

Campus Environment Presidential Ad Hoc Committee Final Report

November 6, 2019

Prepared for:

Troy Paino

President

University of Mary Washington

Prepared by:

The Campus Environment Presidential Ad Hoc Committee

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Acknowledgements

The Campus Environment (CE) Presidential Ad Hoc Committee was formed in the fall of 2017 and charged with evaluating how the University of Mary Washington represents itself through its public displays. This evaluation was first suggested by the UMW Board of Visitors and shortly thereafter the Diversity and Inclusion Task Force formally recommended such an evaluation take place. University of Mary Washington President Troy Paino acted immediately upon this recommendation, establishing the CE Presidential Ad Hoc Committee. Throughout the evaluation process, the committee's efforts were assisted greatly by Dr. Jeff McClurken ('94), the President's Chief of Staff and Professor of History, as well as Sabrina Johnson, Vice President for Equity and Access and the Campus Diversity Officer. Most importantly is recognition of the committee itself, which worked diligently over the course of two years to evaluate and analyze the thousands of displays on the University of Mary Washington's three campuses. The Committee was chaired by Associate Professor Michael Spencer ('03) of the Department of Historic Preservation. Others throughout the University, including Dr. Craig Vasey and Dr. Allyson Poska, offered their time and knowledge. Lastly, the CE Committee would like to thank the participants; students, faculty, alumni, and staff for their participation in the various focus groups and forums.

Introduction

University of Mary Washington (UMW) President Troy Paino created the Campus Environment Presidential Ad Hoc Committee in September of 2017 at the request of the UMW Board of Visitors and from a recommendation by the Diversity and Inclusion Task Force. The impetus behind the creation of this committee was to ensure that the University was conveying itself visually to students, faculty, staff, and visitors in a manner coinciding with our commitment to a diverse, inclusive, and welcoming environment. With this in mind, the CE Committee was charged with the following;

“...conducting an audit of the public displays of history and culture in the campus common areas, including academic and administration buildings and residence halls, and to make recommendations where appropriate. The committee’s goal is to recognize and preserve the school’s history while also updating and contextualizing displays to reflect the changes in our student body and to create a fully welcoming environment for all students, faculty, and staff. The committee is also charged with making sure that the physical environments on our campuses more generally reflect our commitment to diversity and inclusion.”¹

The CE Committee consisted of 10 volunteers representing University of Mary Washington students, faculty, administration, and alumni:

- Michael Spencer '03, Associate Professor, Historic Preservation (Committee Chair)
- Jazmin Andrews '19, Student, Theatre
- Dr. Erin Devlin, Assistant Professor, History and American Studies
- Dr. Steve Hanna, Professor, Geography
- Elizabeth “Gracie” Hardy '19, Student, Historic Preservation
- Dr. Venitta McCall, Professor, College of Education
- Dr. Cedric Rucker '81, Associate Vice President & Dean of Student Life
- Mark Thaden '02, Executive Director of Alumni Relations
- Dr. Laura Wilson, Assistant Professor and Director of Safe Zone, Psychological Science
- Susan Worrell, Special Assistant to the President for University Events

Initially, the results of the CE Committee’s audit and evaluation (phase I) was to be presented at the end of the 2017-18 academic year, but this deadline was extended until the November 2018 Board of Visitors meeting.

Ultimately the report compiled from this effort documented 2,070 public displays on the three UMW campuses. Each display was surveyed visually and documented through written notes to assess its conveyance of UMW’s core values of inclusion and diversity. This assessment included examining how each display represented ethnicity, sexual orientation, gender, and ability as well as broader subject classifications associated with content. Once compiled, this data was analyzed in conjunction with the campus history of UMW.

¹ President Troy Paino to Michael Spencer, September 11, 2017.

The CE Committee then used information gathered from this assessment to begin a more qualitative evaluation (phase II). This qualitative assessment was necessary to speak to the nature and perception of display representations. Such data gathered during this process also enabled the committee to better understand the impact of various displays and their subject matter on students, staff, faculty, visitors, and alumni. Information and data from both phase I and phase II were compiled to create the CE Committee's recommendations which are presented in this report.

Executive Summary

Following the charge issued by UMW President Troy Paino, the CE Presidential Ad Hoc Committee met for the first time on November 6, 2017. The committee immediately worked on developing a more specific scope of work and timeframe, ultimately resulting in a two-phased approach.

The first phase (phase I) was geared towards a quantitative audit of the displays on campus. This required the development of a survey which was approved by the CE Committee on December 11, 2017. Shortly thereafter the process of surveying all 2,070 public displays at all three UMW campuses began. It is important to note that, although owned by UMW, because they hold more autonomous statuses, the James Monroe Museum and Memorial Library as well as Gari Melchers Home and Studio (Belmont) were not surveyed as part of this report. The survey portion of the report was concluded during early June 2018 providing a “snapshot” in time of the types of displays at UMW. Analysis of the data collected was presented to the BOV in the fall of 2018.

The qualitative assessment (phase II) of UMW’s campus environment was conducted from the spring of 2019 to the fall of 2019. During this time six focus groups, reaching approximately 88 students, faculty, alumni, and staff were held. In addition to the focus groups, two University wide forums were held on October 28 and 30, 2019 with the goal of soliciting feedback regarding committee recommendations generated from data gathered in phase I and II. Questions asked in the various focus groups regarding displays tended to focus on the historic murals in George Washington and Monroe Halls as well as building names such as Trinkle Hall.

Findings

Throughout the summer and early fall of 2018, survey data was collected and compiled into a database and analyzed. While the data gathering was not without flaws, it did provide quantitative results to begin the process of determining where and to what degree problems exist. Generally, results from the survey validated the concerns expressed about our campus displays and the lack of diversity. For instance, of the 1,363 (65.8%) displays in which people are represented, 64.7% represent males, 78.3% females, and 0.0% transgender/non-conforming. This compares to 2018 statistics which indicate a student body composition of 36.0% male and 64.0% female, so the displays and what they represent are incongruent as an accurate student body representation, skewing more towards male representation.² The incongruent representation can also be seen ethnically where 82.5% of the displays represented European ancestry, 14.0% African ancestry, 4.3% Asian ancestry, and 1.3% Hispanic ancestry. Current student statistics indicate a student body ethnicity comprised of 69.0% European, 8.0% Hispanic, 8.0% African American, and 4.0% Asian.³ Comparison of these statistics indicates a significant statistical bias towards the representation of those of European decent and also highlights the significant lack of representation of Hispanic students, an increasing percentage of the student population.

²Student population data procured from the UMW Office of Institutional Analysis and Effectiveness, 2018.

³ibid.

Dedicated Displays	Gender			Ethnicity						Sexual Orientation		Disability
	Male	Female	Transgender/gender non-conforming	European	African American	Asian	Hispanic	Native American	Pacific Islander	Heterosexual	LGB+	
Dedicated Displays (2018)	74.6	90.4	0.0	97.0	11.4	2.9	1.2	0.0	0.0	0.0	0.0	0.0
Student Population (2018)	36.0	64.0	2.0	69.0	8.0	4.0	8.0	N/A	N/A	86.0	14.0	10.0+
State Population (2018)	49.2	50.8	N/A	69.5	19.9	6.9	9.6	0.5	0.1	N/A	N/A	23.6
Comparison (to Student Populations)	+38.6	+26.4	-2.0	+28.0	+3.4	-1.1	-6.8	N/A	N/A	-86.0	-14.0	-10.0
Comparison (to State Populations)	+25.4	+39.6	N/A	+27.5	-8.5	-4.0	-8.4	N/A	N/A	N/A	N/A	-23.6

All Displays	Gender			Ethnicity						Sexual Orientation ⁴		Disability
	Male	Female	Transgender/gender non-conforming	European	African American	Asian	Hispanic	Native American	Pacific Islander	Heterosexual	LGB+	
All Displays (2018)	64.7	78.3	0.0	82.5	14.0	4.3	1.3	0.0	0.0	1.0	0.0	0.0
Student Population (2018)⁵	36.0	64.0	2.0	69.0	8.0	4.0	8.0	N/A	N/A	86.0	14.0	10.0+ ⁶
State Population (2018)⁷	49.2	50.8	N/A	69.5	19.9	6.9	9.6	0.5	0.1	N/A	N/A	23.6 ⁸
Comparison (to Student Populations)	+28.7	+14.3	-2.0	+13.5	+6.0	+0.3	-6.7	N/A	N/A	-85.0	-14.0	-10.0
Comparison (to State Populations)	+15.5	+27.5	N/A	+13.0	-5.9	-2.6	-8.3	N/A	N/A	N/A	N/A	-23.6

*Representation of the presence of ethnicity, sexual orientation, gender, or disability was only tabulated as present or not. Specific numerical values for these representations in each display were not recorded. In addition, numerical values were established based on perception of race, gender, sexual orientation, and disability.

⁴ The percentages represented are from a Campus Climate Survey conducted in 2016.

⁵ Student population data procured from the UMW Office of Institutional Analysis and Effectiveness, 2018.

⁶ The percentage notes those students registered with the Office of Disability Resources (ODR), "University of Mary Washington 2018 Six-Year Plan", pg. 5, <https://rga.lis.virginia.gov/Published/2018/RD321/PDF>, (November 2, 2019).

⁷ "U.S. Census Bureau QuickFacts," <https://www.census.gov/quickfacts/VA>, (October 12, 2019).

⁸ "Disability & Health U.S. State Profile Data for Virginia (Adults 18+ years of age)," <https://www.cdc.gov/ncbddd/disabilityandhealth/impacts/virginia.html>, (November 2, 2019).

The statistical bias towards representation of Europeans is especially poignant when only dedicated displays are evaluated, with 97% of such displays showing a person of European decent. This is a difference of +14.5 percentage points when compared to all displays representing people. Representation among African Americans, Asians, and Hispanics is also noticeably down when evaluating such ethnic groups' representation in dedicated displays compared to all displays.

In addition it should be noted that other ethnic groups, like those of Native American descent, had such low representation as to be statistically irrelevant. Displays addressing or indicating sexual orientation as well as disability were also statistically irrelevant. Veteran representation was also difficult to quantify but surveying data indicates approximately 1% of all displays, 28 total, have a military association with 27 of these displays located on the Dahlgren campus. That said, while statistically irrelevant, the “invisibility” of these groups should speak loudly to the current need for increased representation.

The ethnic, sexual orientation, and gender composition of first floor transitional displays further supports potential impactful change with many displays having no human representation. In addition, the residence halls present a unique opportunity to work with Residence Life to specifically reach out to current UMW students where they spend a significant portion of their time.

Display Breakdown by Floor (*excludes duPont Hall and outdoor spaces)		
Floor Level	Percentages (total #'s)	Percentage Transitional (total #'s)
Basement	3% (42)	83% (35)
First/Ground Floor	42% (549)	29% (159)
Second Floor	29% (378)	37% (141)
Third Floor	11% (139)	81% (112)
Fourth Floor	8% (111)	56% (62)
Fifth Floor	1% (18)	61% (11)

First Floor Transitional Display Composition							
Building Classification	Percentage (total #)	Gender		Ethnicity			
		Male	Female	European	African American	Asian	Hispanic
Classroom	26% (41)	(19)	16% (25)	16% (26)	4% (7)	1% (2)	0% (0)
Residence Halls	57% (99)	15% (24)	15% (24)	11% (17)	6% (10)	1% (2)	0% (0)
Admin.	0% (1)	0% (0)	0% (1)	0% (1)	0% (0)	0% (0)	0% (0)
Support	11% (18)	5% (8)	8% (13)	7% (11)	4% (7)	0% (1)	0% (1)

The gathering of statistical data regarding public displays on campus was a first step to better understand how UMW is currently representing itself. However, such quantitative data has limitations especially when trying to evaluate the type of representation. For instance, while Native Americans are represented on a number of murals in Monroe Hall, statistically a positive, their representation is stereotypical and could therefore be considered a negative when viewed qualitatively. This assessment

of the quality of representation is something that was not accomplished systematically for every display on campus, however building names as well as historic campus displays were assessed in this manner during phase II.

Results from phase II, like phase I, suggest that the physical environment of campus lacks diversity. However, much of this is noted as a byproduct of who and what the University was historically. Education and the contextualizing of UMW's campus history particularly building names and historic murals was seen by many participants as a means to begin addressing this particular issue. However, when context and association were understood by group participants, some building names and historic murals were considered to be out of line with UMW campus values as expressed in the recent ASPIRE document. This was particularly true of Trinkle Hall which was cited by many in the focus groups as problematic. Regarding the historic murals in both Monroe and George Washington Halls, there was a desire to see some change. The extent of the change varied considerably among participants. Suggestions included contextualization, painting them over, and adding to the displays to present a more contemporary picture of UMW. This last point is well made as many participants voiced concern that campus displays overemphasized white history, particularly the schools historic white past. Regardless of the degree of change voiced, there was consistency in the responses that changes, names or otherwise, should all have an obvious association with the University of Mary Washington.

These results confirm much of the quantitative analysis presented in phase I but also paint a more complete picture of what is needed to ensure a more diverse, inclusive, and ultimately welcoming campus for all. The summarized recommendations below are a first step towards this objective, more detailed descriptions of each recommendation are presented in the "Recommendations" section of this document.

1 Year Recommendations (2019-2020):

1. Publish the Campus Environment Presidential Ad Hoc Committee report and disseminate to the entire campus community ensuring accessibility for all.
2. Hold discussions with Residence Life, including Resident Assistants, to create a "tool kit" for displays used in lobbies and throughout residence halls.
3. Work with university stakeholders to audit temporary, periodic, and or non-historical communications and displays (transitional, underutilized, promotional, digital and third party) and develop guidelines to ensure they reflect the university's values and commitment to diversity and inclusion.
 - a. Develop a series of helpful guidelines and resources to assist various departments.
 - b. Identify ownership and location of transitional and underutilized displays.
 - c. Audit internal promotional literature during regular replacement schedules.
 - d. Audit digital displays during regular updating schedules.
 - e. Audit third party display materials during regular updating schedules.

4. Locate and remove any inaccurate or outdated histories associated with the institution on UMW sponsored web pages.

1-5 Year Recommendations (2019-2024):

5. Create a standing committee to assist in the development of temporary and permanent displays on the University of Mary Washington's three campuses.
6. The committee recommends that the historic Schnellock murals in Monroe and George Washington Halls are contextualized through interpretative signage as well as an on-line presence which describes in detail the murals content and context. Special attention should be paid to ensure that the contexts and interpretations are accessible to all, including those with visual disabilities.
 - a. The condition of the murals in Monroe Hall depicting the Virginia founding fathers should be evaluated. Reversible concealment should be explored as an option to:
 - Conserve the deteriorating murals for future interpretation.
 - When last assessed, the cost of restoring the murals was prohibitive and therefore it is not recommended that resources be spent on this process at present time.
 - Provide the opportunity for new and inclusive murals focused on UMW as it exists today.
 - b. Concealment of representations such as Robert E. Lee in George Washington Hall.
7. The creation of protocols to assess and address existing building names on campus is necessary and should work in conjunction with the Named Gift Policy (G.2.2) already in place.
8. Reinstitute the full names associated with campus buildings.
9. Brief building namesake biographies should be developed and made accessible online for the entire UMW community, regardless of ability. Such information should also seek to contextualize the history.
10. Disseminate on-line accurate campus histories that focus on untold aspects of the institution's history ensuring accessibility to all UMW community members.
11. Gradually update more permanent photographic displays relating to the University of Mary Washington's history with the addition of more recent photographs conveying the composition of the current student body.
12. Audit, assess, and research those University of Mary Washington properties not part of this study including Belmont (Gari Melchers Studio), Brompton, and the James Monroe Museum.
13. Work with library staff and University Relations and Communications to increase accessibility to on-line images and documents pertaining to diversity and inclusion at the University of Mary Washington.

14. Trinkle Hall should be renamed as the values the name embodies run contrary to the University's ASPIRE document and the University's mission as a whole.

Recommendations Implemented on an "as needed basis":

15. Consideration must be given to all groups including but not limited to ability, ethnic diversity, gender, and sexual diversity when naming options become available to address the lack of diversity in building name selection on UMW campuses.
16. Strong consideration must be given to naming buildings after people of under-represented groups with strong connections to the UMW community.
17. Installation of new murals and artwork throughout campus representing UMW today and reflecting the UMW community's ASPIRE values.

Methodology

Concern was expressed in the fall of 2017 that public displays at UMW's three campuses were not generally reflecting our current student body nor adequately conveying our community's commitment to diversity and inclusion. At that time, no data existed regarding campus displays to confirm, quantify or qualify these concerns. In addition no process was in place to address problem areas as they were identified. Recognizing these gaps in our understanding of self-representation, President Paino, acting on advice of the Diversity and Inclusion Task Force, created the framework for the CE Committee.

In addition to the creation of a committee, a formal committee charge was also developed. From this charge two tasks were apparent:

1. Survey (auditing)
2. Recommendations

The charge was also a significant driver behind selection of committee members. Specific attention was given to creating a diverse committee but also one with expertise in particular areas including diversity, student relations, alumni relations, faculty relations, and campus history. In addition to such areas of expertise, technical skills were also considered, including the ability to develop and implement a survey, analyze results, and generate actionable recommendations. Letters of invitation were distributed to potential committee members towards the first half of September 2017 with the committee set by mid-September. Ultimately, a committee of 10 was created and included students, administration/staff, and faculty. The committee would report to Dr. Jeffrey McClurken, the President's Chief of Staff and Professor of History as well as Sabrina Johnson, Vice President for Equity and Access and the Campus Diversity Officer.

The first committee meeting was scheduled for November 6, 2017. At this meeting, Dr. McClurken formally charged the committee with its assigned tasks. Subsequent committee meetings were held on 11/13/17, 12/4/17, 12/11/17, 4/16/18, 9/25/18, 10/10/18, 2/11/19, 10/11/19, and 11/5/19.

After some discussion by the committee it was decided that the committee's charge should be broken down into two distinct phases. The first phase would evaluate campus displays quantitatively through survey work resulting in preliminary recommendations. The second phase would evaluate campus displays much more qualitatively and help refine initial recommendations through focus groups, forums, and additional research.

Before survey work commenced, the committee found it necessary to clarify and define certain aspects of the committee's charge. This included defining the following terms:

- **Campus:** The physical area encompassing all buildings on the Fredericksburg, Stafford, and Dahlgren campuses owned by the Commonwealth. This does not include UMW Foundation commercial properties or buildings such as Gari Melcher's Home & Studio (Belmont) and the James Monroe Law Office.

- **Campus Common Areas:** Such areas are defined by universal accessibility of students, faculty, and staff or spaces which see consistent external visitation, such as dormitories (parents and guests of student residents).
- **Classification System:** A series of categories established to assess quantitatively the diversity of UMW campus displays.
- **Contextualize:** Provide information to help viewers interpret the display.
- **Preserve:** The act or process of applying measures to sustain the existing display. Work undertaken on the display would generally focus upon ongoing maintenance and repair.
- **Public Displays:** Defined as displays intended to convey or interpret material pertinent to the campus community and located in campus common areas, including artwork. In addition names associated with buildings as well as commemorative plaques on structures throughout campus will also be evaluated as public displays. Displays on access points to closed or restricted areas, such as faculty offices or student rooms, will not be considered public displays. Displays located in department suites will also not be considered public displays for purposes of this committee due to controlled accessibility.
- **Remove:** To take away. Depending on a display's significance this might result in storage of the display.
- **Replace:** To remove a display completely and establish a new display in its place.
- **Significance:** Possessing characteristics or traits that make the person, group, event, structure, or location important on a local, regional, or national scale. While significance is a subjective term, the case for it can be made by placing the person, group, event, structure, or location within a local, regional, or national context.
- **School History:** A perspective that takes into account all documented historic aspects of the school and that represents a broad spectrum of students, faculty, staff, and alumni.
- **Update (Refresh):** The process of adding new information to a display to bring it more in line with current knowledge and perspectives.

Defining terms not only clarified what was to be surveyed but also assisted in helping to limit the scope of the survey.

Once definitions were in place, the survey was designed and went through two rounds of committee edits before being approved on December 11, 2017. The intent of the survey was to physically record each public display on campus assessing the location and display topic as well as clearly discernable ethnic, gender, sexual orientation, and disability composition. The committee recognized at this time that there were potential issues with identification of ethnic backgrounds, gender identification, sexual orientation, and disability. The decision was therefore made by the committee to categorize displays based on initial observation, rather than additional research or close scrutiny, as this was also more in-line with the committee's objective of helping to facilitate a more welcoming, inclusive, and diverse campus environment. In addition, represented numbers were not calculated for each display due to time constraints: a simple present or not present designation was made.

The following were the categorical breakdowns of the survey.

- **Date:** The date the survey was conducted. Since not all surveys were conducted at the same time, the survey date helps determine whether there were any impacts to the data collected.

For instance, residence halls remove their displays after graduation. The surveys conducted over the summer months of residence halls were therefore not able to collect certain information from the displays thereby impacting final data to some degree.

- Surveyor: The name of the individual or individuals conducting the survey. As different people view and interpret visual displays differently this was important to understanding any potential bias or inconsistent categorizations. However, as the majority of surveys were conducted by Associate Professor Michael Spencer, inconsistency within the survey was kept to a minimum.
- Location: The location not only noted what campus the display was located on but also specific building or landscape, floor level, and other helpful spatial descriptions. The type of display was also noted, for instance whether it was a framed piece of art or a bulletin board. The specific location of displays allowed data to be categorized by building use as well as determining the types of representations on more public floors, like the first floor.
- Picture of Display: Images taken of the display allowed for later re-interpretation to some degree as well as documentation. In some instances it also helped convey specific observations or comments.
- Display information: Display information consisted of noting the classification, date of the installation (if known), the department or person responsible for the installation, and whether there was a specific topic or person being commemorated. Notation of classification was important to fully understand the breadth of displays on campus and what information was being conveyed beyond just race, gender and sexual orientation. It was also important in understanding how academic halls, residence halls, and administrative spaces approached the use of displays. For the most part the classification system followed the current system employed by the National Register of Historic Places with some alterations to customize the list to our needs and objectives. Appendix III has a complete list of classifications used for the survey.
- Observations & Comments: The space for observations and comments was intentionally created to allow for non-categorical observations. This was also the location in the survey where gender, sexual orientation, ethnicity, and also disability were indicated. The classification of gender, sexual orientation, ethnicity, and disability in a visual manner is obviously flawed as in many cases, specifically sexual orientation, as an image conveys little to no information. That said, the objective was to document perception, so if it was difficult to discern for the surveyor it would likely be difficult for a visitor or member of the campus community.⁹

The survey was intentionally created to be only a single page in length to allow for easy field recordation and later data input.

⁹ Initially, during the creation of the survey sheets, representation of disabilities was not included. This was later evaluated through images taken as part of the survey process.

The survey was completed by the end of June 2018 with 2,070 displays recorded over UMW's three campuses. Displays were categorized by building and then numerically labeled in order that the survey was conducted. Data from each survey was placed into Microsoft Excel with categories corresponding to those on the survey to allow for later filtering or insertion into Microsoft Access.

Analysis of the data first determined displays where people were represented separating them from displays with no human representation. This breakdown offered a better percentage comparison among ethnic, gender, and sexual orientation groupings. Display permanence as well as classification, particularly displays classified as informational, were also evaluated statistically to provide information on areas where changes could be easily implemented as well as sort through statistical "static", such as campus bulletin boards, which might obscure more significant observations.

While the data generated by the survey and data compilation has proven useful in identifying certain gaps in display representations, the data had limitations. For instance, the quality of ethnic, gender, sexual orientation, and disability representation could not be obtained. Focus groups were identified by the CE Presidential Ad Hoc Committee as an ideal mechanism for understanding representation quality, and receiving qualitative information from students, faculty, alumni, and staff regarding the environments on UMW's campuses. Unlike forums, which tend to be large and often open-ended, focus groups allowed the committee to make best use of its limited time by targeting specific sets of stakeholders whose feedback was particularly necessary for the development of recommendations. The small numbers associated with the focus groups also allowed for discussions to occur and put participants at ease in terms of sharing their opinions. Unfortunately, time constraints for the moderators as well as the timeframe allotted for the focus groups by the committee, only allowed for the participation of six groups which included;

1. Leadership UMW, April 16, 2019
2. National Association for the Advancement of Colored People (NAACP), College Chapter, April 24, 2019
3. UMW Department of Student Affairs (staff), May 9, 2019
4. Staff Advisory Council (SAC), May 16, 2019
5. University Faculty Council (UFC), September 17, 2019
6. UMW Alumni Board, October 5, 2019

While more time would have allowed for a more extensive focus group process, the committee was able to obtain a good representation of students, faculty, staff, and alumni. In addition, some of the groups are elected bodies and as such hopefully represent their constituent's concerns. In total approximately 88 individuals were involved in these focus group discussions.

In preparation for the focus groups, a working group of three members of the CE Presidential Ad Hoc Committee — Michael Spencer (CE Committee Chair), Dr. Erin Devlin, and Dr. Stephen Hanna — developed a series of questions (see appendix VI). These questions were developed with the following intent:

1. Fit within the 1-hour time-frame allotted for the focus groups.

2. Encourage discussion without leading participants to a particular conclusion.
3. Solicit feedback of a qualitative nature particularly pertaining to the overall campus environment, UMW building names, and the historic murals located throughout the Fredericksburg campus.

During initial conversations it was also decided to create audio recordings of the focus groups to enable more accurate note taking and information gathering. The incorporation of human subjects in the focus groups also necessitated evaluation of Institutional Review Board (IRB) procedures. Ultimately it was decided that the IRB process was not necessary for the proposed work based on the UMW IRB Policy Manual sec. II-B-6 which states that:

Evaluations are subject to IRB review if they fit the definition of research provided above: i.e., a systematic investigation designed to contribute to generalizable knowledge. Not all evaluations fit this definition. Evaluations conducted exclusively for quality assurance, quality improvement, or accountability purposes are not considered research in the current context and do not require IRB review. In these evaluations, there is no intention to share knowledge and information with external audiences. By way of example, a faculty member conducting a routine course evaluation or a department surveying the satisfaction of graduates to improve program quality would not be required to go through the IRB; however, a faculty member or administrator evaluating a program or teaching strategy with a view towards reporting the results professionally would be required to have the evaluation process approved by the IRB.

Despite not needing IRB approvals, an informed consent form (see appendix V) was prepared for participants to sign due to the recording of the focus group conversations. In addition, to protect the confidentiality of participants, all responses, notes, or identifying information has been omitted from this report.

Results from the focus groups were used to inform the qualitative aspects of the committee's charge and assisted greatly in developing pertinent recommendations and processes for those recommendations. These results were presented alongside the quantitative data and committee recommendations to the larger UMW community at two forums held October 28 and 30, 2019.

The purpose for these larger forums was to solicit broader community input and feedback regarding committee recommendations as well as answer any questions. The information and feedback from all the focus groups as well as forums was added into the final report presented to President Paino.

Campus History:

The history provided below is meant to serve as a foundation for understanding historical events and campus developments as they concern matters of race, gender, and sexual orientation, therefore it is not comprehensive in nature. For a greater history of UMW as an institution, please refer to Edward Alvey's *History of Mary Washington College*, and William Crawley's *University of Mary Washington: A Centennial History*, on which this portion of the CE Committee report relies heavily upon. For a comprehensive history on the built environment at UMW, please refer to the University of Mary Washington Preservation Plan authored by Michael Spencer.

Campus Beginnings:

UMW began as the Fredericksburg Normal and Industrial School for Women, opening in 1907. The property chosen for the school had been in the possession of various Virginia families since the earliest days of colonization. However, 19th-century land tenure records indicate the Smith family owned a majority of the main UMW campus today. Dr. William M. Smith is noted as owning 196 acres, later known as "Hay Farm", during the 1850s, inheriting it from his father, Yeaman Smith.¹⁰ The Smith family owned enslaved people, like many of their neighbors, including the Maryes at Brompton who had at least 14 enslaved people in 1860.¹¹ Six of the Smith's enslaved people are mentioned in an 1860 Chancery suit and include: Henry, Stephen, Daphne, Mary, Rachel, and Washington.¹² One enslaved person not mentioned in this list, Winney Williams, died a year prior in 1859 and was reported in the local paper as the "old servant woman...belonging to the estate of the late Yeaman Smith, aged 100 years."¹³

In December 1862 and again in the spring of 1863, events during the Civil War turned land in and around the UMW campus into a battlefield. While Brompton and the nearby slopes of Marye's Heights were the site of direct conflict, firsthand accounts and period maps show a large Confederate presence stretching along the ridge from Jefferson Hall to Goolrick Hall.¹⁴ Physical evidence of the conflict, while once prevalent on campus, has today been reduced to a single lunette and a few rifle pits located behind Jefferson Hall.

Following the Civil War, the area remained mostly in agricultural use. However, in January of 1877, Mr. Frank Beckwith is noted as constructing a "...handsome frame residence..." on Marye's Heights.¹⁵ While initially a residence, Beck's house was purchased by the City of Fredericksburg following a case of smallpox in the fall of 1882 for the sum of \$1,700, to be used as a place of quarantine for infected citizens. The following year the residence was enlarged to serve as the local poor house, also referred to as the Alms House. Additionally, a structure for "the colored poor" was also built on the site.¹⁶ Shortly

¹⁰ Spotsylvania Co., Va., Deed Book XX: 350.

¹¹ 1860 U.S. census, Spotsylvania County, Virginia, St. George's Parish, slave schedule.

¹² *Marriott v. Smith*, Fredericksburg Clerk's Office Archives, (1860).

¹³ *The Fredericksburg News*, January 14, 1859, pg. 3 col. 1.

¹⁴ Noel Harrison, *A Tour of Civil War Sites on the University of Mary Washington Central Grounds* (Fredericksburg, 2014), 4.

¹⁵ *The Virginia Star*, January 31, 1877, pg. 3.

¹⁶ Silvanus Quinn, *The History of the City of Fredericksburg, Virginia* (Fredericksburg, 1906), 174.

thereafter, the portion of Marye's Heights which the Alms House was situated upon was renamed "Mount Nebo".¹⁷ Both the white and "colored" poor houses would remain on the site until 1910 when the City entered into negotiations with the Fredericksburg Normal and Industrial School to buy the property. In June 1910, a lightning strike set fire to the building reserved for the black population, located 100 yards behind the building for whites, burning it to the ground and killing Mary Fox, aged 55 years.¹⁸ The original Alms House survived over the years in various iterations, at one point serving as the Dean's House. Eventually the building was moved off campus to a lot on College Avenue, surviving as a residence until 2018 when it was torn down to make way for a parking lot adjacent to the Catholic Student Center. Today the grassy area between Randolph and Mason residence halls marks the location of the original Alms Houses.

The utilization of public funds to support a common good, such as the creation of public poor houses, was a trend in the late-19th and early-20th centuries that carried over to public education, enabling the creation of a public school system in the Commonwealth of Virginia. While the State Normal and Industrial School at Farmville, today known as Longwood University, had been supplying the state with formally trained teachers during the 19th century, new public initiatives outpaced supply. With a teacher shortage looming in 1908, the state's General Assembly began looking for a location to establish another normal school. While Harrisonburg soon became the front-runner for this new school, Fredericksburg native, C. O'Connor Goolrick, a freshman member of the Virginia House of Delegates, demonstrated his political abilities by maneuvering to secure a second normal school at Fredericksburg.¹⁹

The selection of the site for the Fredericksburg Normal and Industrial School was a protracted decision, begun shortly after the state legislature approved formation of the school on March 14, 1908.²⁰ Debate surrounding the site selection of the Normal School lasted for more than a month before the final decision was made by the Virginia State Board of Education on June 22, 1909.²¹ This decision approved the purchase of roughly 45 acres of land located atop Marye's Heights from M. B. Rowe, then owner of Brompton.²² Shortly after this initial purchase other land was procured to the south and west, creating by 1911, a good portion of the Fredericksburg UMW campus as it exists today.²³

Despite an emphasis on the financial benefits of the chosen location, its proximity to the City's public school, recently constructed on Main (now Caroline) Street was also an important factor. Though at a considerable distance, Normal School students could still access the public school for instruction and student teaching opportunities. Additionally, the "healthfulness" and aesthetics of the site were noted as was the ability for expansion should recently appointed President Edward Russell enroll the "five or six hundred girls" he so ambitiously mentioned as attending "in a year or so."²⁴

¹⁷ Silvanus Quinn, *The History of the City of Fredericksburg, Virginia* (Fredericksburg, 1906), 174.

¹⁸ *Free Lance*, June 8, 1910, pg. 3 col. 2.

¹⁹ William Crawley, *University of Mary Washington, A Centennial History 1908-2008* (Fredericksburg: University of Mary Washington, 2008), pg. 2-3.

²⁰ William Crawley, *University of Mary Washington, A Centennial History 1908-2008* (Fredericksburg: University of Mary Washington, 2008), pg. 3.

²¹ *The Free Lance*, June 22, 1909.

²² Spotsylvania Co., Va., Deed Book 76: 148-150.

²³ Michael Spencer, *UMW Preservation Plan*, (Fredericksburg, unpublished), pg. 49.

²⁴ *Free Lance*, March 2, 1909. pg. 2.

Despite the near 50 years since it occurred, the Civil War also played a role in determining the final site location. At that time, many Confederate veterans were still alive, with quite a few holding positions of importance in the Fredericksburg community. When rumblings began about possibly locating the site of the school on or near Marye's Heights, editorials both pro and con were published in the local paper, *The Free Lance*. One such article, written by John W. Allison Jr., called attention to the nearby Federal Cemetery, stating: "And while I honor the dead, yet it is hardly to be supposed that the grand old Mother State of Virginia would think for one moment of educating her fair girls amidst gloomy tombstones and monument..."²⁵

Others saw the construction of the school on such a site as a living monument to Virginia's war dead and as a way to "preserve" such hallowed ground: "Wherever we roam, where'er varying fortune drives our frail bark, strangers plead that we tell again the story of Fredericksburg, where the Confederate Army stood and punished the foe, who depopulated and sacked the town, driving the people away with nothing to sustain them but their undaunted spirit; that spirit glows now, and brightens apace as time wears. We will build the Normal School on the famed heights of Fredericksburg – a chaste monument to the honor of its home people."²⁶

With the site of the Normal School chosen, attention was turned to selecting an architect to design its buildings. Yet again politics played a pivotal role in the selection process ultimately resulting in three architects chosen, Charles M. Robinson, Philip N. Stern, and Charles K. Bryant. Robinson was perhaps the most qualified and capable of the three, however, Stern was known locally and Bryant had connections to Richmond architect Marion Dimmock who had been responsible for designing the Confederate Memorial Chapel in 1887.²⁷ Ultimately, Robinson emerged as the leader of this trio and by the time the school opened its doors in 1911 he was firmly in control of the campus design.

The architects had a large amount of natural beauty from which to craft the aesthetic of the property and residual historic landscape features from the Civil War, notably Confederate lunettes and earthworks. From early in the design phases of the campus, the Civil War features were slated for preservation. This approach coincided with landscape theory at the time. Architect A.H. Albertson notes in his study of Virginia Colleges and Universities that:

*"Military earthworks of the Civil War originally occupied the site where Virginia Union University now stands. These earthworks have been razed and no mark left to commemorate them. It would have been interesting and appropriate to have retained at least a part of these earthworks and to have incorporated them in the general scheme of the grounds. It is the taking advantage of just such accidental features that produces character and individuality in landscape architecture."*²⁸

²⁵ *Free Lance*, July 9, 1908. pg. 2.

²⁶ *Free Lance*, July 4, 1908. pg. 1.

²⁷ Wells & Dalton, *The Virginia Architects 1835-1955*, 51-52 and 119-121.

²⁸ "Negro Education Bulletin 1916", *Bureau of Education*, no. 38, 206.

Because of the designation as a Normal and Industrial School, as well as segregation laws in the state of Virginia at the time, when classes began in the fall of 1911 the student body was comprised solely of white females, most with middle or upper class backgrounds. This composition would not change in any considerable way until after World War II, though ideas surrounding gender roles, race, and sexual orientation on campus generally kept pace with nationwide trends and developments.

Gender:

Victorian ideals regarding women still held sway when the school was founded in 1908. This included a narrow vision of the types of classes offered, almost solely based around K-12 education. Not until President Chandler replaced Russell in 1919 were some substantial curriculum changes considered. In an address to the school at that time he mentions the need to differentiate it from other normal schools through the development of music, industrial arts, and commercial courses.²⁹ Development of these courses eventually led to the expansion of majors offered to include Public School Music and Music Supervision, Fine and Industrial Arts and Art Supervision, Physical Education and Playground Activities, and Commercial Subjects.

While the school's curriculum evolved in the early-20th century to reflect changing societal norms regarding gender, it was no doubt assisted by campus events, such as a talk given by Mrs. Beshler of the Suffrage League of Virginia on January 1, 1920. During her speech she urged the young ladies to "not live in yesterday but to live with their faces to the future." While her voice promoting women's suffrage was compelling, she was less than willing to extend that same enthusiasm to African Americans stating that it was an "insult to women of Virginia to compare the enfranchisement of the women of Virginia to the Negro enfranchisement of 50 years ago." She further clarified her point when asked about the "negro women's vote" by stating that "there would be qualifications cornering women voting just as there were qualifications for men." Despite her racial distinctions concerning suffrage, or perhaps because of it, her speech was well received and she was presented with two bunches of flowers by President Chandler on behalf of Mayor Rowe. At the close of the meeting a number of students and faculty joined the Equal Suffrage League of Virginia.³⁰

World War II brought about several significant changes to the gender status quo as well as the homogenous student body at the then Mary Washington College (MWC). During the course of the war fifteen male faculty took leave to enlist so did five female faculty members. In response to fears of air raids in 1942, a twenty-four-hour plane-spotting station was established on campus. The MWC Calvary was also created at this time. Club advisor Russell Walther observed that such a club could render important civil defense work including crowd control and general police work.³¹

Following the war, the introduction of the G.I. Bill in 1944 led to large numbers of returning veterans seeking higher education opportunities. In response to this demand, MWC opened its doors to male students. As noted by Crawley in his *History of Mary Washington, A Centennial History 1908-2008*, male

²⁹ William Crawley, *University of Mary Washington, A Centennial History 1908-2008* (Fredericksburg: University of Mary Washington, 2008), 21-22.

³⁰ *Daily Star*, January 1, 1920.

³¹ Edward Alvey Jr., *History of Mary Washington College* (Charlottesville: Univ. of Virginia, 1974), 261-262.

students had been previously enrolled at Mary Washington as early as 1929, albeit in small numbers and during summer sessions.³² However, the 1946-47 session saw the enrollment of forty-eight veterans including the president's son, Robert H. Combs, who earned his B.A. in 1948. The last of the WWII veterans matriculated in the fall of 1953 and received his degree in 1958.³³

The 1950s and 1960s also saw a slow eroding of the copious student rules and regulations. This included the strict dress code which was relaxed, albeit slightly in 1955.³⁴ By the end of the 1960s, larger issues concerning gender and the college were being debated. A poll conducted by the student newspaper, *Bullet*, in 1967 revealed that while rumors of going coed had been circulating, 76% of respondents favored MWC remaining all female. Though it was nothing more than a rumor, Chancellor Simpson appointed a 10-member faculty committee known as the Committee on the Future of the College to discuss issues like going coed. The recommendations of the committee included admitting male students on a nonresidential basis with plans made for residential status as well. Another *Bullet* poll, two years later, indicated that popular opinion among faculty, students, and staff had also begun to shift with 60% opposed to going coed. The committee's recommendations were, however, moot as a 1969 federal lawsuit against the University of Virginia forced it to become coed thereby doing the same to MWC. Enrollment for the 1970-71 session was the first to have no restrictions based on gender, officially making the college coed.³⁵

Despite being coed, there was no rush by the school to enroll males. The first year twenty-two male students registered for courses with only one living on campus, Bruce Finke, who was placed on the second floor of Hamlet House. When asked about his experience he was somewhat indifferent noting specifically that in order to attract more males to the school, consideration should be given to the name of the institution. The following year, forty-two male students enrolled, minus Finke, with four living on campus, two in Hamlet and two in a converted garage. This same year, 1972, three males received degrees at commencement, the first being Raymond C. Cote, a Fredericksburg native. Male enrollment continued to increase with Trench Hill becoming a male dormitory along with a portion of Willard Hall, making it the first coed dormitory on campus. Madison Hall was also turned into an all-male dormitory by the 1974-75 academic year.³⁶

The 1980s and the 1990s ushered in a period of a more active faculty and student body as far as women's rights were concerned. Faculty member Dr. Craig Vasey and others made a significant impact in raising awareness with a *Funds for Excellence Grant* from the State Council of Higher Education in Virginia (SCHEV). This grant spanned two years and totaled \$100,000 and was later extended by Phil Hall, Dean at the time, until 1994. During this time the grant helped promote speakers, workshops, summer curriculum development, and published newsletters aimed at assisting faculty with gender and race issues. Stemming from this grant was also the adoption of a Race and Gender Intensive

³² William Crawley, *University of Mary Washington, A Centennial History 1908-2008* (Fredericksburg: University of Mary Washington, 2008), 63.

³³ Ibid.

³⁴ William Crawley, *University of Mary Washington, A Centennial History 1908-2008* (Fredericksburg: University of Mary Washington, 2008), 109.

³⁵ William Crawley, *University of Mary Washington, A Centennial History 1908-2008* (Fredericksburg: University of Mary Washington, 2008), 90-91.

³⁶ Ibid.

requirement in the General Education curriculum. The course entitled “Introduction to Women’s Studies” also benefitted from the Race and Gender Project, as training allowed the course to be taught more consistently than what Janet Wishner could manage by herself.³⁷ A year later, in 1992, Dr. Allyson Poska, a History Professor and scholar in the field of Women’s Studies, joined the faculty making an immediate impact by expanding the role of Women’s History Month. Scholars of national importance spoke at the event bringing increased awareness to women’s rights.³⁸ Groups such as the National Organization for Women (NOW) also formed on campus during this period.³⁹

While strides were made in gender studies during this period, there were also setbacks. For instance, in an effort to attract more male students, President Anderson ordered that the female names on signage throughout campus be shortened to only last names. While stopping short of formal name changes, the result diminished the emphasis and esteem the campus had previously placed on what it considered women of distinction.⁴⁰ Debates surrounding name changes culminated in 2004 when President Anderson transitioned MWC to a University with the suggestion that the name be changed to Washington Monroe University.⁴¹

Recent developments concerning gender at the University have included the development of a program in Women and Gender Studies in 2010. Another relatively recent initiative concerning gender was the establishment of flexible housing or the gender-inclusive housing program. This program allows for upper-class students to live together, regardless of gender, in a gender-neutral environment.⁴²

Race:

While gender advocacy, in varying degrees, has been a part of this institution since it opened in 1911, issues involving race were sidelined for much of school’s early history. Due to Virginia segregation laws at the time, the school was created as a whites-only educational institution. The only people of color seen on campus throughout the first half of the century were staff.

Two of the earliest ethnic minority staff members, both African Americans, were William Wall Alsop and his sister Ida Alsop Thornton. Alsop began his career at the school in September of 1922 as a chauffeur and general utility man. He previously had worked at the local taxi and eventual moving company known as Hilldrups for ten years prior. During his thirty-four years of service at the school, he drove countless faculty and students around Fredericksburg and the surrounding area while also maintaining the ever-growing campus. In 1941, he became responsible for George Washington Hall, the administrative hub of the campus and one of its more important buildings. During formal events at the hall, Alsop would often dress in a blue grey uniform with gold trim. Alsop retired in 1956 at the age of 75

³⁷ Dr. Craig Vasey to Michael Spencer, April 1, 2019 (e-mail exchange).

³⁸ Dr. Allyson Poska, conversation with author, Univ. of Mary Washington, Fredericksburg, VA, April 2, 2019.

³⁹ William Crawley, *University of Mary Washington, A Centennial History 1908-2008* (Fredericksburg: University of Mary Washington, 2008), 466.

⁴⁰ Dr. Allyson Poska, conversation with Michael Spencer, Univ. of Mary Washington, Fredericksburg, VA, April 2, 2019.

⁴¹ Ibid.

⁴² “UMW Housing Selection Process,” www.umw.edu/residencelife/before-you-get-to-campus/housing-selection/processes, (April 3, 2019).

but is immortalized in Emil Schnellock's George Washington Hall mural.⁴³ Ida Alsop Thornton came to work for the school shortly after her brother as a maid in 1923. She spent the majority of her service at Mary Washington working directly under Nina Bushnell, only retiring in 1953 at 75 years old.⁴⁴

The Supreme Court's famous decision on *Brown v. Board of Education* came a year after Thornton's retirement. The ruling mandated an end to racial segregation in public schools, yet in practice it was not easily accomplished. Virginia, rather than comply with the ruling, took an approach that would later be termed "massive resistance" during which public schools closed rather than integrate. Though MWC remained open during this time, it did not move quickly towards integration. The first real progress made towards integration occurred in 1961 when a panel was formed to discuss the responsibility of college faculty and students during the "integration crisis".⁴⁵ Shortly thereafter, in 1962, the first African American, Jacquelyn Pulliam, a teacher in Culpepper was admitted and attended summer classes at the college.⁴⁶ The following year, in the summer of 1963, Gaye Todd, now Gaye Adegbalola would transfer into the college. During the same period the YWCA, often a leader in social issues on campus, formed a race relations committee with Martha Coates as chair.⁴⁷

Finally in 1964, a decade after *Brown v. Board of Education*, the Board of Visitors formally approved a desegregation policy.⁴⁸ This formal policy paved the way for full-time residential students of color including African Americans with Estelle Savage of Richmond being the first, though she would not stay to complete her degree, electing to transfer to Howard University after two years. In the following academic year, 1965-66, three African American students enrolled with another two enrolling for the 1966-67 session.⁴⁹

The slow progress made by the institution in integrating the campus frustrated some of its more active students. Some individuals took part in national demonstrations. Nan Grogran Orrock, who eventually became a Georgia legislator, led 26 students in a protest during this period against the police violence in Selma, Alabama, and to support the passage of the voting rights bill then pending in Congress.⁵⁰ Efforts were also made by the students to recruit at "College Days" events sponsored by black high schools in the region, something MWC administrators had resisted. This action proved bold enough to garner a response from Chancellor Simpson who stated, when asked by writers at the *Bullet*, "he would not prohibit such actions but thought a less public approach would be best." At the time, the newspaper endorsed this stance as did a large percentage of the student body with roughly half responding to a 1967 *Bullet* poll that suggested the Civil Rights Movement was demanding too much too quickly.

⁴³ William Crawley, *University of Mary Washington, A Centennial History 1908-2008* (Fredericksburg: University of Mary Washington, 2008), 669.

⁴⁴ Ibid.

⁴⁵ William Crawley, *University of Mary Washington, A Centennial History 1908-2008* (Fredericksburg: University of Mary Washington, 2008), 99.

⁴⁶ Ibid.

⁴⁷ Ibid.

⁴⁸ Ibid.

⁴⁹ Ibid.

⁵⁰ Ibid.

In April 1967, Henry Marsh, an African American city councilman and later Mayor of Richmond, gave a talk at the College entitled “Why Mary Washington Is a White College”. In the talk Marsh critiqued, and justifiably so, the lax efforts being made by the College to integrate. Illustrating this point were enrollment numbers in 1968 with just five African Americans living on campus.⁵¹

While little progress was being made in admitting more African Americans during this time, two milestones were reached in 1968, with the first African American graduate, Venus Jones, and the first African American faculty member, Johnny Johnson, hired as a part-time art instructor.⁵² Undercurrents of racial segregation were still strong on campus with housing assignments still “unofficially” being made along racial lines. When this issue was brought to the attention of Chancellor Simpson, after initially dodging the question, he replied that he “was thunderstruck when I saw it...this is contrary to everything I believe in. I don’t agree with what has happened...it was a grave mistake, and I don’t think it should happen again.”⁵³

Racial progress continued to move slowly with 1970 marking the first-year admissions made an effort to attract African American students, largely through the efforts of recently hired admissions counselor Diane Louise Kenny. With her efforts enrollment grew to twenty-six by 1971. Many of these new students would join the Afro-American Association, a newly formed campus club with Claudith Holmes as President. The organization sponsored events like Black Culture Week, which, despite a concerted effort, was poorly attended by the white student body.⁵⁴

In the 1980s, MWC failed to meet a state-mandated diversity increase with just 32 new students of under-represented groups for the 1983-84 academic year. In response, President Anderson began the Summer Transition Program, which was intended to help ease such students into their academic careers at the college.⁵⁵ The program received mixed reviews with some indicating that they felt it patronizing. Later in the decade, again to assist in the recruitment and retention of students of under-represented groups, Brenda King was hired by President Anderson as the College’s first Affirmative Action Officer.

While the end of the 1980s saw some progress in race at MWC, particularly due to Dr. Craig Vasey’s led Race and Gender Project, there were some setbacks. The 1990 talk by Khalid Abdul Muhammad, special assistant to Nation of Islam Leader, Louis Farrakhan and sponsored by the Black Student Association, was one such event. The announcement of the talk already raised tensions on campus especially amongst the Jewish Student body. Things were not helped when the talk was scheduled for the first

⁵¹ William Crawley, *University of Mary Washington, A Centennial History 1908-2008* (Fredericksburg: University of Mary Washington, 2008), 100.

⁵² William Crawley, *University of Mary Washington, A Centennial History 1908-2008* (Fredericksburg: University of Mary Washington, 2008), 103.

⁵³ William Crawley, *University of Mary Washington, A Centennial History 1908-2008* (Fredericksburg: University of Mary Washington, 2008), 104.

⁵⁴ William Crawley, *University of Mary Washington, A Centennial History 1908-2008* (Fredericksburg: University of Mary Washington, 2008), 103.

⁵⁵ William Crawley, *University of Mary Washington, A Centennial History 1908-2008* (Fredericksburg: University of Mary Washington, 2008), 482-483.

night of Passover. While some students felt the talk a success, many students and faculty felt that that talk promoted divisiveness on campus.⁵⁶

The divisiveness on campus was in full display in 1992, coming on the heels of threats to African American students in Jefferson Hall. During this year an Ethnic Studies course, IDIS 203, was proposed with Cedric Rucker as the course instructor. Certain faculty viewed this proposal with hostility claiming that the course was attempting to convert students to a particular leftist political position. Sensing the hostility, even James Farmer felt it necessary to respond to the charge stating that “this school is already twenty years behind the times.” Eventually the course was approved and taught.⁵⁷

Around the same time, the Multicultural Center was also created replacing the black Faculty/Staff and Student Associations. There was very vocal pushback from this initiative as the removal of “black” was seen as attempting to erase that ethnic identity. Later the name would be changed to the James Farmer Multicultural Center.⁵⁸

Even in the 21st century, the institution continues to struggle in recruiting a diverse student body and has not been without racial incidents. As recently as 2007, housekeeping found a flyer on the 4th floor of Jefferson Hall showing a white man with his arms around a sobbing black man above a caption that read, “Slavery Reinstated: Catch Yourself a Good One.” In response to this incident, Mary Washington approved Martin Luther King Day as an official holiday on campus, one of the last state institutions of higher education to do so.⁵⁹

Sexual Orientation:

While issues regarding sexual orientation have likely always been present at Mary Washington, the topic was not broached in any sort of depth until 1970, the year when an entire *Bullet* issue was dedicated to the subject. The most poignant aspect of the issue was an interview with a homosexual student at Mary Washington but there were also polls showing the attitude on campus. While many within the student body felt themselves liberal on the issue, the numbers said otherwise with 83% believing that there should be laws prohibiting homosexual behavior and 77% regarding homosexuals as “psychologically disturbed.”⁶⁰

The 1970 issue of the *Bullet* would not be the last to discuss homosexual orientation. In September 1975, another article ran entitled “Gay Student Speaks Out” in which details were presented describing the hostilities towards homosexuals on campus.⁶¹ Such experiences led to the creation of the Gay

⁵⁶ William Crawley, *University of Mary Washington, A Centennial History 1908-2008* (Fredericksburg: University of Mary Washington, 2008), 485-486.

⁵⁷ Dr. Craig Vasey to Michael Spencer, April 1, 2019 (e-mail).

⁵⁸ Dr. Craig Vasey to Michael Spencer, April 1, 2019 (e-mail).

⁵⁹ William Crawley, *University of Mary Washington, A Centennial History 1908-2008* (Fredericksburg: University of Mary Washington, 2008), 825-826.

⁶⁰ William Crawley, *University of Mary Washington, A Centennial History 1908-2008* (Fredericksburg: University of Mary Washington, 2008), 143.

⁶¹ William Crawley, *University of Mary Washington, A Centennial History 1908-2008* (Fredericksburg: University of Mary Washington, 2008), 264-265.

Student Union (GSU) in 1976. Not until three years later, in 1979, did it achieve official club designation. Over the ensuing decade, the GSU was active on campus promoting a better understanding of alternative lifestyles through events like Gay Awareness Week.⁶² While the effort was admirable, Professor Alice Rabson recalled that “students were very afraid of the GSU. They would rip down signs and were afraid that their lifestyle would rub off on them.”⁶³

This simmering fear became apparent in 1987 when a series of flyers were distributed at Seacobeck Hall stating that “you will only find a deaf ear here at the college for your requests of participation in [gay rights] marches on the Capital.” However, a decade seems to have made a difference as the student body responded with support of the gay community including the signing of a petition with over 200 student signatures. This support and the apparent need for advocacy on campus led to the resurrection of the GSU, however it was re-branded as the Gay, Lesbian, and Bi-sexual Student Association (GLBSA).⁶⁴ Like their predecessor the GSU, the GLBSA promoted education and awareness through a multitude of activities including a Gay Awareness Week entitled “It’s a Gay Thing: Let us help you understand” during the 1990-91 academic year. Building on some of the successes of the GLBSA a club called People Representing Individuals of Sexual Minorities (PRISM) would be formed later in the decade.⁶⁵

Faculty at the college also played a key role in many of the sexual orientation initiatives including Chris Kilmartin, a Psychology Professor and Keith Belli, a Drama Professor who helped create an AIDS Education Committee in 1990 that formulated a state-mandated AIDS policy.⁶⁶ The class “Human Sexual orientation” taught by Steve Hampton, a Psychology Professor, further promoted understanding and discussion regarding human sexual orientation during this same period and became one of the most popular courses on campus. Despite such faculty involvement, the College only voted 51 to 47 in favor of adding sexual orientation to the list of discriminations prohibited under the College’s statement of community values and behavioral expectations.⁶⁷ The 1993 forum between Professor Donald N. Rallis, an openly gay faculty member, and Professor Stephen P. Stageberg, an avowed born-again Christian, underscored a somewhat divided faculty at the time.⁶⁸

Around the same period another debate would sweep campus. This time it was the petition to allow for 24/7 visitation at campus dormitories. While students were in favor of such a policy, there was some discussion on whether the policy would apply to guests of the opposite gender from the host. One rather bizarre argument that was debated insisted that a 24/7 visitation policy, only applied to guests

⁶² William Crawley, *University of Mary Washington, A Centennial History 1908-2008* (Fredericksburg: University of Mary Washington, 2008), 265.

⁶³ William Crawley, *University of Mary Washington, A Centennial History 1908-2008* (Fredericksburg: University of Mary Washington, 2008), 431.

⁶⁴ William Crawley, *University of Mary Washington, A Centennial History 1908-2008* (Fredericksburg: University of Mary Washington, 2008), 694.

⁶⁵ Ibid.

⁶⁶ William Crawley, *University of Mary Washington, A Centennial History 1908-2008* (Fredericksburg: University of Mary Washington, 2008), 480-482.

⁶⁷ William Crawley, *University of Mary Washington, A Centennial History 1908-2008* (Fredericksburg: University of Mary Washington, 2008), 435-437.

⁶⁸ Ibid.

and hosts of the same gender, would unfairly benefit lesbians.⁶⁹ While the argument gained little to no traction, it was one of the few times that sexual orientation has been openly debated on campus. Recently, in May 2014, Safe Zone was founded in an effort to “foster an environment which affirms an inclusive and supportive community for lesbian, gay, bisexual, transgender, non-conforming, and queer (LGBTQ+) citizens and allies, to create opportunities and resources to allow UMW to embrace the full range of diversities, and create maximum educational engagement for all. In keeping with these goals, the program seeks to educate its citizens, provide appropriate referrals, assess campus climate, and advocate for community members.”⁷⁰

⁶⁹ William Crawley, *University of Mary Washington, A Centennial History 1908-2008* (Fredericksburg: University of Mary Washington, 2008), 322-325.

⁷⁰ “Safe Zone Program,” <https://students.umw.edu/multicultural/safe-zone-program>, (April 3, 2019).

Results and Analysis

Quantitative Assessment

General Data:

The survey results incorporated the three UMW campuses at Fredericksburg, Dahlgren, and Stafford. At Dahlgren 97 surveys were completed, with 1,901 completed at Fredericksburg, and 72 at Stafford, for a total of 2,070 displays.

Overall by building floor there were 42 basement displays, 549 ground/first floor displays, 822 second floor displays, 444 third floor displays, 111 fourth floor displays, and 18 fifth floor displays. However, data from duPont, due to the large number of displays on the second and third floors created by the Theatre Department skews data considerably. When duPont is taken out of the analysis the results change significantly with 378 displays for the second floor and 139 for the third floor. Eliminating the duPont displays, 3.0% of the displays are in basements, 42.0% are on first floors, 29.0% are found on second floors, 11.0% are on third floors, 8.0% are on fourth floors, and the remaining 1.0% is on fifth floors. The data clearly indicates that the majority of displays are on the first floor, with **159 or 29.0%** (total displays, less duPont Hall) considered transitional. Such displays have the most potential for impactful change (table below).

Display Breakdown by Floor (*excludes duPont Hall and outdoor spaces)		
Floor Level	Percentages (total #'s)	Percentage Transitional (total #'s)
Basement	3% (42)	83% (35)
First/Ground Floor	42% (549)	29% (159)
Second Floor	29% (378)	37% (141)
Third Floor	11% (139)	81% (112)
Fourth Floor	8% (111)	56% (62)
Fifth Floor	1% (18)	61% (11)

Another way to look at this data is to examine the first floor statistics for each campus and each building type/use to further identify select locations for potential display redesign. In this statistical scenario the Fredericksburg campus provides the greatest opportunity for re-designing high impact spaces to more accurately reflect the University's commitment to diversity and inclusion (table below).

Displays, First Floors (*excludes duPont Hall and outdoor spaces)		
Campus	Percentages (total #'s)	Percentage Transitional (total #'s)
Fredericksburg	85% (469)	31% (146)
Dahlgren	10% (57)	4% (2)
Stafford	4% (23)	13% (3)

Display Information:

Categorically, of the 2,070 displays recorded 24.5% or 508 of displays were noted as transitional, meaning the display can be easily changed from year to year. Due to the large number of permanent displays in buildings like duPont, this percentage is actually considerably higher in many of the buildings on all three campuses. When duPont is removed from the analysis **503 displays were noted as transitional out of 1,321 (or 38.0%)**. Such displays are great opportunities to initially implement changes without requiring additional work on the part of faculty and staff. While underutilized displays were not specifically recorded, many of these displays fall within the transitional category.

The top three classifications noted on the survey (see classification list in appendix III) were art at 42.0%, commemorative at 26.0%, and informational at 25.0%. Both the art and commemorative types of classifications are typically more dedicated whereas informational displays tend to be more transitional (91.0% of displays), offering some opportunity for efficient change.

Percentages of Display Classifications		
Classification	Percentage (total #)	Transitional % (total #)
Art	42% (866)	1% (10)
Advertisement	0% (9)	(8)
Archaeology	0% (2)	(2)
Art/Commemorative	0% (1)	(0)
Commemorative	23% (470)	1% (7)
Community Planning	0% (3)	(3)
Conservation	0% (9)	(1)
Economics	0% (1)	(1)
Education	3% (60)	(12)
Engineering	0% (8)	(0)
Entertainment/Recreation	1% (13)	(11)
Ethnic Heritage	1% (11)	(3)
Gender/Social History	0% (2)	(2)
Health/Medicine	1% (22)	(16)
Informational	22% (452)	91% (412)
Informational/Commemorative	2% (46)	(0)
Literature	0% (3)	(3)
Military	1% (28)	(0)
Politics/Government	0% (2)	(2)
Religion	0% (1)	(1)
Science	2% (44)	(29)
Social History	0% (5)	(5)

The departments responsible for the most displays include the Theatre Department (37%), Residence Life (19%), Alumni (8%), Facilities (5%), Athletics (3%), and UMW Galleries (3%). Of these top six departments, Residence Life offers the most opportunity as 74% (283) of their displays could be considered transitional, compared with the others which tend to have more permanent displays.

Departmental Display Percentages (top 3)		
Department	% of campus displays (#)	% transitional (#)
Theatre	37% (756)	0% (3)
Residence Life	19% (384)	74% (283)
Alumni	8% (163)	0% (0)

Gender, Sexual Orientation, Ethnicity, and Disability:

Generally, results from the survey validated the concerns expressed about campus displays. For instance, of the 1,363 (65.8%) displays in which people are represented, 64.7% represent males, 78.3% represented females, with 0.0% representing transgender/non-conforming. The 2018 student body is composed of 36.0% males and 64.0% females, the displays and what they represent are incongruent with an accurate student body representation skewing more towards male representation.⁷¹ This incongruent representation can also be seen ethnically where 82.5% of the displays represented European ancestry, 14.0% African ancestry, 4.3% Asian ancestry, and 1.3% Hispanic ancestry. Current student statistics indicate a composition of 69% European, 8% Hispanic, 8% African American, and 4.0% Asian.⁷² A comparison of these statistics indicates a significant statistical bias towards the representation of those of European descent and also highlights the significant lack of representation of Hispanic students, which is a significantly increasing percentage of the student population. The statistical bias is only further enhanced when state demographic data is used for evaluation, noteworthy for a state institution.

The statistical bias towards representation of Europeans is especially poignant when only “dedicated” displays are evaluated, with 97.0% of such displays showing a person of European decent. This is a difference of +14.5 percentage points when compared to all displays representing people. Representation among African Americans, Asians, and Hispanics is also noticeably down when evaluating such ethnic groups’ representation in dedicated displays compared to all displays.

In addition it should be noted that other ethnic groups, like those of Native American descent, had such low representation as to be statistically irrelevant. Displays addressing or indicating sexual orientation as well as disability were also statistically irrelevant. Veteran representation was also difficult to quantify but surveying data indicates approximately 1% of all displays, 28 total, have a military association with 27 of these displays located on the Dahlgren campus. That said, while statistically irrelevant, the “invisibility” of these groups should speak as loudly to the current need for increased representation.

Lastly, the statistics associated with building names on campus speak very clearly to the lack of a diverse campus environment with no buildings with the exception of Seacobeck named for anyone of non-European descent.

Building Names			
Classification	Number	Percentage	Student Body (2018)
Male	19	54.2%	36.0%
Female	16	45.7%	64.0%

⁷¹ UMW Institutional Analysis and Effectiveness, 2018.

⁷² UMW Institutional Analysis and Effectiveness, 2018.

All Displays	Gender			Ethnicity						Sexual Orientation ⁷³		Disability
	Male	Female	Transgender/gender non-conforming	European	African American	Asian	Hispanic	Native American	Pacific Islander	Heterosexual	LGB+	
All Displays (2018)	64.7	78.3	0.0	82.5	14.0	4.3	1.3	0.0	0.0	1.0	0.0	0.0
Student Population (2018) ⁷⁴	36.0	64.0	2.0	69.0	8.0	4.0	8.0	N/A	N/A	86.0	14.0	10.0+ ⁷⁵
State Population (2018) ⁷⁶	49.2	50.8	N/A	69.5	19.9	6.9	9.6	0.5	0.1	N/A	N/A	23.6 ⁷⁷
Comparison (to Student Populations)	+28.7	+14.3	-2.0	+13.5	+6.0	+0.3	-6.7	N/A	N/A	-85.0	-14.0	-10.0
Comparison (to State Populations)	+15.5	+27.5	N/A	+13.0	-5.9	-2.6	-8.3	N/A	N/A	N/A	N/A	-23.6

Dedicated Displays	Gender			Ethnicity						Sexual Orientation		Disability
	Male	Female	Transgender/gender non-conforming	European	African American	Asian	Hispanic	Native American	Pacific Islander	Heterosexual	LGB+	
Dedicated Displays (2018)	74.6	90.4	0.0	97.0	11.4	2.9	1.2	0.0	0.0	0.0	0.0	0.0
Student Population (2018)	36.0	64.0	2.0	69.0	8.0	4.0	8.0	N/A	N/A	86.0	14.0	10.0+
State Population (2018)	49.2	50.8	N/A	69.5	19.9	6.9	9.6	0.5	0.1	N/A	N/A	23.6
Comparison (to Student Populations)	+38.6	+26.4	-2.0	+28.0	+3.4	-1.1	-6.8	N/A	N/A	-86.0	-14.0	-10.0
Comparison (to State Populations)	+25.4	+39.6	N/A	+27.5	-8.5	-4.0	-8.4	N/A	N/A	N/A	N/A	-23.6

*Representation of the presence of ethnicity, sexual orientation, gender or disability was only tabulated as present or not. Specific numerical values for these representations in each display were not recorded. In addition, numerical values were established based on perception of race, gender, sexual orientation, and disability.

⁷³ The percentages represented are from a Campus Climate Survey conducted in 2016.

⁷⁴ Student population data procured from the UMW Office of Institutional Analysis and Effectiveness, 2018.

⁷⁵ The percentage notes those students registered with the Office of Disability Resources (ODR), “University of Mary Washington 2018 Six-Year Plan”, pg. 5, <https://rga.lis.virginia.gov/Published/2018/RD321/PDF>, (November 2, 2019).

⁷⁶ “U.S. Census Bureau QuickFacts,” <https://www.census.gov/quickfacts/VA>, (October 12, 2019).

⁷⁷ “Disability & Health U.S. State Profile Data for Virginia (Adults 18+ years of age),” <https://www.cdc.gov/ncbddd/disabilityandhealth/impacts/virginia.html>, (November 2, 2019).

Percentages of Display Classifications (top 3)							
Classification	Percentage (total #)	Gender		Ethnicity			
		Male	Female	European	African American	Asian	Hispanic
Art	42% (866)	36% (315)	49% (423)	53% (460)	8% (71)	2% (14)	1% (9)
Commemorative	23% (470)	73% (343)	80% (376)	83% (392)	6% (26)	3% (15)	1% (3)
Informational	22% (452)	16% (73)	31% (142)	31% (138)	15% (70)	5% (24)	1% (6)

First Floor Transitional Display Composition							
Building Classification	Percentage (total #)	Gender		Ethnicity			
		Male	Female	European	African American	Asian	Hispanic
Classroom	26% (41)	(19)	16% (25)	16% (26)	4% (7)	1% (2)	0% (0)
Dorms	57% (99)	15% (24)	15% (24)	11% (17)	6% (10)	1% (2)	0% (0)
Admin.	0% (1)	0% (0)	0% (1)	0% (1)	0% (0)	0% (0)	0% (0)
Support	11% (18)	5% (8)	8% (13)	7% (11)	4% (7)	0% (1)	0% (1)

Qualitative Assessment:

Analysis of the qualitative data generated by the focus groups highlights a number of consistencies regardless of UMW community standing. Many of these consistencies are further supported by quantitative data generated in phase I. Below is a list of five “themes” that consistently appeared during analysis.

1. Education is needed for contextualizing building names and campus murals as most visitors, students, faculty, staff, and alumni are not aware of associations.
2. When context and association is understood, many building names are seen as not reflecting UMW diversity and inclusion values. This was obvious with Trinkle Hall. Quantitative data associated with building names fully supports this assessment.
3. Falling in-line with the quantitative data, the focus groups felt as though the campus emphasizes white history, particularly the school’s historic white past.
4. There is a desire to see many, but not all of the historic displays, including the murals, changed to some degree. However, there is no consensus on what changes to make. Suggestions ranged from contextualization, “melt them down”, to updating them with illustrations of current campus life with an eye towards what UMW aspires to become.
 - a. A higher value was placed on the murals in George Washington Hall than those found in Monroe Hall, in large part due to the obvious connection to the history of the school.

5. Changes to campus displays, including names, should reflect the University of Mary Washington community and its history.

General Impressions:

While the historic campus murals as well as building names were the primary topics of the focus groups there were some consistent general impressions regarding campus displays. These impressions included:

1. The campus was on numerous occasions referred to as “white”, “lily white”, and Caucasian in large part based on campus displays. The majority of displays noted in this respect were those associated with more public spaces on campus like Monroe Hall but also Eagle Landing. Current student body composition was also noted in a similar respect, with one prospective student noting to a friend during an admissions consultation, “I told you I could get in to this white school”. One focus group participant noted specifically that if they encountered an African American student on a tour that they would stop and talk, acknowledging that the student had been seen.
2. People of under-represented groups often cited a lack of images reflecting themselves in and around campus and how this is detrimental towards recruiting people of under-represented groups to the University as well as making the campus feel inviting. Quantitative data supports this observation. That said there was concern that the University would falsely imply through promotional material that more people of under-represented groups attended UMW than in actuality.
3. On more than one occasion the term “dated” was used to describe the campus. In most instances this was not solely due to the primarily European representation but also the vintage of the image or the era the image was meant to reflect. One participant noted that “we do pre-1930 pretty well but nothing afterwards.”
4. The beauty of the campus and particularly its “pastoral qualities” which made it feel like a safe haven was noted with some frequency. This reference to the exterior attributes of campus in this manner is likely due to the lack of human representation, with the exception of the James Farmer bust.
5. Sexual orientation, specifically the LGBTQ+ community, was seen as having almost no presence on campus with the exception of Madison Hall.
6. The campus was also observed as an unwelcoming space to those with disabilities.
7. Veterans were noted as feeling overlooked.
8. Many felt as though prospective student tours, as well as new student orientation, did not provide enough historical background about the University and associated people. In some

instances there was an expressed disappointment that controversial periods or associations were glossed over or not discussed at all.

Building Names:

The CE Presidential Ad Hoc Committee approached the evaluation of building names on the campuses of the University of Mary Washington by first understanding overall campus trends. This included collecting data about building names as they corresponded to ethnicity, gender, and sexual orientation. Following this evaluation each building was examined independently. Part of this evaluation included compiling accurate information, in conjunction with previous research, about for whom each building was named. Another component sought to better understand how the campus community felt about building namesakes. Results from this second, qualitative assessment provided for a series of detailed insights beyond the obvious numerical shortcomings. These insights include:

1. There are shortfalls when it comes to identifying the people for which buildings on campus are named. This presents an issue especially when asked to comment on building names, as one participant stated, "...it's difficult to comment on names...if you don't know anything about them."
2. Frustration that no campus buildings are named for groups other than white males and females, the lone exception being Seacobeck named for a local Native American tribe.
3. Support for reinstating the full names associated with campus buildings is widespread. Such names were truncated to only last names in the 1980s with hopes of attracting more male students. This unfortunately caused erred association with Robert E. Lee when Anne Carter Lee Hall was shortened to just Lee Hall.
4. Significant support for renaming Trinkle Hall. As one participant noted it is "spitting in the face of James Farmer to have it located across from his bust."
5. Participants acknowledged the significance of James Farmer's contributions to campus, but emphasized that he was not the only person from an under-represented group that might be considered for recognition.
6. Historic erasure was noted as an issue particularly relating to building names like Monroe and Jefferson as both individuals are seen as contributing significantly to the country and its ideals but historically contradict those ideals, particularly through the practice of slavery.
7. Name changes should not be taken lightly or done in an arbitrary and capricious manner. If a name is changed it should be done in conjunction with education as well as a positive university event or initiative thereby presenting a clear justification.

Historic Displays (Murals):

The murals painted by faculty member and artist Emil Schnellock from 1940 to 1955, with assistance from Mary Washington students, represent the majority of what we consider to be our historic campus displays. Since the last restoration in the 1970s, the murals in Monroe Hall have deteriorated with some in poor condition as of 2019. At present, costs associated with an extensive restoration are considered too high. The murals in George Washington Hall remain in relatively good condition and are painted on canvas unlike the Monroe Hall murals which are painted directly on the plaster. Like building names, the campus murals required a more qualitative analysis to fully understand the quality of representation for particular gender and ethnic groups. Some of the key observations from focus group discussions concerning the murals include:

1. Like building names on campus, many of the murals in Monroe and George Washington Hall are not clear in their association with the University of Mary Washington, for instance the association with Thomas Jefferson.
2. What the murals convey is often not apparent to people in the UMW community. This not only relates to the mural's intended meaning but also the time and place which is being represented.
3. The mural representations in Monroe Hall, because of their public exposure, are more familiar to the UMW community and appear for the most part to be more controversial, particularly the representations of the Virginia founding fathers. In this instance many saw the juxtaposition between the Virginia founding fathers dressed in their stylized clothes compared to the Native American portrayal, characterized by some, but not all, as a "savage", located further down the hallway. This brought to mind colonization as well as the "white dominance narrative". The representations of the plantation homes also brought to mind the connection to slavery for many participants. Lastly, the general feel of the murals was considered dated by many and not representative of the current campus.
4. The George Washington Hall murals are relatively unknown as many students, staff, alumni, and faculty do not enter through the front foyer or do not need to enter George Washington Hall on a regular basis. However, many saw the representation of William Wallace Alsop as patronizing. In addition, some wondered about the relevancy of the marching band to today's students, whereas others viewed the band as representing women in leadership roles. The women scientists were almost universally viewed as a positive representation. Lastly, the image of Robert E. Lee was noted as problematic.
5. Many saw the murals as an opportunity to update the story of Mary Washington. This "refresh" in general followed three courses of action:
 - a. Identify and contextualize the murals.
 - b. Adding to the murals to portray campus life as it exists today without erasing the schools past.
 - c. Concealment of some of the existing murals to make room for modern portrayals of campus life and diversity.

Building Name Histories:

The Campus Environment Presidential Ad Hoc Committee approached the evaluation of building names on the University of Mary Washington in a qualitative manner, viewing each building and its association as unique. Part of this evaluation included compiling accurate information, in conjunction with previous research, about for whom each building was named.

Below are select brief histories of the people for whom buildings on the Fredericksburg campus of the University of Mary Washington are named. These histories are by no means exhaustive and further research is still necessary in some instances to ensure a full and accurate portrayal regarding issues surrounding race, gender, and sexual orientation. Edward Alvey's *History of Mary Washington College* as well as William Crawley's, *A Centennial History, 1908-2008* were consulted extensively as were a variety of other resources including the website Historic Buildings of the University of Mary Washington, a resource created by Dr. Jeffrey McClurken's Digital History class in 2012.

Alvey Hall:

Dedication: 1990, named in honor of Dean Edward Alvey's service to the institution.

Edward Alvey Jr. was born in Richmond, Virginia on June 13, 1902 to father, Edward Alvey and mother, Ida Floyd Hoffman. He was the youngest of seven and quite removed in age from his nearest sibling, Lucille, who was 16 years older. While removed from his siblings in age, census records indicate that the Alvey household at 813 Grace Street, was always full. During his early years two of his sisters were still residing at home. One being married at the time with a 1-year old daughter. Later during his teenage years his parents rented space in their home to a variety of lodgers, not an uncommon thing to do at the time. This also assisted in supplementing the family income from his father's job as a wholesale grain dealer.⁷⁸

Alvey's foray into higher education began with his graduation from John Marshall High school in 1920 and subsequent enrollment at the University of Virginia in their liberal arts program. During his time at UVA he majored in both economics and philosophy graduating with a B.A. in June of 1923. Upon graduation he was employed in the banking and tobacco marketing industry, however this job was short lived. After only a year he changed careers and took a job as principal at Warm Springs High School, later New Valley High School, in Hot Springs, where he also taught Latin. While teaching, Alvey used his summers to further his education enrolling in the Masters of Arts summer program at UVA. In 1928 Alvey graduated with his masters.⁷⁹

The year 1928 would prove to be a big year for Alvey. Not only did he receive his master's degree but he also took on a new job as a faculty member in UVA's Department of Education in a new program focused on experimental education and teacher training. During the same year he and his wife Frances, also welcomed their daughter Ellen.⁸⁰

⁷⁸ Edward Alvey Jr, *History of Mary Washington College, 1908-1972* (Charlottesville: Univ. Press of Virginia, 1974), 183-184.

⁷⁹ Ibid.

⁸⁰ Ibid.

While at UVA, Alvey took advantage of his position and began work on a Ph.D. concentrating on education and English. Three years later in 1931 he received his Ph.D. By this time he was also the acting Chairman of the student Teaching Program at UVA.⁸¹

Three years later in 1934, Alvey's long association with Mary Washington began. He applied for and was hired to be the Fredericksburg State Teacher College's new Director of Teacher Training. Two years later this position was changed to that of the Dean of the College. During these first years in Fredericksburg Alvey was living with his wife and daughter at 906 Cornell Street, just below the College. Census records from 1940 also note that at the time there was a faculty member, Harold Weiss, boarding with the Alveys.⁸² Later Alvey would move with his family to College Heights, directly opposite the school.

Alvey continued in his capacity as Dean for the next thirty years. In 1967 he stepped down as Dean and took an appointment as a Professor in the Education Department before retiring in 1971. Retirement years however proved to be busy ones for Alvey as he became a prolific writer authoring a number of local histories including the *History of Mary Washington College*, *History of the Presbyterian Church of Fredericksburg, Virginia*, *The Streets of Fredericksburg*, *The Fredericksburg Fire of 1807*, and *90 Years of Caring: Mary Washington Hospital*. Alvey passed away on July 11, 1999 at the age of 97.⁸³

Anderson Center:

Dedication: 2011, named in honor of President William "Bill" Anderson's service to the institution.

William "Bill" Meades Anderson Jr. was born in 1942 in South Boston, Virginia. He was an only child in a middle class family with a father who worked as a local merchant and a mother who was active in the local Democratic Party. His uncle, Frank Slyton, served in the Virginia Senate and just down the street from where Anderson lived was the house of William Tuck, the former Governor of Virginia.⁸⁴

During Anderson's high school years he was active athletically playing on teams at both Halifax County High School as well as Oak Ridge Academy, where he attended his junior and senior years. Upon graduating from Oak Ridge Academy he attended Virginia Commonwealth University (VCU). During his time there he worked at Kmart in order to pay tuition. Upon graduating from VCU he attended West Virginia College of Graduate Studies and from there enrolled in Virginia Tech where he received his Ph.D.⁸⁵

While at VCU Anderson was introduced to Prince B. Woodard who would mentor Anderson throughout his career as well as help him land his first job at the State Council of Higher Education in Virginia

⁸¹ Ibid.

⁸² Ibid.

⁸³ Ibid.

⁸⁴ William Crawley, *University of Mary Washington, A Centennial History 1908-2008* (Fredericksburg: University of Mary Washington, 2008), 317-319.

⁸⁵ Ibid.

(SCHEV) after his Ph.D. Later, Anderson was hired as the Executive Vice President at Mary Washington College by then President Woodard.⁸⁶

Following Woodard's death in 1983 Anderson stepped in as the interim President for 18 months before the appointment was made permanent. When Anderson and his wife Jane moved into Brompton he was the youngest President of a University or College in the state of Virginia. He would continue to serve as President at MWC until 2006, guiding the school through its transition from a College to a University.⁸⁷

Lee Hall:

Dedication: 1952, named in honor of Anne Carter Lee, the mother of Robert E. Lee.

Anne Carter Lee was born Anne Hill Carter in 1773 to Charles and Anne Carter of Shirley Plantation in Charles City County, Virginia. When she turned twenty she married Revolutionary War hero, General Light Horse Harry Lee, who at the time was serving as Virginia's ninth Governor, despite her father's objections. During her marriage to Lee she would have nine children, including Robert E. Lee, of Confederate fame.⁸⁸

Despite notoriety as well as family wealth, Harry Lee proved to be reckless with finances eventually ending up in debtor's prison. While he was there Anne was forced to put the family's finances in order which meant moving from the family home at Stratford as well as selling a large number of the family's enslaved people. Upon Harry Lee's release the family moved to Arlington, paid for by Anne's inheritance. At Arlington the family is noted as owning 32 enslaved people over 12 years of age. Only a few years after the move to Arlington Harry left Anne to travel abroad for health reasons. The two would never meet again as Lee died in 1818 in Georgia. Anne would live another decade dying in 1829 at the age of 56.⁸⁹

Arrington Hall:

Dedication: 1994, named in honor of Arabelle Cowne Laws Arrington and the significant contribution of the Arrington family.

Arabelle Cowne Laws Arrington was born in Catlett, Virginia in 1921 to Henry Boyd Laws and Blanche Aliene Cowne. Her involvement with Mary Washington began in 1937 when she enrolled at the College graduating four years later in 1941. Five years after graduation, in 1946, she married Walter N. Arrington who ran Arrington Motor Sales, a car dealership in Warrenton, Virginia. Throughout her life she continued to contribute to Mary Washington serving on the Board of Visitors from 1975 to 1983 as well as providing a sizeable donation to ensure the construction of Arrington Hall. Arrington passed away in 2010.⁹⁰

⁸⁶ Ibid.

⁸⁷ Ibid.

⁸⁸ "Anne Carter Lee," National Park Service, <https://home.nps.gov/arho/learn/historyculture/anne-lee.htm>, (April 10, 2017).

⁸⁹ Ibid.

⁹⁰ William Crawley, *University of Mary Washington, A Centennial History 1908-2008* (Fredericksburg: University of Mary Washington, 2008), 375.

Ball Hall:

Dedication: 1935, named in honor of Mary Ball Washington, George Washington's mother and local Fredericksburg resident.

Mary Ball's precise date of birth is not known but it is assumed to be sometime in the early-18th century. Mary was the daughter of Colonel Joseph Ball and Mary Ball of Epping Forest in Lancaster County, Virginia. Both her parents died before she was 12 leaving her as an orphan. At 23 years old she married Augustine Washington, who had three children from a previous marriage. Together they had six children with George Washington being the oldest. The family moved to Ferry Farm, across from Fredericksburg, Virginia in the mid-18th century. While there Augustine died leaving Mary to run the farm which she did for almost thirty years. In 1772, at the insistence of her son George and to be closer to her doctor and daughter in town, Mary moved to Fredericksburg. She would live in Fredericksburg for the next 17 years, dying in 1789. While in Fredericksburg Mary participated in the practice of slavery with her will mentioning six of her slaves by name: Tom, George, Bet, Frederick, Lydia, and "little" Bet.⁹¹

Brent Hall:

Dedication: 1944 (obtained by Mary Washington College), named in honor of Margaret Brent who established herself as a wealthy 17th century Virginia landowner in and around what would become Fredericksburg.

Margaret Brent was born in England in 1601 to a Catholic family. Luckily the family was well placed in society with Cecil Calvert, Lord Baltimore, a cousin. This association allowed Margaret and her sister Mary and brothers Giles and Fulke, to travel to America in 1638 where they were given land in the colony of Maryland outside of St. Mary's. Since land was allotted on a per person basis at the time, Margaret and her siblings were given substantial holdings as they also received the land shares of the 5 men and 4 maid servants brought with them.⁹² During her time at St. Mary's, Margaret was able to gain the trust of her other cousin, Governor Leonard Calvert and therefore increased influence. She was so respected by him that upon his death she was named executrix, unusual for the time. Sometime around 1650 Margaret moved to Virginia, near the mouth of Aquia Creek, joining her brother who was already residing in the vicinity. By 1655 she had acquired over 2700 acres of land, including the present-day site of Fredericksburg. Margaret died in 1670 at the age of 70 with over 8,700 acres of land between her holdings in Maryland and Virginia.⁹³

Bushnell Hall:

Dedication: 1959, named in honor of Dean Nina Bushnell's service to the institution.

Nina Gookin Bushnell was born in Bristol, Tennessee in 1880. She enrolled in the University of Tennessee in 1900 and graduated in 1903 with her B.A. She was active while at Tennessee as she is

⁹¹ "Mary Washington's Will," http://kenmore.org/genealogy/washington/mary_will.html, (April 10, 2018).

⁹² "Archives of Maryland, Margaret Brent", <https://msa.maryland.gov/megafile/msa/speccol/sc3500/sc3520/002100/002177/html/bio.html> , (October 15, 2019).

⁹³ "Margaret Brent," Encyclopedia Britannica, <https://www.britannica.com/biography/Margaret-Brent>, (April 3, 2019).

noted in yearbooks as being the Senior Class “Prophet”, President of the Barbara Blount Literary Society, member of Alpha Omicron Oi, member of the Girls Glee Club, member of the YWCA, and President of the Attic Philosophers.⁹⁴

Upon graduation she had numerous positions including teaching Latin at Reidsville High School in North Carolina. During her time in North Carolina she married Charles Bushnell, a furniture merchant. Unfortunately, only two years into their marriage, in 1911, he died of typhoid fever.⁹⁵ While widowed, Nina was no longer tethered to a particular location and took on a series of jobs across the country and even overseas including teaching English at Winthrop College, serving as Principal at Spartanburg, serving in France in WWI as part of the Y.W.C.A., and as the Dean of Women at Synodical College in Fulton, Missouri.⁹⁶

This experience served her well as she was hired by Mary Washington in 1921 to serve as the Dean of Women, a position that she would hold until 1950 when state law mandated her retirement. During her time at Mary Washington she was known as a strict yet approachable administrator. It was her job to enforce rules specified in the student handbook, a job she took seriously. In addition, from her living quarters in Virginia Hall, she controlled access to the young women, vetting all male callers. She also helped produce the Battlefield Yearbook on many occasions supervising the layout and doing much of the writing.⁹⁷

After retirement from Mary Washington she served as Dean of Women at Moravian College in Bethlehem, Pennsylvania for another 7 years before retiring to St. Petersburg, Florida. She passed away in 1970 at 90 years old.⁹⁸

Combs Hall:

Dedication: 1959, named in honor of President Morgan Combs and his service to the institution.

Morgan Lafayette Combs was born on June 11, 1892 near the town of Honaker in Russell County in southwestern Virginia. He lived on a small farm and attended one of the local one-room schools. At the age of seventeen, Combs was already teaching, becoming principal of one of these small schools before the age of 21. Despite this success, Combs decided to enter the University of Richmond in 1913, receiving his A.B. four years later in 1917. Upon graduation he was appointed the superintendent of Buchanan County schools, a position he would hold until 1922. At the same time he was holding this position he was also able to obtain his A.M. degree from the University of Chicago. Upon graduation he would be appointed assistant supervisor of secondary education and in less than a year would become the supervisor, a position he would hold until 1926. During this entire time, he continued his education, this time at Harvard, where in 1926 he received his Ed.M. degree and his Ed.D. degree in 1927. While in

⁹⁴ *The Volunteer* (Knoxville: Univ. of Tenn., 1903)

⁹⁵ 1910 U.S. Census, Thomasville, Davidson, North Carolina, population schedule, p. 8B.

⁹⁶ Edward Alvey Jr, *History of Mary Washington College, 1908-1972* (Charlottesville: Univ. Press of Virginia, 1974), 421-422.

⁹⁷ Edward Alvey Jr, *History of Mary Washington College, 1908-1972* (Charlottesville: Univ. Press of Virginia, 1974), 103-109.

⁹⁸ Florida Death Index, 1877-1998.

Boston he also taught for a year as a Professor at Boston University. Upon his return to Virginia he was appointed to another state position, Director of Research and Surveys, and would remain in this capacity until his appointment as President of the Fredericksburg State Teachers College in 1928.⁹⁹

When President Combs began his tenure at Fredericksburg Teachers College there were 459 students enrolled, placing it fourth among teachers colleges in the state. Through a variety of academic changes, most notably the institution of a business degree in 1937-38, the renaming of the school to Mary Washington College in 1938, and becoming part of the University of Virginia in 1944, the school had 1,577 students enrolled in 1955, the year President Combs was dismissed.¹⁰⁰

Custis Hall:

Dedication: 1935, named in honor of Mary Anne Randolph (Custis) Lee, the wife of Robert E. Lee and famous Virginia woman.

Mary Anna Randolph (Custis) Lee was born in 1808 in Arlington, Virginia. Her father was George Washington Parke Custis, the adopted son of George Washington, and her mother was Mary Lee Fitzhugh Custis, the daughter of Col. and Mrs. William Fitzhugh of Chatham in Stafford County, Virginia. She married Robert E. Lee in June 1831 and lived with him in their Arlington house. While there she developed severe arthritis and was pushed around the house in a wheelchair. Mary would die in 1873 at the age of 65 in Lexington, Virginia.

While living at Arlington the Lees are noted as owning a large number of enslaved people with 40 listed in the 1860 Slave Census.¹⁰¹ There are also numerous accounts of the treatment of the enslaved people on the family plantation at this time as noted by historian Elizabeth Brown Pryor. Many of the accounts paint a picture of a difficult life made more so by Lee's treatment and policy changes from the former owners of Arlington, the Custis family. During their tenure, marriage between enslaved people of different plantations was encouraged with regular passes provided for visitation. In addition Mrs. Custis had a school for slave children defying Virginia law at that time. This "lax" approach, as noted by neighbors, changed with Lee assuming ownership. Many of the family units, encouraged by the Custises, were broken apart during Lee's tenure with only one family surviving intact by 1860.

duPont Hall:

Dedication: 1952, named in honor of the significant contribution of Jessie Ball DuPont.

Born Jessie Dew Ball, a relative of Mary Ball Washington, in 1884, she attended Longwood University, at the time the Farmville Normal School. Upon graduation she taught in Virginia before moving to San Diego, California in 1908. While in San Diego she continued to teach before taking on a job as an Assistant Principal at an elementary school in 1920. A year later in 1921 she married Alfred I. duPont, organizer of E.I. duPont de Nemours and Co. They would remain married until his death in 1935.

⁹⁹ Edward Alvey Jr, *History of Mary Washington College, 1908-1972* (Charlottesville: Univ. Press of Virginia, 1974), 155-158.

¹⁰⁰ *Bullet*, 1929 (vol. 2 issue 3), pg. 1.

¹⁰¹ Elizabeth Brown Pryor. "Robert E. Lee (1807–1870)." *Encyclopedia Virginia*. Virginia Foundation for the Humanities, 13 Feb. 2019. Web. 3 Apr. 2019.

Throughout her life, Jessie Ball duPont continued the philanthropic tradition started by her husband despite living a somewhat secluded life at the family's Nemours estate. She passed away on September 26, 1970.¹⁰²

Fairfax House:

Dedication: 1930 (obtained by Fredericksburg State Teachers College), named in honor of Anne Fairfax.

Anne Fairfax was born in the West Indies in 1728 and was the eldest daughter of Col. William Fairfax. At the age of 15 she was married off to Lawrence Washington, the older half-brother of George Washington, because of accusations that the family's minister, Rev. Charles Green of Truro Parish, molested, assaulted, and raped her, accusations of which he was not fully exonerated.¹⁰³ Anne would have several children with Lawrence while living at Mt. Vernon but none would survive into adulthood. Lawrence died in 1752 however Anne would remarry George Lee in 1761. As was typical of the time for such a family, enslaved people were part of the estate.¹⁰⁴ Fairfax Hall is today home to the Title IX and Center for Prevention and Education.

Framar Hall:

Dedication: 1946 (obtained by MWC), named in honor of previous owners, Frank and Marion Reichel.

The building known as Framar was named after Frank and Marian Reichel. Olive Marian Reed, was born May 4, 1898 in Pittsburgh, Pennsylvania. Her father, Samuel Reed was manager at a mill, and her mother Lucy, is noted in census records as a "homemaker". She had two brothers.¹⁰⁵ Frank Hartranft Reichel was born January 30, 1897, in Saegertown, Pennsylvania to Ezra and Elizabeth.¹⁰⁶ Frank had two older sisters, Susie and Nina with everyone noted as living on a small farm in the 1910 census.¹⁰⁷

Frank pursued a B.S. at Allegheny College with a 1916 yearbook noting him as a graduate assistant in the Chemistry Department.¹⁰⁸ Shortly after receiving his graduate degree, in June of 1919, he married Marian in Monongalia County, West Virginia.

The Reichels would come to Fredericksburg in 1929 from New York, as then Doctor Reichel was to serve as the General Manager of the Sylvania Industrial Corporation which had recently built a large complex south of Fredericksburg. By this time they had a two year old son, Frank Jr.¹⁰⁹ Sixteen years after arriving, Dr. Reichel and Marian would leave Fredericksburg for Philadelphia, Pennsylvania following a promotion.

¹⁰² "Jessie Ball DuPont Fund," <https://www.dupontfund.org/>, (April 3, 2019).

¹⁰³ Peter R. Henriques. "Major Lawrence Washington versus the Reverend Charles Green: A Case Study of the Squire and the Parson." *The Virginia Magazine of History and Biography* 100, no. 2 (1992): 233-64. <http://www.jstor.org/stable/4249277>.

¹⁰⁴ "Anne Lee," <https://www.geni.com/people/Anne-Lee/6000000003914650750>, (April 3, 2019).

¹⁰⁵ 1900 U.S. Census, Pittsburgh Ward 21, Allegheny, Pennsylvania, population schedule, p. 7A.

¹⁰⁶ *Records of the Selective Service System, 1926-1975*; Record Group Number: 147.

¹⁰⁷ 1910 U.S. Census, Woodcock, Crawford, Pennsylvania, population schedule, p. 3B.

¹⁰⁸ *The Kaldron* (Allegheny College., 1916).

¹⁰⁹ 1930 U.S. Census, Fredericksburg, Fredericksburg (Independent City), Virginia, population schedule, p. 6A.

The plant run by Frank was unique in some respects in that it employed men, women, as well as African Americans. Layton Fairchild was one such African American man who was hired when he was only 16 years old. That said the plant was still segregated, something that didn't change until the mid-1960s.¹¹⁰

George Washington Hall:

Dedication: 1939, named in honor of George Washington, first President of the United States and Virginia native.

George Washington was born in 1732 in Westmoreland County, Virginia along Popes Creek to Augustine and Mary Ball Washington. He was the oldest of six children between Augustine and Mary. For a brief time in 1734 the family resided at Mt. Vernon before moving to Ferry Farm, outside Fredericksburg, Virginia in 1738. While living at Ferry Farm his father, Augustine died, leaving his mother to run the farm.¹¹¹ As most of the wealth was left to George's older half-brother, their existence at Ferry Farm was never as comfortable as they might have liked.

When George turned 17 years old, he worked with George William Fairfax learning to survey. Shortly thereafter, he obtained a job as the surveyor for Culpeper County, Virginia. Four years later, in 1753, George began his lengthy military career. He almost immediately grabbed headlines when he made a 900-mile journey from the French Fort Le Boeuf, modern day Pittsburgh. A few months later, however, his newfound stardom diminished as he was forced to surrender at his ill-planned Fort Necessity. Further military service continued though throughout the rest of the French and Indian War.

Following the war, in January of 1759, he married Martha Dandridge Custis. That same year, forty dower slaves belonging to Martha's first husband are noted at Mt. Vernon. Until the advent of the Revolutionary War, Washington would run the plantation.

Of course, greater notoriety would be found for Washington as Commander-in-Chief of the Continental Army, of which he took control in 1775. This position and his victory at Yorktown during the American Revolution would propel him to become the nation's first President from 1789-1797.¹¹² Upon leaving office he retired to Mt. Vernon where he lived until 1799. At the time of his death 316 enslaved people were being kept at Mt. Vernon. Washington would free all of his enslaved people, the only founding father to do so, however, Washington was not able to free the enslaved people at Mt. Vernon that were part of Martha's dower.¹¹³

Goolrick Hall:

Dedication: 1968, named in honor of C. O'Conor Goolrick and his dedication to the creation of the institution.

¹¹⁰ *Free Lance-Star*, August 9, 2011.

¹¹¹ "Biography of George Washington," <https://www.mountvernon.org/george-washington/biography/>, (April 3, 2019).

¹¹² *Ibid.*

¹¹³ *Ibid.*

C. O’Conor Goolrick was born in 1876 to Fredericksburg Judge John Goolrick and mother Frances. He attended the Virginia Military Institute beginning in 1894 but left two years later “due to lack of means”. Later he would enroll at the University of Virginia where he would receive his degree. Upon graduation Goolrick moved back to Fredericksburg where he is first noted as selling insurance in 1900.¹¹⁴ This however appears to be only for a brief period as he began practicing law, taking on an office in the Bradford Building downtown, just a few doors down from his father.¹¹⁵

Goolrick’s reputation, assisted by his father’s, was such that in 1908 he decided to run for the Virginia House of Delegates and was elected to represent Spotsylvania and Fredericksburg. Immediately Goolrick got involved in the debate involving the new location of a State Normal School. While the political power at the time favored Harrisonburg, Goolrick proved to be a savvy politician and eventually obtained approval for Normal Schools at both Harrisonburg and Fredericksburg.

Goolrick continued to serve in the House of Delegates until 1915 when he was elected to the Virginia Senate. He served in that position until 1924. During his state political career, aside from helping to create what would eventually become the University of Mary Washington, he also advocated for workers compensation and the repeal of Prohibition.¹¹⁶

Upon retiring from state service Goolrick remained in Fredericksburg serving as its mayor as well as the city attorney for 28 years. He was also responsible for founding what is today known as the Rappahannock United Way. Goolrick died in 1960.¹¹⁷

Hamlet House:

Dedication: 1935 (used by the Fredericksburg State Teachers College), named in honor of William Hamlet, the previous owner and early mathematics professor at the institution, as well as his wife Amanda.

Dr. William “Willie” Nathan Hamlet was born in 1865 in Prince Edward County, Virginia to Dr. Martin Hamlet (D.D.S.) and mother Elizabeth. The house he was born into was a crowded one with seven brothers and sisters.¹¹⁸ During his early years he attended public school in Lynchburg before enrolling at V.M.I. where he studied Chemistry. Hamlet continued his education beyond V.M.I. attending both the University of Virginia as well as Cornell University.

After receiving his Ph.D. Hamlet initially worked as a Principal in Ashland, Virginia as well as Lonoke, Arkansas. Later he moved to Richmond where he served as an Assistant Principal at John Marshall High School as well as the head of the Science Department there. He would serve in this capacity for 10 years before once again changing jobs, this time to work at the Medical College of Virginia where he was the

¹¹⁴ 1900 U.S. Census, Stafford County, Virginia, population schedule.

¹¹⁵ “Fredericksburg City Directory 1910-11,”<http://resources.umwhisp.org/Fredericksburg/1910directory.htm> (April 3, 2019).

¹¹⁶ Edward Alvey Jr, *History of Mary Washington College, 1908-1972* (Charlottesville: Univ. Press of Virginia, 1974), 14-16.

¹¹⁷ Ibid.

¹¹⁸ 1880 U.S. Census, Prince Edward County, Virginia, population schedule.

Director of Analytical Chemistry. Finally, in 1911, he was hired as a Professor of Mathematics and Science at the newly created Fredericksburg Normal and Industrial School, becoming one of the original faculty members. Hamlet and his wife Amanda, would later in 1915 build a house along College Avenue where they would live until the summer of 1935.¹¹⁹

Hurley Convergence Center:

Dedication: 2013, named in honor of President Rick Hurley and his dedication to the institution.

Richard “Rick” V. Hurley was born May 19, 1947 in New Jersey. While not a Ph.D., Hurley received multiple degrees including a Bachelor of Science in Environmental Studies from Stockton University as well as a Masters of Arts in Public Administration from Central Michigan University. Hurley initially came to Mary Washington College in 2000 from Longwood University where he served as Vice-President for Administration and Finance. He served in the same capacity at Mary Washington until 2007-2008 when he served as interim President. Later, following Judy Hample’s resignation in 2010, Hurley would serve as President of the University, a position he would hold until his retirement in 2016.¹²⁰

Jefferson Hall:

Dedication: 1967, named in honor of President Thomas Jefferson for his contributions to the United States and the State of Virginia.

Thomas Jefferson was born in Shadwell, Virginia in 1743. He would later attend the College of William & Mary where he would be exposed to a number of influences that would shape his career. Jefferson is probably best known as the author of the Declaration of Independence but also served as Governor of Virginia from 1779 to 1781 as well as Vice-President from 1797 to 1801. He became the nation’s third President in 1801 and served two terms until 1809. During his time in office Jefferson would complete the Louisiana Purchase, almost doubling the size of the United States. He was also responsible for signing the act prohibiting the importation of enslaved people in 1807 as well as promoting an assimilation policy with Native people. Later in life, in 1819, Jefferson would found the University of Virginia.¹²¹

Jefferson’s personal life was spent at Monticello, a short distance from where he was born in Albemarle County. He married Martha Jefferson and together they had a number of children with only two living into adulthood. Upon Martha’s death Jefferson began an affair with one of his enslaved women, Martha’s half-sister, Sally Hemings. Hemings was just one of hundreds of enslaved people owned by Jefferson. Despite Jefferson’s commitment to equality, Jefferson never freed his enslaved people and died in 1826 deeply in debt.¹²²

¹¹⁹ Edward Alvey Jr, *History of Mary Washington College, 1908-1972* (Charlottesville: Univ. Press of Virginia, 1974), 34-35.

¹²⁰ “Biography, Office of the President,” <https://www.umw.edu/president/>, (February 12, 2012).

¹²¹ Looney, J. Jefferson and the Dictionary of Virginia Biography. "Thomas Jefferson (1743–1826)." *Encyclopedia Virginia*. Virginia Foundation for the Humanities, 21 Nov. 2016. Web. 3 Apr. 2019.

¹²² *Ibid.*

Jepson Science Center and Jepson Alumni Executive Center:

Dedications: 1998, 2004, named in honor of the significant contributions of the Jepson family.

Alice Finch Andrews was born in Richmond, Virginia in 1942. She went to Thomas Jefferson High School where she met Robert S. "Bob" Jepson. The high-school sweethearts married in 1964. Alice majored in English at Mary Washington College in Fredericksburg, Virginia graduating in 1964.

After Bob and Alice married, Bob joined the Army for two years. Afterwards, the couple moved to San Francisco, California where they formed the first of many successful businesses such as the Jepson Corporation and Jepson Associates, Inc. Through this success the Jepsons have become philanthropists to a number of causes including developing programs here at the University of Mary Washington.¹²³

Madison Hall:

Dedication: 1935, named in honor of Dolly Payne Madison, wife of President James Madison and famous Virginia resident.

Dolly Payne Madison was born in North Carolina in 1768. When she was a year old her family moved back to Virginia and resided in Scotchtown, Patrick Henry's Hanover County home. When she was 22 she married John Todd Jr., a Quaker Lawyer who would die three years later of yellow fever. Recently widowed with a son, Dolly was befriended by Aaron Burr, who would later serve as guardian of her son. It was Burr who introduced Dolly to James Madison. Dolly would serve as first lady of the nation from 1809 to 1817 and would gain admiration and fame for her saving of the Gilbert Sullivan painting of George Washington prior to the British burning the White House during the War of 1812. In 1817, James and Dolly removed themselves to the Madison family home, Montpelier, in Orange County, Virginia. There they resided until 1836 when James Madison died. Like many landed families in Virginia at the time, the Madisons owned enslaved people. Dolly, not one for rural life moved back to Washington where she was an "honored figure". She died at the age of 81.¹²⁴

Marshall Hall:

Dedication: 1960, named in honor of Mary Marshall, native Virginian and the wife of Chief Justice John Marshall.

Mary Willis Ambler was born March 18, 1766, in Yorktown, Virginia. She was the second of five girls born to Rebecca Burwell and Jacquelin Ambler, a prominent Yorktown family. Mary married John Marshall, 4th Chief Justice of the United States, on January 3, 1783, after a short courtship. Throughout their marriage Marshall shared many of his concerns about the nation with his wife and respected her opinion on many issues.¹²⁵ One of these issues involved slavery, which Marshall believed to be an evil. However, both Mary and John Marshall would own a number of enslaved people during their lifetimes.¹²⁶

¹²³ Elena Burnett. "Women of Vision Wednesday: Alice Andrews Jepson", <https://scaddistrict.com>, (April 2019).

¹²⁴ Holly Cowan Shulman. "Dolley Madison (1768–1849)." Encyclopedia Virginia. Virginia Foundation for the Humanities, 29 Jan. 2018. Web. 3 Apr. 2019.

¹²⁵ History of American Woman. www.womenhistoryblog.com, (April 1, 2019).

¹²⁶ College Of Law Usask, "Ariel Sallows Lecture presented by Paul Finkelman" – via YouTube, (November 21, 2016).

John and Mary had ten children, but only six survived to adulthood – five boys and one girl. The children’s deaths appear to have weakened Mary and she became sickly. Mary Willis Ambler Marshall died December 25, 1831, at Richmond, Virginia, at the age of 65; she was buried at Shockoe Hill Cemetery, Richmond, VA.¹²⁷

Marye House:

Dedication: 1912, named in honor of a former property owner and prominent Fredericksburg resident John L. Marye Jr.

John Lawrence Marye Jr. was born in Fredericksburg on November 4, 1823. John was the son of John Lawrence Marye Sr. and Anna Maria Burton who resided at Brompton. Educated in Fredericksburg he enrolled in the University of Virginia in 1840. With two semesters of education under his belt, he returned to Fredericksburg and continued learning about the law under his father’s tutelage. John continued to practice law until 1863 when he served in the legislature of Virginia. This political foray was initially short lived with Reconstruction resulting in his leaving of office in 1865. However he promptly returned to politics in 1869 and by 1870 was serving as Virginia’s Lieutenant Governor.¹²⁸ Like many wealthy families in Virginia prior to emancipation the Maryes had enslaved people as part of their estate.¹²⁹

Mason Hall:

Dedication: 1954, named in honor of Ann Thomason Mason, wife of prominent Virginia resident George Mason.

Ann Thomson Mason was born in 1699 in London, England. She was the daughter of Stephen Thomason and Dorothea Taunton and the sister of Jane Bronaugh. She married George Mason III in 1721 and the two had three children, George, Mary and Thomson. She lived with George on their Chopawamsic plantation in Stafford County, Virginia.¹³⁰

Melchers Hall:

Dedication: 1952, named in honor of artist and local area resident Gari Melchers.

Julius Gari Melchers was born Aug. 11, 1860 in Detroit, Michigan. He was considered a highly successful portrait and genre painter who worked primarily in the United States and Europe. Melchers did receive a formal education in the arts attending the Royal Art Academy, in Düsseldorf, Germany when he was 17. After three years there he left to go to Paris where he studied at the Académie Julian and the École des Beaux-Arts. Later in his career he settled in Falmouth, Virginia, at the home known as Belmont.¹³¹

¹²⁷ Ibid.

¹²⁸ Lyon Gardiner Tyler. Encyclopedia of Virginia Biography Vol III, NY, 1915.

¹²⁹ 1850 U.S. Census, Spotsylvania, County, VA., slave schedule.

¹³⁰ Allen Thomas, Jon Czarowitz and Carol Hurley, Ann Mason. “WikiTree.com”, (April 3, 2019).

¹³¹ Encyclopedia Britannica, Gari Melchers, www.britannica.com, accessed April 1, 2019.

Mercer Hall:

Dedication: 1950, named in honor of Revolutionary hero and local Fredericksburg resident, Hugh Mercer.

Hugh Mercer is thought to have been born in Scotland in 1725. Early on Mercer took an interest in medicine a subject which he would end up studying extensively. He would put this knowledge to use early in his career at the Battle of Culloden. After the battle Mercer found his way to Philadelphia, Pennsylvania and eventually settled in the western portion of the state. During the French and Indian War, Mercer would again ply his trade. It was during this period that he also met George Washington who persuaded him to relocate to Fredericksburg. There Mercer married Isabella Gordon and established a practice in town. During the Revolutionary War Mercer served as a Brigadier General and was killed at the Battle of Princeton in 1777.¹³²

Monroe Hall:

Dedication: 1920, originally the Administration Building and the Russell Hall before being re-named in honor of one-time Fredericksburg resident and President James Monroe.

James Monroe was born in Westmoreland County, Virginia in 1758. He attended the College of William & Mary but received much of his legal education from friend and mentor Thomas Jefferson. However, unlike Jefferson, Monroe served in the Continental Army during the Revolutionary War. After the war ended, he briefly practiced law in Fredericksburg before undertaking a series of public service jobs and appointments. These included serving in the Senate as well as Minister to France in the Jefferson administration. Later, in 1799, Monroe would serve as Governor of Virginia. Eventually in 1816 Monroe was elected as President and re-elected for a second term in 1820. Monroe later became famous for his Monroe Doctrine, but was also responsible for the Missouri Compromise which prohibited slavery north of latitude 36°30' N. He is also known for his support of the American Colonization Society which advocated re-settling enslaved people to Liberia. The capital of Liberia, Monrovia, is named after James Monroe. Monroe died in 1831 in New York.¹³³

Pollard Hall:

Dedication: 1952, named in honor of John Garland Pollard's legislative support of the institution as Governor of Virginia.

John Garland Pollard was born in King and Queen County in 1871 to a Baptist minister, John Pollard and his wife Virginia Bagby Pollard. He grew up in Richmond and attended Richmond College before transferring to George Washington University where he received his law degree in 1893. Upon completion of his degree, he returned to Richmond to practice law with his uncle, Henry Pollard. Like his uncle, Pollard became active in the Democratic Party and made a particularly large impact through the publication of *Pollard's Code of Virginia*, a commentary on the laws of Virginia.¹³⁴

¹³²Alvin Embrey. *History of Fredericksburg*, 119-125.

¹³³ Harlow G. Unger, *The Last Founding Father*, 2009.

¹³⁴ R. L. Heinemann, John Garland Pollard (1871–1937). (2014, January 7). In Encyclopedia Virginia. Retrieved from http://www.EncyclopediaVirginia.org/Pollard_John_Garland_1871-1937.

Pollard's political career began in 1901 when he won a seat to the Virginia Constitutional Convention. There he made some political waves by first proposing that "Christian" be removed from the constitution's preamble and secondly by voting against the suffrage provision that would disfranchise a large segment of the black vote. After an unsuccessful bid for the governorship in 1917, Pollard retired from politics temporarily. He traveled to France during WWI on behalf of the Young Men's Christian Association and later in 1921 accepted an appointment as Professor of Constitutional Law at the College of William and Mary. A year later, in 1922, he was appointed by Governor Trinkle to serve on the Commission on Simplification and Economy in Government. Through this process he became well acquainted with then Governor Byrd who ultimately endorsed him for Governor in the 1929 race. While Pollard won the race his tenure was marred by the Great Depression.¹³⁵

Pollard married Grace Phillips in 1898 and they had four children together. His wife died in 1932 and a year later he married his executive secretary Violet MacDougall. Pollard died on April 28, 1937.¹³⁶

Randolph Hall:

Dedication: 1954, named in honor of Martha Randolph, daughter of Thomas Jefferson and notable Virginia native.

Martha Jefferson "Patsy" Randolph was born in 1772 and was one of only two children of Thomas and Martha Jefferson to survive into adulthood. She married Thomas Mann Randolph Jr., who served as Governor of Virginia from 1819 to 1822 and together they had 12 children. Widely regarded as one of the most educated women in Virginia, she largely concerned herself with home life. Notably, after her father died she allowed Sally Hemings and her two sons to live in Charlottesville as a "Free" woman. Martha would die at Edgehill Plantation, near Monticello, in 1836.¹³⁷

Ridderhof Martin Gallery:

Dedication: 1992, named in honor of the significant contribution from Phyllis Ridderhof which made construction of the gallery possible.

Phyllis Ridderhof Martin graduated from the University of California, Los Angeles (UCLA) but came to Virginia later in life to be closer to her family. It was her family members, as well as her love of fine arts, that connected her to Mary Washington with her daughter-in-law and grandson both graduating from the College. She also developed a close friendship with Art Professor Joseph Di Bella which helped make her aware of the school's need for permanent gallery space. Her \$500,000 donation made the Ridderhof Martin Gallery a possibility and she was there for the groundbreaking ceremony. Shortly after the building was completed in 1993, she passed away.¹³⁸

¹³⁵ Ibid.

¹³⁶ Ibid.

¹³⁷ C. A. Kierner, Martha Jefferson Randolph (1772–1836). (2018, May 9). In Encyclopedia Virginia. Retrieved from http://www.EncyclopediaVirginia.org/Randolph_Martha_Jefferson_1772-1836.

¹³⁸ *Free Lance-Star*, March 12, 1994.

Russell Hall:

Dedication: 1965, named in honor of President Russell's contribution to the institution as its first president.

Edward Hutson Russell was selected by the board of trustees on May 19, 1908 to become the first President of the Fredericksburg Normal and Industrial School. He was born in Petersburg, Virginia on November 26, 1869 to Warren and Susan Russell, both of whom were originally from Maine. Unfortunately, shortly after his birth, his mother died, leaving his father, a shoemaker, alone with three children. Russell's early years were spent in Henrico County, where his family was residing by 1880 on a small farm. There Russell attended Henrico Public Schools until around 1883 when he enrolled in Richmond City High School.¹³⁹

Upon graduating from high school in 1887, Russell enrolled at the Virginia Military Institute where he graduated in 1891 with honors.¹⁴⁰ After a short stint at Richmond College, today known as the University of Richmond, he began his first job as a Principal in Pulaski County, Virginia. He remained in this position for only two years before taking another job at Fishburne Military School where he served as commandant for another two years. After his time at Fishburne he made his way to Glade Springs, outside of the town of Bristol, Virginia where he was quickly chosen as Superintendent of Bristol Public Schools in 1897.¹⁴¹

Russell also actively worked to improve the education and training of teachers in Virginia as was evident with the creation of the Summer School for Teachers at Fredericksburg. Registration for the school began on June 28, 1906 with the classes ending July 28, 1906.¹⁴² The summer school was organized on the same model as the one at Emory and Henry College, created a few years prior, and offered a number of classes to assist the educator in the classroom. This summer school was one of eight, plus the school at the University of Virginia, that the Board of Education decided to run in 1906. Two other summer schools were held for "colored" teachers in 1906 and just one in 1907.¹⁴³ Russell himself served as the "conductor" of the school and even taught a Civic Government course:

"Examiner Russell's Civic Government trains the student to be a good citizen and to help others to be good citizens. He familiarizes one with the county, state and nation and explains taxes, elections, political parties and the public school system. He enables the teacher to answer the multitude of questions about government that interest the children."¹⁴⁴

Even with finishing touches still ongoing and the "lawn" in front of Monroe and Willard Halls a quagmire, the Fredericksburg Normal School opened its doors for the first time on September 26, 1911. Enrollment for this first class totaled 131, lower than the 209 enrolled at the Harrisonburg Normal

¹³⁹ Edward Alvey Jr, *History of Mary Washington College, 1908-1972* (Charlottesville: Univ. Press of Virginia, 1974), 16.

¹⁴⁰ Ibid.

¹⁴¹ Ibid.

¹⁴² Ibid.

¹⁴³ Ibid.

¹⁴⁴ Ibid.

School during its inaugural semester, and significantly lower than the 308 enrolled there in 1911. Farmville on the other hand, a more established normal school, had an enrollment of 861 in 1911, down from a high of 927 in 1909.¹⁴⁵

The first period in the history of the Fredericksburg Normal school comes to an end on May 9, 1919 with the resignation of President Russell being accepted by the board.¹⁴⁶ Reasons for his resignation are vague with health often being cited however it is known that President Russell's personal life underwent a number of changes around the same time. Most notably he was married to faculty member Margaret E. Fraser on July 25, 1917, having presumably divorced from his previous wife Lillian Russell the previous year.¹⁴⁷ What is known is that throughout the academic year of 1918-1919 the faculty seemed to be discontented with numerous resignations, whether President Russell's private life factored into this remains unclear.

Seacobeck Hall¹⁴⁸:

Dedication: 1931, named in honor of the previous occupants of the land on which the building sits.

During Captain John Smith's 1608 expedition up the Rappahannock he encountered a Native American presence near present day Fredericksburg which he later noted in two locations on his 1608 map. The location on the south side of the Rappahannock River was noted as "Secobeck" and on the north side "Sockobeck".¹⁴⁹ Recent archaeological and oral history research into Indigenous Cultural Landscapes along the Rappahannock River indicate that it was common during the Woodland and early contact periods for native peoples to place their villages on opposite sides of the river for use at different times of the year and they would frequently travel between the two.¹⁵⁰

In his history of Mary Washington College, Alvey cites a *Free-Lance Star* article that states that "Seacobeck" is an Algonquian word for "at the foot of the rock".¹⁵¹ Philip Barbour interprets both "Secobeck" and "Sockobeck" to mean "still-water outlet."¹⁵² Either way, these names most likely refer to villages placed at or near the fall line of the Rappahannock River. Many Algonquian place-names, and

¹⁴⁵ Report to the Normal School Board, January 3, 1918. President Russell Letters, Box F.15, UMW Special Collections

¹⁴⁶ Minutes of the Board, May 9, 1919, pg. 119. (UMW Special Collections)

¹⁴⁷ *Daily Star*, July 25, 1917, pg. 4 col. 5

¹⁴⁸ The context for Seacobeck Hall was provided by Dr. Lauren McMillan, Assistant Professor in the Department of Historic Preservation

¹⁴⁹ Smith, John, and William Hole. *Virginia*. [London, 1624] Map. Retrieved from the Library of Congress, <www.loc.gov/item/99446115/>.

¹⁵⁰ Scott M. Strickland, Julia A. King, G. Anne Richardson, Martha McCartney, and Virginia Busby, *Defining the Rappahannock Indigenous Cultural Landscape* (Report to the National Park Service, the Chesapeake Conservancy, and the Rappahannock Tribe of Virginia, from the Department of Anthropology, St. Mary's College of Maryland, St. Mary's, MD, 2016).

¹⁵¹ Edward Alvey Jr, *History of Mary Washington College, 1908-1972* (Charlottesville: Univ. Press of Virginia, 1974), 170.

¹⁵² Philip L. Barbour, "The Earliest Reconnaissance of the Chesapeake Bay Area: Captain John Smith's Map and Indian Vocabulary," *The Virginia Magazine of History and Biography*, vol. 79, no. 3 (1971):299-300.

consequently names the English used to reference the people who lived there, described the surrounding topography.¹⁵³

Although Native peoples located in the northern part of what would become Virginia spoke Algonquian and were part of the Powhatan Confederacy in the early 17th century, Wahunsenacawh (Chief Powhatan) had very loose control of those groups. The groups located north of the York River at the time were semi-autonomous and would have likely been distinct in their own identification.¹⁵⁴

Simpson Library:

Dedication: 1988, named in honor of President Grellet Simpson's dedication to the institution.

Dr. Grellet Collins Simpson was elected the fourth President of Mary Washington College in September 1955, replacing President Combs who was forced to resign a few months prior. President Simpson, like the other three Presidents, came to Mary Washington with numerous qualifications including three degrees, an A.B., M.A., and Ph.D.

Born in Norfolk, Virginia around 1908, he entered Randolph-Macon College in 1926. Upon graduation in 1930 he served as a faculty member in the English Department at Randolph-Macon Academy in Bedford for a year. After this short stint he returned to Randolph-Macon College where he progressively moved through the ranks of the English Department. During this process he continued to expand his credentials, receiving his M.A. in 1936 and Ph. D. in 1949 from the University of Virginia. Three years later, in 1952, he was appointed dean of the faculty. He would hold this position until 1955 when he was elected President of Mary Washington College. Despite being elected in 1955, it was not until February 1956 that he began to serve as Chancellor in an official capacity.¹⁵⁵ The title of President was removed during the time Simpson was elected President and his assumption of duties in February. The title was more befitting the actual responsibilities of the office as, at the time, Mary Washington College fell under the University of Virginia.

Under Chancellor Simpson, Mary Washington College continued to expand in terms of enrollment and through construction. Enrollment increased from 1,600 students in 1955 to approximately 2,200 in 1972. Included for the first time in the enrollment count during these years were African American students. Males were also allowed to live on-campus during this period, creating a fully integrated and coeducational institution by 1970.¹⁵⁶

Trinkle Hall:

Dedication: 1941, named in honor of the Governor Trinkle's legislative support of the institution.

¹⁵³ Philip L. Barbour, "The Earliest Reconnaissance of the Chesapeake Bay Area: Captain John Smith's Map and Indian Vocabulary," *The Virginia Magazine of History and Biography*, vol. 79, no. 3 (1971):299-300.

¹⁵⁴ Keith Egloff and Deborah Woodward, *First People: The Early Indians of Virginia*, (Charlottesville: University of Virginia Press, 2006).

¹⁵⁵ Edward Alvey Jr, *History of Mary Washington College, 1908-1972* (Charlottesville: Univ. Press of Virginia, 1974), 506-508.

¹⁵⁶ Edward Alvey Jr, *History of Mary Washington College, 1908-1972* (Charlottesville: Univ. Press of Virginia, 1974), 506-508.

Governor Elbert Lee Trinkle was born in Wytheville, Virginia on March 12, 1876 to Elbert, a farmer and his wife Letitia. Trinkle had two older brothers, Clarence and William.¹⁵⁷ When Trinkle turned 17 in 1892 he enrolled in Hampden-Sydney College in Farmville, Virginia. There he excelled, becoming class president as well as receiving a number of accolades including the Senior Orator's medal from the Philanthropic Literary Society.¹⁵⁸ Graduating in 1896 he continued his education at the University of Virginia where he studied law.¹⁵⁹ After graduating from UVA in 1898 he returned to Wytheville to begin his practice.¹⁶⁰

In 1910 Trinkle seems to have established himself as a lawyer locally, enough it seems to feel comfortable marrying Helen Ball Sexton of Harris, Texas.¹⁶¹ During this time both Trinkle and Helen are living with his brother William and his family in Wytheville.¹⁶² This arrangement is relatively short lived as Trinkle and Helen soon purchase their own home in Wytheville. Shortly thereafter, around 1912, their first child is born, Elbert L. Trinkle with a daughter, Helen following five years later in 1917.¹⁶³ Ultimately, they had two more sons.

During these early family years Trinkle became increasingly engaged in local politics. Eventually he took over as the Wythe County Democratic Chairman and a few years later in 1915 was elected to the Virginia State Senate.¹⁶⁴ Towards the end of the 1910s Trinkle also made a career change, giving up the law and instead becoming Vice-President of the Shenandoah Life Insurance Co, located in Roanoke, Virginia.¹⁶⁵

During his first term as a state senator, Trinkle was able to advance his agenda supporting Prohibition as well as women's suffrage. While he did oppose the establishment of a coordinate college for women at the University of Virginia, he did so on the grounds that it would undermine the four normal schools, the Fredericksburg Normal and Industrial School among them.

After much contemplation he decided to run for Governor of Virginia in 1921 receiving the Democratic nomination as a compromise candidate.¹⁶⁶ During the general election he easily defeated Republican Henry Watkins Anderson, serving as Virginia's Governor from 1922 until 1926.¹⁶⁷

¹⁵⁷ 1880 U.S. Census, Wythe, Virginia, population schedule, p.464A

¹⁵⁸ *Kaleidoscope* (Hampden-Sydney College, 1896) p. 22.

¹⁵⁹ *Corks and Curls*, (Charlottesville: University of Virginia, 1898) p. 42.

¹⁶⁰ 1900 U.S. Census, Wytheville, Wythe, Virginia, population schedule, p.4.

¹⁶¹ Harris County Clerk's Office, Harris County, Texas, Marriage Records.

¹⁶² 1910 U.S. Census, Wytheville, Wythe, Virginia, population schedule, p. 1A.

¹⁶³ 1920 U.S. Census, Wytheville, Wythe, Virginia, population schedule, p. 5B

¹⁶⁴ Heinemann, Ronald. *E. Lee Trinkle*, Encyclopedia Virginia,

https://www.encyclopediavirginia.org/Trinkle_E_Lee_1876-1939#start_entry

¹⁶⁵ Ancestry.com. *U.S. City Directories, 1822-1995* [database on-line]. Provo, UT, USA: Ancestry.com Operations, Inc., 2011.

¹⁶⁶ Ronald Heinemann. *E. Lee Trinkle*, Encyclopedia Virginia,

https://www.encyclopediavirginia.org/Trinkle_E_Lee_1876-1939#start_entry.

¹⁶⁷ Ronald Heinemann. *E. Lee Trinkle*, Encyclopedia Virginia,

https://www.encyclopediavirginia.org/Trinkle_E_Lee_1876-1939#start_entry.

Trinkle's support of women's higher education and in particular Mary Washington, seems to have continued throughout his term as governor. When the new amphitheater was dedicated in 1923, Governor Trinkle addressed the approximately 1,000 attendees.¹⁶⁸ A short time later, in 1924, Governor Trinkle submitted a budget proposal to the General Assembly with \$55,000 in funds to the school for new building projects.¹⁶⁹ Even after his governorship, Trinkle continued to advocate for funding for the school, in part due to his close friendship with then President Combs. Trinkle Hall, the school's library, was constructed in large part due to Trinkle's lobbying efforts in 1939.¹⁷⁰

While many of Trinkle's accomplishments should be lauded, he is perhaps best known by three pieces of legislation either passed or presented during this time as Governor. These included the Racial Integrity Act of 1924, the Forced Sterilization Act of 1924, and the Racial Segregation Act of 1926. The last of these, the Racial Segregation Act, came at a time of fear amongst many white Americans that "their" country was being taken over by "aliens, idlers, and union leaders."¹⁷¹ In response a number of fraternal organizations were established, including the "new" Ku Klux Klan.¹⁷²

A few short years later, in 1922, the Anglo-Saxon Club of America was founded in Richmond in an effort to prevent the dilution of the white race. They immediately began lobbying the Virginia General Assembly for a bill to "prevent further racial intermixture".¹⁷³ Two of the organization's founders, John Powell and Earnest Cox, published two articles in the Richmond *Times-Dispatch* in 1923 entitled "Is White American to Become a Negroid Nation?" Their argument centered on "Mendel's discoveries and eugenic science, [that] in mixing two varieties the more primitive...always dominates in the hybrid offspring."¹⁷⁴ While the club was ultimately unsuccessful in growing their numbers they did find political support and in 1924 the racial integrity measure was introduced as Senate Bill No. 219 and House Bill No. 311. The bill specifically called for several measures, the first of which required a registration certificate be created for every Virginia resident showing the racial composition of each person. Secondly, the certificate would have to be presented to the local clerk prior to issuance of a marriage license. This was to ensure that "any white person...marry any save a white person." While some debate ensued, an amended form of the bill was passed by the Senate on February 27 by a vote of 24 to 4. The House followed suit and on March 8 passed the measure by a margin of 72 to 9. The law was signed by Governor Trinkle on March 20, 1924. Taking this action one step further, Governor Trinkle sent copies of the legislation to the governors of each state with a request that they try to have similar acts passed.¹⁷⁵

¹⁶⁸ Reports of the work of the State Normal School for Women at Fredericksburg, VA for the year ending July 1st, 1923. August 15, 1923.

¹⁶⁹ Trinkle, E. Lee. *Communication from the Governor Submitting the Budget Bill*. House Document No. 3, January 9, 1924. (UMW Special Collections).

¹⁷⁰ Edward Alvey Jr, *History of Mary Washington College, 1908-1972* (Charlottesville: Univ. Press of Virginia, 1974) 629- 630.

¹⁷¹ Southern Poverty Law Center. *Ku Klux Klan: A History of Racism and Violence*, <https://www.splcenter.org/20110228/ku-klux-klan-history-racism> (April 1, 2019).

¹⁷² Southern Poverty Law Center. *Ku Klux Klan: A History of Racism and Violence*, <https://www.splcenter.org/20110228/ku-klux-klan-history-racism> (April 1, 2019).

¹⁷³Richard B. Sherman, "The Last Stand," *The Journal of Southern History*, vol. 54, no. 1 (Feb. 1988): 74-76.

¹⁷⁴ Richard B. Sherman, "The Last Stand," *The Journal of Southern History*, vol. 54, no. 1 (Feb. 1988): 75.

¹⁷⁵ Richard B. Sherman, "The Last Stand," *The Journal of Southern History*, vol. 54, no. 1 (Feb. 1988): 75-79.

Following on the heels of the Racial Integrity Act, the Anglo-Saxon Club set their sights on Hampton Institute and a new law to require racial segregation in public assemblages. The controversy began on March 15, 1925 when an editorial in the Newport News Daily Press charged that Hampton Institute was teaching “social equality between white and negro races”. While this controversy was brewing, Governor Trinkle was serving on the Southern Advisory Committee charged with a joint effort to raise funds for both Hampton as well as Tuskegee Institutes. This affiliation put additional pressure on Governor Trinkle to act in the matter despite Trinkle stating on multiple occasions that the state had no jurisdiction in the matter. Immediately the Anglo-Saxon Club sought to introduce legislation to change this and called on local delegate George Alvin Massenburg to introduce legislation. Massenburg, along with 19 other delegates, introduced House Bill No. 30 requiring racial segregation at public assemblages on January 26, 1926. At the time Governor Trinkle was set to leave office five days later on February 1 and he left this bill for his successor, Governor Harry F. Byrd. The House passed the bill on February 5, 63 to 3 and the Senate passed the bill on March 9, with a vote of 30 to 5.¹⁷⁶ While Governor Harry F. Byrd was ultimately responsible for the bill becoming law, allowing it to pass without his signature, Trinkle is linked to the legislation in large part for his unwillingness to speak against it at a time when such action may have curtailed further action.

Another unfortunate legacy of Trinkle was his signing of a law legalizing forced sterilization in 1924. The law stated that:

“Whenever the superintendent...shall be of opinion that it is for the best interests of the patients and of society that any inmate of the institution under his care should be sexually sterilized, such superintendent is hereby authorized to perform, or cause to be performed by some capable physician or surgeon, the operation of sterilization on any patient confined in such institutions afflicted with hereditary forms of insanity that are recurrent, idiocy, imbecility, feeble-mindedness or epilepsy...”¹⁷⁷

While the law was challenged and upheld by the Supreme Court in 1927, it was ultimately only repealed in 1974.¹⁷⁸

While Trinkle never returned to politics he was appointed by Governor John Pollard in 1930 as chairman of the State Board of Education, a position he held until his death in 1939. In addition to serving in this capacity, Trinkle became President of the Shenandoah Life Insurance Company in 1933.¹⁷⁹

Tyler Hall:

Dedication: 1920 (obtained by Fredericksburg State Teachers College), named in honor of John Tyler, President of the United States and notable Virginian.

¹⁷⁶ Richard B. Sherman, “The Last Stand,” *The Journal of Southern History*, vol. 54, no. 1 (Feb. 1988): 74-76.

¹⁷⁷ Ronald Heinemann, *E. Lee Trinkle*, Encyclopedia Virginia, https://www.encyclopediavirginia.org/Trinkle_E_Lee_1876-1939#start_entry.

¹⁷⁸ Ronald Heinemann, *E. Lee Trinkle*, Encyclopedia Virginia, https://www.encyclopediavirginia.org/Trinkle_E_Lee_1876-1939#start_entry.

¹⁷⁹ Ronald Heinemann, *E. Lee Trinkle*, Encyclopedia Virginia, https://www.encyclopediavirginia.org/Trinkle_E_Lee_1876-1939#start_entry.

John Tyler was born in 1790 at the family plantation known as Greenway in Charles City County, Virginia. At age 12 Tyler entered the preparatory department at the College of William & Mary and completed his studies there in 1807. After graduating he was admitted to the Virginia Bar and began practicing law before being elected to represent Charles City County in the General Assembly in 1811. During his time in the Virginia General Assembly he married Letitia Christina. Together they had three sons and five daughters, one daughter dying at birth.¹⁸⁰

Six years after winning his first election Tyler is elected to the U.S. House of Representatives, entering politics on a national stage. For the next 30 or so years, with the exception of serving as Governor of Virginia from 1825 to 1827, he was a strong force in national politics. Further in his career he served as a U.S. Senator and in 1840, Vice-President under William Henry Harrison. Harrison died in office after only a few weeks leaving Tyler as President. A year into his term his wife, Letitia died. Her death was only part of a tumultuous time for Tyler as his administration faced significant turmoil, particularly within his own party. Such turmoil and division continued to haunt the remainder of Tyler's Presidency.¹⁸¹

After his Presidency, Tyler removed himself from public service until 1861. That year Tyler served as the President of the Peace Conference held in Washington, D.C. to discuss the constitutional crisis many southern states felt was at hand following the election of Abraham Lincoln. Tyler not only led the discussion but advocated against resolutions designed to find a peaceful solution. Later that same month Tyler voted for secession and eventually signed the Ordinance of Secession in June 1861. Soon after, he is elected to serve in the Confederate House of Representatives but died in Richmond before the congress convened.¹⁸²

Willard Hall:

Dedication: 1911, originally Dormitory No. 1, named in honor of the famous temperance leader, Frances Willard.

Frances Willard was born on September 28, 1839 in Churchville, New York. Soon after her birth her family moved to Oberlin, Ohio and then Janesville, Wisconsin. Life on the Wisconsin frontier was anything but easy but "Frank" as she was known to her friends seemed to tolerate conditions better than most. In 1857 she enrolled in Milwaukee Female College for one term and then transferred to the North Western Female College in Evanston, Illinois. She graduated in 1859 and taught for several years before touring the world in 1868-70 with a friend. Upon her return in 1871 to Evanston she was named the new President of the Evanston College for Ladies, an institute closely aligned with Northwestern University which eventually absorbed the college. Now at Northwestern University, Willard became the Dean of Women and a professor of English and art. She resigned this position in 1874 as conflicts with

¹⁸⁰ Deal, John G. and the Dictionary of Virginia Biography. "John Tyler (1790–1862)." Encyclopedia Virginia. Virginia Foundation for the Humanities, 25 Jul. 2016. Web. 3 Apr. 2019.

¹⁸¹ Ibid

¹⁸² Ibid

the university's president, Charles Fowler, to whom she had been engaged in 1861, continued to flare.¹⁸³

Later analysis of Willard's letters and manuscripts have led many scholars to classify her as "lesbian like", refraining from a label as she herself did not publicly identify. Excerpts from her journal at age 21 concerning Mary Bannister are often used to support this classification:

*"I said to myself 'Life has disappointed you. In the man you are to marry you find every ambition gratified,—but you do not feel for him anything beyond the calm well wishing, the gratitude and friendliness your sister would feel if he had been equally thoughtful & obliging towards her. His kiss wakes no feeling in your heart more than those of your mere acquaintances, yet you are capable of more, for a kiss—a caress—a loving word from Mary will send the blood hurrying along your veins & give you that particular sensation, so delicious, so rare, that people call a 'thrill.'"*¹⁸⁴

About the time she was resigning from Northwestern she was asked by a group of Chicago women to become President of their newly formed temperance organization. Shortly thereafter she was elected as Secretary of the National Woman's Christian Temperance Union (WCTU). While she excelled in this position, her desire to link temperance with women's suffrage proved to be a nonstarter with other high-ranking members or the national organization and so she resigned. Undeterred, Willard, along with her companion, Anna Gordon, joined the Illinois WCTU and secured more than 100,000 signatures on a "Home Protection" petition that requested the Illinois Legislature grant women the vote in matters pertaining to the liquor trade. While the petition died in committee it did help propel her to the Presidency of the national WCTU. She would remain in this position for the rest of her life. Under her leadership the WCTU became a well-organized group advocating for temperance and for women's suffrage. Willard would die in New York on February 18, 1898 at the age of 62.¹⁸⁵

Woodard Hall:

Dedication: 1988, named in honor of President Prince B. Woodard's dedication to the institution.

Born in Courtland, Va., on October 11, 1921, Dr. Prince B. Woodard received his bachelor's degree in history from Virginia Military Institute in 1943. He held masters and doctoral degrees in educational administration from the University of Virginia, and in 1973 he was honored with a doctorate of law from West Virginia Wesleyan College. The next year Woodard came to Mary Washington College. He held memberships and positions of leadership in several professional and civic organizations, including president of the Fredericksburg area's Chamber of Commerce and chairman of the board of Dominion National Bank. At the time of his death on December 21, 1982, Dr. Woodard was nearing the end of a three-month leave of absence from Mary Washington, granted by the Board of Visitors so that he could undergo open-heart surgery.¹⁸⁶

¹⁸³ Frances Willard House Museum and Archives, <https://franceswillardhouse.org/frances-willard/>, (October 15, 2019).

¹⁸⁴ Frances Willard Digital Journals, <http://www.franceswillardjournals.org/>, (October 15, 2019).

¹⁸⁵ Frances Willard House Museum and Archives, <https://franceswillardhouse.org/frances-willard/>, (October 15, 2019).

¹⁸⁶ Prince B. Woodard, www.inauguration.umw.edu/,(April 3, 2019).

Emil Schnellock's Murals:

The murals painted by faculty member and artist Emil Schnellock from 1940 to 1955, with assistance from Mary Washington students, represent the majority of what we consider to be our historic campus displays. Like building names, the campus murals require a more qualitative analysis to more fully understand the quality of representation for particular gender and ethnic groups. A brief history and documentation of Schnellock and the murals was created by Historic Preservation student Teresa Boegler in 2017, entitled "The Murals of the University of Mary Washington: Emil Schnellock in collaboration with faculty and students"; a portion of that document is presented below.

Emil Raymond Schnellock was born August 8, 1890 in Brooklyn, New York to Edward and Elizabeth (Egan) Schnellock.¹⁸⁷ He attended the Woodstock Art Colony and Art Students League of New York where he studied under Robert Henri and George Luks.¹⁸⁸ He was also a student at the Pratt Institute and was a member of Alpha Psi Omega.¹⁸⁹ Prior to working at the University of Mary Washington his early work as a free-lance commercial artist consisted of illustrations, advertisements and travel posters. He was for a time a member of the art staff at the *New York Herald Tribune* and completed work for the *New York Times*, *Saturday Evening Post*, *The Ladies Home Journal*, and *Vogue*. In addition to his free-lance career he also exhibited work in New York, Brooklyn, Virginia, and in college-sponsored art shows.¹⁹⁰

In 1938 Emil Schnellock was invited to Mary Washington College by President Combs to give lectures on art history. At the time he was lecturing at Woodberry Forest School and living in Orange County at "Montebello," the home of Leslie Gray. There he had been invited to do a series of murals for the historic house which included all four walls of the dining room. The mural was named the "History of Virginia."¹⁹¹

Emil Schnellock served as a faculty member at Mary Washington College from 1938 to 1958.¹⁹² His first lectures were offered to students without credit. The lectures became so popular that his courses in art appreciation became a regular part of the college curriculum. He was promoted to Associate Professor of Art in 1941 and taught art appreciation and mural painting.¹⁹³

¹⁸⁷ Ancestry.com. Virginia, Death Records, 1912-2014 [database on-line]. Provo, UT, USA: Ancestry.com Operations, Inc., 2015.

¹⁸⁸ Mary Washington College January 1938 Bulletin. Retrieved from <https://archive.org/details/bulletinmarywash242univ>.

¹⁸⁹ "Emil R. Schnellock Artist, Muralist, Dies After Illness." *The Bullet* [Fredericksburg, VA] 21 November 1958.

¹⁹⁰ Edward Alvey Jr, *History of Mary Washington College, 1908-1972* (Charlottesville: Univ. Press of Virginia, 1974), 198.

¹⁹¹ Ibid.

¹⁹² "Emil R. Schnellock Artist, Muralist, Dies After Illness." *The Bullet* [Fredericksburg, VA] 21 November 1958.

¹⁹³ Edward Alvey. *A Glimpse of the Past: Emil Schnellock, Mary Washington College Today* [Fredericksburg, VA] April 1972.

The murals on campus began in 1940 in George Washington Hall and later extended to Trinkle Hall and Monroe Hall.¹⁹⁴ Some of the murals on campus were exclusively designed and painted by Schnellock however, a majority of the murals were completed by faculty and students.¹⁹⁵ Participation in the mural project fulfilled requirements for the general art class. As a part of the school's curriculum general art was required by all students to take where they worked on a project with the supervision of the art instructors. Over the years, students not only designed and painted numerous murals on campus but also designed and painted sets for campus plays. By 1941 two murals were completed in the front foyer of George Washington Hall.¹⁹⁶ The murals consisted of five panels which were painted on canvas and then hung.¹⁹⁷ Students drew preliminary sketches then built a cardboard model with the miniature murals before work began in the building.¹⁹⁸ Completed in 1955, the murals portray student life and were based on various college organizations and traditions such as the Cavalry, the Drama Club, the Art Club, and the May Day and graduation ceremonies. To complete the figures for the mural, Emil Schnellock sketched students from the college. Due to Edward Alvey, Jr.'s research completed in 1990, most of the students who posed for the mural have been identified. The letters that Alvey received from students and family revealed that Schnellock would begin painting just the head of the person then finish later with the aid of the sketches he had made of the students.¹⁹⁹

Work on the murals in Trinkle Hall began in the fall of 1941 soon after the building was completed.²⁰⁰ Designed to replace the existing library in Virginia Hall, students entered the building into the rotunda where the circulation desk was located. Schnellock and students painted a mural which depicted ancient and modern scholars on the wall behind the desk. In a downstairs area of the library, a mural depicted the cultural influences of the Greeks and Romans. Unfortunately, when the building was renovated in 1989 into office space, these murals were lost. A single mural did survive the renovations. Originally in the reference room of the library, the mural was dedicated to the class of 1952 and symbolizes the vocational fields students could enter when they graduated.²⁰¹ The mural is located on the first floor in what is now the National Latin Exam office.

President Combs authorized Emil Schnellock and the mural class to paint the halls of Monroe Hall in 1942.²⁰² Mr. Combs inaugurated this class to teach "art to everyone" by example. Students were given a chance to collaborate and build a scale model out of cardboard which included miniature replicas of the murals. The theme for all the murals in the building was based on the state flags and seals. In addition

¹⁹⁴ Edward Alvey Jr, *History of Mary Washington College, 1908-1972* (Charlottesville: Univ. Press of Virginia, 1974), 198.

¹⁹⁵ "Murals Placed in Washington Hall." *The Bullet* [Fredericksburg, VA] 30 May 1941.

¹⁹⁶ "Monroe's Walls Beautified by Murals." *The Bullet* [Fredericksburg, VA] 25 September 1942.

¹⁹⁷ Alois Brill. "Art at Mary Washington." *The Bullet* [Fredericksburg, VA] 7 November 1941.

¹⁹⁸ Walford, J. Binford. J. Binford Walford to Emil Schnellock. January 31, 1940. Letter. University of Mary Washington special collections, President Combs papers, file SC9, Box 13. University of Mary Washington, Fredericksburg, VA.

¹⁹⁹ "Monroe's Walls Beautified by Murals." *The Bullet*.

²⁰⁰ Edward Alvey Jr. "Murals in GW: A Follow Up." *Mary Washington College Today* [Fredericksburg, VA] Fall 1990.

²⁰¹ Alois Brill. "Art at Mary Washington." *The Bullet* [Fredericksburg, VA] 7 November 1941

²⁰² "Murals Depict College Life." *The Bullet* [Fredericksburg, Virginia] 24 October 1958.

there was an eagle sculpted, cast, and hung over each door. Collaboration consisted of students and faculty, even from outside the art department. Emil Schnellock designed the murals to be painted in soft colors. He wished to create a soft, neutral background that for the "vivid, lively and colorful selves would be contrasted."²⁰³ The paintings have been touched up twice, in November 1973 and in 1978. Jerry Potvin, a former student of Emil Schnellock, restored the murals in 1973 during which he said that the most challenging part was matching the pale, pastel colors of the egg tempera paint.²⁰⁴ Originally the murals were painted on the second and third floors however the third-floor murals were covered up during 2008 renovations.

Emil Schnellock died November 18, 1958 and was buried in Orange County in the Grays family cemetery. The Schnellock Scholarship in Studio Art began in 1960 and grants a cash sum each year to the most outstanding student.²⁰⁵

²⁰³ Vincent Troy Knighton. "Monroe Hall: A History of Mary Washington's First Building." Mary Washington College Today [Fredericksburg, VA] 23 November 1982.

²⁰⁴ "Monroe's Walls Beautified by Murals." *The Bullet* [Fredericksburg, VA]

²⁰⁵ "The Care or Treatment of Murals." *The Bullet* [Fredericksburg, VA] 26 March 1943.

Recommendations, Implementation, and Process

The following list takes into account the importance of the recommendation as well as the feasibility of implementation. Many of these recommendations will require facilitation as well as approval from administration which might impact implementation timeframes. Constant contact and discussion between the Office of the President and the Campus Environment Presidential Ad Hoc Committee Chair and later the standing committee chair, will be necessary. Times and schedules are also subject to change depending on availability of students, faculty, and staff.

1 Year Recommendations (2019-2020):

1. Publish the Campus Environment Presidential Ad Hoc Committee report and disseminate to the entire campus community ensuring accessibility for all.
2. Hold discussions with Residence Life, including Resident Assistants, to create a “tool kit” for displays used in lobbies and throughout residence halls.
3. Work with university stakeholders to audit temporary, periodic, and or non-historical communications and displays (transitional, underutilized, promotional, digital and third party) and develop guidelines to ensure they reflect the university’s values and commitment to diversity and inclusion.
 - f. Develop a series of helpful guidelines and resources to assist various departments.
 - g. Identify ownership and location of transitional and underutilized displays.
 - h. Audit internal promotional literature during regular replacement schedules.
 - i. Audit digital displays during regular updating schedules.
 - j. Audit third party display materials during regular updating schedules.
4. Locate and remove any inaccurate or outdated histories associated with the institution on UMW sponsored web pages.

1-5 Year Recommendations (2019-2024):

5. Create a standing committee to assist in the development of temporary and permanent displays on the University of Mary Washington’s three campuses.
6. The committee recommends that the historic Schnellock murals in Monroe and George Washington Halls are contextualized through interpretative signage as well as an on-line presence which describes in detail the murals content and context. Special attention should be paid to ensure that the contexts and interpretations are accessible to all, including those with visual disabilities.
 - a. The condition of the murals in Monroe Hall depicting the Virginia founding fathers should be evaluated. Reversible concealment should be explored as an option to:

- Conserve the deteriorating murals for future interpretation.
 - When last assessed the cost of restoring the murals was prohibitive and therefore it is not recommended that resources be spent on this process at present time.
 - Provide the opportunity for new and inclusive murals focused on UMW as it exists today.
 - b. Concealment of representations such as Robert E. Lee in George Washington Hall.
7. The creation of protocols to assess and address existing building names on campus is necessary and should work in conjunction with the Named Gift Policy (G.2.2) already in place.
 8. Reinstitute the full names associated with campus buildings.
 9. Brief building namesake biographies should be developed and made accessible online for the entire UMW community, regardless of ability. Such information should also seek to contextualize the history.
 10. Disseminate on-line accurate campus histories that focus on untold aspects of the institution's history ensuring accessibility to all UMW community members.
 11. Gradually update more permanent photographic displays relating to the University of Mary Washington's history with the addition of more recent photographs conveying the composition of the current student body.
 12. Audit, assess, and research those University of Mary Washington properties not part of this study including Belmont (Gari Melchers Studio), Brompton, and the James Monroe Museum.
 13. Work with library staff and University Relations and Communications to increase accessibility to on-line images and documents pertaining to diversity and inclusion at the University of Mary Washington.
 14. Trinkle Hall should be renamed as the values the name embodies run contrary to the University's ASPIRE document and the University's mission as a whole.

Recommendations Implemented on an "as needed basis":

15. Consideration must be given to all groups including but not limited to ability, ethnic diversity, gender, and sexual diversity when naming options become available to address the lack of diversity in building name selection on UMW campuses.
16. Strong consideration must be given to naming buildings after people of under-represented groups with strong connections to the UMW community.
17. Installation of new murals and artwork throughout campus representing UMW today and reflecting the UMW community's ASPIRE values.

Implementation and Process

While many of the recommendations made by the committee are relatively straightforward, there are some that require a more detailed description or involved process. These include renaming campus buildings, renaming Trinkle Hall, and addressing the historic Schnelllock murals.

Addressing Building Names:

The campuses at UMW currently are comprised of approximately 35 named buildings with only one building, Seacobeck representing anything other than people of European descent. Seacobeck was named after a nearby Native American tribe. This lack of diversity in building names was determined through focus groups to contribute to the characterization of UMW as a “white” school. While new naming opportunities should be evaluated to begin addressing this discrepancy other significant factors have to be considered. Another tact taken by various institutions of higher education has been the renaming of particular buildings associated with individuals whose legacies run contrary to the institution’s ideals. While renaming does not address larger discrepancy issues, it has the possibility of making a significant positive statement to the UMW community, both current and prospective. However, the process of renaming a building should not be taken lightly and should involve considerable research and deliberation. When the process concerns a figure with deep ties to the institution further preponderance of evidence may be necessary. The following considerations, presented by Yale University, are worth taking into account during any renaming process to more fully determine if renaming is indeed warranted:

- Is the legacy at odds with the mission of the University?
- Was the legacy significantly contested in the time and place in which the namesake lived?
 - What ideas, values, and actions were possible in a particular historical context?²⁰⁶
- Did the University at the time of the naming, honor a namesake for reasons that are fundamentally at odds with the mission of the university?
- Does the building in question play substantial role informing community at the university?²⁰⁷

Trinkle Hall Name Change:

Trinkle Hall was selected for recommended name change due the building’s prominence on campus as well as past and current concerns expressed by members of the UMW community that Trinkle’s legacy runs contrary to core components of the University’s mission expressed in the ASPIRE document.²⁰⁸ This legacy primarily concerns his association and avocation of the Racial Integrity Act of 1924, The Sterilization Act of 1924, and the Public Assemblages Act of 1926. Support for the passage of these acts was not universal and they were debated and publicly contested when enacted. Furthermore, Trinkle had no formal connection to the university, aside from advocating for women’s higher education and

²⁰⁶ University of Michigan, C.C. Little Building Name Request, <https://president.umich.edu/wp-content/uploads/sites/3/2018/03/CC-Little-Building-Name-Change-Request-Final.pdf>, accessed October 8, 2019.

²⁰⁷ Yale University, Committee to Establish Principles on Renaming, http://president.yale.edu/sites/default/files/files/CEPR_FINAL_12-2-16.pdf, accessed October 8, 2019.

²⁰⁸ Our Principles and Values, <https://www.umw.edu/about/our-principles-and-values/>, accessed October 15, 2019

political support of the institution, during the early-20th century. It is therefore recommended that Trinkle Hall be renamed and follow the process noted below:

1. An announcement regarding the renaming of Trinkle Hall should be made and coincide with a UMW positive event to provide a catalyst as well as generate enthusiasm around the process.
2. The renaming of Trinkle Hall should engage the campus community. This should begin in the classroom through discussion and education facilitated by faculty. Student groups could be asked to assist with dissemination of information to students.
3. Naming nominations should be solicited from the UMW campus community and evaluated by a presidentially appointed naming committee. This committee **must** take into consideration current campus representation associated with building names when selecting names to be considered. Composition of this committee should include alumni, students, faculty, and staff. Under-represented groups **must** have representation on the committee to ensure a diverse perspective as well as address implicit bias concerns.
4. A UMW community-wide poll should be held to determine name popularity.
5. Formal and final action should be taken by the BOV to remove Trinkle and convey a new name taking under consideration the results of the UMW campus poll (Named Gift Policy, G.2.2 page 7).²⁰⁹

Historic Murals:

Recently a variety of institutions have begun to address artwork, including murals with questionable content or content considered to be controversial. Due to the individual nature of the artwork, evaluations have been done on a case-by-case basis with some institutions of higher learning publishing their outcomes. While not exhaustive, a preliminary evaluation of many of these case studies indicates the application of four general approaches:

- **Education and Contextualization:** Often the first step in the process, education and contextualization can come in the form of interpretative signage, social media campaigns, digital applications, on-line presence, lecture events or exhibits.
- **Concealment:** This process has been used at a number of institutions when a mural has been found to adversely impact the institution's community. While the process can involve painting over artwork, most institutions have elected to apply reversible coverings. This reversible concealment is in-line with historic preservation best practices and allows for future changes and interpretations.
- **Addition:** The introduction of new, more inclusive and diverse artwork with the historic is not widespread in part due to cost as well as the permanent alteration of the artwork itself. However, the approach has the benefit of addressing both erasure as well as diversity concerns and may be appropriate in scenarios where the artwork is not deemed offensive but rather

²⁰⁹ Named Gift Policy, <https://go.boarddocs.com/va/umw/Board.nsf/goto?open&id=8B3LDD5531C8>, accessed October 15, 2019.

“dated” or “antiquated”. However, in some instances, like the George Washington Hall portrait gallery, the addition of portraits of prominent University of Mary Washington figures could be appropriate and help tell a more diverse and inclusive story.

- Removal: Few case studies exist which have resulted in permanent removal of artwork, particularly murals. Such a scenario is final and leave little for future generations to interpret or discuss. Removal should be undertaken with extreme caution and extensive community input.

Quantitative as well as qualitative assessment, in the form of focus groups, identified some concern with mural content associated with the historic Schnelllock murals in Monroe and George Washington Halls at the University of Mary Washington. These concerns particularly noted the lack of identification and contextualization of the murals, the antiquated feel that they convey, and in Monroe Hall particularly, the “white dominance narrative”. In addition to these concerns the condition of the murals in Monroe Hall are also an issue that requires attention as many, particularly the central murals, are continuing to deteriorate. Overall however, the vast majority of participants in the focus groups viewed the George Washington Hall murals in a favorable light compared to the Monroe Hall murals which were often noted as disconnected to UMW and of poor artistic quality. In light of this information two different sets of recommendations have been offered by the committee, one focusing on Monroe Hall and the other on George Washington Hall.

**Special note should be made that in light of the historic nature of the murals, any action taken that physically impacts the murals should first be run through the UMW Campus Preservation Officer as well as the Virginia Department of Historic Resources (VaDHR). Additional efforts should be made to ensure that the least destructive options are engaged first before proceeding to more destructive actions.*

Appendix I, Committee Letter:

September 11, 2017

XXXXXX

XXXXXX

University of Mary Washington
1301 College Avenue
Fredericksburg, VA 22401

Dear XXXXX,

I write to ask you to serve on a new committee formed on the recommendation of the Diversity and Inclusion Task Force, the **Campus Environment Presidential Ad Hoc Committee**.

This presidential committee is charged with conducting an audit of the public displays of history and culture in the campus common areas, including academic and administration buildings and residence halls, and to make recommendations where appropriate. The committee's goal is to recognize and preserve the school's history while also updating and contextualizing displays to reflect the changes in our student body and to create a fully welcoming environment for all students, faculty, and staff. The committee is also charged with making sure that the physical environments on our campuses more generally reflect our commitment to diversity and inclusion.

I hope you are willing to serve the institution in this important and timely work. To indicate your interest in serving on this committee, please sign and date the enclosed copy of this letter, and return it to the Office of the President, George Washington Hall, Room #103 by September 13, 2017.

Sincerely,

Troy Paino, J.D., Ph.D.
President

TDP/paz

I agree to serve on the Campus Environment Presidential Ad Hoc Committee.

Signature _____

Date _____

Appendix II, Definitions:

Definitions used by the University of Mary Washington Campus Environmental Ad Hoc Committee.

Campus: The physical area encompassing all buildings on the Fredericksburg, Stafford, and Dahlgren campuses owned by the state of Virginia. This does not include UMW Foundation commercial properties or buildings such as Gari Melcher's Home & Studio (Belmont) and the James Monroe Law Office.

Campus Common Areas: Such areas are defined by universal accessibility of students, faculty, and staff or spaces which see consistent external visitation, such as dormitories (parents and guests of student residents).

Classification System: A series of categories established to assess quantitatively the diversity of UMW campus displays.

Contextualize: Provide information to help viewers interpret the display.

Preserve: The act or process of applying measures to sustain the existing display. Work undertaken on the display would generally focus upon ongoing maintenance and repair.

Public Displays: Defined as displays intended to convey or interpret material pertinent to the campus community and located in campus common areas, including artwork. In addition names associated with buildings as well as commemorative plaques on structures throughout campus will also be evaluated as public displays. Displays on access points to closed or restricted areas, such as faculty offices or student rooms, will not be considered public displays. Displays located in department suites will also not be considered public displays for purposes of this committee due to controlled accessibility.

Remove: To take away. Depending on a displays significance this might result in storage of the display.

Replace: To remove a display completely and establish a new display in its place.

Significance: Possessing characteristics or traits that make the person, group, event, structure, or location important on a local, regional, or national scale. While significance is a subjective term, the case for it can be made by placing the person, group, event, structure, or location within a local, regional, or national context.

School History: A perspective that takes into account all documented historic aspects of the school and that represents a broad spectrum of students, faculty, staff, and alumni.

Update (Refresh): The process of adding new information to a display to bring it more in line with current knowledge and perspectives.

Appendix III, Classifications:

Classifications used by the University of Mary Washington Campus Environmental Ad Hoc Committee.

Based on Classifications used by the National Register of Historic Places. Multiple classifications can be noted when completing the UMW display survey form. Highlighted are those deemed most relevant to the UMW survey for ease of reference.

- Agriculture
- Archaeology
- **Art**
- Commerce
- Communications
- Community Planning and Development
- **Conservation**
- **Economics**
 - **Socioeconomics**
- **Education**
- Engineering
- **Entertainment/Recreation**
- **Ethnic Heritage**
 - **Asian**
 - **African American**
 - **European**
 - **Hispanic**
 - **Native American**
 - **Pacific Islander**
 - **Not listed, please specify**
- **Gender (to include male/female/transgender)**
- Exploration/Settlement
- Health/Medicine
- Industry
- Invention
- Landscape Architecture
- Law
- **Literature**
- Maritime History
- **Military**
- **Performing Arts**
- Philosophy
- **Politics/Government**
- Religion
- **Science**
- **Social History**
 - **Sexual Orientation**
 - **Disability**
- Transportation
- **Informational**

- **Advertisement**
- **Commemorative**
- Other, please specify.

Appendix IV, Example Survey:

University of Mary Washington Campus Environment Committee Display Survey

Date of Survey:

Surveyor (s):

Location

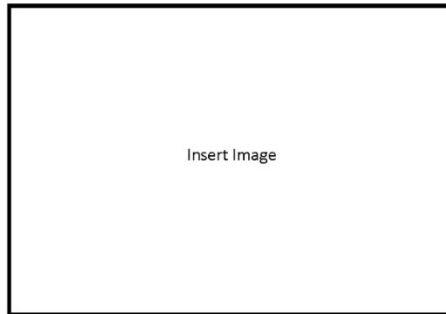
Campus (check): Fredericksburg, Stafford,
Dahlgren

Building/Space _____

Floor: _____

Room or hallway (description): _____

Item: _____



Display Information

Display classification (s) (see sheet for full list):

Date of installation (if known or estimate):

Installer (person or department):

Topic being commemorated:

Dedication:

Whose represented:

Observations & Comments:

	Gender Evident in Display:	Ethnicity Evident in Display:
	<input checked="" type="checkbox"/> Male	<input checked="" type="checkbox"/> Asian
	<input checked="" type="checkbox"/> Female	<input checked="" type="checkbox"/> Black
	<input checked="" type="checkbox"/> Transgender	<input checked="" type="checkbox"/> European
	Sexual Orientation Evident in Display:	<input checked="" type="checkbox"/> Hispanic
	<input checked="" type="checkbox"/> Heterosexual	<input checked="" type="checkbox"/> Native American
	<input checked="" type="checkbox"/> Gay	<input checked="" type="checkbox"/> Pacific Islander
	<input checked="" type="checkbox"/> Lesbian	Not Listed Specify
	<input checked="" type="checkbox"/> Bi-Sexual	_____

Appendix V, Informed Consent Form:

Informed Consent

I, _____ (name of participant), agree to participate in a University of Mary Washington Campus Environment Presidential Ad Hoc Committee focus group conducted on _____ (date). The committee is conducting these focus groups to gather information about how students, alumni, faculty and staff experience University of Mary Washington's built environment in campus common areas, including academic and administration buildings and residence halls.

Participants in the focus group will be asked questions about how they experience and perceive University of Washington's built environment, including buildings, names, and displays on campus. The perspectives shared in the focus groups will inform the committee's recommendations about changes that may be made to ensure that the physical environments of our campuses reflect the University's statement of values in relation to diversity and inclusion. There are no known social, physical, or psychological risks associated with participation in this focus group beyond those that might be encountered in daily life.

My signature below indicates that I understand the following:

- The focus group will last approximately 50 minutes.
- Participation in the focus group is voluntary. I am free to decline to answer any question or discontinue my participation at any time.
- The focus group will be recorded and the recording will be accessible to the members of the University of Mary Washington Campus Environment Presidential Ad Hoc Committee.
- The committee will take every precaution to maintain confidentiality of the data, and will not disclose the names of participants or other identifiable information in public presentations and reports.
- However, the nature of focus groups prevents the committee from guaranteeing confidentiality. The committee would like to remind participants to respect the privacy of fellow participants and not repeat what is said in the focus group to others.
- If I have any comments or concerns that arise in connection to my participation in this study, I should contact Michael Spencer, Associate Professor of History Preservation and Chair of the Campus Environment Presidential Ad Hoc Committee using the contact information provided below.

I have been given an opportunity to ask questions, and all such questions and inquiries have been answered to my satisfaction. My signature below signifies that I am 18 years of age or older, am capable of providing consent, and that I have received a copy of both pages of this consent form.

Participant's Signature

Date

Facilitator's signature

Date

Mr. Michael Spencer
Associate Professor of Historic Preservation
University of Mary Washington
1301 College Avenue
Fredericksburg, VA 22401
Telephone: 540-654-1311
Email: mspen1bi@umw.edu

Appendix VI, Focus Group Questions:

Campus Environment Committee Focus Session Questions

- The built environment is one way people understand how UMW sees itself, our students, faculty, and staff. Do you see yourself or the communities you identify with in the buildings, signs, murals, or other displays on this campus?
- Do you believe the campus environment presents an inclusive and diverse vision of UMW and the principles articulated in the ASPIRE [reviewed prior to question] statement of values?
 - In terms of inclusion and diversity, are there any groups you feel are under or over represented in campus signs, murals, building names, and other displays on campus?
 - Do you have a good sense of who campus buildings are named for and whether you feel they embody the values of the University?
- [After sharing preliminary data from display survey and campus demographic data] What do you think these results reveal about our campus environment?
- The display survey data captures some information but not others, for example, the relationship between different individuals or groups depicted on displays on campus. Let's take a look at a sample of these... What is your response to this image? etc.
- Do you have any recommendations or suggestions for how UMW might improve the built environment or campus displays so that they reflect the principles articulated in the ASPIRE statement of values?

Appendix VII, Campus Environment Standing Committee:

Campus Environment Standing Committee Recommendations for Creation

History:

University of Mary Washington (UMW) President Troy Paino created the Campus Environment Presidential Ad Hoc Committee in September of 2017 at the request of the UMW Board of Visitors and from a recommendation by the Diversity and Inclusion Task Force. The impetus behind the creation of this committee was to ensure that the University was conveying itself visually to students, faculty, staff, and visitors in a manner coinciding with our commitment to a diverse, inclusive, and welcoming environment. With this in mind, the CEP Committee was charged with the following;

*"...conducting an audit of the public displays of history and culture in the campus common areas, including academic and administration buildings and residence halls, and to make recommendations where appropriate. The committee's goal is to recognize and preserve the school's history while also updating and contextualizing displays to reflect the changes in our student body and to create a fully welcoming environment for all students, faculty, and staff. The committee is also charged with making sure that the physical environments on our campuses more generally reflect our commitment to diversity and inclusion."*²¹⁰

One of the recommendations made by the Campus Environment Presidential Ad Hoc Committee was to create a Campus Environment Standing Committee to assist in the development of temporary and permanent displays on the University of Mary Washington's three campuses. A standing committee would be better able to review displays and implement changes over a longer period of time.

Membership:

The standing committee will be comprised of at least six (6) members and not more than nine (9), in accordance with the following requirements.

The composition of the committee will consist of a minimum of two (2) academic faculty members, two (2) administrative faculty or classified staff members, and one (1) student.

Consultation with the University Faculty Council is recommended in the formation of the standing committee.

Members are selected by the Office of the President. The President's Cabinet solicits nominations for membership from their respective division. The Cabinet member will present their recommendations to the President, who will make final selections.

The Chair of the standing committee will be selected by the President.

In an effort to build continuity within the committee, the inaugural standing committee will consist of the minimum number of members, with a minimum of two new members added in year two.

The standing committee must be diverse.

Terms:

Faculty and staff members of the Campus Environment Standing Committee serve a single three-year term, and are eligible for re-appointment to an additional consecutive three-year term.

Student members will serve a one-year term, and are eligible for re-appointment to an additional one-year term.

Terms of office will commence on the first day of the academic year, and end on the last day of the academic year, as to accommodate student schedules and faculty on 10-month contracts.

Powers and Duties:

The Campus Environment Standing Committee will assist in the development of long term (defined as more than one academic year) or permanent displays on the University of Mary Washington's three campuses in the following ways:

The committee will develop a procedure for campus entities to submit long term or permanent display ideas. The procedure should include an appeals process.

The committee will evaluate submissions to ensure proposed displays meet UMW's commitment to create a fully welcoming environment for all students, faculty, and staff and our commitment to diversity and inclusion. The committee will offer feedback and guidance, and resources necessary based on that evaluation, and will ultimately vote to approve or disapprove the display.

The committee will continually evaluate long term or permanent displays on campus to ensure the displays continue to promote an inclusive and welcoming environment to all constituents.

A report of committee activities and decisions must be submitted to the Office of the President by June 30 of each year.

Meetings:

Meetings will be held monthly during the academic year and will be coordinated by the chair. The chair will ensure that a member of the committee records minutes. The chair will produce an annual report of committee activities and will submit it to the office of the president.

Vacancies:

If a vacancy on the committee occurs in the middle of the member's term, it may be filled by appointment by the President.