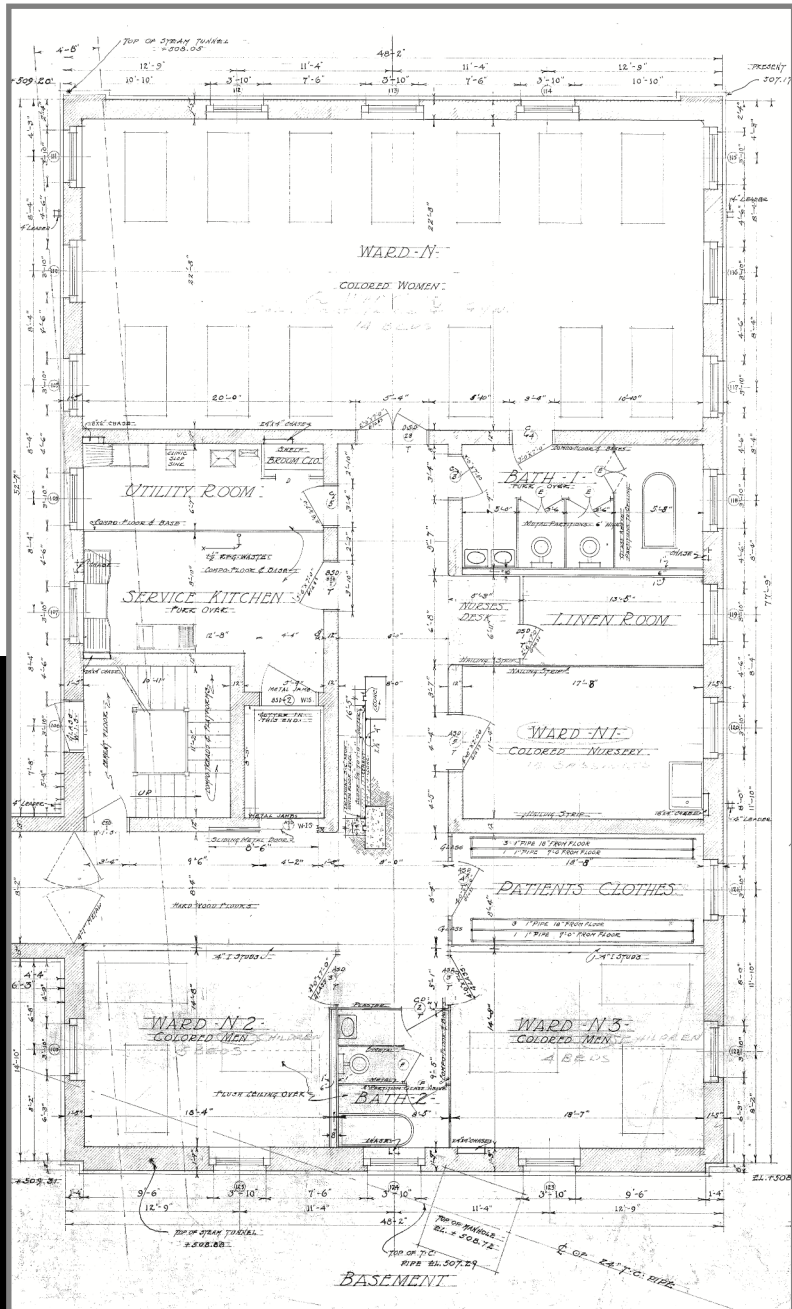


# SEGREGATION BY DESIGN

Garth Anderson  
Facilities Historian  
Geospatial Engineering Services

E [garth@virginia.edu](mailto:garth@virginia.edu)  
P 434.982.5367

University of Virginia  
Facilities Management



The University of Virginia as an educational institution did not have to deal with segregation in its student body because of tradition and state laws that barred “white and colored” from being taught in the same schools.

The Medical School needed to expose students to patients, the Medical Dispensary provided that experience with both white and African-American patients. With its limited space, it may not have had segregated spaces, but perhaps ran alternating schedules.

Dr. Paul Barringer was a member of the medical faculty from 1889 to 1907 and a staunch eugenicist; he would have insisted on segregation of the ser-



Medical Dispensary, 1910, operated 1892 to 1916 on University Ave. one block west of Jefferson Park Avenue. *UVA Visual History Collection, Albert and Shirley Small Special Collections Library, University of Virginia.*

vices. As chairman of the faculty from 1895 to 1903, he was the primary influence in organizing the development of the hospital at the University. Paul Pelz (co-designer of the Library of Congress) designed three pavilions connected by short hyphens containing the connecting hallway. The design could be built as funds became available since each building was constructed with a hyphen, opening a bricked up arch allowed simple egress to the new pavilion.

While these buildings were conceptually pavilions, they were not copying Jefferson’s teaching pavilions. This was the relatively new approach to hospi-

tal design with wards and buildings dedicated to medical specialties. It afforded better ventilation for patients and could include porches. The strip



Administrative Wing of Hospital, 1901. Note the hyphen to link to future South Wing. *Historical Collections & Services, Claude Moore Health Sciences Library, University of Virginia.*

of windows on the second floor of the Administrative Wing is for the solarium.

Reviewing the drawing collection in the Facilities Management, Geospatial Engineering Services Archive it is possible to see how segregation was incorporated into the design of buildings the University has built and in one case, a building that the University bought. In the hospital, it is seen in the ward system and the out-patient waiting rooms. There are no records in our collection of spaces defined by ad hoc signage or possibly in later times, unwritten rules of who went where, and when.

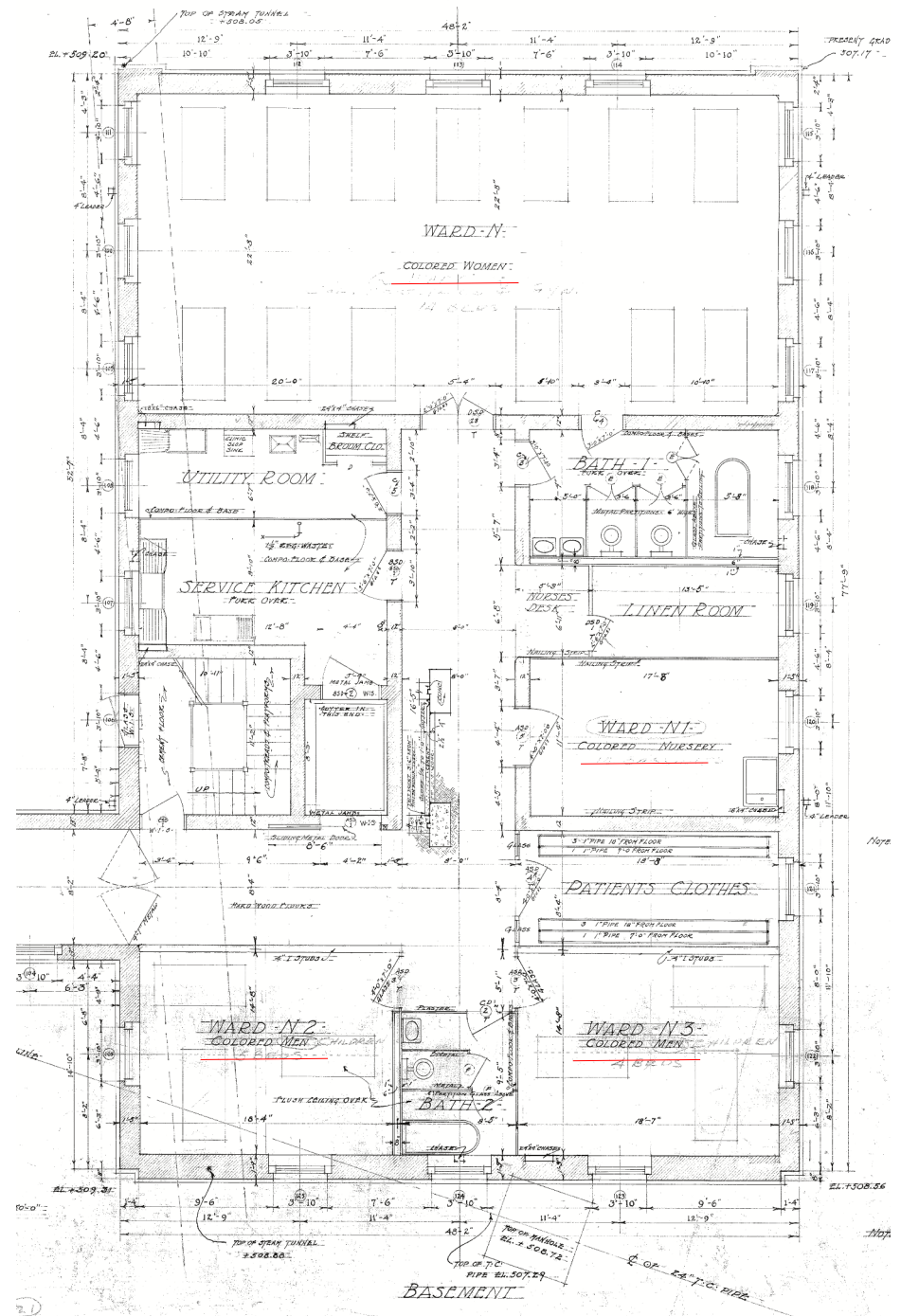
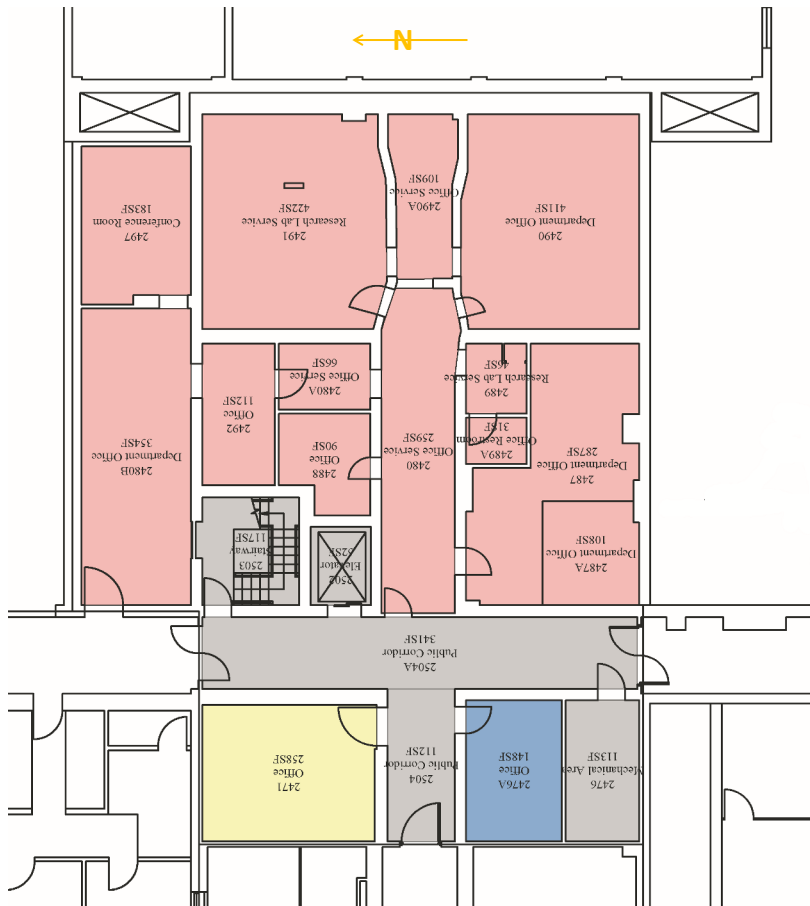
The designed spaces for African Americans also extended to separate employee spaces, sometimes listed as “colored” or “help” or “staff”. There are toilets in janitorial rooms which are an indirect labelling of who will be using them. And this extends to academic buildings as well.

# McIntire Wing, 1923

Fiske Kimball, architect

The basement level is devoted to male, female, and newborn “colored” wards. It appears as a fairly self-contained floor with kitchen and supply rooms. There isn’t a separate delivery room and comparing the ration of men’s to women’s beds, half of the women were probably maternity patients. There was a door in the link to the South Wing, but it is unclear if it served as the entrance for African American patients coming to the McIntire Wing.

Today, the basic walls are still intact; the Multistory Building abuts it to the east and the Barringer Wing to the west. The north side of the wing was expanded.



# Medical School Building, 1927

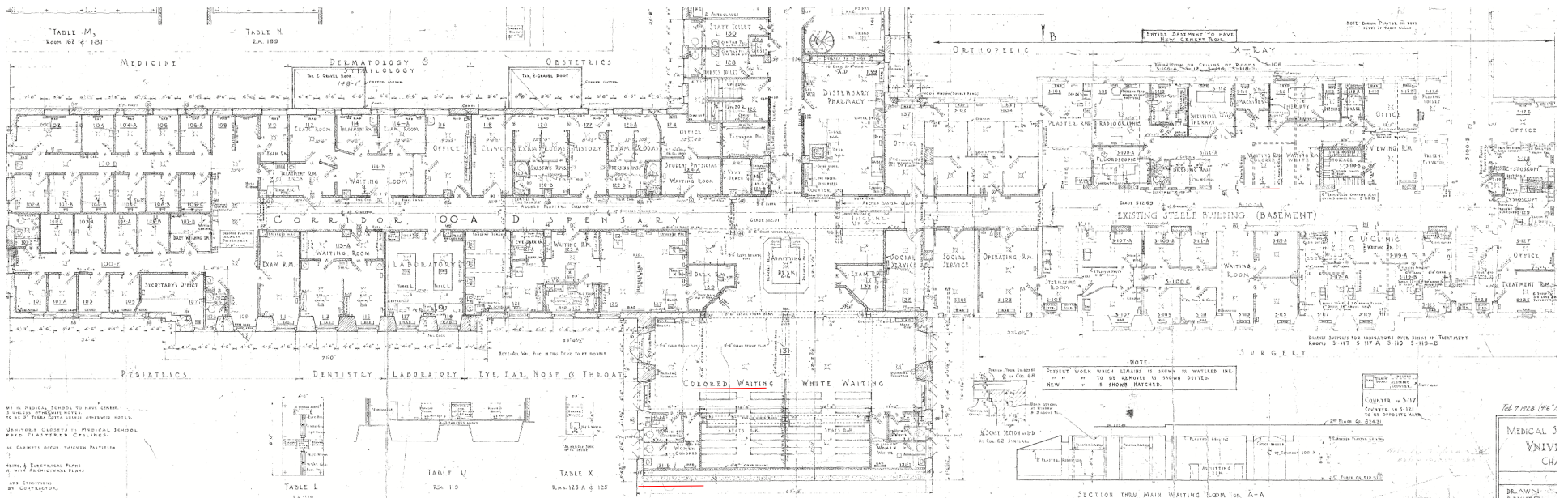
Coolidge, Shepley, Bulfinch and Abbot, architects

On the right is the Steele Wing, 1916

Walter Dabney Blair, architect

The Medical School Building continued the patient contact experience of the Dispensary, but in a larger scale and the rooms divided into specialties. There were two separate entrances to the segregated waiting rooms under the steps to the building. There were rest rooms in each waiting area. There are no segregated exam or treatment rooms, just a second waiting area in the Steele Wing, possibly for patients on gurneys.

Today, the space under the steps is office space and people enter through the east wing.



McKim Hall (Nurses Home), 1930

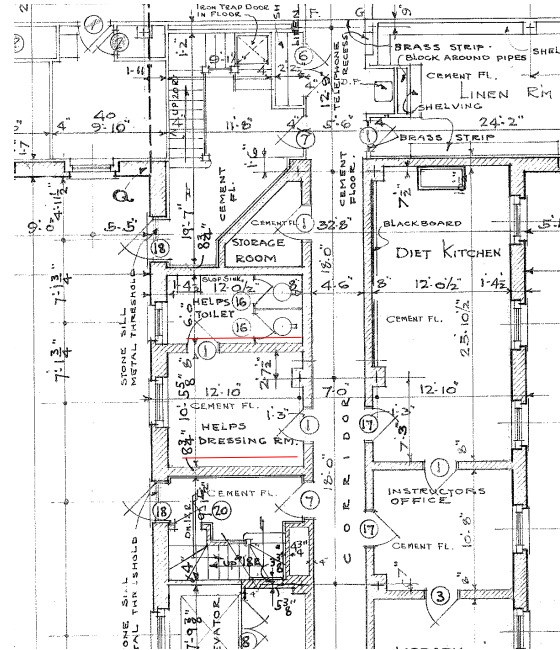
Architectural Commission - John Kevan Peebles, Walter Dabney Blair, R.E. Lee Taylor, Edmund S. Campbell

McKim Hall Addition, 1944

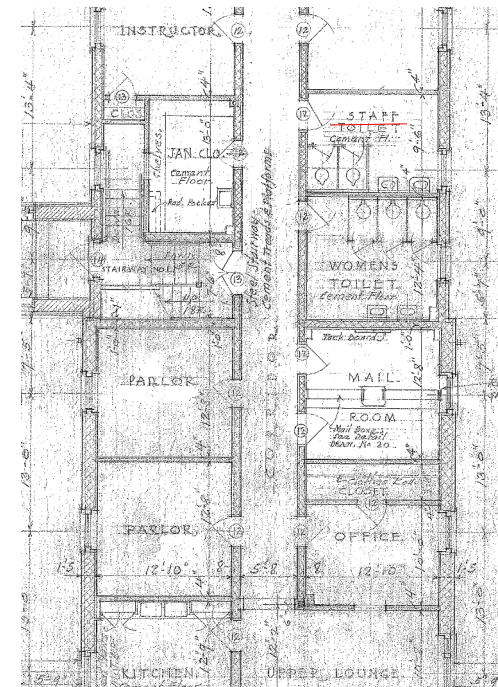
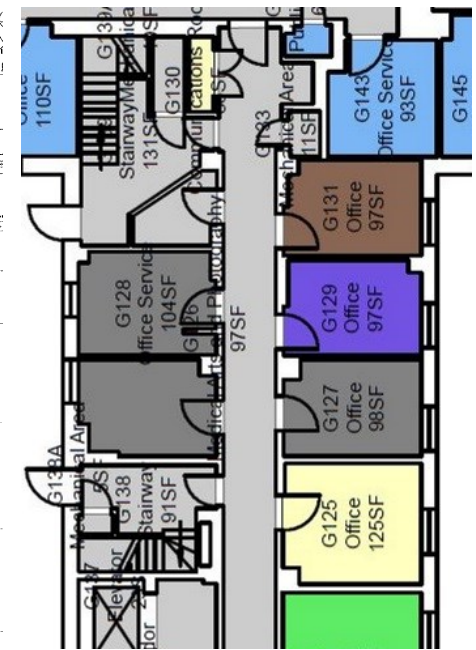
Taylor and Fisher, architects

Having a hospital also meant having a home for the nursing staff who would be covering the three shifts. It was also the school for training nurses. Between linens and uniforms, the laundry would have been very busy; and the cleanliness of would need to meet that of the hospital. The support staff would be busy and larger than other academic buildings on Grounds. The drawings of the Architectural Commission were made in the office of John Kevan Peebles since his was the in-state firm. The use of the term "Help" is usually in a domestic setting, but it is probably no different here, just an avoidance of the term "colored". With two toilets, staffing probably exceeded 20 women.

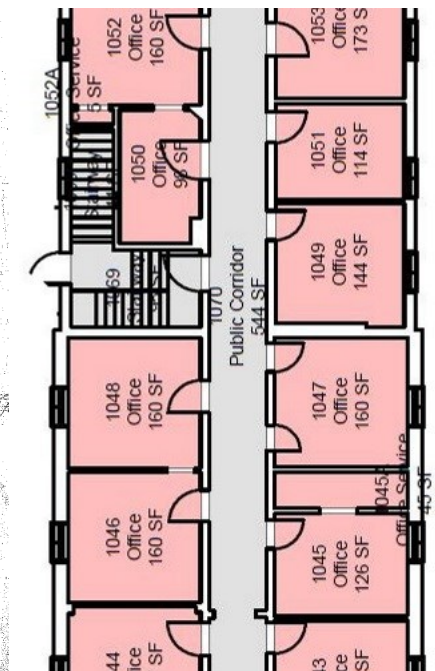
The 1944 addition has still segregated the women's rooms, but the nomenclature has become more benign as "Staff Toilet". This may reflect the times, but also the location of the architect; Taylor and Fisher were located in Baltimore, Maryland.



1930 Original construction

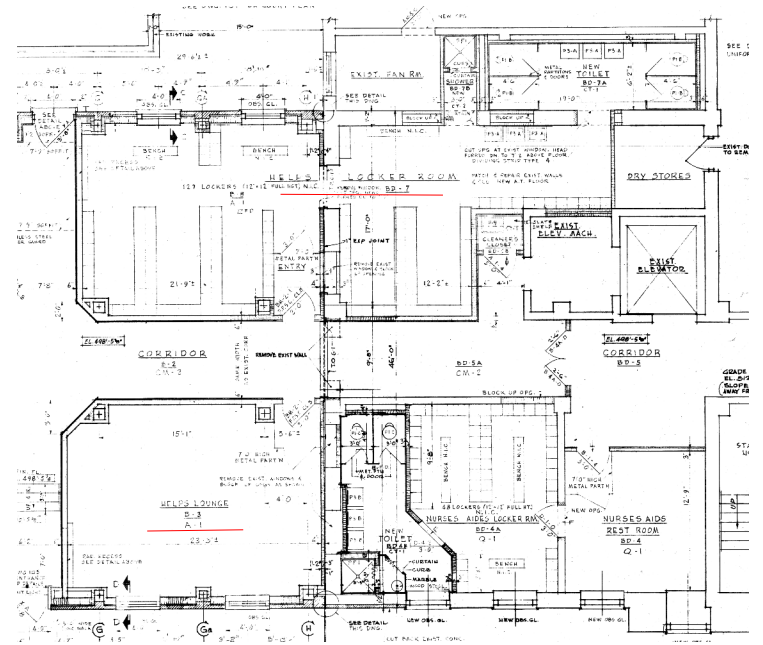


1944 Addition



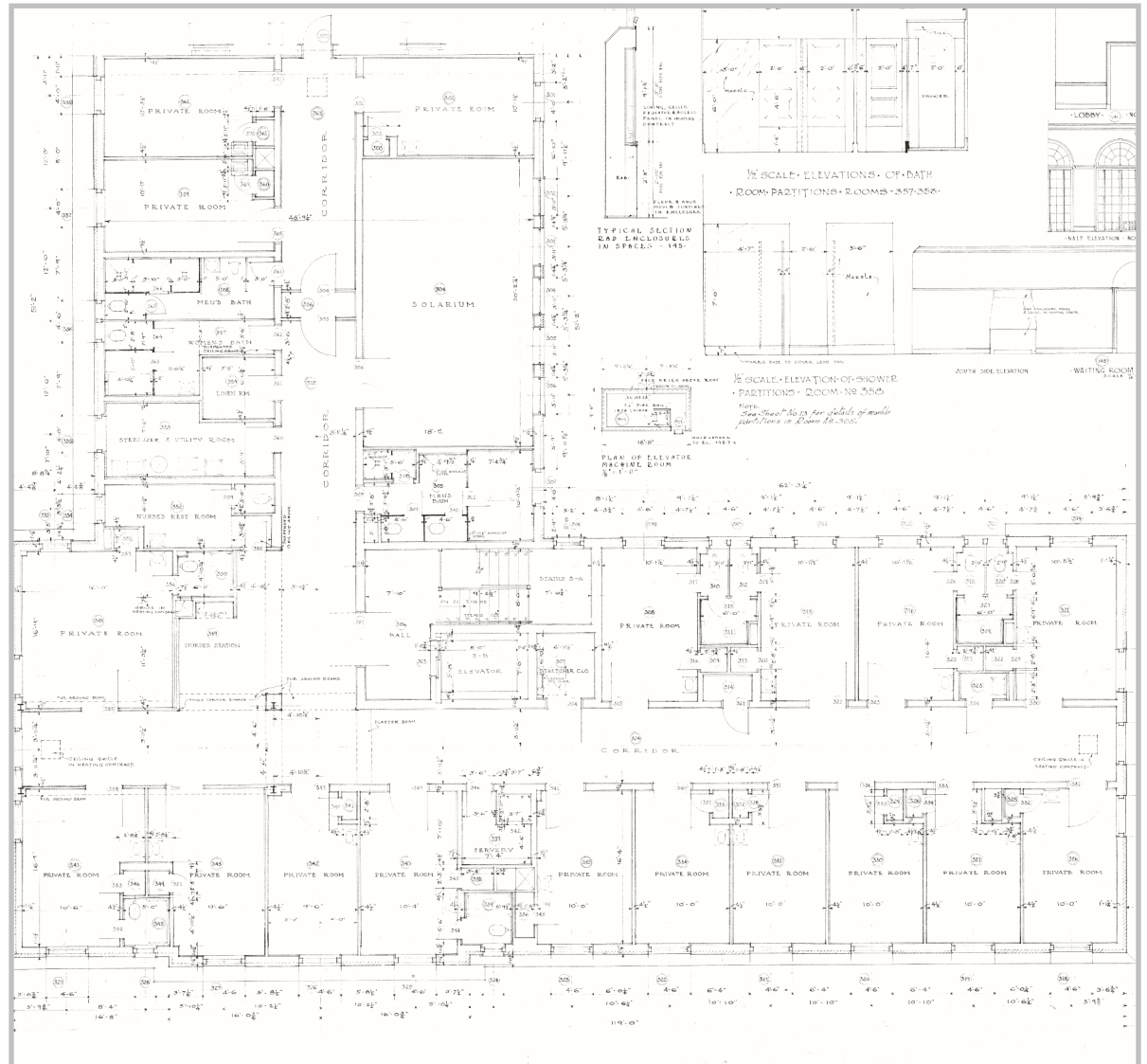
Barringer Wing Addition, 1952  
Eggers and Higgins, architects

This is a large locker room for 127 members of the "Help". It's assumed to be women's space by the four toilets and no urinals. There is also a lounge. There is also a locker room for the Nurse's Aids which accommodates 48 lockers. These semi-professionals are provided a separate Rest Room. Without measuring, the spaces appear proportional for the number of people they served.



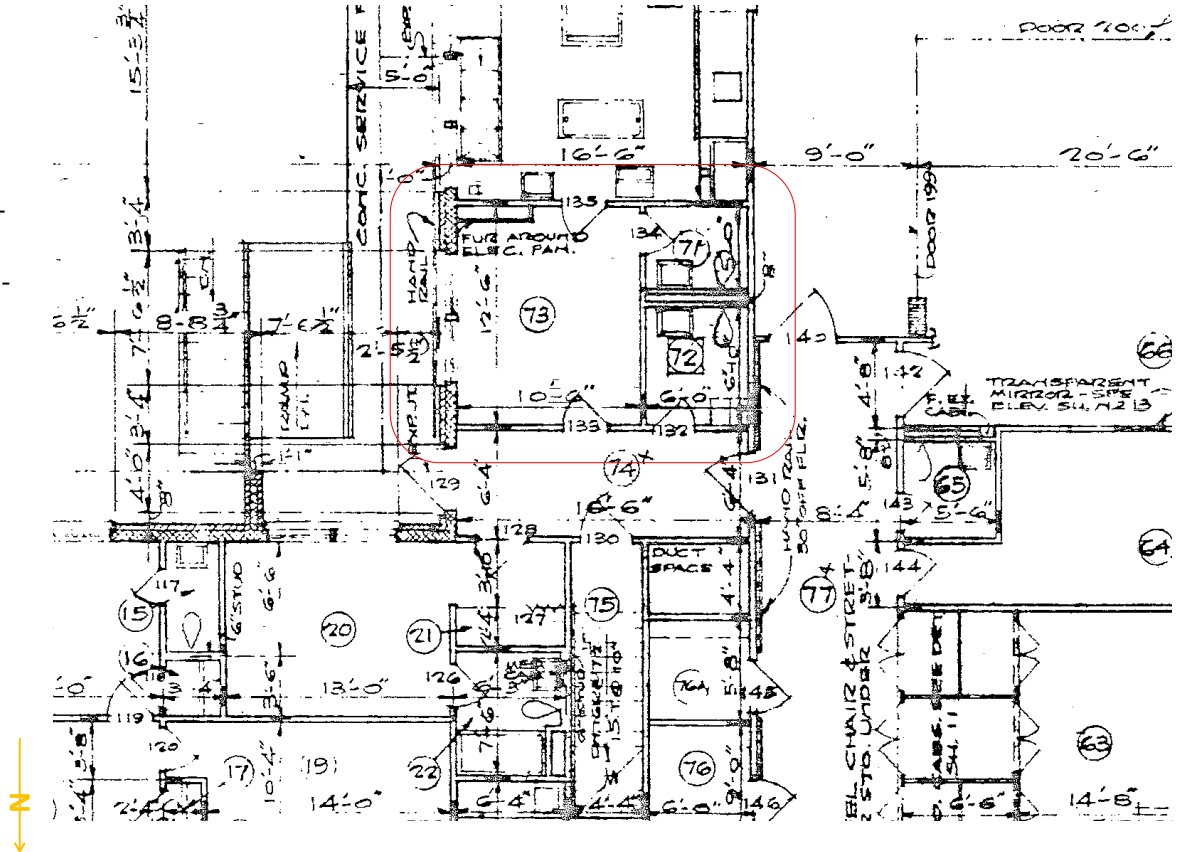
Private Patients Pavilion, 1935  
Edmund S. Campbell, architect

If you had the money and a white waiting room wasn't removing you far enough from patients from Vinegar Hill, or you had shared a three bed ward where your plumber was recovering from an appendectomy and twelve members of his family visited often, the concept of a private room was saleable. Despite the Recession, the University built a five-story, full service private room pavilion.



KCRC (Children's Rehab Center), 1956 Demolished  
 Stainback and Scribner, architects

The William James Rucker Home for Convalescent Children was established in 1941 in a large stone home on an estate known as West Cairns. By 1950, the need for a new, single story facility was recognized; and by 1956 it was ready for use. It was also the beginning of Massive Resistance and the continuation of segregated spaces for employees in the medical setting. In the Space Designation Schedule, the term "Help" is used for the lavatories and dining area set aside for African American staff.



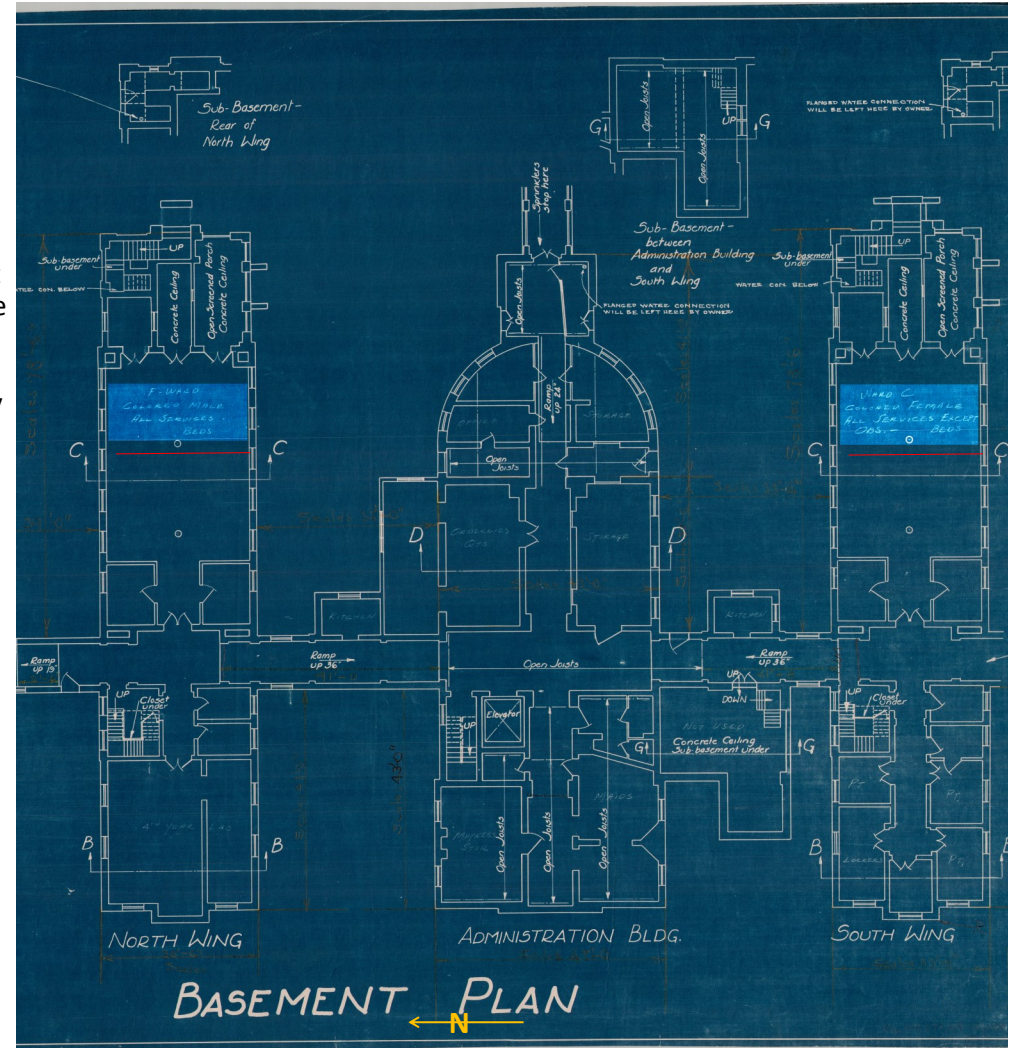
75.

SCHEDULE		
LOCATION	NO	DESIGNATION
	65	TOILET
WOMEN ROOM	66	SOLARIUM
DINING ROOM	67	DINING ROOM
TRASH STORAGE	68	TRASH STORAGE
KITCHEN	69	KITCHEN
DISHWASHING	70	DISHWASHING ALCOVE
HELPS TOILET - WOMEN	71	HELPS TOILET - WOMEN
HELPS TOILET - MEN	72	HELPS TOILET - MEN
HELPS DINING	73	HELPS DINING
CORRIDOR	74	CORRIDOR
STAIRS	75	STAIRS
STORAGE	76	STORAGE
CORRIDOR	77	CORRIDOR
DOCTORS LOUNGE	78	DOCTORS LOUNGE
ENTRANCE LOBBY	79	ENTRANCE LOBBY
CLOSET	80	CLOSET



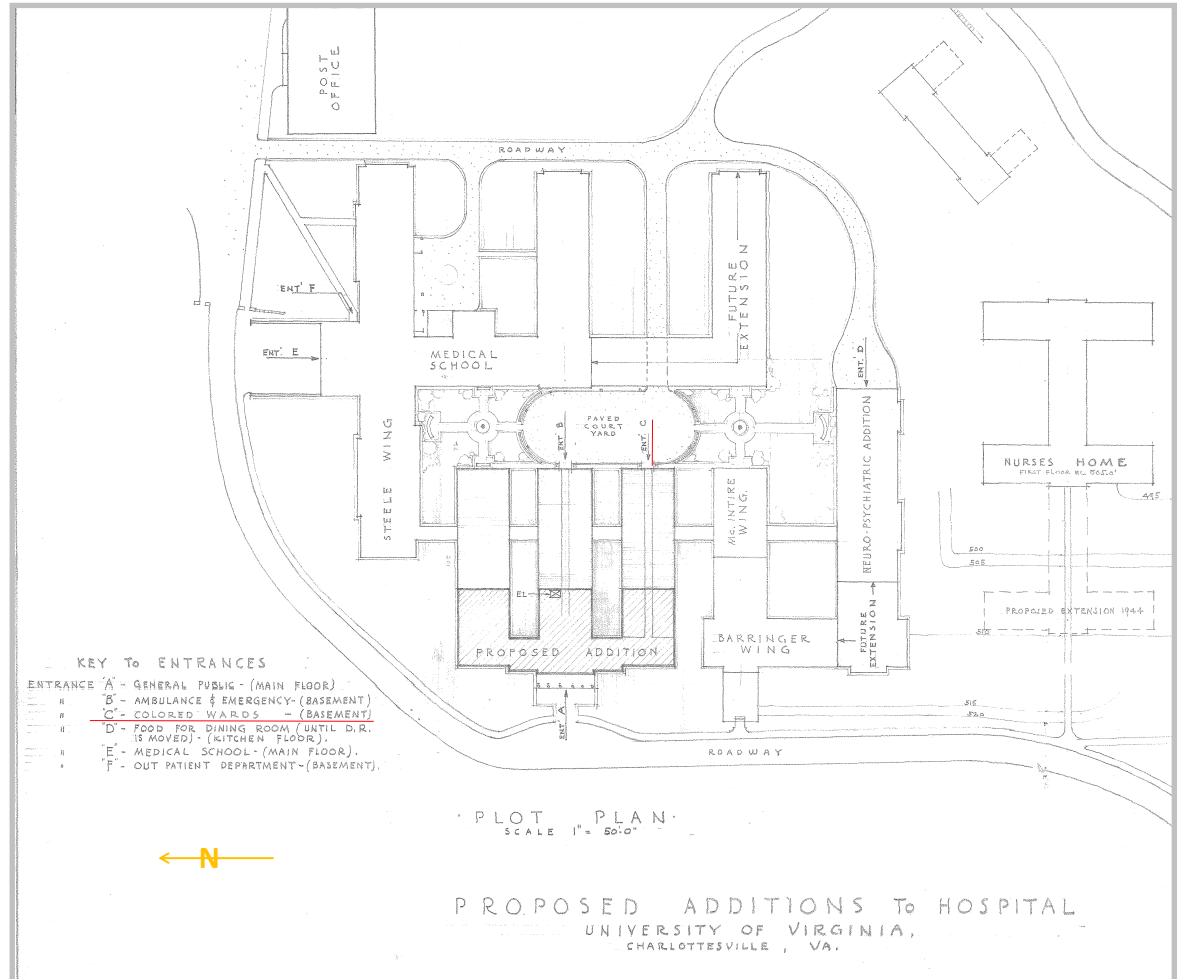
Layout Plan for Sprinklers, 1936  
UVA Building and Grounds

In this basement plan of three wings of the Hospital Group, notations have been made as to the use of various areas. The east ward of the South Wing is noted as being for "Colored Females, all services except Obs." (Obstetrics). The east ward of the North Wing is for "Colored Males, all services". The female ward had been moved from the McIntire Wing, but these wards would remain at the basement level. The topography of the site allowed white patients to enter on the first floor of the Hospital Group, in the early days it would be from the circular drive in front of the Administrative Wing. In later years, what we now call Hospital Drive would afford entry points for white patients and visitors. African Americans would enter at the basement level from the east end of the buildings.



Proposed Additions to Hospital, 1938  
 Taylor and Fisher, architects

With the prospect of expanding the hospital and medical school, segregation added a layer of planning to the designs. Vehicle and pedestrian access to the “colored entrance” on the east side of the original wings was a necessity. In this planning document, a ground floor tunnel through the future extension of the Medical School would be needed to convey ambulance and “Colored” patients to their entrances.

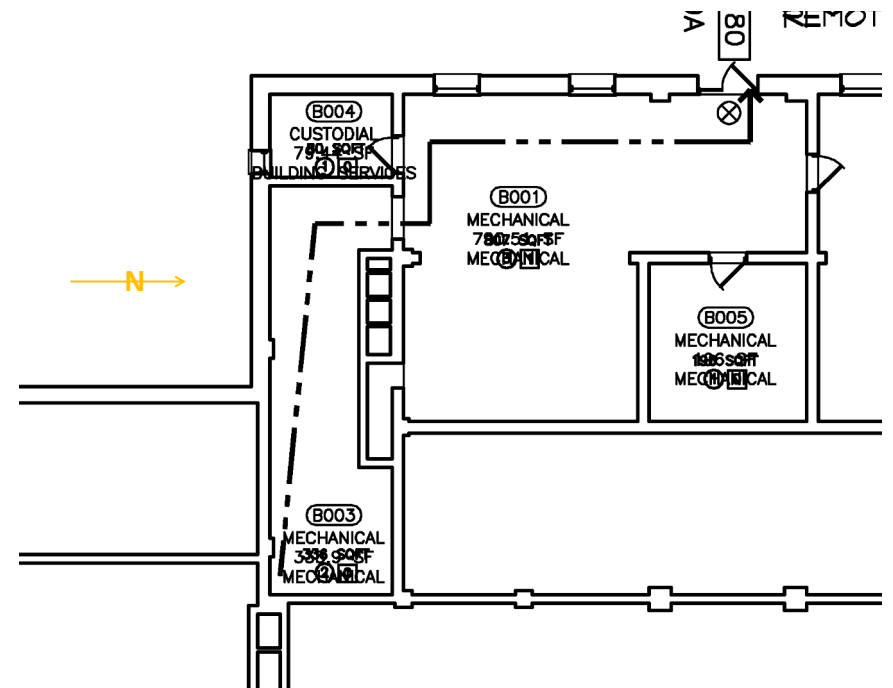
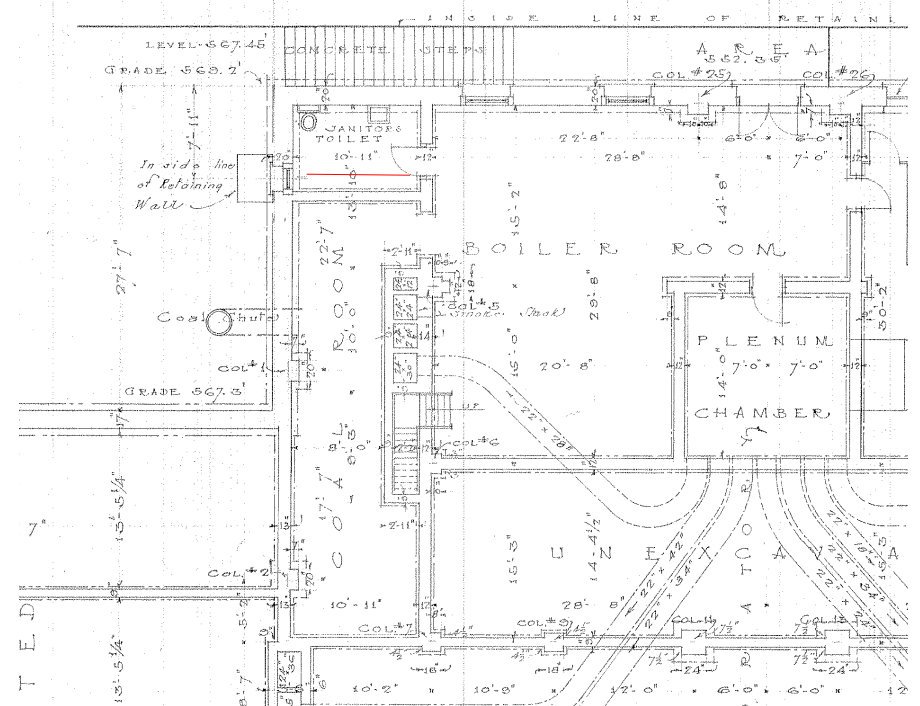


Minor Hall (Law Building), 1909

John Kevan Peebles, architect

The janitors at the University have included many African Americans, perhaps Henry Martin being the most well known. Whether in a boiler room as in Minor Hall, off of a trunk room in Brown College, or a store room as in Alderman Library a “Janitor’s Toilet” is incorporated into the design.

Today, it is still custodial space.



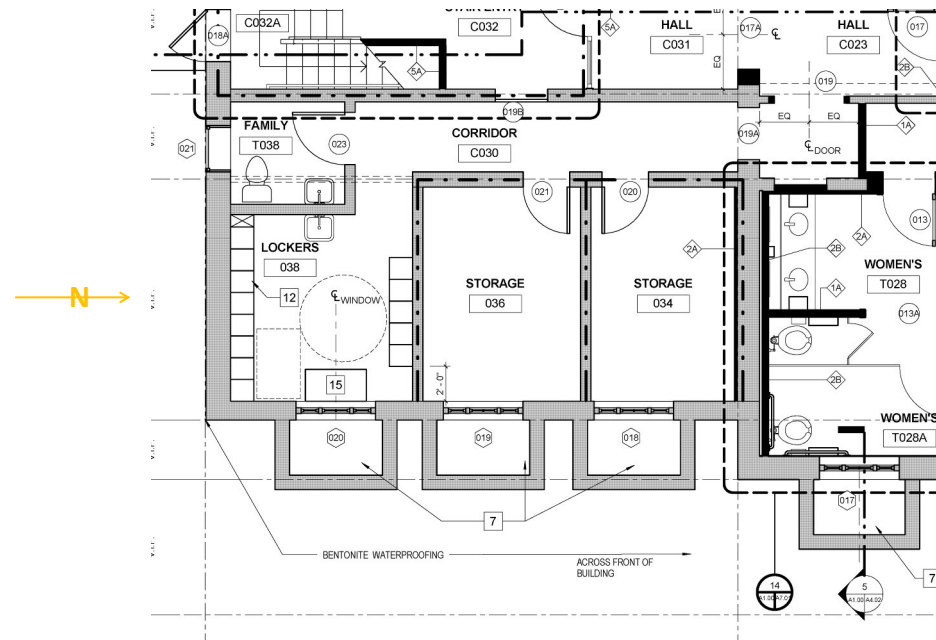
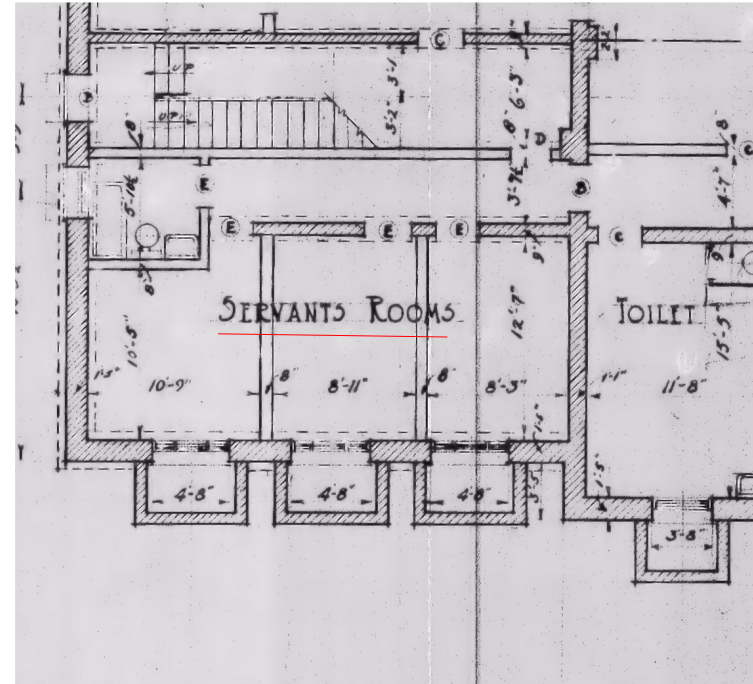
## O'Neil Hall (Rugby Faculty Apartments), 1922

Fiske Kimball, architect

With a growing University and the hiring of many junior faculty members, the vast majority male, an apartment house was seen as a solution. A poured basement for an aborted athletic casino overlooking Lambeth Field provided Fiske Kimball the footprint to design the Rugby Faculty Apartments. Most of the design work was performed by Louis Voorhees, a for student of Kimball's at the University of Michigan, who he recruited to teach at the University from 1921 to 1924.

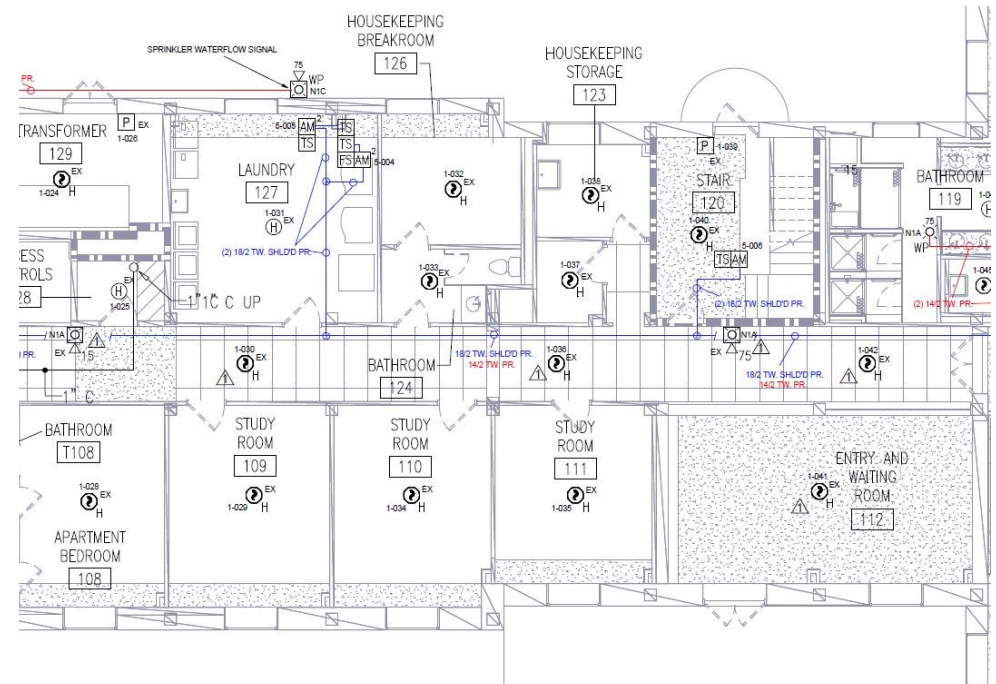
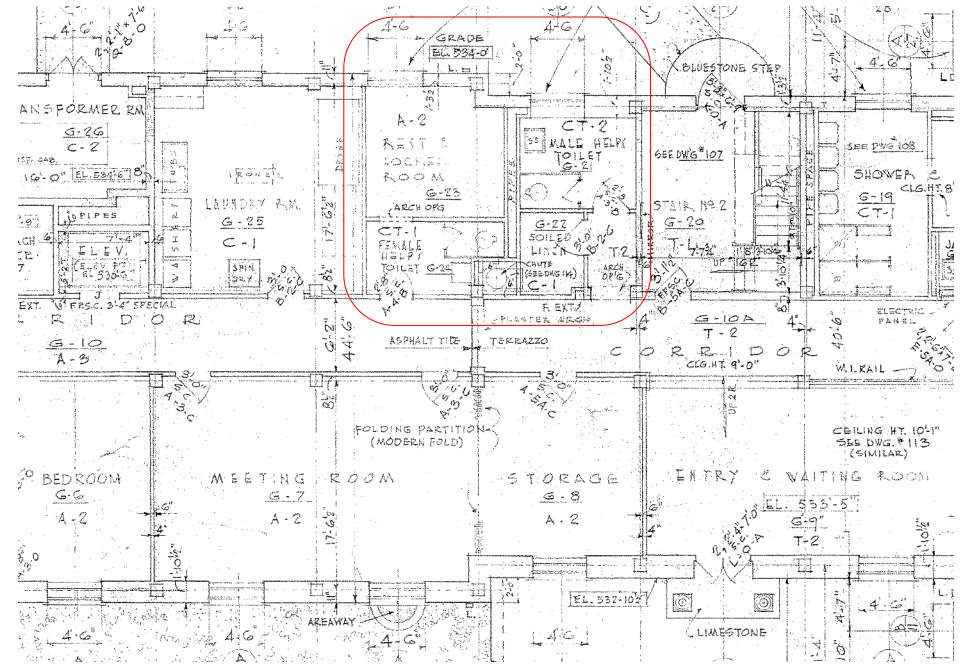
To save the space, expense, and probable lack of interest of a kitchen in each apartment, a dining hall was established in the basement. The staff for cooking, serving, and cleaning up the space were the "servants". They may have had housekeeping duties in the apartments as well. There were three bedrooms and a full bathroom for them in one corner of the basement

If you wanted to insure that breakfast would be ready in the mornings, it was easier to remove the commute from the equation. This was also the case at the President's House, at least during the Alderman years. There were two servant rooms in the basement, and today's President's Guesthouse was the Servants Quarters.



Mary Mumford Dormitory, 1950  
 Eggers and Higgins, architects

The first floor of the Mary Mumford Dormitory was a very thoughtfully designed series of spaces meant for the women attending graduate programs at the University. There were the live-in House Mother and House Keeper, Entry and Waiting Rooms, space and lockers for day students, a lounge and recreation room with two adjoining Date Rooms. With a complex agenda, not only was there space for “Female Help”, but also “Male Help”. The women also get a rest room. Today, that rest room is the Housekeeping Break Room.

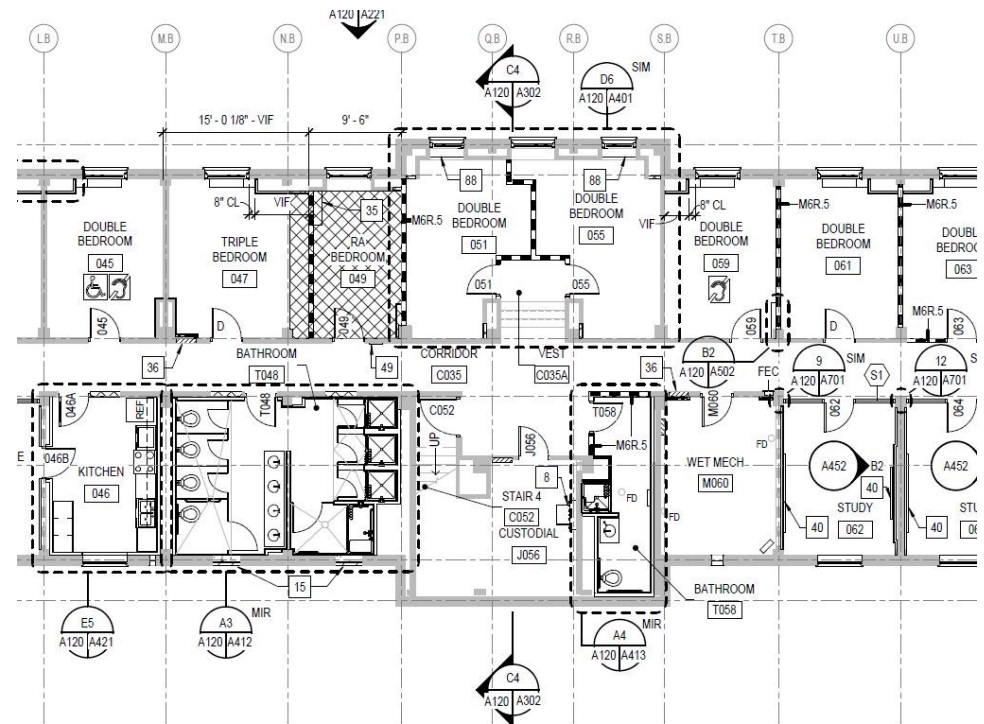
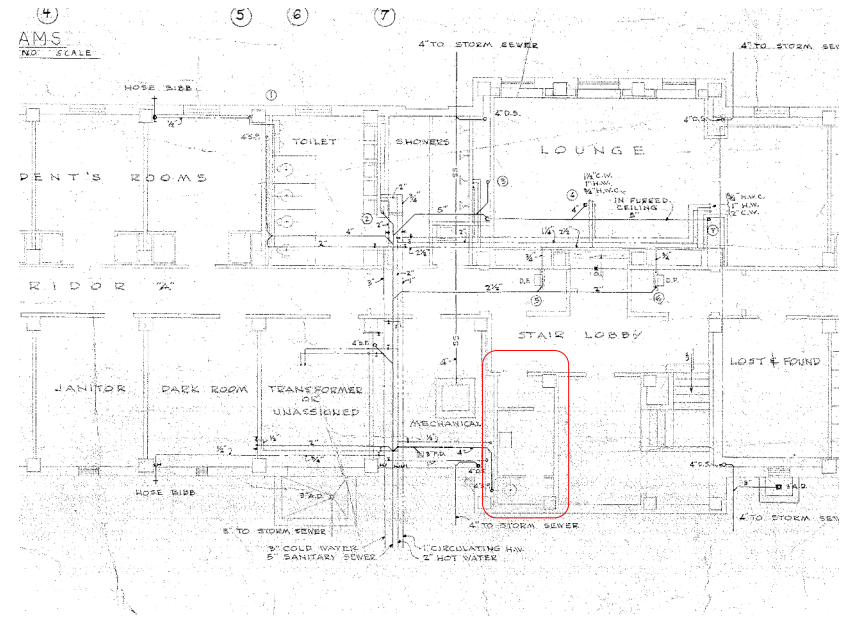


# McCormick Road Dormitories, 1949

Eggers and Higgins, architects

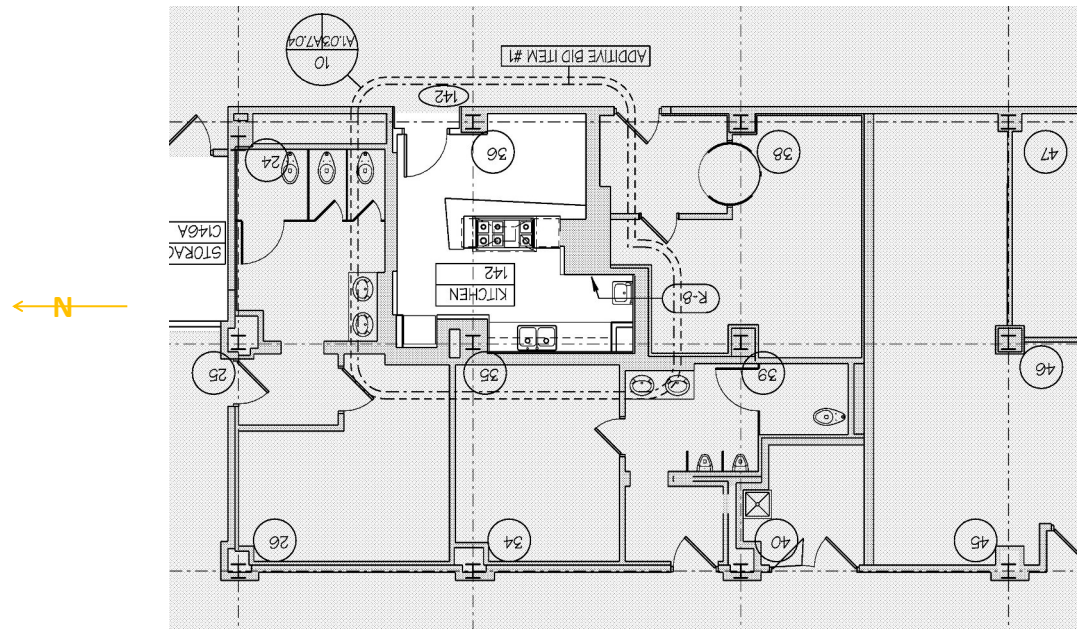
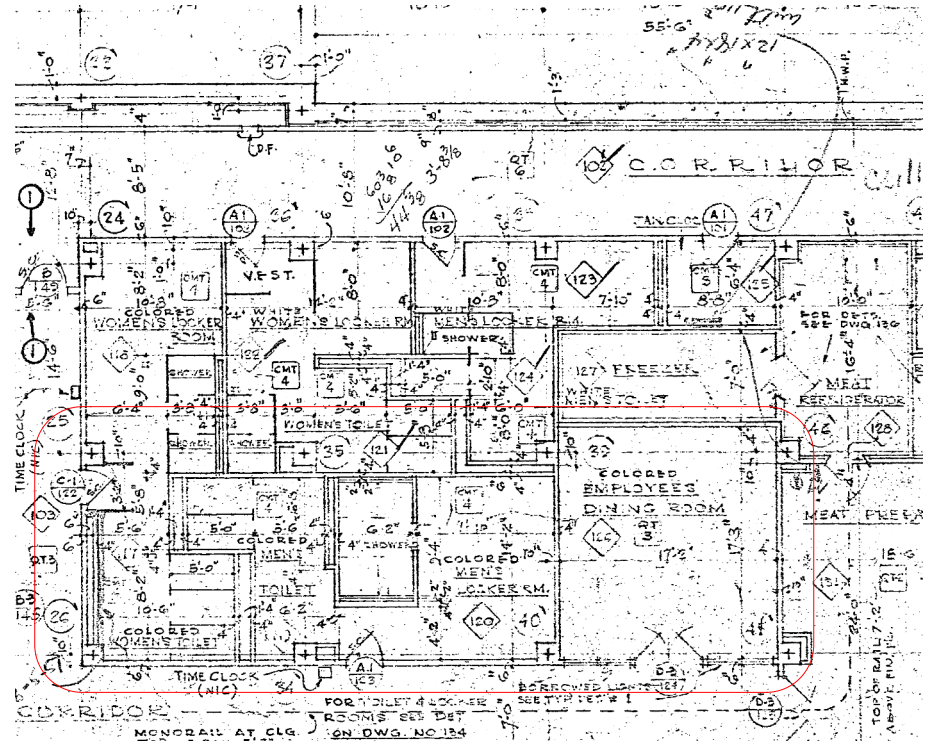
Designed by the same firm as the Mary Mumford Dormitory, the McCormick Road Dormitories are ten replications of a single dormitory designed for men. The detailing of some spaces is not laid out as it will change depending on the house or whether it is part of L-shaped configuration of two houses. On the Ground floor, beneath the staircase rising to the first flow is a space which was probably devoted to housekeeping needs. In that space is an unlabeled janitor's toilet. Without interviewing students of the period, we don't know if the housekeeping staff for this dorm group were men and women, white and African American, but it is likely that these were labeled as "white" or "colored".

These spaces are still in use today and probably serve as "men/women" bathrooms.



Newcomb Hall (Student Activities Building), 1956  
Eggers and Higgins, architects

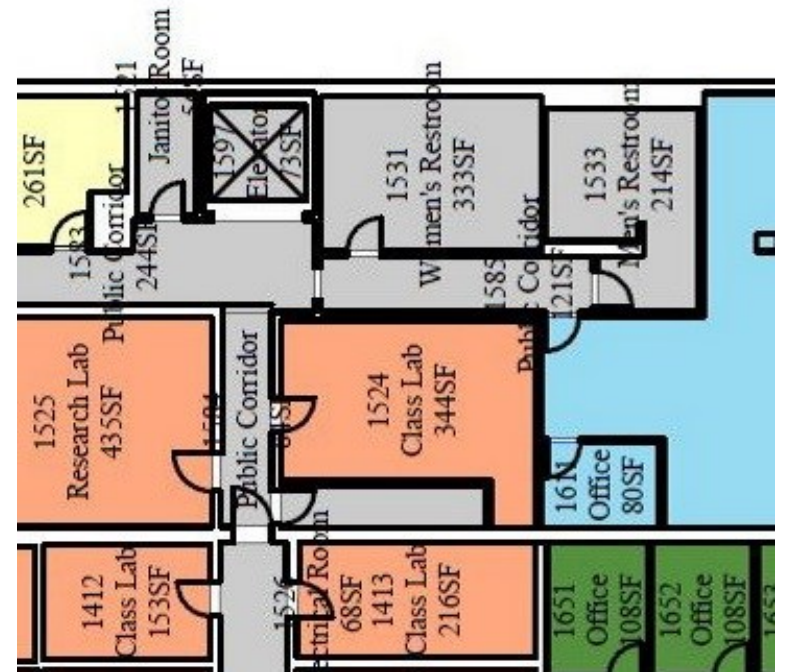
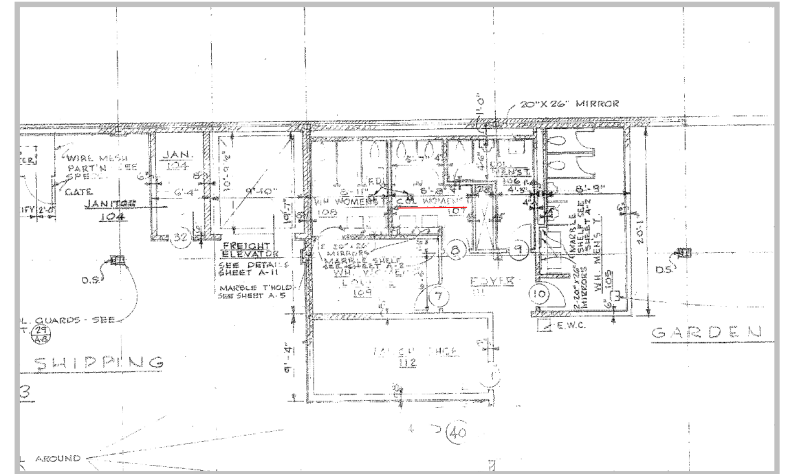
What may be the last of the buildings designed with designated areas for African American employees to prepare for work and eat their meals, Newcomb Hall year of design is the same as the passing of laws in Virginia that were known as Massive Resistance. Sitting in their “Colored Employees Dining Room”, our staff could read in the newspapers how schools would be closed rather integrate.



Stacy Hall (Sears Roebuck and Co.), 1957  
Stevens and Wilkinson, architects

Stacey Hall was not designed for the University, it was the Sears Roebuck in Charlottesville until they moved to the Fashion Square Mall. It does document that a national firm will design for local expectations. Stacey Hall's exposed steel columns are a nod to Mies van der Rohe and Sear's desire to part of the burgeoning modernist movement.

As the only restrooms in the store, they served staff and potentially customers; the expectations of the customers probably made the need for separate restrooms important. It would be interesting to see the geographical distribution of separate restrooms in a large firm such as Sears.





## Segregation in the University's Educational Efforts

### The State Students or *Poor Boys*

In an effort to appease those who thought the University was only educating the young men with the means to afford their own education, the annual appropriation of \$15,000 from the state to the University would also allow one young man from each senatorial district to attend without fees. In 1846 the BoV wrote up a plan for the implementation of this effort meant for those whose families were of limited means, but their son had performed well in his early studies, was of good moral character, and passed an interview with faculty members. Their only charge would be for their board at \$60, well below the regular charge in the hotels. Instead of hotelkeeper, his title was steward; special access to firewood, garden, and farm space was awarded to offset the lower board charge. Twelve rooms were built on Monroe Hill for them and the Proctor's House (Monroe Hill House) was given over to the steward to serve meals. These low income students were segregated from the other students in their living accommodations; they attended the same classes and took the same exams. In November, 1846 BoV member James M. Mason wrote to Senator Joseph Cabell "...of the successful working so far of our arrangements for the education of the poor boys..." At some point in planning for the addition of young men of modest means, their acceptance at the University was unclear; the island of Monroe Hill would be their retreat and common ground. For those who accepted the academic challenge, they were able to fit right in with both students and faculty. So the perceived "poor boy problem" was for naught, but the state students remained on Monroe Hill because of the housing shortage that remained until 1861.

### Undergraduate Women

While there was never a time prior to World War Two that the University considered the admission of African Americans and composing a segregated Grounds for them, the University did take a firm stance against the admission of women for undergraduate coeducation. A *separate but equal* solution was acceptable, but in positions taken in the following Minutes of Board of Visitors, the distance of an equal campus was of some debate. Mary Washington College (now University) in Fredericksburg was the ultimate solution. Considering that African American had a 15 year head start over women in attendance of undergraduate programs, women's segregation at the University deserves more than a footnote in the studies of the Commission.

December 10, 1913, Minutes of the BoV

The question of holding a public meeting on December 11th, to hear the advocates and opponents of the coordinate College was discussed.

The following offered by Mr. Craddock was adopted:-

Resolved: That the hearing to be accorded by the Board of Visitors, for the information of the Board, to the advocates and opponents of the proposed Woman's Coordinate College, be confined to the addresses to be made by those delegated to speak for either side, and that the said meeting be in no sense a public one.

December 11, 1913, Private BoV Session, but summarized by Philip Alexander Bruce in *History of the University of Virginia, 1819-1919; the lengthened shadow of one man*

In December, 1913, in anticipation of the discussion which the reintroduced bill was expected to arouse at the approaching session of the General Assembly, the Visitors expressed their willingness to listen to a debate on the merits of the question involved; and an invitation was sent out to prominent supporters and opponents of the measure to be present and to speak at the next meeting of the Board. The arguments offered on this occasion are worthy of being summarized as showing the differences in the opinions bearing upon the subject in controversy. President Alderman's convictions were submitted in the form of a letter. "The coordinate college," he wrote, "would assure ( 1 ) economy of force ;(2) unity of effort; (3) a better understanding between the men leaders and the women leaders in social effort. To women themselves will come from such association with men a certain tradition of honor and breadth, a certain habit of courage and thought, a certain discipline of the mind, which will greatly tend to fit them for the uses of freedom." "Princeton University and the University of Virginia," he continued, "were the only seats of learning of the first order in the United States which had undertaken no responsibility for the higher education of women. This attitude of aloofness might be assumed without censure by a privately endowed independent institution like Princeton, but could the same position be safely held by a State University, the creature and the servant alike of the people? "The reply was an emphatic negative.

Mrs. Mary Branch Munford, who may be correctly called the Joan of Arc of the movement for the higher education of women in Virginia, — a champion who was never daunted by an army of opponents, and never dismayed by a world of difficulties, — took up the argument where President Alderman had left it. Jefferson's plan of a university, intermediate college, and primary school, she said in substance, had been realized, so far as men were concerned, by the growth of the public high school. For them, the University had

become the cap stone of the public school system. But not for women. For every boy who finished the course in the high school, there were two girls who also completed it. Where were these innumerable couples to obtain the advanced training necessary to fit them adequately to be high school teachers, social workers, competent mothers? The women only asked that the University should be the capstone of their educational system as well as the capstone of that of men, as it was now.

The State, Mrs. Munford continued, had been appropriating one hundred thousand dollars less for the support of the female normal schools than for the support of the various institutions then in existence for the training of persons of the male sex. Virginia stood in the category of Delaware, Maryland, Georgia, and New Jersey, from the fact that she, like them, provided no collegiate education for women. Could she really afford to provide such education by founding an independent institution, in which every facility would have to be built up from the ground? But even if she could, why erect such an institution when there was the University, with its administrative force, its teaching staff, its library, and its laboratories, all in operation? It was one of the advantages of the proposed coordinate college at Charlottesville that it would make possible a stricter degree of economy than an independent college elsewhere could do, simply because it would have available for its own use the various instrumentalities already in the service of another seat of learning. In addition, the coordinate college would be able at once to share in the traditions of scholarship, and in the prestige of academic achievement, which had been accumulated by the older centre of culture. It was the influence of these subtle possessions which had attracted to the University of Virginia professors of the highest order of acquirements. Could a new independent female college, without a large endowment, hope to secure that class of teachers? Certainly not. What was needed, as well as what was desired, was a college standing off to itself far enough to ensure absolute privacy for its students, and yet not so remote from the University as to impair the efficiency of the teachers who would lecture in both institutions, or to cause serious inconvenience to the students in using the common utilities.

Professor James M. Page described the pecuniary advantages which would result from the establishment of a coordinate college. "The principal financial saving in having the Woman's College located near the University," said he, "will be in securing an adequate teaching staff at a comparatively low rate. None of the present full professors of the University could undertake to give courses in the Woman's College in addition to what they are already doing. Instead, however, of employing an adjunct professor of a certain subject, paying him fifteen hundred dollars a year, the University might join with the Woman's College and employ an able full professor at three thousand dollars, the University paying one half the salary, and the Woman's College the other half. This full professor could do at the University of Virginia the ad-

adjunct professor's work, and at the Woman's College, the full professor's work. With the aid of an instructor, that particular subject could be cared for. Pay him eight hundred dollars. Thus fifteen hundred, added to eight hundred, would get full work instead of paying three thousand dollars. The second saving would be in having one president instead of a woman president be sides at five thousand. The Woman's College could be operated through a dean who could give one-half of his time to teaching. One bursar and one registrar could serve both institutions."

The speech in opposition to the founding of a coordinate college was delivered by Murray M. McGuire, an alumnus of ability and prominence, whose exceptional loyalty to the institution was known to all. He dissented from the opinion held by the President and the Rector, and many other interested persons, that the adoption of the coordinate college project was the only practical means of driving away the spectre of coeducation from the University class-rooms. He had employed all the powers and energies at his command to discredit the several bills on the legislative calendar, and the argument which we now repeat in substance was the one which he had successfully put forward, and was to continue to reiterate, before the committees of the General Assembly. It was the strongest that was offered on that side of the controversy.

The University of Virginia, he said, had been a man's college from the beginning, and as such it had won all its extensive reputation. Its tradition of scholarship, its form of administration, — both grew out of the fact that it was founded for the instruction of men, and to encourage the association of men with men. The most important feature of its social polity was the Honor System. This could not be prolonged on its present footing, or on any footing at all, should the Woman's College be affiliated with the University. The Faculty would have to pass new laws touching that system; and the more such laws adopted, the more serious, in the students' judgment, would become the encroachment on their rights. The principle of self-government could not fail to be enfeebled and undermined, since it would be impossible, in actual practice, to apply the rule with the same degree of strictness to the members of both sexes. Furthermore, the need of economy would be certain to augment as the demand for new buildings, more professors, and an enlarged administration grew with the increase in the size of the student body. In order to meet this need, coordinate education would, in the end, be forced to merge and disappear in coeducation. To what resources could the State look for the fund that would be required for a double number of professors, salaries, dormitories, lecture-rooms, expenses, and repairs of all sorts? Could not this difficulty be overcome by the adoption of coeducation? Unquestionably. Nor would there be the same insurmountable objections to such coalescence as in the case of the schools for the two races.

Necessarily, the atmosphere of the University would be altered by the prox-

imity of a woman's college, for the former institution would be theirs as much as it would be the male students', even if they should attend lectures in different halls or should occupy separate living quarters. It would be neither a woman's world nor a man's world, — rather it would be an atmosphere of a mixed character and of no distinction. It was different with the coordinate colleges now in existence, for, without exception, they were situated in cities. The significant fact had been noted that the unaffiliated woman's seminaries were far more numerously attended than these annexes. It was not accurate to say that Virginia women were registered in the female colleges of the North in larger groups than Virginia men were registered in the male colleges situated in that region. There would be no advantage to women in possessing in common the University's staff of teachers, as these teachers were already overworked. How could they be rightly expected to prepare for two classes? Who would correct the additional exercises of all sorts, and also the voluminous examination papers?

Not one of the objections marshalled by Mr. McGuire was devoid of a solid foundation in fact or reason. But the logic of the position taken by him, and those persons who shared his opinion, was that either an independent institution must be erected for women, or they must be denied all enjoyment of the ripe educational facilities possessed by men in Virginia. If the need of economy, as he said, would convert coordinate education, in time, into coeducation, then the same need was equally certain to stand in the way of the building of an independent college for the members of the female sex. The ultimate inference of that line of argument seemed to be that Virginian women must remain indefinitely without the advantages of that higher education which even Mr. McGuire and his supporters acknowledged they had the moral, if not the legal, right to claim and enjoy.

When the debate came to an end, the Board of Visitors announced that they would reserve their decision until the ensuing January 5 (1914).

January 5th, 1914 Minutes of the BoV

The question of the establishment of a woman's college co-ordinate with the University and to be located in proximity thereto, which was under consideration at the December 11th meeting and carried over to this day for final action, was taken up.

Several members offered motions, among which was a proposed enabling act presented by Judge Norton, to be substituted for that of the advocates of the woman's college. A very thorough discussion of the whole matter was had by the body, and the question was disposed of in the following manner.

The chair ruled, that of the several motions, that presented by Mr. Michie was the original, and the others would be taken up and passed upon as presented, resulting as follows;

Mr. White presented the following substitute for the original which was defeated by a vote of seven to three, viz:-

Ayes,—Messrs. Flood, Irvine and White.

Noes,—Messrs. Gordon, Craddock, Drewry, Michie, Norton, Oliver and Stearnes.

A petition having been presented to this Board asking its approval of a measure looking to the establishment of a female school on or near the grounds of this institution, to be under the government of the Rector and Visitors as a department of the University; and a full hearing having been accorded those who support the movement, and the subject having been maturely considered, it is the sense of the Rector and Visitors that the establishment of such a feature in the life of the University would not promote its usefulness; and therefore its approval must be withheld.

Judge Norton then placed before the body the first two sections of his paper as a substitute for the original which was defeated by a tie vote of five to five, viz:—

Ayes,—Messrs. Gordon, Craddock, Norton, Oliver, and Stearnes.

Noes,—Messrs. Drewry, Flood, Irvine, Michie, and White.

That it would be unwise for the State to attempt to provide for higher education of men and women in totally disconnected institutions, located distantly from each other, with a varying or different standard of degrees. Rival claims upon the Legislature for adequate support would be serious, if not disastrous to both institutions. There would be a strong tendency to divide men and women of the State. There would be danger of real calamity. With co-ordination, and students of both institutions receiving degrees with the imprimatur of the University, rivalry would be, at least, modified; for women would be interested in strengthening the University upon which they would be dependent for high degrees; and the men's pride would badly bear a neglected Woman's Co-ordinate College. Self interest and self respect would demand co-operation.

Higher education by the State for men and women should be directed and controlled from one center. This is the logic of the situation, and a necessity to prevent divided allegiance of our people, and to turn the minds and hearts of all to one great University.

We must recognize the trend of the times and the change in conditions. In almost every walk of life woman's sphere of activity has wonderfully advanced. The question demands answer. Shall our University close, absolutely, forever, the door of hope for women, so far as it is concerned; or shall it

march abreast of the times, and extend to them such aid and encouragement as it can?

That the Woman's College, if established by the State, should be co-ordinate with the University of Virginia, and under its guidance and complete control. Its location should be on separate grounds of its own, at least one half mile from the Rotunda of the University. The degrees conferred should have the same requirements, as the like degrees in the University, and should bear the imprimatur of the University by proper certificate thereon, thus guaranteeing that the holder thereof was of equal learning and attainments with the University graduate.

Mr. Stearnes then presented the following substitute to the original (by Mr. Michie) which was defeated by the vote of eight to two, viz.—Ayes,—Messrs. Oliver and Stearnes; Noes,—Messrs. Gordon, Craddock, Drewry, Flood, Irvine, Michie, Norton and White.

Whereas, the Rector and Visitors of the University of Virginia believe that Virginia should make such provision for the education of the young women of the State as may be consistent with a just consideration of the other necessary calls upon the public revenues, and

Whereas, we believe that one practical and efficient mode of meeting this need, would be found in the creation of a woman's college co-ordinate with the University.

Resolved, first, that it is the sense of the Rector and Visitors that if the General Assembly in its wisdom sees fit now or in the future to found a co-ordinate college for women near the University, such college should be located on or beyond the eastern limits of the City of Charlottesville, thereby minimizing the dangers of actual or virtual co-education.

Resolved, second, that if the estimates made for the needs of the woman's college should fall within the limits of the amount of revenue that the Legislature deems available for such an enterprise, then the Rector and Visitors of the University of Virginia recommend that a proper enabling act be granted in accordance with the provisions of a paper herewith submitted.

All substitutes being disposed of, the original by Mr. Michie was placed upon its passage, and adopted by a vote of six to four, viz:- Ayes,—Gordon, Drewry, Flood, Irvine, Michie, and White. Noes,—Messrs. Craddock, Norton, Oliver and Stearnes.

Whereas, the Rector and Visitors of the University of Virginia believe that Virginia should make such provision for the education of the young women of the State as may be consistent with a just consideration of the other necessary calls upon the public revenues; and

Whereas, the Rector and Visitors further believe that one practical and efficient mode of meeting this need would be found in the creation of a wom-

an's college co-ordinate with the University; therefore be it Resolved, That it is the sense of the Rector and Visitors that the first step should be the appointment by the General Assembly of Virginia of a competent commission to make a thorough and searching investigation, and a careful and detailed examination into the costs of founding and maintaining such college.

Resolved, That it is the sense of the Rector and Visitors that if the General Assembly in its wisdom sees fit now or in the future to found a co-ordinate college for women near the University, such female department should as a condition precedent to its establishment, be located on a site beyond the eastern limits of the city of Charlottesville.

#### November 8, 1929 Minutes of BoV

In connection with the location of the proposed College of Liberal Arts, for the education of women, the President presented the following statement of the matter for consideration:

1. The Rector and Visitors of the University of Virginia have given careful consideration to the suggestions now before the Commission authorized by the General Assembly of 1928 that there be established by the State a College of Liberal Arts, for the education of women. The Rector and Visitors are heartily in favor of the establishment of such a college, and the University desires, as it has always desired, to cooperate, and to serve in the wisest way the purposes of such a college, and the educational interests of the women of the Commonwealth.

2. The Rector and Visitors do not believe that there is wisdom or justice in the purpose to establish general co-education in the University, at least between young men and young women of undergraduate rank, and very profoundly believe that the chiefest function of the University, in so far as women are concerned, is to take the finest possible care of their higher education in the higher courses in the graduate field, and in the professional fields. We are now engaged in doing this successfully. We believe that any effort to place upon the University the obligation to build within its walls another and a separate College for women, would be most unwise, especially for the women, and would result in crippling for a long period the growth of the University as a great University, carrying forward work on the University levels. Their further thought is that the state can most practically and enduringly accomplish the establishment of a College of Liberal Arts for Women by converting some one of the Institutions now established and in operation, and

least necessary for the technical advantages of training public school teachers, into such a college, under the direction and control of the Rector and Visitors and President and Faculty of the University of Virginia. The University would take pride in helping to inaugurate, define, and guide such an Institution.

3. The Rector and Visitors beg to suggest that grave consideration be given by the Commission to whether or not it might be financially desirable and educationally wise to consider the incorporation into the State's activities of some College of Liberal Arts for Women, of established excellence and authority, which, under University control, could serve satisfactorily the Liberal Arts needs of the women of Virginia.

4. It is the deliberate opinion of the Rector and Visitors that a College of Liberal Arts for Women be not established in the University, or so near the University that the individuality of the University as a non-coeducational institution may be endangered. They beg, finally, to express their belief that a College of Liberal Arts for Women, created under one or the other of the above suggestions, would realize for women in ever increasing usefulness and power, the advantages of a liberal education.

5. Theoretically, it might be reasonably claimed that the ideal system would be the College of Liberal Arts for Women, affiliated with the State University for Men, but independently managed, with an independent faculty and physical equipment, - allowing for some interchange between the two faculties, - situated such a number of miles distant as would insure proper independence, both for the College for Women and for the University, but with free access to the resources of the University to graduates of such a Women's College in graduate work, professional work, and the higher work of given subjects.

6. Practically, however, it is very evident that such a program, requiring the expenditure of several millions of dollars, would involve the peril of giving it all up and dumping the whole idea on the University for men, as an undergraduate task and duty. Motives of economy and expediency have unquestionably brought coeducation to State Universities throughout America, rather than profound reflection upon the educational principles lying at the root of the whole matter.

Following a full discussion of the foregoing paper it was disposed of, as follows:

On motion of Mr. Scott, paragraphs 5 and 6 were eliminated.

On motion, duly made and seconded, to adopt the paper, as amended, was carried by a vote of six to two, viz: Ayes; Buchanan, Hull, McIntire, Rinehart, Scott and the Rector. Noes; Carson and Mrs. Munford.

Judge Carson and Mrs. Munford requested the privilege of filing a paper setting forth their reasons for voting in the negative, which request was

granted. Their reasons are set forth in the following:

STATEMENT OF A. C. CARSON, MEMBER OF THE BOARD OF VISITORS OF THE UNIVERSITY OF VIRGINIA, MADE WITH THE CONSENT OF THE BOARD FOR THE RECORD AND IN EXPLANATION OF HIS DISSENTING VOTE ON THE RESOLUTION ADOPTED BY THE BOARD WITH REFERENCE TO THE PROPOSALS FOR THE ESTABLISHMENT BY THE STATE OF A COLLEGE OF LIBERAL ARTS FOR WOMEN IN VIRGINIA.

Since I do not concur with the majority of my fellow members on the Board in the adoption of the pending resolution dealing with proposals looking to the establishment of a College of Liberal Arts for Women, it appears to be incumbent on me to set out, as briefly as may be, my own views on a matter of such vital import to the welfare of both the University and the State.

I am convinced that a College of Liberal Arts for Women should be established by the State as an integral part of the State University, under the direction and control of the Rector and Visitors and the President and Faculty of the University to a like extent and under like conditions to the direction and control now exercised by these officers of the University over the Undergraduate College for Men.

But whatever may be the merits of the arguments for or against the introduction of the co-educational system elsewhere, I am also convinced that there are strong and compelling reasons, peculiar to the University of Virginia, based upon her traditions and history and upon the intense and well nigh universal opposition of the great body of her alumni to the introduction of that system at their alma mater, at least between young men and young women of undergraduate rank, which demand the establishment of such a College of Liberal Arts for Women as a co-ordinate institution, separate and apart from the College for Men.

The College of Liberal Arts for Women in Virginia should, therefore, have a separate physical equipment, a separate Dean and, in part at least, a separate faculty (all of whom, however, should be members of the faculty of the University) by whom it should be managed and disciplined as a separate entity. And to insure a proper degree of independence, both for the College for Women and the University, it should not be located on or in the immediate vicinity of the present University grounds: though it should not be so far distant as to deprive the College for Women of the cultural advantages of an intimate and close association with the University, or to prevent the convenient interchange of faculties and the use, under suitable regulations, of the library, the hospital, and other resources and equipment of the University.

The requirements as to entrance, class work, courses of study, examinations, and academic degrees should be maintained on a par with those established in the College for Men, and the scholastic and intellectual standards set in the College for Women should be such that its graduates will be entitled to

recognition on equal terms with the graduates from the College for Men in the Post Graduate and Professional Courses at the University. The degrees in the College for Women should be awarded and conferred by the University of Virginia on like terms and conditions to those prescribed in the College for Men.

The arguments which have been advanced in favor of the establishment of the proposed College of Liberal Arts for Women at one of the State Normal Schools or at one of the Women's Colleges now operating in the state do not appeal to me. They seem to rest largely if not altogether upon grounds of supposed economies in the original outlay for grounds, buildings, and physical equipment.

But if it is proposed to give the young women of the state anything like equal opportunities to those the State now furnishes to the young men in the undergraduate department of the University of Virginia, the saving in first cost by the establishment of a women's college at any of these institutions would be far more than counterbalanced, in the long run, by the increased appropriations necessary to build up and maintain the college as a separate institution deprived of the many and manifest advantages and benefits and continuing economies in operation which would be secured by its original establishment and maintenance as a co-ordinate college of the University.

If the State is unwilling or unable at this time to appropriate the amount necessary to erect the buildings and to furnish suitable physical equipment for a co-ordinate college such as that outlined above, I should be inclined to urge the postponement of the whole undertaking until such time as the increasing resources of the State will be sufficient to justify the expenditure.

I understand that there are two or more women's colleges now in the state doing excellent work in the field of higher education, within the limits of their restricted endowments and resources. The competition of a cheap state-supported college for women, conducted on grounds and buildings not originally designed for the purpose, under the direction of a cheap or underpaid administrative staff and faculty, could hardly fail to prove detrimental to the welfare of these institutions. And until and unless the State is prepared to establish a State College of Liberal Arts for Women worthy of the name, the field may well be left clear for the institutions now operating without State aid.

I do not believe that the aspirations of the women of Virginia will ever be satisfied with anything less than a state-supported College for Women of the first rank, comparable in standing and dignity with the state-supported Undergraduate College for Men at the University. Soon or late any makeshift or compromise substitute will be cast aside. And such makeshift or compromise experiment with a separate State College for Women having proved a failure, there are sound reasons for anticipating the possibility, and perhaps the

probability, that the University will then be confronted with an irresistible demand for undergraduate co-education within its own walls.

In so far, therefore, as the opposition to the establishment of a co-ordinate college as an integral part of the University of Virginia, at or near the University, is based on fears that it may prove to be the opening wedge for the introduction of the undergraduate co-educational system at the University, it seems to me that in thus taking counsel of their fears, the proponents of what I have ventured to call makeshift or compromise measures are courting the very danger they dread.

Oxford, England (and the <Women's colleges within ten minutes walk of the University), Harvard (Radcliffe) Columbia (Barnard) and other great Universities have blazed the way, and have shown us how mutatis mutandis the State and the University of Virginia can together respond to the just demands of the women of the State for equal opportunities under the educational system maintained by the State.

(Signed) A.C. Carson. I concur in the foregoing minority report. (Signed) Mrs. M. B. C. Munford.











