1932
Zeigler House (00563)	1880
Egyptian Building (00306)	1828
V. M. I. Building (00562)	1925
Memorial Hospital	c1900
Cabiness Hall (Nursing Education Building)	1927
Dooley Hospital (00505)	1917
St. Philip Hospital (East Hospital)	1917
A. D. Williams Clinic (00546)	1938
Pathology Incinerator (00507)	1938
Power Plant (00517)	1935

(the following are already on the National Register of Historic Places)

Grant House/Sheltering Arms (00522)	1857
Leigh House (00509)	1816

Samuel Putney House (00564)	1861
Stephen Putney House (00565)	1859
Egyptian Building	1846
First African Baptist Church	1876
First Baptist Church	1841
Maupin-Maury House	1846
Beers House	1839

The early-20th-century medical buildings are highly vulnerable to demolition as the hospital strives to meet its contemporary needs. Since many of the existing facilities are out of date and obsolete, extensive rehabilitation can also be anticipated.

Virginia Military Institute

The major portion of Virginia Military Institute is already listed in a National Register district and meets Criteria A, B, and C. Its significance as Virginia's oldest and only state-supported military college and one of the nation's early military colleges is well-documented. The school is also significant because of its architectural quality and associations with prominent designers—primarily with Alexander Jackson Davis but also with Bertram Goodhue. It is one of the earliest schools in the nation and the earliest in Virginia to use the collegiate Gothic style, a style that became an important identifying characteristic for many institutions of higher education. The district retains integrity of location (although there has been some relocation—most notably of the Pendleton-Coles House), design, setting, materials, workmanship, feeling, and association. District expansion within the institutional portion of VMI's holdings does not appear to be warranted at this time. The current historic district is shown on *Historic District Boundary Map 7*. There are several examples of residential architecture not included in the current district that may relate to architectural and historic contexts that could be developed for Lexington; they may warrant inclusion in a multiple property nomination for Lexington. The survey documented the following:

Old Hospital (00007)	1849
501 Brooke Lane (00008)	1902
503 Brooke Lane (00009)	1875
Carroll Hall (00006)	1904
Cocke Hall (00010)	1927
Crozet Hall (00011)	1935
Cormack Field House (00012)	1943
450 Institute Hill (00019)	1903
J. M. Hall (00024)	1916
303 Letcher Avenue	
304 Letcher Ave. (00028)	1872
307 Letcher Ave. (00029)	1900
304 N. Main St. (00037)	1900
306 N. Main St. (00038)	1900

Maury Brooke Hall (00044)	1909
Buildings and Grounds (00045)	1919
ROTC Motor Shop (00046)	1940
NE Hall and Annex I (00048)	1931
Old Barracks (00050)	1851
Post Hospital (00053)	1870
Heating Plant (00054)	1907
Preston Library (00055)	1939
Richardson Hall (00057)	1935
Scott Shipp Hall (00058)	1919
402-4 VMI Parade (00060)	1927
406 VMI Parade (00061)	1915
408 VMI Parade (00062)	1915
410 VMI Parade (00063)	1915
Nichols Engineering Hall (00048)	1930
Hardbarger Farm	c1870
Pendleton Coles House	1872
The Parade Ground	c1850
Entrance	c1850
Fence (facing Memorial Garden)	c1900
Pedestrian Circulation System	20th-century
Specimen Trees	late 19th to early 20th century

VMI appears to recognize the significance of its historic district. Although not entirely satisfactory, the recent relocation of the Pendleton-Coles House was the result of a compromise that allowed expansion but also provided for the protection of the historic house. Because all areas directly adjacent to the Parade Ground contain historic resources, future expansion by necessity should not occur in this core area. Future expansion in the Parade Ground vicinity would compromise the integrity of the resource. The persistent domination of the automobile on the street adjacent to the Parade Ground diminishes the historic character of this very valuable historic district.

Virginia Polytechnic Institute & State University

VPI & SU is significant under Criterion A as the major institution in Virginia associated with the Morrill Act, which created a system of land grant colleges throughout the country to provide practical, industrial, and agricultural education. VPI&SU also has significance under Criterion C as an almost uniformly representative example of the collegiate Gothic style as designed in the early 20th century by the architectural firm of Carneal and Johnston. Although there are some incompatible additions to historic buildings and new construction that somewhat diminish the integrity of setting and feeling, there is sufficient significance and integrity to merit preparation of a district nomination for the core campus area as shown on *Recommended National Register Boundary Map 8*. The proposed district also includes Solitude which is currently being nominated individually. Kentland has also been evaluated

by a previous survey as eligible for the National Register. The survey documented the following:

Lane Hall (00001)	1888
Eggleston Hall (00022)	1937
Campbell Hall (00036)	1939
Hillcrest Hall (00054)	1940
Sandy Hall(00101)	1924
Price Hall (00102)	1907
Hutcheson Hall (00103)	1940
Saunders Hall (00106)	1931
Seitz Hall (00108)	1937
Agnew Hall (00109)	1939
Smyth Hall (00121)	1939
Patton Hall (00127)	1929
Holden Hall (00130)	1940
Davidson Hall (00156)	1938
Performing Arts Building (00175)	1899
Burruss Hall (00176)	1936
Henderson Hall (00179)	1929
Owens Hall (00195)	1939
Printing Plant (00196)	1931
Security Building (00201)	1890
Laundry (00203)	1936
Center for Public Choice (00274)	1902
Solitude (00275)	1859
Building 276 (Econ) (00276)	1923
Price House (00276)	1923
Lo Mascolo House (00278)	1934
Golf Course Club House (00295)	1910
Home Management House (00301)	1914
McCoy House (00307)	1920
Moore House (00308)	1920
Moore Farm (00309)	1920
Horticulture Farm (00310)	1947
Horticulture Farm (00311)	1890
Residence (00313)	1942
Orange House (00314)	1941
Smith House (00356)	1930
Architecture Annex (00368)	1920
TV Film Building (00369)	1920
Media Services Building. (00370)	1936
Tobacco Barn (00428)	1918
Seed House (00429)	1940

Golf Course Garage (00436)	1900
Barn Moore Farm (00501)	1920
Red Barn Heth Farm (00581)	1920
Power Plant	1928
Kentland (60202)	c1850
The Drill Field	c1875
The Pond	c1940
Amphitheatre	1940
Grounds at Solitude	1849
The Grove	1910
The President's House (Grove) Grounds	1910
Seitz Quadrangle	1938
Eggleston Quadrangle	1938
Grove: Eastern edge of stadium	date unknown
Grove: South of College of Medicine	date unknown
Grove: by building 274	date unknown

VPI & SU has probably experienced more new construction within and adjacent to its historic buildings than any other institution of higher education surveyed. Although prior to the initiation of this and the Montgomery County survey there was little or no recognition of the campus as historic, the campus does, in fact, still retain integrity. Until plans are developed that recognize the value of VPI's historic resources, the campus should be considered vulnerable to both demolition and insensitive alterations. In addition, the siting of new buildings in the core historic area would diminish the integrity of the potential district by destroying significant open space and altering the existing relationships among buildings.

Virginia State University

Virginia State University is significant under Criterion A primarily for its associations with state-supported education for blacks in Virginia and in the nation in the late 19th and early 20th centuries. First established as the Virginia Collegiate and Normal Institute by an 1882 act of the General Assembly, Virginia State University is believed to have been the first fully state-supported college for blacks in the United States. The institution also has associations with normal school education for blacks as the primary institution that was providing teacher training for black teachers in the commonwealth. Additionally, Virginia State University was designated as the state's land grant college for blacks in 1922 and provided technical and agricultural training for blacks in Virginia. In short, Virginia State University, until the integration of the state's system of higher education, was the only state-supported institution of higher education for blacks. It represents changing trends and philosophies concerning education for blacks throughout the late 19th century and the first half of the 20th century. It also is significant under Criterion C as a well preserved and fully developed example of the campus planning and collegiate architectural design work of architect Charles Robinson who designed eleven buildings for the campus. The campus retains a substantial degree of

integrity of location, design, setting, materials, workmanship, feeling, and association. The historic core of the Virginia State University campus, which has few intrusions, should be nominated to the National Register as shown on *Recommended National Register Boundary Map 9*. Vawter Hall and the Old President's House which are already listed in the National Register should be included in the district. In addition, Azurest South, a circa 1939 dwelling now owned by the VSU Alumni Association, is a rare example of the Moderne style and was recently determined eligible for the National Register by the Department of Historic Resources. The survey documented the following:

Office Annex (00123)	1914
Alumni Association	c1939
Colson Hall (00101)	1937
Virginia Hall (00117)	1937
Fauntleroy Hall (00103)	1938
Lindsay-Montague (00110)	1937
President's Residence (00409)	1939
1 Hayden Drive (00407)	1916
2 Hayden Drive (00408)	1910
Byrd Hall (00502)	1930
Trinkle Hall (00508)	1929
Home Management House (00106)	1931
Lockett Hall (00111)	1930
Matoaca Lab School (00112)	1943
Davis Hall (00122)	1920
Business Manager's Residence	1930
Home Management House	1930
Placement Building (00115)	1931
Eggleston Hall (00503)	1928
Post Office Laundry (00419)	1928
Jones Dining Hall (00418)	1930
Seward Hall (00507)	1927
Williams Hall (00510)	1935
Langston Hall (00505)	1939
Garage-Potato House	c1930
Simms Hall (00118)	1930
Water Pump House (00209)	1930
1 Jackson Place (00125)	1910
2 Jackson Place (00126)	1910
3 & 4 Jackson Place (00127)	1925
Lockett Hall	1930
Agricultural Engineering Shop (00120)	1940
Fauntleroy Building	1930
Children's House (00128)	1930
2 River Road (00405)	1934

Power Plant (00129)	1930
Garage 1 Hayden St. (00203)	1930
Garage 2 Hayden St. (00204)	1935
Garage Hayden St. Ext. (00207)	1930
Farm Storage Barn (00317)	1944
Farm General Purpose (00310)	1946
Azurest South	c1939
Open green at Virginia Hall	c1937
Bridge	1938
Posts and luminaires	c1920
Vawter Hall (00119)	1908
Pedestrian circulation network	c1880-1930s
Chesterfield Road Entrance	c1930
Vegetation	
Memorial Bench	c1938
Bench system	c1939

Inappropriate repairs and additions to existing buildings and new construction as the university expands can be considered potential threats to this campus until plans incorporating the need for preservation can be developed.

Virginia Western Community College

Because the Virginia community college system was not established until 1967, there are no historic resources associated with that property type that meet the fifty-year test for the National Register nor conditions that appear to warrant special justifications for eligibility. There is, however, a 1927 dormitory-type building that was originally built as the county poorhouse. Although the building does not appear to be individually eligible, it should be reevaluated in the context of other properties of similar function as more information about that property type becomes available. The survey documented the following:

Bungalow (00002)	1927
(Old Fine Arts Building) (00004)	1927

No planned or proposed actions that would have an adverse impact on any historic resources were identified during the course of this survey.

CURRENT PRESERVATION LEGISLATION AND POLICIES

National Role in Historic Preservation

Preserving historic resources has been a national policy since the passage of the Antiquities Act of 1906; significant expansion in historic preservation has occurred through the subsequent Historic Sites Act of 1935, and the National Historic Preservation Act of 1966, as amended. These last two laws made the Secretary of the Interior responsible for maintaining the National Register of Historic Places, a list of properties that have been evaluated as significant in American history, architecture, archaeology, engineering, and culture, and worthy of preservation. The National Park Service maintains and expands the National Register of Historic Places on behalf of the Secretary of the Interior.

Nominations to the National Register for state-owned properties in Virginia are made by the State Historic Preservation Officer who is also the Director of the Department of Historic Resources. Federal agencies request determinations of eligibility for properties that are subject to Federal, federally assisted, or federally licensed activities in accordance with Section 106 of the National Historic Preservation Act, as amended. For state-owned properties, a National Register designation accomplishes the following:

- increases public awareness of historic resources and may encourage preservation,
- mandates reviews of the negative impact of projects using federal funds or requiring federal licensing
- does not restrict the use of private funds, and
 - makes designated properties eligible to compete for state grants.

Role of the Department of Historic Resources

The General Assembly, in recognition of the value of the Commonwealth's cultural resources, provides for review by the Department of Historic Resources of all rehabilitation and restoration plans for state-owned properties listed on the Virginia Landmarks Register to insure the preservation of their historic and architectural integrity. In this respect the Virginia Landmarks Register is a planning tool in the protection and wise use of significant historic properties in the Commonwealth.

Enabling Legislation

The specific provisions for review are defined in the 1990 Appropriations Act, 1990 Session, Virginia Acts of Assembly, Chapter 972, Section 4-4.01, (o):

State-Owned Registered Historic Landmarks: To guarantee that the historical and/or architectural integrity of any state-owned properties listed on the Virginia Landmarks Register and the knowledge to be gained from archaeological sites will not be adversely affected because of inappropriate changes, the heads of those agencies in charge of such properties are directed to submit all plans for significant alterations, remodeling, redecoration, restoration or repairs that may basically alter the appearance

of the structure, landscaping, or demolition to the Department of Historic Resources. Such plans shall be reviewed within thirty days and the comments of that department shall be submitted to the governor through the Department of General Services for use in making a final determination.

The 1990 Appropriations Act, which supersedes the similar provisions of earlier appropriations acts, places into the code the provisions of Executive Order Forty-Seven issued by Governor Mills Godwin in 1976. In that executive order Governor Godwin stated the rationale for safeguarding state-owned historic resources:

Virginia's many historic landmarks are among her most priceless possessions. The preservation of this historic resource should be of prime concern to all citizens. As Governor, I believe the Commonwealth should set an example by maintaining State-owned properties listed on the Virginia Landmarks Register according to the highest possible standards.

Departmental Policy and Authority

Hugh C. Miller, director of the Department of Historic Resources has the authority to review all plans for significant alterations, remodeling, redecoration, restoration, and repairs that may basically alter the integrity of state-owned registered historic landmarks, and to provide comments related to such plans to the governor, through the Department of General Services.

Application and Review Procedures

The 1990 Appropriations Act directs the heads of state agencies in charge of state-owned landmark properties to submit all plans for significant alterations, remodeling, redecoration, restoration, or repairs that may basically alter the appearance of the structure, landscaping, or demolition to the Department of Historic Resources. While capital projects represent the most obvious state-funded activities that affect historic resources, state agencies should notify the Department of any remodeling, redecoration, restoration, or repair, that could have an impact on the structure or visual character of a state-owned landmark or could affect archaeological sites. Even such normal maintenance as repointing brickwork, cleaning masonry, painting woodwork, or landscaping can compromise the integrity of a landmark if not done in accordance with the *Secretary of the Interior's Standards for Rehabilitation*. The *Standards* encompass the most widely accepted principles regarding work undertaken on historic buildings in the United States and are used in review of all Federal projects involving historic properties listed in or eligible for listing in the National Register of Historic Places. The Virginia Department of Historic Resources uses the *Standards* as a basis for evaluating proposed alterations to state-owned historic landmarks. The *Standards* are available without cost from the Department of Historic Resources.

PRESERVATION AND MANAGEMENT RECOMMENDATIONS

The Commonwealth of Virginia through its institutions of higher education owns and manages an outstanding collection of historic properties. Although used primarily for educational purposes, they possess inherent historic and design values that must be respected. The necessary first step in their preservation is a recognition by the commonwealth that these resources are indeed significant. This recognition should be accomplished through listing in the Virginia Landmarks Register and nomination to the National Register of Historic Places of the eligible properties identified and through the adoption of an official preservation policy by the governing body of each institution that possesses historic resources. This policy statement should reiterate the nature of the institution's resources; their significance to the institution, the commonwealth, their students, and alumnae; and the role that these resources play and have played in defining the image and environment of the institution. Furthermore, the statement should pledge the institution to a course of using wisely the historic resources that have been entrusted to its care.

The University of Virginia has provided a positive model for other institutions through the creation of a staff position for the conservation and restoration of historic resources. All institutions with a significant number of historic resources identified in this survey need to incorporate preservation specialists into their planning and/or building and grounds staffs. While many institutions will not need the full-time services of a professional preservationist, they will need such services from time to time. In such instances, an existing employee may be given responsibility for historic resources and provided with specialized training and education through workshops, conferences, or academic courses in historic preservation.

Each institution identified as possessing historic resources needs to develop a preservation plan that can be incorporated into its overall master plan; at some institutions master plans will require substantial revisions to accomplish preservation. Just as important as master plans, however, are the development of maintenance plans based on the *Secretary's Standards* to ensure that both historic buildings and landscapes are given proper care. All future master plans, renovations, and additions to historic buildings should incorporate the principles of the *Standards* and acknowledge the importance of preserving the integrity of the historic resource. Additionally, a historic structures report should be prepared for each major building on each campus to document existing conditions and determine future priorities. Each institution should ensure that all future planning consultants, architects, engineers, and landscape architects are well-informed concerning the nature of the historic resource and its integrity and have the ability and experience to work successfully in a historic environment. Continuing education for each institution's employees in planning, buildings and grounds, and maintenance should be a priority. Although at times it may be appropriate for all institutions to hold or attend joint education sessions, each institution should take care to ensure that it addresses its own particular set of concerns and circumstances.

Although proper conservation for historic documents and drawings should be provided in a centralized location such as the State Library, each institution also needs an accessible collection of historic research materials, including photographs and architectural drawings,

that can be used on a daily basis and for continuing research concerning the history and design of each institution.

Since this survey has been only an initial effort in documentation and evaluation, the Department of Historic Resources and the institutions themselves should continue to study, and analyze design history, taking care to keep the other informed of any new findings. Additional survey work needs to be undertaken and completed; the scope of work for this survey excluded a few properties that were somehow excluded from the official listing of state properties. In addition, properties that had been visited and photographed within five years of the starting date of the survey were also excluded. The Department of Historic Resources needs to allow in its future work plans for the periodic updating, documentation, and evaluation of existing conditions at state-owned properties included in this survey.

Without exception, the campuses identified as historic cannot absorb new infill construction in their historic cores without suffering a loss of integrity. In most there is a deliberate balance of open and built space that is either a result of design intent or which over time has come to achieve significance as an identifying characteristic. The quadrangles and circles at most institutions were intended as areas of green lawn and should not be paved or infilled with large scale landscape elements. Similarly, significant views into and from the core campus areas need to be protected from intrusions.

With the exception of the Medical College of Virginia, Virginia's campuses are relatively small in scale; consequently, high-rise or even large horizontal buildings have not been introduced successfully into historic core campuses. Major changes in scale, style, and/or material should occur at some distance from the historic core as they have at the University of Virginia and the College of William and Mary.

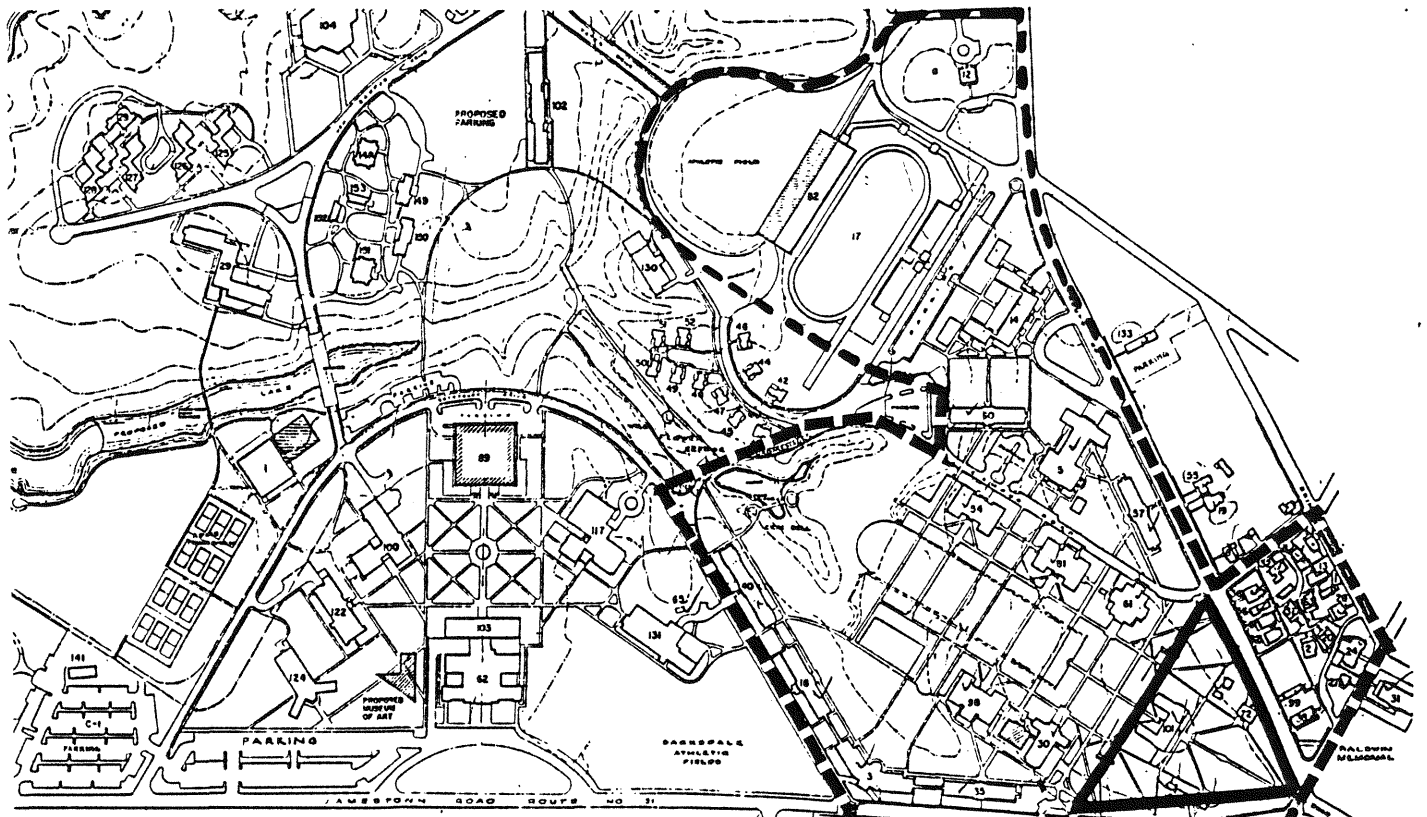
Throughout Virginia colleges and universities have acquired adjacent residential and commercial buildings and open space for necessary expansion. This has occurred most successfully where existing buildings have been preserved and adapted for institutional purposes. Each institution should explore the historical, social, and design relationship with its neighboring areas to determine if expansion can occur without damaging those relationships. Obviously there are a number of related concerns such as the impact on the neighborhood, increased traffic, and the need for parking that must also be considered.

Each campus needs to develop a policy that does not allow vehicular needs to overshadow the historic environment. Each historic campus began as a primarily pedestrian environment. Widening roads and altering alignments within the historic confines of each district or directly adjacent to them also diminishes integrity. Similarly sidewalks should remain approximately the same width that they were in the pre-World War II era and repaired and rebuilt as needed in the same materials that were used historically.

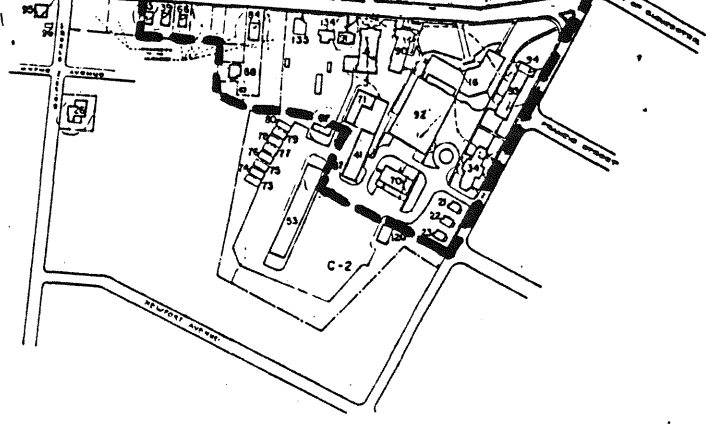
Even as an institution grows, traditional entrance features and walls should be retained to preserve traditional boundary demarcations and entrances. In most instance the walls, gates,

and other features are also significant features in their own right. Historic plant materials deserve professional care; most shrubs were intended to be pruned and kept to a small size and to complement—not dominate—a site. Efforts need to be made to treat diseased or damaged specimen trees or that date from the period of significance. When an existing tree is lost, a replacement of the same species or one that has a similar design intent should be considered if the lost tree was significant.

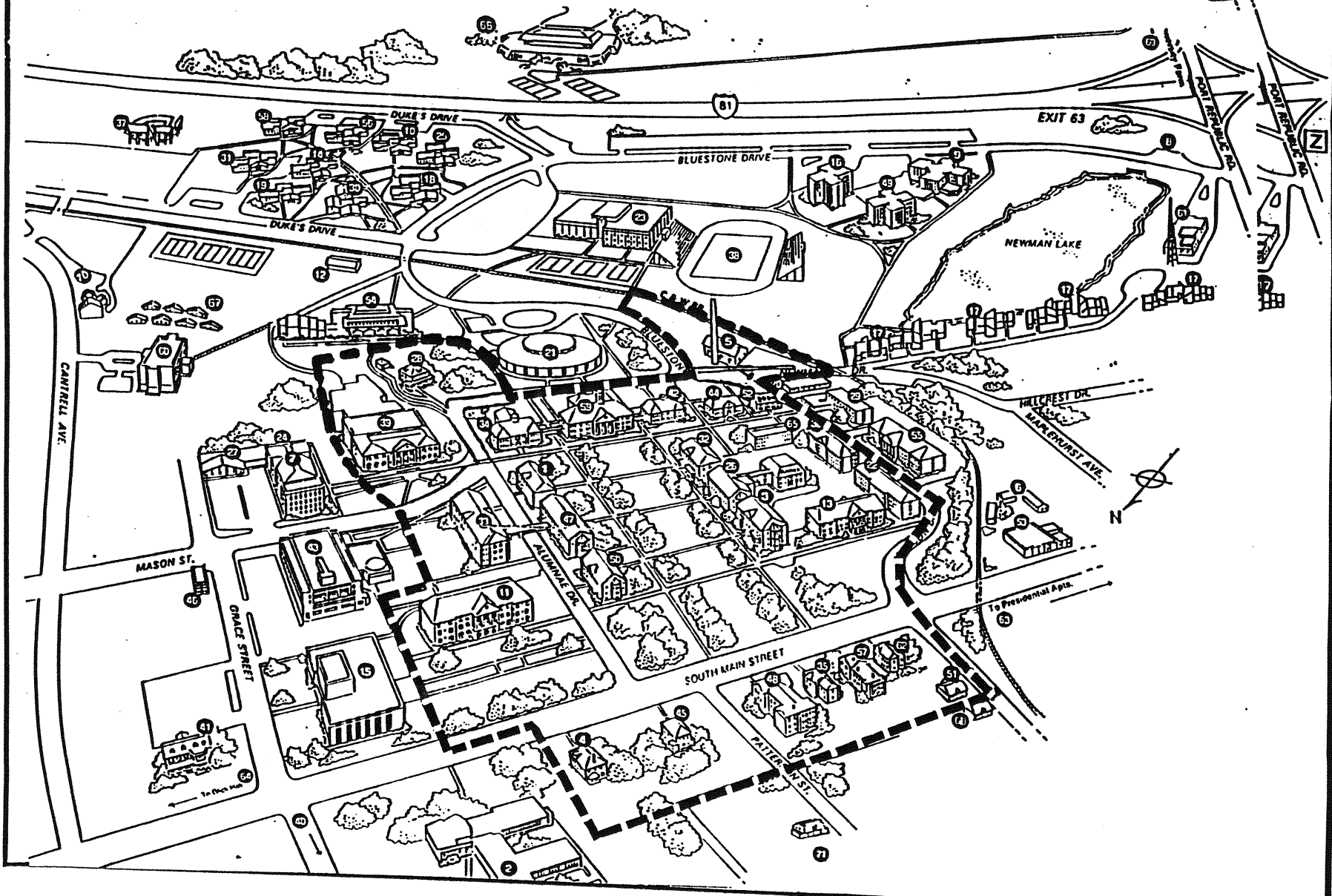
Occasionally, institutions need to incorporate certain contemporary landscape features such as trash receptacles, increased lighting, and signs that did not occur historically. In such instances, locations, compatibility and appropriateness in materials and design need to be considered. Lighting to meet today's safety and security needs should be unobtrusive with consideration given to lighting from trees, uplighting, and downlighting. Where reproduction historic lighting styles are to be used, an institution should strive to use styles that are similar to those documented in use during the period of significance. Determining appropriate unobtrusive locations for heat pumps and air conditioning units, access areas for service vehicles, dumpsters, and other utilitarian features is an important aspect of campus planning.



EXISTING FACILITY			
ID	NAME	TYPE	STATUS
1-01	1	Faculty Residence	Faculty Residence
1-02	2	Stone Old Chapel	Faculty Residence
1-03	3	Stone Old Chapel	Faculty Residence
1-04	4	Stone Old Chapel	Faculty Residence
1-05	5	Stone Old Chapel	Faculty Residence
1-06	6	Stone Old Chapel	Faculty Residence
1-07	7	Stone Old Chapel	Faculty Residence
1-08	8	Stone Old Chapel	Faculty Residence
1-09	9	Stone Old Chapel	Faculty Residence
1-10	10	Stone Old Chapel	Faculty Residence
1-11	11	Stone Old Chapel	Faculty Residence
1-12	12	Stone Old Chapel	Faculty Residence
1-13	13	Stone Old Chapel	Faculty Residence
1-14	14	Stone Old Chapel	Faculty Residence
1-15	15	Stone Old Chapel	Faculty Residence
1-16	16	Stone Old Chapel	Faculty Residence
1-17	17	Stone Old Chapel	Faculty Residence
1-18	18	Stone Old Chapel	Faculty Residence
1-19	19	Stone Old Chapel	Faculty Residence
1-20	20	Stone Old Chapel	Faculty Residence
1-21	21	Stone Old Chapel	Faculty Residence
1-22	22	Stone Old Chapel	Faculty Residence
1-23	23	Stone Old Chapel	Faculty Residence
1-24	24	Stone Old Chapel	Faculty Residence
1-25	25	Stone Old Chapel	Faculty Residence
1-26	26	Stone Old Chapel	Faculty Residence
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1-31	31	Stone Old Chapel	Faculty Residence
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1-41	41	Stone Old Chapel	Faculty Residence
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1-43	43	Stone Old Chapel	Faculty Residence
1-44	44	Stone Old Chapel	Faculty Residence
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1-97	97	Stone Old Chapel	Faculty Residence
1-98	98	Stone Old Chapel	Faculty Residence
1-99	99	Stone Old Chapel	Faculty Residence
1-100	100	Stone Old Chapel	Faculty Residence



Historic District Boundary Map 1: William and Mary
 Proposed Historic District ■■■■■
 Existing National Register Properties ■■■■■



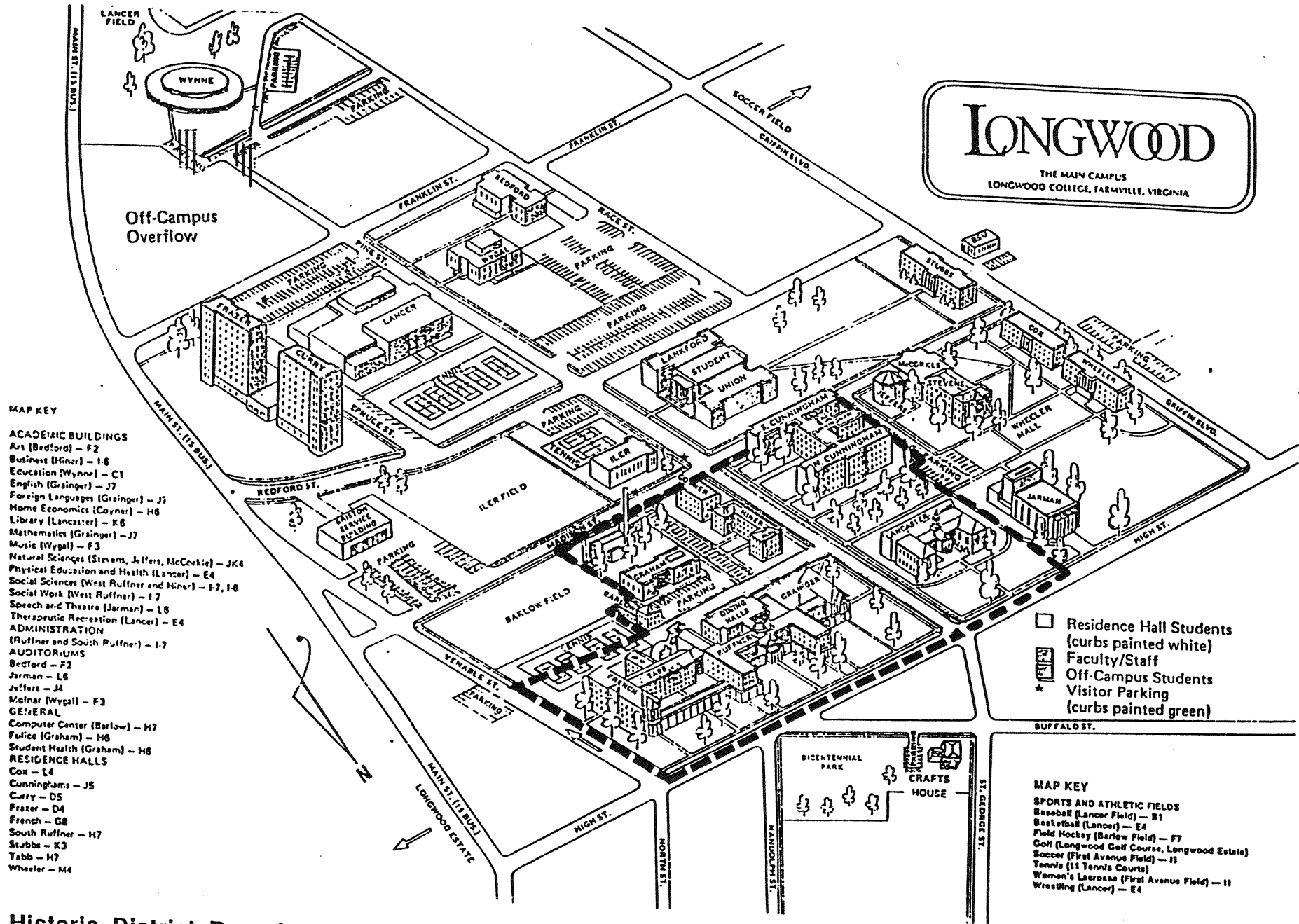
BUILDING KEY

Numerical Order

- 1 Alumnae Hall
- 2 Anthony-Seeger Hall
- 3 Ashby Hall
- 4 Baker House
- 5 Boiler Plant
- 6 Buildings & Grounds Building
- 7 Burruss Hall
- 8 Campus Directory
- 9 Chandler Hall
- 10 Chapelplex Hall
- 11 Cleveland Hall
- 12 Police & Safety Building
- 13 Converse Hall
- 14 Dingleline Hall
- 15 Duke Fine Arts Center
- 16 Eagle Hall
- 17 Greek Row
- 18 Frederikson Hall
- 19 Garber Hall
- 20 General Services Building
- 21 Gibbons Hall
- 22 Gifford Hall
- 23 Godwin Hall
- 24 Burruss Greenhouse
- 25 Henson Hall
- 26 Harrison Hall
- 27 Health Center
- 28 Hillcrest
- 29 Hoffman Hall
- 30 Hoffman Hall
- 31 Ingham Hall
- 32 Jackson Hall
- 33 Johnston Hall
- 34 Kezell Hall
- 35 Lincoln House
- 36 Logan Hall
- 37 Long Field/Mauch Stadium
- 38 Madison Stadium
- 39 Carrier Library
- 40 Maintenance Center
- 41 Masters House
- 42 Maury Hall
- 43 Miller Hall
- 44 Moody Hall
- 45 Nicholas House
- 46 Placement Interview Center
- 47 Sheldon Hall
- 48 Shenandoah Apartments
- 49 Shorts Hall
- 50 Spotswood Hall
- 51 Steele House
- 52 Varner House
- 53 Wampler Hall
- 54 Warren Campus Center
- 55 Wayland Hall
- 56 Weaver Hall
- 57 Wellington Hall
- 58 White Hall
- 59 Wilson Hall
- 60 Wine-Price Hall
- 61 WVPY Television Station
- 62 Zinke House
- 63 Presidential Apartments
- 64 Glick Hall
- 65 College of Education Building
- 66 Convocation Center
- 67 Hillside Residence Hall
- 68 Foreign Language House
- 69 University Farm
- 70 Bell Hall
- 71 Patterson Street House
- 72 Grafton-Stovall Theatre
- 73 McGraw-Long Hall
- 74 Phillips Center
- 75 Roop House

Historic District Boundary Map 2: James Madison University

Proposed Historic District - - - -



MAP KEY

- ACADEMIC BUILDINGS**
 Arts (Bedford) - F2
 Business (Miner) - 1-8
 Education (Wynne) - C1
 English (Granger) - J7
 Foreign Languages (Granger) - J5
 Home Economics (Coyner) - H8
 Library (Lancaster) - K6
 Mathematics (Granger) - J7
 Music (Wypal) - F3
 Natural Sciences (Stevens, Jeffers, McCorkle) - JK4
 Physical Education and Health (Lancer) - E4
 Social Sciences (West Ruffner and Miner) - 1-7, 1-8
 Social Work (West Ruffner) - 1-7
 Speech and Theatre (Jarman) - L8
 Therapeutic Recreation (Lancer) - E4
ADMINISTRATION
 (Ruffner and South Ruffner) - 1-7
AUDITORIUMS
 Bedford - F2
 Jarman - L8
 Jeffers - J4
 McIner (Wypal) - F3
GENERAL
 Computer Center (Barlow) - H7
 Fulice (Graham) - H8
 Student Health (Graham) - H8
RESIDENCE HALLS
 Cox - L4
 Cunninghams - J5
 Curry - D5
 Frater - D4
 French - G8
 South Ruffner - H7
 Stubbs - K3
 Tabb - H7
 Wheeler - M4

- Residence Hall Students (curbs painted white)
- Faculty/Staff
- ☆ Off-Campus Students
- ★ Visitor Parking (curbs painted green)

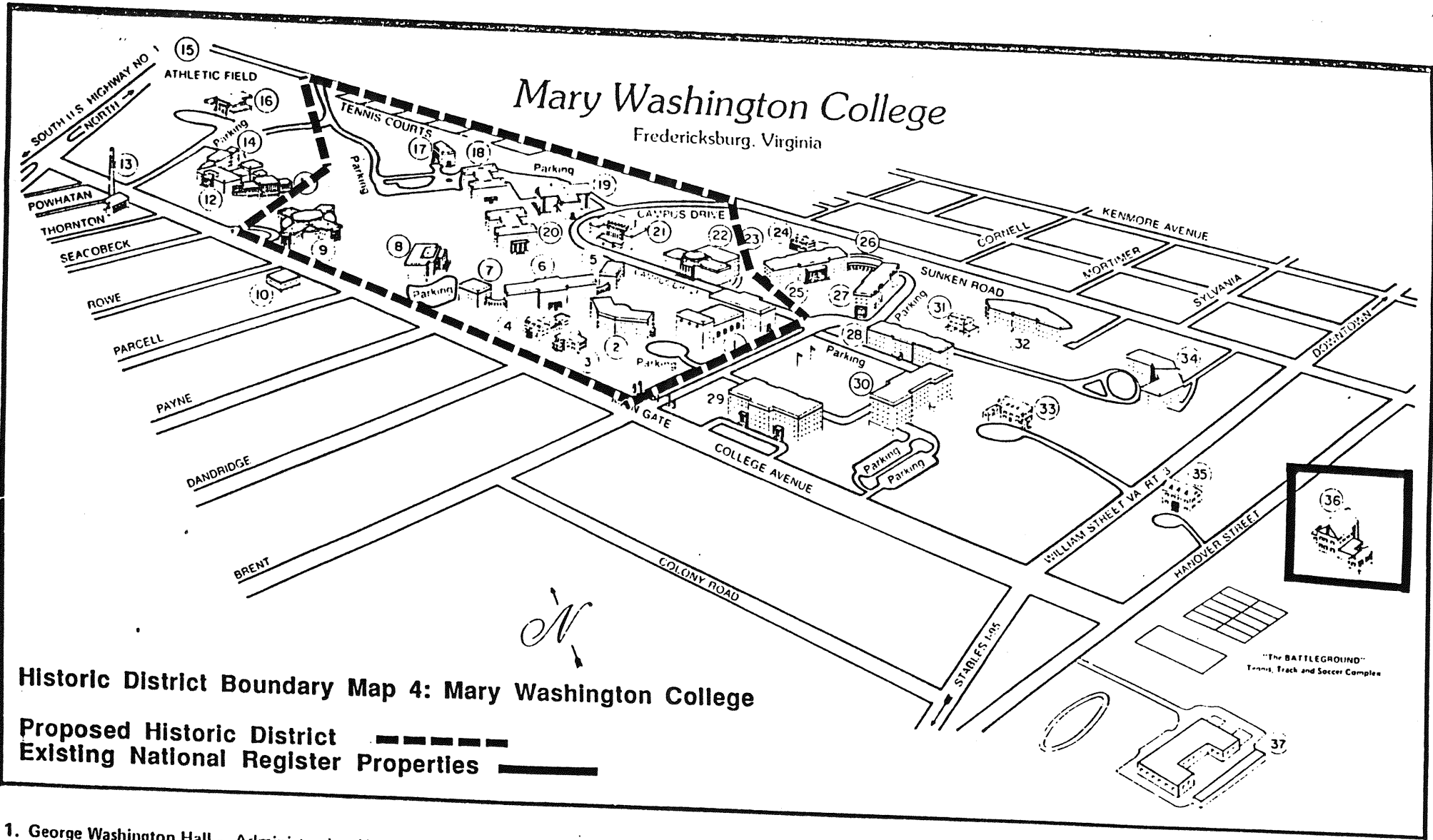
- MAP KEY**
- SPORTS AND ATHLETIC FIELDS**
 Baseball (Lancer Field) - B1
 Basketball (Lancer) - E4
 Field Hockey (Barlow Field) - F7
 Golf (Longwood Golf Course, Longwood Estate)
 Soccer (First Avenue Field) - I1
 Tennis (11 Tennis Courts)
 Women's Lacrosse (First Avenue Field) - I1
 Wrestling (Lancer) - E4

Historic District Boundary Map 3: Longwood College

Proposed Historic District

Mary Washington College

Fredericksburg, Virginia

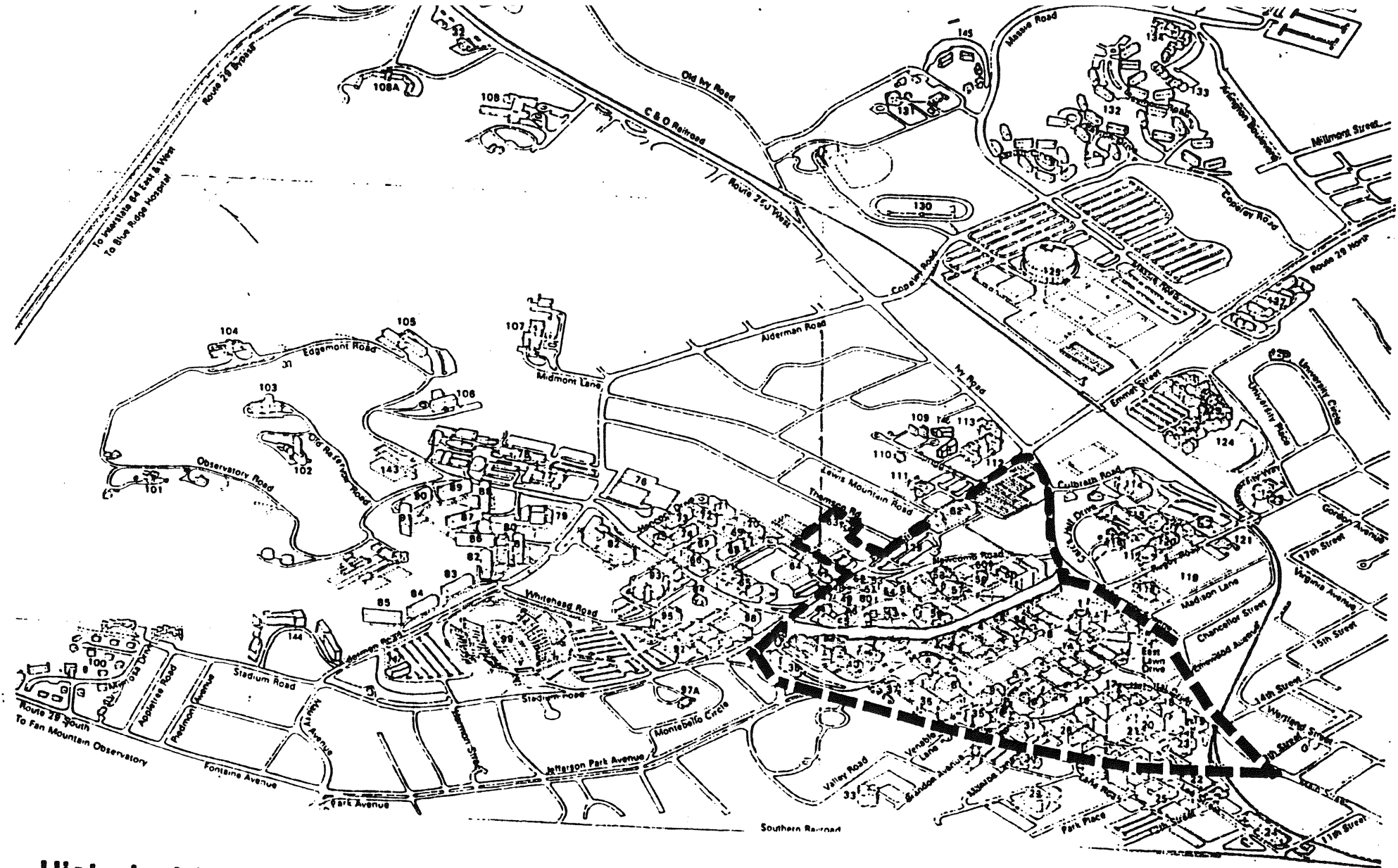


Historic District Boundary Map 4: Mary Washington College

Proposed Historic District
 Existing National Register Properties

- | | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> 1. George Washington Hall – Administration Hall 2. Westmoreland Hall – Residence Hall 3. Hamlet House – Residence Hall 4. Fairfax House – Alumni House 5. Madison Hall – Residence Hall 6. Mary Ball Hall – Residence Hall 7. Custis Hall – Residence Hall 8. Chandler Hall – Academic Hall 9. Seacobeck Hall – Dining Hall 10. Government Post Office 11. Melchers Hall – Academic Hall 12. duPont Hall – Academic Hall | <ul style="list-style-type: none"> 13. Heating Plant 14. Pollard Hall – Academic Hall 15. Athletic Fields 16. Goolrick Hall – Gymnasium 17. Hugh Mercer – Infirmary, Counseling Center 18. Willard Hall – Residence Hall 19. Monroe Hall – Academic Hall 20. Virginia Hall – Residence Hall 21. Lee Hall – Student Activities 22. Trinkle Library 23. Amphitheater 24. Marye Hall – Spanish House | <ul style="list-style-type: none"> 25. Mason Hall – Residence Hall 26. Tyler Hall – Residence Hall 27. Randolph Hall – Residence Hall 28. Bushnell Hall – Residence Hall 29. Combs Science Hall – Academic Hall 30. Jefferson Hall – Residence Hall 31. Brent Hall – French Hall 32. Russell Hall – Residence Hall 33. Framar Hall – Residence Hall 34. Marshall Hall – Residence Hall 35. Trench Hill – Residence Hall 36. Brompton – President's Home 37. M. Finance |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

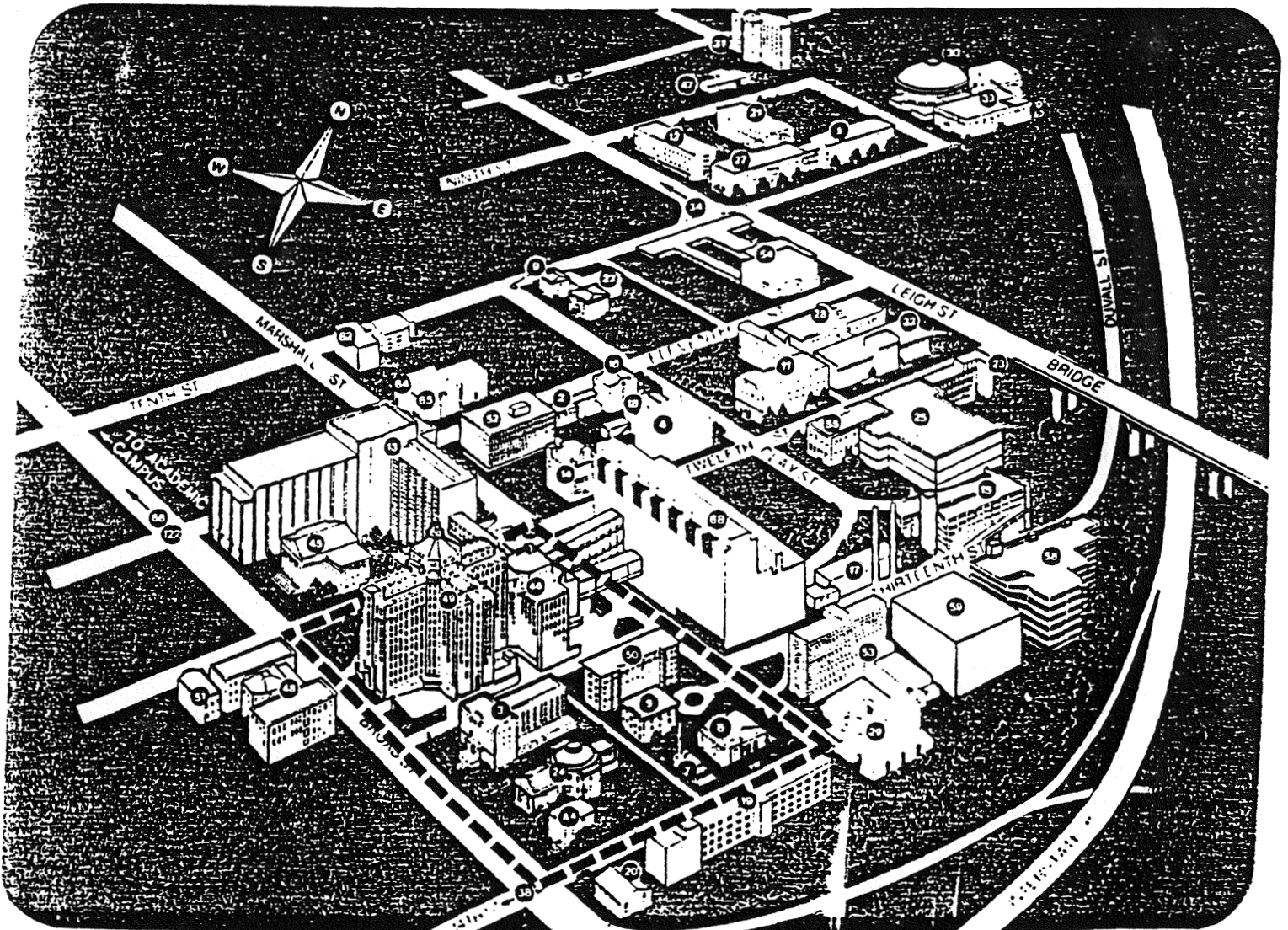
- K-13
- K-13
- K-12
- K-13
- L-10
- M-13
- Inventory
- H-7
- I-8
- J-13
- A-10
- M-12
- J-8
- J-10
- J-8
- Garage
- M-17
- K-15
- K-14
- K-13
- J-17
- I-8
- L-2
- M-16
- B-7
- L-16
- L-15
- L-15
- K-14
- M-4
- Ineering
- G-4
- K-13
- K-15
- L-14
- J-11
- G-8
- L-7
- K-12
- Priments
- M-15
- B-16
- L-5
- L-17
- L-6
- K-11
- N-10
- J-7
- J-12
- J-8
- F-10
- F-15
- C-7
- L-14
- K-12
- J-13
- K-16
- L-7
- L-7
- K-15
- L-14
- G-8



Historic District Boundary Map 5: University of Virginia
Proposed Expansion of University Historic District

Building

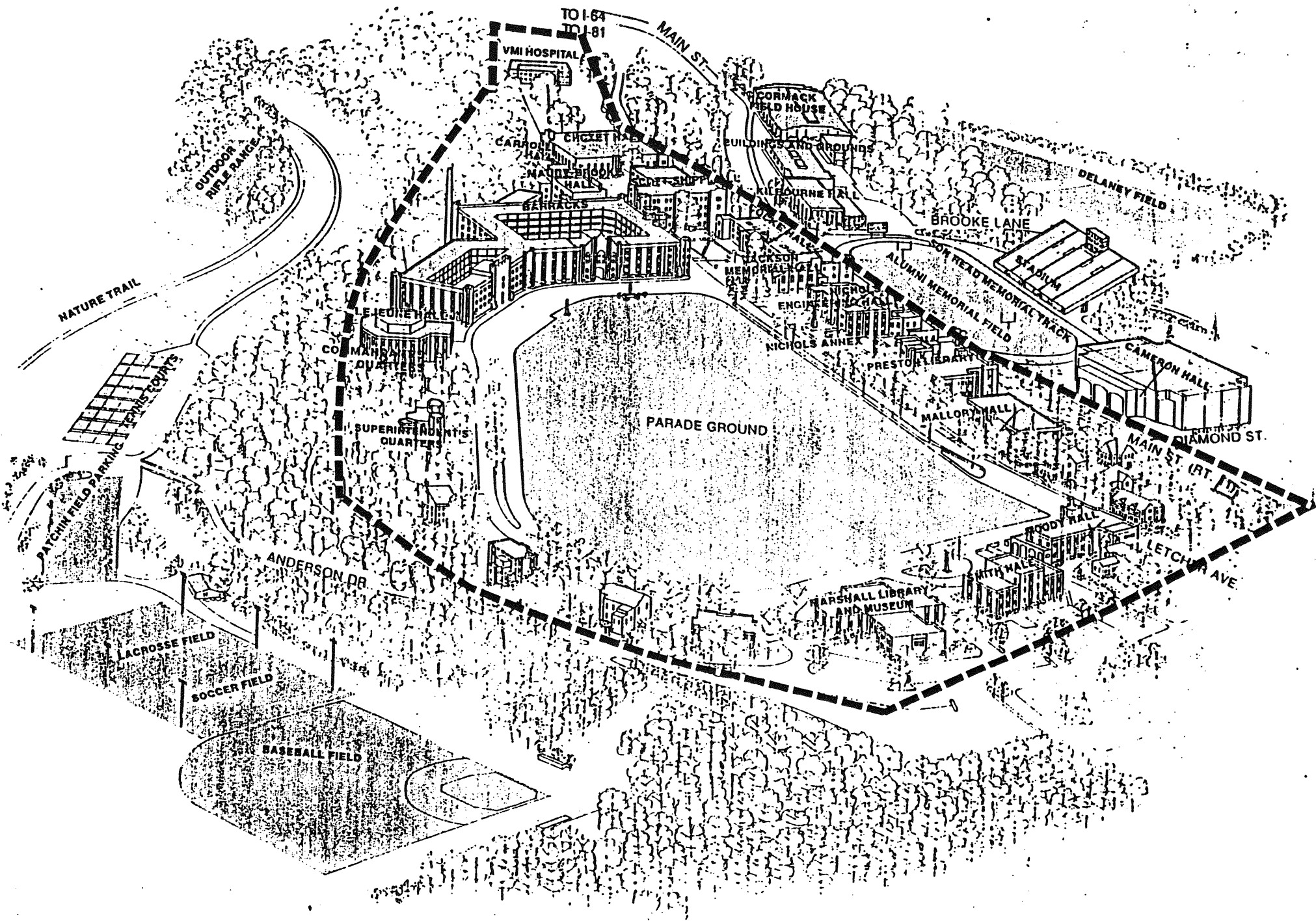
- | | | |
|------------------------------------------------------------|--------------------------------------------------------|-----------------------------------------------------------------|
| 1 Bear Hall, 10th & Leigh St. | 21 Rudd Hall, 10th & Leigh St. | 49 West Hospital, 1200 E. Broad St. |
| 2 Personnel Annex Building, 411 N. 11th St. | 22 Sheltering Arms, 1008 E. Clay St. | 50 East Hospital, 1215 E. Marshall St. |
| 3 Nursing Education Building, 1220 E. Broad St. | 23 Sirauss Research Laboratory, 527 N. 12th St. | 51 Lewis House, 223 Governor St. |
| 4 Pharmacy/Pharmacology Building, 410 N. 12th St. | 24 Monumental Church, 1224 E. Broad St. | 52 Nelson Clinic, 401-09 N. 11th St. |
| 5 Dooley Building, 1225 E. Marshall St. | 25 Tompkins-McCaw Library, 509 N. 12th St. | 53 North Hospital, 1300 E. Marshall St. |
| 6 Egyptian Building, 1223 E. Marshall St. | 26 Toxicology Laboratory & Rodent House, 9 N. 13th St. | 54 Virginia Treatment Center, 515 N. 10th St. |
| 7 Pathological Incinerator, 316 College St. | 27 Warner Hall, 10th & Leigh St. | 55 Richmond Academy of Medicine, 1200 E. Clay St. |
| 8 Physical Plant Shops Building, 659 N. 8th St. | 28 Wood Memorial Building, 521 N. 11th St. | 58 Faculty - Staff Parking Deck (Lot D), 515 N. 13th St. |
| 9 Leigh House, 1000 E. Clay St. | 29 Cancer Center, E. Marshall & College St. | 59 MCV Hospital Supply & Distribution Building, 403 N. 13th St. |
| 1 McGuire Hall, 1112 E. Clay St. | 30 Larrick Student Center, 641 N. 8th St. | 60 George Ben Johnston Auditorium, 305 N. 12th St. |
| 2 McRae Hall, 10th & Leigh St. | 31 Cabaniss Hall, 600 N. 8th St. | 62 VMI Building, 1000 E. Marshall St. |
| 3 Sanger Hall, 1101 E. Marshall St. | 32 Lyons Dental Building, 520 N. 12th St. | 64 Samuel Putney House, 1010 E. Marshall St. |
| 4 Ambulatory Care Center, 408 N. 12th St. | 33 Gymnasium, 9th & Leigh St. | 65 Stephen Putney House, 1012 E. Marshall St. |
| 5 MCV/VCU Visitor Parking Deck, 1220 E. Clay St. | 34 Animal Research Facility, Manover County | 66 Holiday Inn, 301 W. Franklin St. |
| 6 University Personnel Employment Office, 1101 E. Clay St. | 38 Consolidated Lab Building, 9 N. 14th St. | 68 New MCV Hospital, 1200 E. Marshall St. |
| 7 Central Heating & Power Plant, 400 N. 13th St. | 44 Newton House, College & Broad St. | 122 Richmond Plaza Building, 111 S. 7th St. |
| 8 MCV Alumni Building, 1105 E. Clay St. | 45 Old Student Center, 323 Broad St. | |
| 9 Randolph Minor Hall, 307-15 College St. | 46 A.D. Williams Memorial Clinic, 1201 E. Marshall St. | |
| 0 Randolph Minor Annex, 301 College St. | 47 VCU Day Nursery, 610 N. 9th St. | |
| | 48 South Hospital, 1201 E. Broad St. | |



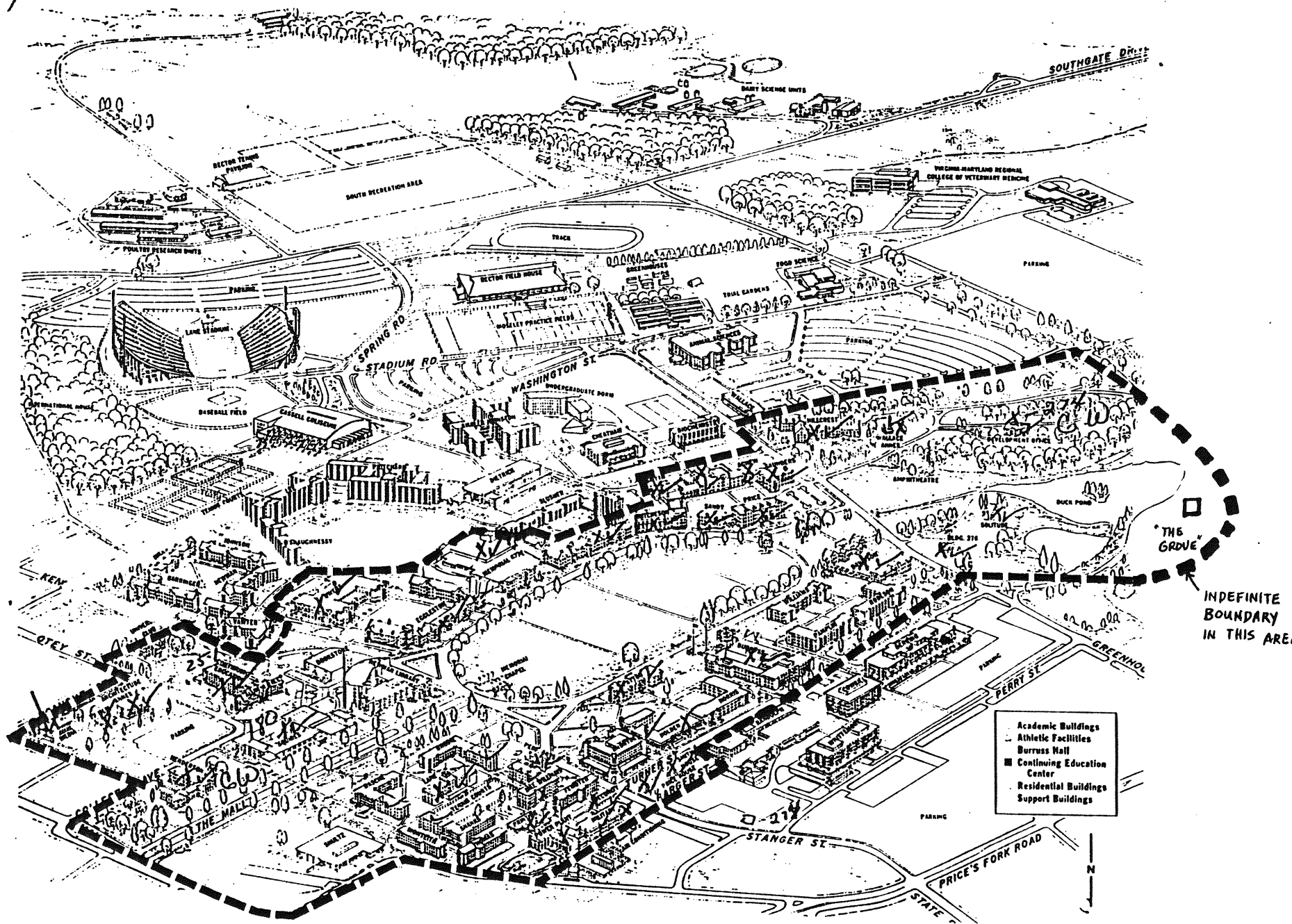
Historic District Boundary Map 6: Medical College of Virginia

Proposed Historic District **-----**
 Existing National Register Properties **—————**



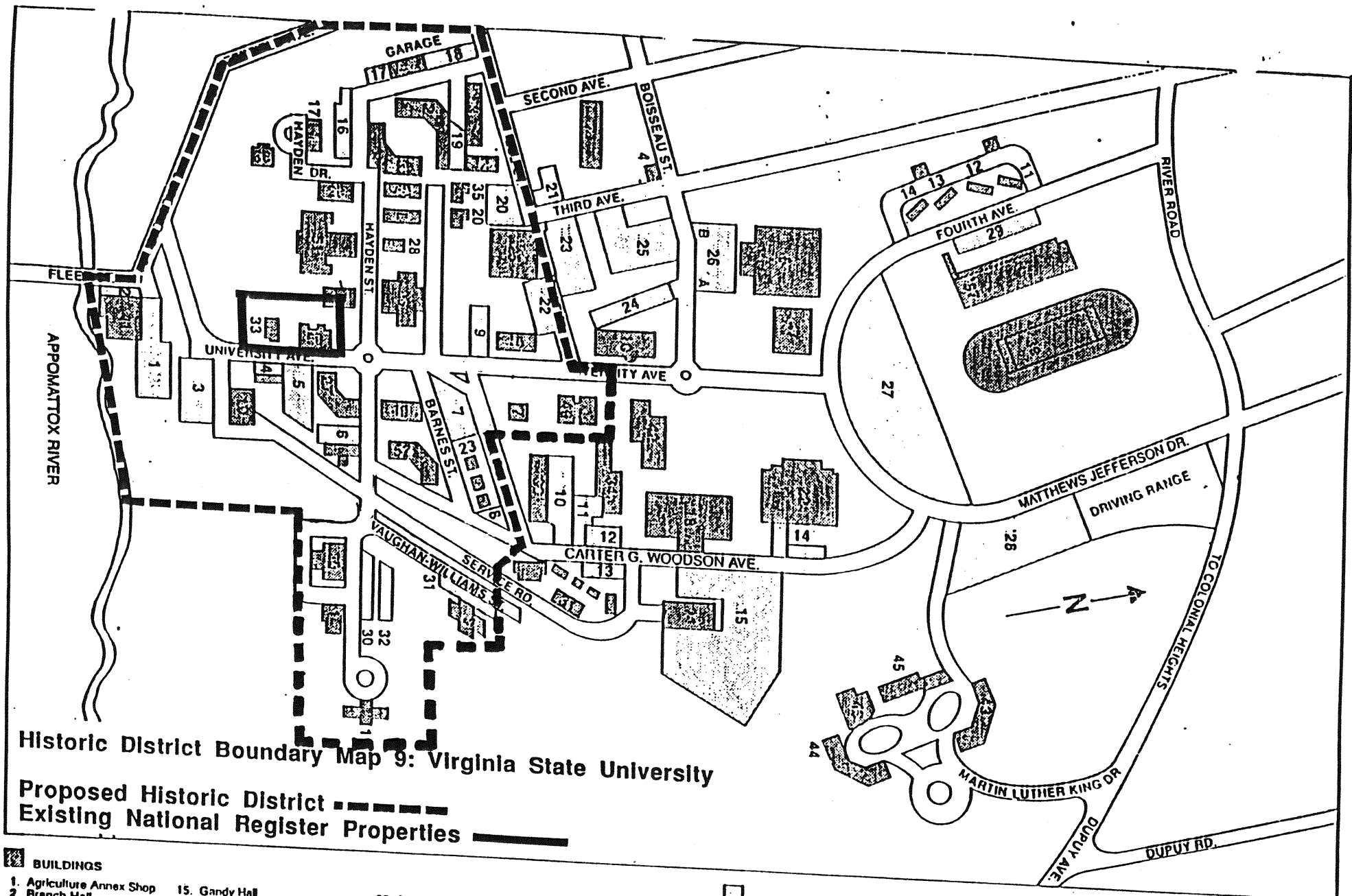


Existing Historic District Boundary Map 7: Virginia Military Institute



Historic District Boundary Map 8: Virginia Polytechnic Institute and State University

Proposed Historic District



Historic District Boundary Map 9: Virginia State University

Proposed Historic District
 Existing National Register Properties

BUILDINGS

- | | | | |
|---------------------------|--------------------------------------------------------------|-------------------------------|---------------------------|
| 1. Agriculture Annex Shop | 15. Gandy Hall | 28. Laundry/Post Office | 42. Singleton Hall |
| 2. Branch Hall | 16. Greenhouse | 29. Lindsay-Montague Building | 43. Taylor-Williams Hall |
| 3. Byrd Hall | 17. Guest Residences | 30. Lockoff Hall | 44. Barrett-Williams Hall |
| 4. Children's House | 18. Harris Hall | 31. Maintenance Warehouse | 45. Nicholas Hall |
| 5. Colson Hall | 19. Heating Plant | 32. Memorial Hospital | 46. Powell Pavilion |
| 6. Daniel Gymnasium | 20. Home Management House | 33. Storum Hall | 47. Tennis Court |
| 7. Davis Hall | 21. Howard Hall | 34. Owens Hall | 48. Trinkle Hall |
| 8. Eggleston Hall | 22. Hunter-McDaniel Building | 35. Placement Building | 49. University Bookstore |
| 9. Faulstich Building | 23. Jackson Place Offices | 36. President's Residence | 50. Vawter Hall |
| 10. Foster Hall | 24. Jessie Dohling Building | 37. Press Box | 51. Virginia Hall |
| 11. 20708 Fourth Avenue | 25. Johnston Memorial Library/ Administrative Support Center | 38. Puryear Hall | 52. Williams Hall |
| 12. 20712 Fourth Avenue | | 39. Rogers Athletic Field | 53. Whiting Hall |
| 13. 20716 Fourth Avenue | | 40. Seward Hall | |
| 14. 20720 Fourth Avenue | | 41. Simms Hall | |

PARKING LOTS

- | | | |
|------------------------------------------------------------------------|---------------------------------------|-----------------------------|
| 1. Restricted | 14. Faculty/Staff | 26D. Faculty/Staff |
| 2. Restricted | 15. Faculty/Staff | 27. Open Parking |
| 3. Open Parking | 16. Reserved Faculty/Staff | 28. Boarding Students |
| 4. Faculty/Staff | 17. Boarding Student | 29. Open Parking |
| 5. Faculty/Staff | 18. Boarding Student | 30. Open Parking |
| 6. Boarding Student | 19. Service & Emergency Vehicles Only | 31. Open Parking |
| 7. Boarding Student | 20. Faculty/Staff | 32. Motor Pool (Restricted) |
| 8. Faculty/Staff | 21. Recruiters (Placement Office) | |
| 9. Retired Personnel/Visitor Parking/ Faculty/Staff Short term Parking | 22. Reserved Faculty/Staff | |
| 10. Boarding Student | 23. Faculty/Staff | |
| 11. Visitor Parking | 24. Faculty/Staff | |
| 12. Reserved Faculty/Staff | 25. Open Parking | |
| 13. Faculty/Staff | 26A. Student | |

APPENDIX 1: BIBLIOGRAPHY

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