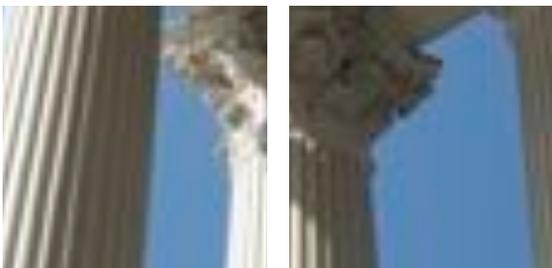
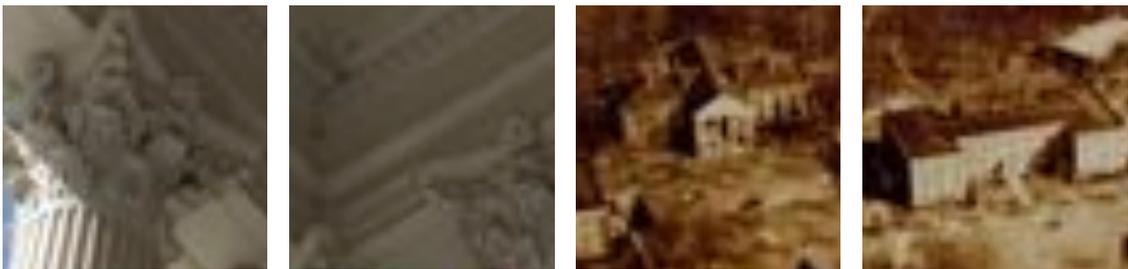




# Campus Preservation Plan

UMW  
2011



A project by the Historic  
Preservation Planning Laboratory

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# ACKNOWLEDGEMENTS

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# TABLE OF

|                                       |    |
|---------------------------------------|----|
| EXECUTIVE SUMMARY.....                | 5  |
| INTRODUCTION.....                     | 7  |
| Project Background and Purpose        |    |
| Preservation Master Plan              |    |
| Objectives                            |    |
| Preservation Issues                   |    |
| University of Mary Washington Context |    |
| Historic Preservation Department      |    |
| Center for Historic Preservation      |    |
| Sustainability                        |    |
| Preservation Plan Methodology         |    |
| Campus Preservation Case Studies      |    |
| Student Survey Questionnaire          |    |
| Developing a Ranking System           |    |
| HISTORICAL NARRATIVE.....             | 17 |
| Russell Era 1908- 1919                |    |
| Chandler Era 1919- 1928               |    |
| Combs Era 1929- 1955                  |    |
| Simpson Era 1955- 1974                |    |
| Woodard Era 1974- 1982                |    |
| Anderson Era 1983- 2006               |    |
| Frawley Era 2006- 2007                |    |
| Hurley as Acting President 2007- 2008 |    |
| Hample Era 2008- 2010                 |    |
| Hurley Era 2010- Present              |    |
| SURVEY.....                           | 71 |
| Methodology                           |    |
| Analysis                              |    |
| Discussion                            |    |
| PRESERVATION GUIDELINES.....          | 83 |
| Guidelines for Ranking System         |    |
| Description of Tier Characteristics   |    |
| Tier Assignments                      |    |
| General Recommendations               |    |
| Secretary of Interior’s Standards     |    |
| Efforts on Sustainability             |    |
| Universal Access                      |    |

# C O N T E N T S

RECOMMENDATIONS.....105

- Introduction
- Adaptive Reuse/New Construction
- Interior Spaces
- Windows
- Wood
- Roofs and Drainage
- Masonry
- Green Space
- Entrances and Porches
- Doors

CAMPUS BUILDINGS DESCRIPTION  
AND HISTORY.....135

- Tier One
- Tier Two
- Tier Three
- No Tier

CAMUS GREEN SPACES DESCRIPTION  
AND HISTORY.....169

- Tier One
- Tier Two
- Tier Three
- No Tier

IMPLEMENTATION AND REVIEW.....181

- Preservation Plan Committee
- Plan Implementation
- Addressing New Construction

BIBLIOGRAPHY.....189

APPENDIX I: SURVEY QUESTIONNAIRE.....199

APPENDIX I: SURVEY RESULTS.....204

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# EXECUTIVE SUMMARY

# EXECUTIVE SUMMARY

Due to the recent extensive growth at the University of Mary Washington through new construction and renovation of existing structures, the Department of Historic Preservation's Planning Lab Seminar undertook the development of a Preservation plan for the campus. Crucial to the University in order to preserve the unique character that defines it, this plan was developed in the spring of 2011 and is a counterpart to the University's Master Plan, which was made public in the fall of 2010. Historical material from previous planning lab efforts from 1987 and 2000 were reviewed, along with published resources, special collections in the Simpson library, and an interview with the great-grandson of Charles M. Robinson. The information collected was developed into a coherent and comprehensive campus historic narrative. Preservation plan case studies were also conducted. Eleven preservation plans were selected and reviewed based on their campus' similarity to that of University of Mary Washington, including growth patterns, architectural design, campus size, population, and date of establishment. A student survey questionnaire was conducted to gain insight on how the student population felt about the overall integrity of the campus. Questions regarding most and least desired buildings, opinions on greenspace, and iconic Mary Washington buildings were asked. The results from this survey questionnaire helped define what is most important to the student population.

Included in the Preservation plan is a ranking system to evaluate the significance of the current structures and greenspaces within the campus. The adopted tier system was loosely based on the English Heritage System due to the flexibility of defining and determining significance. Each tier is based on the overall historic significance, remaining integrity, and importance to campus life of the given building or greenspace.

Recommendations made in the plan were inspired by the preservation plan case studies results. The methods for best practices include the Secretary of the Interior's Standards and recommendations of desirable and undesirable methods. Detailed recommendations regarding specific building materials and greenspace care were established for different aspects of campus buildings and greenspace. Methods for accommodating Universal access and sustainability have been integrated in the recommendations.

In order for a plan of this magnitude to be fully utilized, the plan provides several implementations which must be taken into account. Provided in the plan are details of a full implementation schedule, including the establishment of a committee, and protocols to resolve potential conflicts with the Master Plan, as well as provisions for periodic revisions.

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# INTRODUCTION

# I N T R O D U C T I O N

## PROJECT BACKGROUND AND PURPOSE

### Preservation Plan

The Preservation Plan was generated by undergraduate students, during the Spring of 2011, enrolled in a historic preservation class under the guidance of Dr. Andrea Smith, Assistant Professor and Director of the Center for Historic Preservation. The Preservation Plan for the University of Mary Washington was a semester-long project, designed by Dr. Smith as a teaching tool to educate students about the dynamics of preservation planning. Although the University did not commission this Preservation Plan as an official undertaking, the results and recommendations of the Plan will be presented to specific members of the school's faculty and administration for their edification as they consider the development and growth of campus. The target audience for this Preservation Plan, in addition to the UMW community, is the newly formed Preservation Planning Steering Committee, an interdisciplinary group of faculty members and administration officials from the University:

- *Michael Spencer*, Faculty, Department of Historic Preservation
- *Richard Pearce*, Chair, Acting V.P. for Administration and Finance
- *Andrea Smith*, Faculty, Department of Historic Preservation
- *Steven Greenlaw*, Faculty, Economics Department
- *Melina Patterson*, Faculty, Geography Department
- *Douglas Searcy*, V.P. for Student Affairs
- *John Wiltenmuth*, Assistant V.P. for Facilities Services

The University's President, Rick Hurley, commissioned this committee to create a University Preservation Plan. The goal of the committee is to evaluate the historic resources on campus and influence the Master Plan, which is presented to the Board of Visitors in September of 2011. The student-generated Preservation Plan was compiled concurrently with the University Preservation Plan created by the steering committee. The goal, in the interim, is to aide the steering committee with student input and research as they construct the University Preservation Plan for the Board of Visitors.

## Objectives

As the University of Mary Washington celebrates over 100 years as an institution, re-evaluation and consideration of its historic architecture and landscapes is vital to preservation and retention of the historic integrity of campus. Without proper consideration, future development plans risk overlooking the important historic features of the campus. The Preservation Plan aims to assist in the decision-making process for future growth and changes at the University by researching and evaluating the resources on the Fredericksburg campus. Before approaching new growth on the campus, it is important to evaluate what defines the University's character and determine the features that make it a unique and desirable academic institution. With this information, the school can confidently promote growth whilst retaining the historic character of the school. The Preservation Plan includes a comprehensive evaluation of the Fredericksburg campus, which aims to fulfill several different objectives:

- Establish the historic and cultural significance of the buildings and landscapes on campus through archival research.
- Determine the current student sentiments about campus and its development through a student questionnaire.
- Create a preservation guideline system, which ranks the buildings and landscapes on campus to distinguish which buildings merit special consideration and protection when planning future development.
- Assist administrators by providing them with the research conducted in the student-generated Preservation Plan.

## Preservation Issues

Although natural weathering threatens the visual and structural integrity of historic buildings and landscapes, one of the predominant threats to UMW's historic resources stems from proposed building projects. The recent growth and alterations to the buildings on campus have stirred mixed feelings even though current building philosophy promotes sustainable, efficient, and updated facilities. The original Master Plan, drafted in 2009, provided school administrators with a growth plan, which recommended sweeping changes to campus. Many of the proposed changes did not account for the needs of the historic buildings and landscapes of campus.

University building policies lacking the influence of a preservation guideline system are predominantly influenced by modern practices, which can have irrevocable and adverse effects to the historic structures. Unsympathetic alterations to historic resources have the potential of stripping away their character-defining features and integrity. Inappropriate alterations to historic buildings and landscapes can subsequently divorce the campus's meaningfulness from the students, faculty, and alumni. Some of the current preservation issues present at the University of Mary Washington:

- Building projects tend to favor new materials and this often results in the stripping of original materials from historic buildings, which mars the historic appearance.
- Lack of facilities staff trained to properly address the needs of the historic structures on campus.
- The detrimental effects to the historic resources of campus stemming directly from deferred maintenance.
- Need for updated facilities which meet ADA and safety code compliances.

## UNIVERSITY OF MARY WASHINGTON CONTEXT

### Historic Preservation Department

The University of Mary Washington boasts one of the largest undergraduate programs in historic preservation in the United States. The department was founded officially as an independent program in 1984 and made Mary Washington one of the first institutions to include historic preservation in the collegiate curriculum. Today, there are only seven undergraduate programs in the nation and Mary Washington is one of the oldest and most renowned.

The program provides students with courses to obtain a Bachelor of Arts degree in historic preservation and incorporates multiple disciplines. The program is further supplemented and made distinctive by the location of the campus in Fredericksburg, Virginia, a town replete with history and opportunities for research. Students in the program are able to fully immerse themselves in preservation activities in the community and develop hands-on skills. According to the National Council for Preservation Education website, there are 120 students enrolled in the Department of Historic Preservation.

The purpose of the Historic Preservation program is to educate students about the nation's historic resources and provide them with a better understanding about the multifaceted field of preservation.

Conservation and interpretation of sites and structures are vital to understanding America's cultural value. Course work includes historic architecture and its conservation, folk studies & folklore, material culture, archaeology, documentation, preservation planning, and museum studies, including curatorship and management. A theoretical as well as ethical approach is stressed to the practice of preservation. A combination of fieldwork, laboratory work, and research projects allow students to hone research and analytical skills.

The National Council for Preservation Education stipulates the minimum guidelines for universities applying for accreditation. Programs should be diverse, with several disciplines and skills represented in the curriculum. Upon completion of the program, students must appreciate the interdisciplinary nature of preservation and thus its demand for cooperative work. The University of Mary Washington exceeds the Council's requirements for courses. Students have an array of choices when completing the requirements for obtaining knowledge in preservation theory and history, the designed environment, and documentation techniques. Furthermore, the Historic Preservation program provides knowledge of the following issues in its curriculum: urban design and planning, technological materials and systems, economics, legal, and curatorial.

## Center for Historic Preservation

Associated with the Department of Historic Preservation, the Center for Historic Preservation at Mary Washington is also affiliated with local, regional, and international preservation organizations. For over thirty years, the Center has supplemented the work of the Department and its students through lectures, workshops, conferences, fieldwork, and study abroad opportunities. The Center is responsible for the Historic Preservation newsletter, released biannually, as well as the yearly competitive Historic Preservation Book Prize contest. Another group affiliated with the Historic Preservation Department is Mary Washington's Historic Preservation Club. Student-run, the club provides students with opportunities for further education including field trips, historic tours, conferences, and weekly meetings. There are several events each year that unite the department as well as many other students in the University: the Ghost Walk, a guided tour of downtown Fredericksburg, the National Trust for Historic Preservation Conference, the Victorian Ball, and the spring trip to a historic site or museum.

## Previous Planning Laboratories

The Preservation Plan was compiled by the 469 preservation planning laboratory class which is a yearly course offered through the Historic Preservation Department. In the past, other preservation planning laboratory classes have analyzed a slew of planning-related topics and issues and some have also analyzed the UMW campus. Copies of the reports from previous classes are available for public viewing; they are located in the Center office within the Historic Preservation department suite in Combs Hall.

In 1987, students of the preservation planning laboratory were each assigned a section of campus to study. They evaluated archaeological and cultural resources of the campus through the survey process used for Historic Districts. At the close of the semester, the students compiled their findings in order to create a Mary Washington Historic District. The buildings listed as Contributing to the Mary Washington Historic District were the Fine Arts Complex (DuPont, Melchers, and Pollard), Goolrick Hall, Gun Emplacement, the Heating Plant, the Log Cabin, and the Swimming Pool.

During the spring of 2000 students in the preservation planning laboratory compiled a history of the development of Mary Washington College. At the time, there was no current preservation plan for the campus. Therefore the class compiled a comprehensive history of campus in order to form the foundation for a campus-wide preservation plan. Components included: an architectural and landscape history of significant elements; identification of architects and/or contractors; and evidence for preservation advocacy. The goal of the plan was “to help raise awareness about Mary Washington College’s beauty and history as represented through its physical presence” (page 2). These students recommended that the setting be maintained through “careful consideration and forethought” and “conservation of natural areas throughout the campus” (page 49).

## Sustainability

Sustainability is integral to the University of Mary Washington's everyday operations. Ecological responsibility goes hand in hand with the ideals of preservation; ensuring activities are ecologically sound and economically viable for a positive impact on the future of the campus. "Sustainability means creating connections between ourselves and the world around us and understanding our place within it all." This phrase compliments the need for this Preservation Plan: understanding our relationship to the campus and the importance of context and environment. The University promotes sustainable activities such as recycling and conservation through campus-wide events and the Ecology Club. The Environmental Science Program is another department committed to reducing human impact on the world.

A major player in sustainability at Mary Washington is the President's Council on Sustainability, founded in 2009. Members include faculty, staff, and students, who work together to develop and ensure certain goals regarding campus sustainability are met during monthly meetings. These objectives are outlined and maintained with a five-year plan, which includes administrative goals and the execution of sustainability programs. The council reports progress directly to the President's Cabinet and advises the following areas: "Administration and Finance, Education and Research, Operation, and Innovation and Awareness"

Sustainability is also a part of the Environmental Science Program at Mary Washington. This major focuses on how the presence of humans impacts our environment and natural systems. Students of the program assess environmental problems and strive to find practical solutions. The program's interdisciplinary nature has links to Geography, Historic Preservation, Biology, Geology, and various other departments at Mary Washington.

# UNIVERSITY OF MARY WASHINGTON CONTEXT

## Campus Preservation Case Studies

One goal of the preservation plan was to develop a ranking system of the historic structures and landscapes, which lists them with respect to their importance to the University’s historic development and character. The Getty Foundation has granted funding to specific colleges to help assist with the development of a campus preservation plan. This accessible collection of preservation plans influenced the layout and guidelines of the Preservation Plan. Although the Getty foundation website includes dozens of preservation plans from colleges across the country, only a few were selected to help with this Preservation Plan. To establish this list, students analyzed a myriad of elements within the plans to determine which plans will provide the best suggestions. Then the schools were scrutinized to determine which were similar in size, location, and maintained a similar campus layout to UMW. The plans were then split among a group of students dedicated to choosing those schools that best fit Mary Washington; these decisions were made final by the professor. Upon further analysis the schools were then narrowed down to 20, and then again to the final 11, illustrated in Figure 1.

These 11 preservation plans were then analyzed in different areas: layout, ranking system, recommendations, history, etc. Specific components from the various plans were incorporated into the Preservation Plan.

The University of Maine portrayed the “Tier System,” which was chosen as the best ranking system for the buildings and landscapes on campus. The tier system within the University of Maine’s Preservation Plan clearly stressed the importance of each resource and showcased each resource’s importance in a way that would fit well into the Preservation Plan for UMW. Other schools such as William & Mary, University of Virginia, Washington and Lee were chosen based on their close geographic proximity to UMW. Each of their preservation plans brings a new set of ideas that will be shown in

Figure 1

| School                  | Established | Enrollment | Public/<br>Private | Urban/ Rural/<br>Suburban | Residential/<br>Commuter |
|-------------------------|-------------|------------|--------------------|---------------------------|--------------------------|
| Bennett College         | 1873        | 600        | Private            | Suburban                  | Residential              |
| Bucknell University     | 1846        | 3,500      | Private            | Suburban                  | Residential              |
| Chatham University      | 1869        | 2,300      | Private            | Rural                     | Residential              |
| Moravian College        | 1742        | 2,057      | Private            | Suburban                  | Residential              |
| Reed College            | 1908        | 1,447      | Private            | Suburban                  | Residential              |
| St. Mary’s College      | 1840        | 2,000      | Private            | Rural                     | Residential              |
| University of Maine     | 1865        | 9,500      | Public             | Rural                     | Residential              |
| University of Minnesota | 1851        | 1,700      | Public             | Rural                     | Residential              |
| University of Virginia  | 1819        | 20,895     | Public             | Suburban                  | Residential              |
| Washington and Lee      | 1749        | 1,780      | Private            | Urban                     | Residential              |
| William and Mary        | 1693        | 5,898      | Public             | Suburban                  | Residential              |

this plan within the methodology, recommendations, history, and treatment sections. Reed, Bennett, Moravian, Chatham, Minnesota, Bucknell, and St. Mary's are schools that relate to UMW through their size or campus. Examination of other schools' plans highlighted how other professionals have compiled preservation plans and this research has influenced the contents of the Preservation Plan.

## Student Survey Questionnaire

The questionnaire regarding the campus was designed using the online resource Survey Monkey. The goal of the survey, "How Do You Feel About Your UMW Campus?" was to collect and analyze students' thoughts and feelings about the Fredericksburg campus. The five students presented questions to the lab where all of the students helped finalize the 30-question survey. The survey was marketed towards students and advertised via Facebook, Twitter, word-of-mouth, and by tabling at on-campus dining facilities. The survey was available from February 21<sup>st</sup> to March 14<sup>th</sup> and approximately 750 students participated. A detailed methodology and analysis is available later in the document as well as the results and survey in the appendix.

Analysis of Historic Significance of Campus Information about the history of the University of Mary Washington was gathered from books, newspaper articles, and other publications. There has been extensive research on campus history by Edward Alvey in his book "History of Mary Washington College: 1908 – 1972" and by William Crawley in his book "University of Mary Washington: A Centennial History 1908 – 2008." Research was divided into the school's presidential eras because these align with the major building periods on campus. More information was found in the local newspaper, "The Free Lance-Star," and the student newspaper, "The Bullet." Other sources included the UMW Special Collections at the Simpson Library, which contains resources such as archival photos, alumni magazines, and building files. In addition to archival research, an interview with the great-Grandson of Charles Robinson was conducted. Charles Robinson was the preeminent architect for the University and the interview with his great-grandson helped garner important information about one of UMW's most influential architects.

## Analysis of Historic Significance of Campus

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## Development of a Ranking System

Once the historic resources of UMW had been defined and described they were organized into a tier system, which ranked the buildings and landscapes based on their historic and cultural importance. Ranking the resources creates a focus and emphasis on those buildings and landscapes that have made the greatest contribution to the character of Mary Washington’s campus. This ranking system also provides a level of flexibility in managing resources that have been deemed of lesser importance. This flexibility is important in allowing the UMW campus to grow and evolve in accordance with its needs. This fits the overall goal of the preservation plan, which is to allow the natural evolution of growth, while still retaining and preserving the college’s most significant historic resources. .

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CAMPUS  
NARRATIVE

# CAMPUS NARRATIVE

## RUSSELL ERA 1908-1919



President Edward H. Russell (1908-1919)

Virginia state educators in the beginning of the nineteenth century realized the need for more facilities to educate women; however the public was slow to accept the idea.<sup>1</sup> Education for women began as normal schools which prepared women for teaching.<sup>2</sup> The first state institution of higher learning for women was founded in 1884 and named the State Female Normal School at Farmville.<sup>3</sup> In January of 1908, the Virginia General Assembly gathered to discuss the need for another normal school for teachers in addition to the one in Farmville, Virginia.<sup>4</sup> The possible cities for the new location of the normal school were narrowed down to Fredericksburg and Harrisonburg.<sup>5</sup> After dispute of whether Harrisonburg or Fredericksburg would be the new location of the school, in March of 1908 the House and Senate decided to have two schools, one in each location.<sup>6</sup> C. O'Connor Goolrick, a member of the House of Delegates was extremely influential in having the new school in Fredericksburg.<sup>7</sup> Goolrick is known as the “Father of Mary Washington College.”<sup>8</sup> When remembering the dispute between Harrisonburg and Fredericksburg, he stated, “It was a fight that will long be remembered in Virginia legislative history.”<sup>9</sup>

After Fredericksburg was decided as one of the new locations of the school, a decision had to be made on where the site would be.<sup>10</sup> Some members of the board of trustees favored a tract of land on Fall Hill Avenue (then known as C.W. Jones’s dairy farm).<sup>11</sup> Others favored a site west of the city where it stands now.<sup>12</sup> The area where the first buildings were constructed was called Rowe’s Wood since the land was owned by M. B. Rowe who lived at Brompton at that time.<sup>13</sup> It was finally decided on March 2, 1909 to have the school on the land owned by Rowe.<sup>14</sup> The *Free Lance* reported that the plot of land contained 35 acres and it cost \$6,662.50.<sup>15</sup> This land, which became known as “Normal Hill”, later College Heights, was very historic. When Captain John Smith sailed up the Rappahannock River in 1608, he discovered the village of Seacobeck Indians on this land. The dining hall, Seacobeck Hall, was named after this Native American village.<sup>16</sup> On December 12-13, 1862, Civil War Confederate and Union soldiers fought on this hill during the Battle of Fredericksburg.<sup>17</sup> Union soldiers suffered substantial losses after trying to storm Marye’s Heights.<sup>18</sup> Gun emplacements, or lunettes, still remain on the south side of campus near Framar.<sup>19</sup>

On May 19, 1908, Edward Hutson Russell was selected by the board of trustees as the head of the new school in Fredericksburg, which was then called the State Normal and Industrial School for Women at Fredericksburg.<sup>20</sup> He had experience as a teacher, principal, and superintendent.<sup>21</sup> Russell founded and conducted the Summer School for Teachers at Fredericksburg.<sup>22</sup> During his presidency of the State Normal School, he focused on the basic needs of starting a learning institution – selecting a site, constructing a campus, and hiring faculty.<sup>23</sup> The first two buildings built on campus were the dormitory, now called Willard Hall, and the administration building, now called Monroe Hall. These buildings were designed and built by Charles M. Robinson of Richmond, who designed the State Normal School from scratch; who utilized the concept of Master Planning, in order to create a beautiful campus with a long-term vision and pleasing atmosphere where students could flourish academically.<sup>24</sup> The groundbreaking ceremonies for the first buildings took place on December 14, 1909.<sup>25</sup> President Russell gave a speech and thanked Goolrick, “But for Mr. Goolrick’s tact, fearless pluck, and good diplomacy, we wound [would] not have the Normal here.”<sup>26</sup> The audience gathered between the two new buildings, now called Willard and Monroe Halls, sitting in front of the speakers.<sup>27</sup> Charles G. Maphis, secretary of the Virginia Education Commission, spoke of the importance of teachers in his principal address, “To the teacher, is entrusted the noble work of shaping and fashioning human temples out of our boys and our girls, making them fit dwelling places for the immortal spirit of man.”<sup>28</sup> Later that day there was a luncheon at the Hotel Frederick and a parade in front of the courthouse.<sup>29</sup>



Willard Hall was the first dormitory built on campus (1913)

Completion of the new dormitory, now called Willard Hall, was expected by May 1st, and it would provide accommodations for 140 students.<sup>30</sup> The Dormitory was described as “modern in all of its appointments.”<sup>31</sup> It had a dining room which accommodated three hundred people and a “commodious” kitchen, parlors “handsomely furnished” with mission furniture, “up-to-date” steam laundry, storage rooms, linen closets, offices, reading room, infirmary, rooms for the faculty, and fifty-one rooms for students, which “will accommodate 102 boarding students,” and six “large and modernly appointed bathrooms.”<sup>32</sup> The building had electricity for lighting which was supplied by the school’s own generating equipment and the building was headed with steam.<sup>33</sup> The rooms were supposed to house two girls; however it became necessary to house three girls in each



The interior of a dorm room in Willard Hall (1915)

room.<sup>34</sup> Dormitory No. 2 (Virginia Hall) was under construction in 1913.<sup>35</sup> Along with these modern features of the day, Mr. Charles M. Robinson also designed some special touches that would be extremely useful in an academic setting; the most prominent of these can be seen in his use of open air classrooms at the State Normal School, which lessened outbreaks of tuberculosis and return ducts that were placed in closets to dry the students coats and hats.<sup>36</sup> Along with Mr. Robinson's ingenuity by placing return ducts in closets, he also patented many ideas and concepts that are now an integral part of the University of Mary Washington. Mr. Robinson was one of the first architects to patent the use of a central heating plant, underground heating systems and ramps.<sup>37</sup> To this day, the heating plant is still used by the institution.

The cornerstone of the first building, Willard, was laid on July 4, 1911.<sup>38</sup> In the cornerstone they placed old coins, copies of the by-laws of the new school and the prospectus for 1911-12, newspapers of the day, and a souvenir program of the cornerstone laying.<sup>39</sup> The administration building, now named Monroe Hall, was expected to be finished before the opening of the college "which will supply classrooms, offices, assembly hall, gymnasium, swimming pool, etc."<sup>40</sup> The Administration Building was later named Russell Hall in honor of the first president.<sup>41</sup> There was a small swimming pool in the

southeast corner of the basement.<sup>42</sup> For over fifty years, the gymnasium was used for games, dances, and other events.<sup>43</sup> The "temporary library" was located on the first floor.<sup>44</sup> The first floor also contained the offices of the president and the business manager, post office, and lecture rooms for "the departments" of history, modern languages, English, education, geography, sewing, and biology, and a small lounge and a room used by the YMCA.<sup>45</sup> The second floor housed the departments of household arts, chemistry, physics, rural arts, and manual arts.<sup>46</sup> There was also an auditorium on the second floor which seated nine hundred people.<sup>47</sup>



Students studying plants in a classroom in Monroe Hall (1912)

President Russell opened an office in downtown Fredericksburg where he interviewed faculty candidates before the scheduled opening of the school.<sup>48</sup> By the spring of 1911, all fifteen faculty members were selected.<sup>49</sup>

The day for the scheduled opening was September 26.<sup>50</sup> The school was filled to capacity with 110 young women initially enrolled.<sup>51</sup> Every room in the dormitory was taken and some applicants could not be accommodated.<sup>52</sup> The first bulletin describing the mission of the institution, appeared in June 1911, “The purpose...is primarily to meet the needs of the public school system by offering an opportunity to the young women of the State to properly equip them to teach in the public schools.”<sup>53</sup> The school was located in an excellent location because there were steamboats on the Rappahannock which many students used, and also there was a railroad which leads north and south.<sup>54</sup>

Requirements for admission were flexible.<sup>55</sup> The 1911-12 bulletins said that students must be at least “fifteen years old, of good moral ] character, and must have a thorough knowledge of the subjects taught in the grammar grades of the public schools.”<sup>56</sup> Students were able to practice their teaching skills in the city of Fredericksburg schools which offered “the full use of its public schools.”<sup>57</sup> No tuition was charged to people currently teaching in Virginia.<sup>58</sup> The rest of the students were charged a tuition fee of \$15.00 a term, or \$30.00 for the session.<sup>59</sup>

Blue and green were the original school colors which represented “the blue of the sky and the green of the cedars” on the hill.<sup>60</sup> Everything was strictly regulated by the sound of the bell, from the call to wake up to bell for lights out.<sup>61</sup> The bell rang for meals, class periods, and study or quiet hours.<sup>62</sup> Russell made the effort to keep the highest social standards at the school.<sup>63</sup> Students were required to wear clothes of simplicity and modesty.<sup>64</sup> The Normal School discouraged, “the wearing of costly, gaudy and extreme styles of dress.”<sup>65</sup> Students were also expected to create, “such an atmosphere and spirit as will cultivate an easy and natural desire for the best ideals in life.”<sup>66</sup>

The Normal School sponsored a variety of extracurricular activities. Athletics, especially tennis and basketball, played an important role in life at the Normal School.<sup>67</sup> There were several clubs ranging from regional clubs to subject clubs, from walking clubs to music clubs.<sup>68</sup> Students also traveled to Richmond and Washington D.C. to attend plays, concerts, and other events.<sup>69</sup>

President Russell was enthusiastic and energetic.<sup>70</sup> He believed that the demand for teachers would diminish, which would decline the Normal School’s importance. His goal was to add supplemental courses in classical, commercial, and industrial courses.<sup>71</sup> In the 1914 issue of the *Battlefield*, the yearbook, there was a poem which was the tribute to President Russell:

Students of the class of 1914 wearing simple and modest clothing (1913)



Maypole Dance in front of Monroe Hall (1924)

Mr. Russell is a great man;  
 Mr. Russell is a pearl;  
 Mr. Russell rules our school,  
 And is loved by every girl.  
 We go to Mr. Russell  
 When home we want to go;  
 He tells us all to hustle,  
 And you bet that we're not slow.  
 We even ask Mr. Russell  
 If we may have a beau,  
 For everything is all right  
 If Mr. Russell says so.



Aerial view of campus (1925)

Student life revolved around Marion C. Forbes who was “the head of the home” and made the dormitory a warmer place for girls who were on their own for the first time.<sup>72</sup> She watched over the girls when they were sick, supervised when they arrived and left, and listened to their problems.<sup>73</sup> She made sure that holidays were celebrated and birthdays were recognized with cakes and candles.<sup>74</sup> The first May Day was held on May 16, 1914.<sup>75</sup> The event began with a procession led by the queen and the senior Maypole dancers.<sup>76</sup>

The new dormitory, named Virginia Hall opened for the 1915-16 session. The first floor of Virginia Hall was the offices of the president and his secretary, the dean, and the business manager; the library; the UWCA room; and the literary society halls. The infirmary was on the second floor. These moves added additional classroom space in Russell Hall and additional dormitory space in Willard Hall.<sup>77</sup>

The president lived in a home first known as Ridge Crest.<sup>78</sup> It is now known as Marye House. Enrollment was not affected by World War I.<sup>79</sup> At that time, there were over 280 students registered. In 1918, the Spanish influenza spread across the United States.<sup>80</sup> The *Daily Star* reported, “The influenza at the normal school is largely decreased. There are only 50 cases now under treatment. There has not

been a single death. The cases are very mild.”<sup>81</sup> The Normal School was closed for seven weeks and reopened in November of 1918.<sup>82</sup>

Prior to the influenza outbreak, the governing board of the Virginia Normal Schools decided to eliminate unnecessary duplication of special departments.<sup>83</sup> This was also the year when the Fredericksburg Normal School developed a four-year commercial course. Also, a practice and observation junior high school was established and the physical education department was strengthened.<sup>84</sup>

In May of 1919, President Russell resigns due to health issues.<sup>85</sup> A *Daily Star* article states, “President Russell leaves the institution with the personal good wishes of the faculty and students of the institution to which he has devoted his energies for the past eight years.”<sup>86</sup> After Russell resigned, Russell Hall became known as the Administration Building. Later it was renamed Monroe Hall in honor of President James Monroe, who had lived in Fredericksburg.<sup>87</sup>

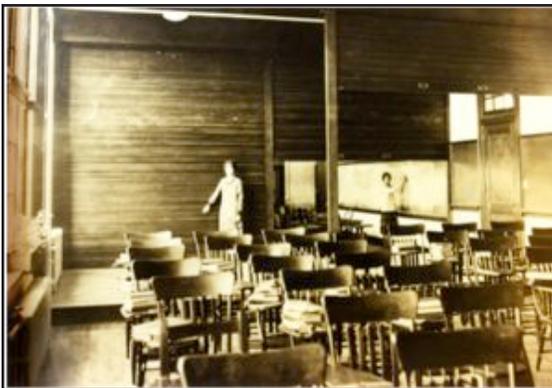
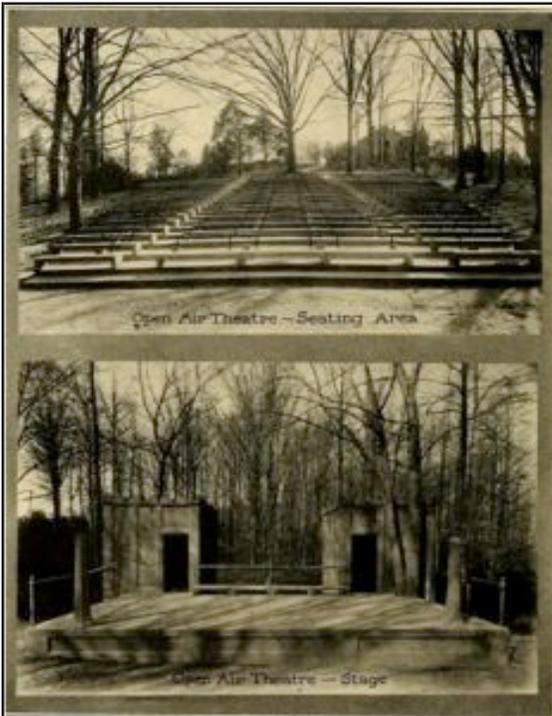
## CHANDLER ERA 1919 - 1928

Algernon Bertrand Chandler, Jr. became the acting president the day after Russell resigned.<sup>88</sup> On June 7, 1919, Chandler officially became the new president of the school.<sup>89</sup> Chandler began his career in the legal profession.<sup>90</sup> He later became interested in education and was a principal at several schools.<sup>91</sup> Chandler was very familiar with the Normal School because he served as professor and dean since its founding.<sup>92</sup> Just after three years, Chandler was promoted to dean because of his great contribution towards the development of the school.<sup>93</sup> When Chandler became president, this signaled an era of change.<sup>94</sup> In his first two years as president, many improvements to the campus were also made.<sup>95</sup> The road through the “grove” was rebuilt, improvements to the dining hall were made, and a new gymnasium floor was put in.<sup>96</sup>

Another improvement to the campus during Chandler’s presidency was the construction of the “open-air theatre,” which is now called the amphitheater. In 1923 the amphitheater was constructed just below the main campus which was situated on a natural slope that provided an excellent view of the stage from the seats which extended up the hill.<sup>97</sup> The Amphitheater was dedicated on May 11, 1923. During that dedication ceremony the Glee Club sang, and President Chandler, Senator C. O’Conor Goolrick, and Governor E. Lee Trinkle gave addresses.<sup>98</sup> An audience of over one thousand people saw the evening production of *Hansel and Gretel*.<sup>99</sup> The *Daily Star* described the new theater as “another step in the remarkable development of

President Algernon B. Chandler, Jr. (1919 – 1928)





Top: The newly constructed Amphitheater (1923)  
 Middle: The Library in Virginia Hall (1923)  
 Bottom: Teachers in Chandler Hall

this splendid Virginia educational institution...The people of this section are very proud of this school and the work it is doing.”<sup>100</sup> The amphitheater was used extensively for May Day programs, commencement exercises, and student and professional performances.<sup>101</sup>

In 1924, the General Assembly changed the name of the Fredericksburg State Normal and Industrial School for Women to the Fredericksburg State Teachers College.<sup>102</sup> After the name change, Chandler strengthened the admission standards to require that applicants either graduate from high school or successfully pass entrance examinations.<sup>103</sup> The college offered a two-year and a four-year program.<sup>104</sup> The four-year program, which was added for the 1924-25 session, granted a Bachelor of Science degree in Education.<sup>105</sup> Because of these changes, Chandler doubled the faculty size from the original 15 members.<sup>106</sup> The student size grew from the initial 110 to 500.<sup>107</sup> This increase in students was facilitated by the completion of additions to Virginia Hall.

Because of the increase in student population, several construction projects took place during Chandler’s presidency. The construction of the new unit of Virginia Hall began on May 19, 1926.<sup>108</sup> After completion, it made possible dormitory accommodations for 110 students on the second and third floors.<sup>109</sup> The first floor located the offices of the president, the dean of instruction, the registrar, the library, a student’s activities room, and the campus post office.<sup>110</sup> A new swimming pool was constructed in 1928 with the fundraising efforts of the Alumnae Association.<sup>111</sup> Later, the pool was enclosed to create a roof garden.<sup>112</sup> At night, ornamental electrified lanterns were placed along the balustrade, and several dances were held on this roof garden.<sup>113</sup>

For several years the college had been using the Lee Hill School, a two-room school near Fredericksburg, for practice teaching in grades one through seven.<sup>114</sup> President Chandler was very interested in constructing a separate structure on campus for the purpose of student teaching. This new training school on campus was ready during the 1928-29 session and was appropriately named Chandler Hall.<sup>115</sup> The *Free Lance-Star* described the new building as “the handsomest and most complete of the entire college group.”<sup>116</sup> The building was a three-story structure. The first floor had classrooms for the primary grades. The second floor was for grades four, five, six, and seven. The third floor was for high school.<sup>117</sup> Observation rooms were provided on two of the floors where a dozen or more college students could be seated as observers of the class.<sup>118</sup> An athletic field was laid out to the rear of the building for the high school group.<sup>119</sup> Smaller play spaces were pro-

vided for the elementary children on the sides of the school.<sup>120</sup> The Campus Training School also referred to as the College Heights High School, enrolled more than 400 students from elementary to high school.<sup>121</sup> These students of the Fredericksburg State Teachers College received excellent practical teaching preparation.

Rules and regulations governed student life in the late 1920s.<sup>122</sup> Hours of study, rest, and recreations were regulated. From Monday through Friday, the hours between 7:15 p.m. and 10:00 p.m. were designated for studying, followed by a brief recreation period from 10:00 p.m. to 10:30 p.m., silence from 10:30 p.m. to 10:45 p.m. and lights out at 10:45 p.m.<sup>123</sup> Walks around campus, trips to town, and conduct with dates were carefully also regulated.<sup>124</sup> The schedule was more relaxed on the weekends; however dates were required to leave at 10:00 p.m. and lights out by 10:45 p.m.<sup>125</sup> Riding in automobiles were restricted to rides with only family members or faculty.<sup>126</sup> Meals in town were limited to “approved establishments.” This was mainly due to the strict rules for the dining hall which required regular attendance and neat appearance at all meals.<sup>127</sup> If a student fails to abide by any of these rules, she could have further restrictions, suspension, or dismissal from the College.<sup>128</sup>

On September 20th, 1928, President Chandler unexpectedly died at fifty-eight years old.<sup>129</sup> All activities at the college were suspended until the funeral Saturday.<sup>130</sup> The College and the local community members were shocked by Chandler’s sudden death. They paid tribute to him on October 14, 1928 in the school auditorium.<sup>131</sup>

On November 19, 1928, Dr. Morgan Lafayette Combs became the new president of the Fredericksburg State Teachers’ College.<sup>132</sup>

## COMBS ERA 1929-1955

In the fall of 1928, Dr. Morgan Lafayette Combs joined the prestigious Fredericksburg Teachers College. At age 35, he was the youngest president at the school and it can be said that he and his family were genuinely accepted into college life. For when he arrived, there was no housing available for the first few months, so he and his wife and their two young boys lived in a three room suite in Willard Hall with the rest of the female students. Not only did they live in the student’s dormitory, but they also took all their meals in the student dining hall. Many of the female students enjoyed this, not only for the personal attention and involvement from their new president, but also due to the fact that his boys were the, “... youngest co-eds in the state.”<sup>133</sup>

Morgan L. Combs



One of President Combs' main goals when he first arrived at the Fredericksburg Teacher's College was to get the school accredited. To do this, he first looked to the faculty for help. Realizing that only a third of the professors and teachers had their doctorate or a college degree, he gave them a choice; either leave, go back



View of Campus, 1932

to school to improve their credentials, or be terminated. More than half came back with a Bachelor's or higher. Secondly, he made it a priority to hire new faculty with doctorates. Along with salary increases in 1929, this now brought a full professor's salary up to \$3,000 according to the SACS minimum standards.<sup>134</sup> With this great attention to faculty standards and improved credentials, President Combs applied to the Southern Association of Colleges and Secondary Schools (SACS) again and the college was granted accreditation in December of 1930.<sup>135</sup> With the new accreditation, Combs turned his attention to improving the facilities.

Under the guidance of President Combs, the College saw a great increase in faculty. Michael Louis Alstetter arrived in 1929, Edward Alvey, Jr. was hired in 1934, Edgar E. Woodward, Hobart C. Carter, Almont Lindsey, E. Boyd Graves and Ronald W. Faulkner were all added to the College in the 1930s.<sup>136</sup> These faculty members were very influential in the development of the College for years to come. Edward Alvey was appointed dean of the college, and Ronald Faulkner created a "concert orchestra, a dance orchestra, and a marching band."<sup>137</sup>

In June 1930, Governor John Garland Pollard authorized the construction of a new dining hall; however, the cost was not to go above \$112,500. And as funding issues arise today, the same occurred in the thirties. A state revenue shortfall forced the school to shoulder \$40,000 itself. President Combs managed to do this by economizing campus operations over two years.<sup>138</sup> This frugal

attitude with money did not stop or even slow down construction on the new dining hall, as Seacobeck Hall opened in 1931.<sup>139</sup> The building was named after the Indian tribe that used to live in the area. It was also built by Charles Robinson, who worked with Charles Gillette, a landscaper, to create attractive walkways and elevations, so that the view from Seacobeck to Willard and Monroe Halls would be just as beautiful as the interior of the building.<sup>140</sup> The main entrance, called the dome room, opened to two dining halls and was decorated with fine draperies and Persian rugs.<sup>141</sup> As students today are thrilled with new buildings, so were the females of the Fredericksburg Teacher's College. They did not however like the viaduct that connected the dining hall to the rest of the campus; mainly due to the fact that when it rained, the bridge was washed out. Combs was not content in just building a new dining hall for students. Along with the New Deal, the College received a grant from the Civil Works Administration (CWA) in 1933 of \$21,000.<sup>142</sup> The CWA soon merged with the Public Works Administration (PWA) and the College received even more funds.

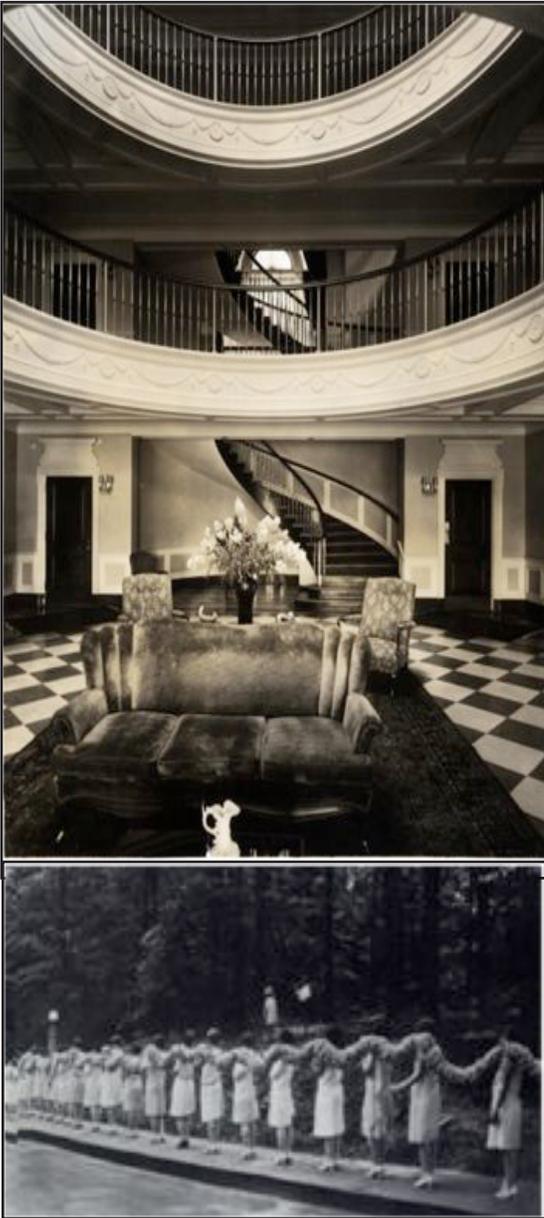


Interior of Seacobeck Hall

In 1933, the PWA presented the College with a grant worth \$360,000 for the construction of new dormitories which led to a further expansion of the campus. This money was utilized to add an addition onto the back of Virginia Hall to complete the 'H' shape and make it identical to Willard Hall. The majority was then used to construct the Tri-Unit dormitories that would face north toward Virginia Hall across what had once been the athletic field.<sup>143</sup> The buildings were designed by architect J. Binford Walford and built by J.F. Barbour and Sons.<sup>144</sup> J. Binford Walford succeeded Charles M. Robinson after his death in 1932. A new firm under the leadership of J. Binford Walford was established and continued the legacy of Mr. Robinson's work of whom J. Binford Walford was an apprentice for many years.<sup>145</sup> The center building was named after Mary

Construction of the Tri-Unit





Top: Interior of Ball Hall  
 Bottom: Daisy Chain

Ball Washington, the mother of George, and the two connecting buildings were named after May Custis Lee, the wife of Robert E. Lee, and Dolly Madison, the wife of James Madison.<sup>146</sup> The former athletic field now became known as Ball Circle and is today still a focal point for students. In 1930 a frame structure behind the Tri-Unit was purchased. This was the former home of President Chandler, and was purchased from his widow Anne Fairfax; which is today called the Fairfax house. Also, in 1932, the Athletic Association offered the College a log cabin located in a wooded area behind Willard Hall. The cabin had an open fireplace and became a popular getaway for students and groups. Four years later, with donations, mainly from Ms. A.B. Chandler, brick and iron gates were constructed below Monroe Hall at the Sunken Road entrance.<sup>147</sup> In 1937, another frame structure behind the Tri-Unit was purchased; it was the home of Professor W.N. Hamlet and his wife; which continued to be known as the Hamlet house.<sup>148</sup> Also, in October of 1938, with help again from the PWA and J. Binford Walford, Westmoreland Hall was constructed behind Ball Hall and the Tri-Unit; it was open for business in 1939.<sup>149</sup> At this same time, along with more housing for the students, faculty and classroom space was also in high demand. In 1938, George Washington Hall was constructed at a cost of \$350,000.<sup>150</sup> Two years later, with the help of friend and former Governor E. Lee Trinkle, in 1940, the new library was opened, and named in honor of E. Lee Trinkle.<sup>151</sup>

Students in the 1930s acted very much in the same way students act today; however the students of today do not have the dean of women, Mrs. Bushnell watching over them and keeping an eye on their behavior. The students' week was somewhat different, with Chapel on Tuesdays and Fridays, convocation on Wednesdays, and attendance to these activities was required.<sup>152</sup> It was also during this time of forced attendance and monitoring that many of the school traditions were created. The "Doll Show" was a popular event around Christmas where the upperclassmen would make the freshmen gather dolls and make holiday scenes. After the festivities, the dolls were then given away to needy children in the area. "Peanut Week" was very similar to the "Secret Santa" of today. The girls would place their names in peanut shells and another girl would draw a peanut out of a pile and the name the girl drew was her "Peanut Pal" for whom she was to buy a tiny gift for each day of the week.<sup>153</sup> At this time, the very popular "Daisy Chain" was created. The chain was constructed by the freshmen who gathered thousands of daises and wove them into a chain for commencement ceremonies. The chain was then carried to the Amphitheatre by the graduating class, and after graduation the chain was then placed on Virginia Hall for the rest of the festivities. Unfortunately, this tradition died out when the

two-year degrees were no longer presented to students in 1942.<sup>154</sup>

For many years the college officials and the State Board of Education had been arguing whether or not the institution would change its name and become a liberal arts college. According to the Free Lance Star, on February 2nd, 1938, "The Fredericksburg State Teachers College will be known as 'Mary Washington College'...with this amendment, other Teachers Colleges would be able to change names as well..."<sup>155</sup> In this committee meeting Mr. Goolrick is also quoted saying:

...students come here from all over Virginia and from many other states because of the superior advantages of the local college and declared that if young women want to attend a liberal arts college other than a teacher training institution the state should make it possible for them to do so.<sup>156</sup>

Finally, in that same year, the Fredericksburg State Teacher's College became Mary Washington College, a liberal arts college.<sup>157</sup> This new name change prompted a large increase in enrollment. Now, students could receive an education that consisted of a wide range of subjects, not just a teaching degree, although it was still offered; students could choose from a range of subjects, from history, accounting and anything beyond. For in the academic year of 1938-1939, there were 1,160 full-time students, which increased the population by 200 percent from the previous year.<sup>158</sup> This increase of students presented great housing problems and for the first time, all students were allowed to find housing in the City; this practice lasted until about 1954.<sup>159</sup> In conjunction with the rest of the new buildings on campus, the school leased Cornell Hall, which was located a few blocks from the Sunken Road and it was rearranged into suites for the students which solved the college's housing problems.

With the start of the Second World War, many faculty members left to serve in either the military or government positions. The students took up their cause and sold war bonds, organized first-



Students marching on Princess Anne Street



Because of the GI Bill, WWII veterans were the first men to attend Mary Washington

aid units in dorms and served as lookouts atop George Washington Hall during nightly blackouts.<sup>160</sup> As the war pushed on, more and more students became involved in the war effort; this included the start of one of Mary Washington’s most visible and important clubs, the Cavalry Club. Each student organization was asked by President Combs what they could do for the war effort, when faced with this question the Hoof Prints advisor Russell Walther, decided to start a cavalry troop involving the equestrian students. The members of the troop trained with the local Virginia Protective Force in handling horses, crowd control, and firearms.<sup>161</sup> The MWC Victory Chorus also played a large role in the war effort, hosting weekly radio programs and USO programs. However, unlike the cavalry, they disbanded at the end of the war in 1944.<sup>162</sup>



Dedication of Pollard, DuPont, and Melchers Hall (1952)

Post-WWII brought many new changes for the College; the most significant is the school’s merger with the University of Virginia in June of 1944. From then on Mary Washington was to, “be converted into a liberal arts college for women, with the same standards of admission and graduation as obtained for male students...”<sup>163</sup> This same year, the Servicemen’s Readjustment Act, or the G.I. Bill, allowed many WWII veteran’s to attend college. The academic year of 1946-47 saw the largest number of male students at Mary Washington, with a total of forty-eight enrolled.<sup>164</sup>

More space was needed again following WWII. In 1946, at a cost of \$125,000 Mary Washington College acquired Framar house,

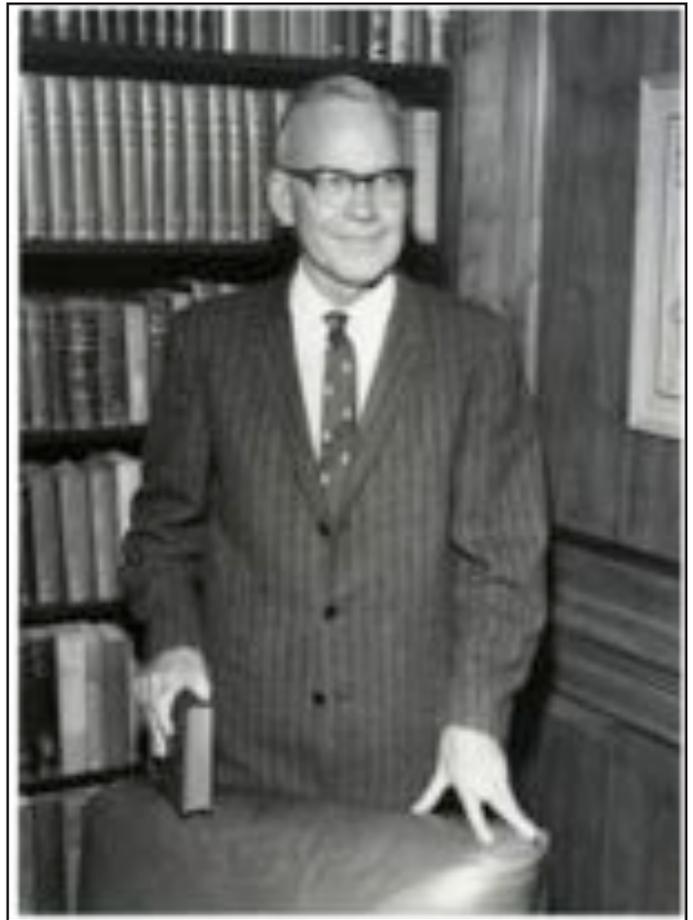
which now permitted the school to stretch its southern border all the way to William Street.<sup>165</sup> The house was used for two years by Combs and his family and then converted into yet another dormitory. Along with Framar house, Brompton and Trench Hill were purchased during this time. Brompton, which played a significant role in the Civil War during the Second Battle of Fredericksburg, was purchased from the Rowe family in 1946 for \$71,000. Trench Hill was also purchased and used as a residence hall for academically gifted students.<sup>166</sup> Brompton officially became the president’s home in 1948 after major renovations. President Combs was a fan of new construction, and that can certainly be seen in the 1950s when even twenty years after taking office he was still building. Hugh Mercer Hall was constructed, along with Ann Carter Lee Hall. Mercer Hall was located behind Willard Hall and served as the infirmary and as a dormitory later on. It was named in honor of Hugh Mercer, a local Revolutionary hero who also practiced medicine. Ann

Carter Lee Hall was named in honor of Robert E. Lee's mother, and the hall continues to serve as a multi-purpose structure, with offices and ballroom on the second floor.<sup>167</sup> A fine arts center was also constructed consisting of three units. The first was named in honor of Jessie Ball DuPont who at the time was the closest living relative to Mary Ball Washington. The second unit was named in honor of former Governor John Garland Pollard and the third unit was named in honor of Gari Melchers, who was a renowned 20th century artist who lived in Falmouth.<sup>168</sup> Finally, the dormitories Randolph and Mason Halls were constructed and open in 1954. The buildings were named for Ann Thomson Mason, the mother of George Mason and Martha Jefferson Randolph, the daughter of Thomas Jefferson.<sup>169</sup>

## SIMPSON ERA 1955-1974

At the end of President Morgan Combs' tenure, it was vital that the College make a transformation to sustain itself. A committee was then formed by the Board of Visitors in 1955 to propose a new president.<sup>170</sup> Although Mr. Edward Alvey, Jr. was rumored to have the top consideration for President, on February 1st 1955, "Grellet Collins Simpson, dean of the faculty of Randolph-Macon College for men...will come here... to take over the college presidency..."<sup>171</sup> At 46 years old, President Simpson arrived with impressive credentials to head a liberal arts college. Born in Norfolk, and a member of Phi Beta Kappa; he was now president of the largest women's college in Virginia, with 1,600 students in his first year.<sup>172</sup> He assumed his duties on Feb. 1st 1956 and his title was officially changed to chancellor of Mary Washington College.<sup>173</sup> During his first days, he met with students on campus, and addressed the student body with a speech that emphasized personal freedom and responsibility. He even wrote an editorial in the *Bullet* in which he made clear that he and his wife will be personally available for students to come to with questions, concerns or just to talk. He would treat the students with the respect given to any adult, and expected the same in return.<sup>174</sup>

Inauguration of a new president was marked by a three day celebration from October 17-19, 1956. The main event and also the most progressive, and exemplified the changing views held by the College as opposed to its earlier days. A symposium was held titled, "Woman, Catalyst of Modern Society." This event was planned to be a subdued affair, but when an alumna saw the symposium, she and her husband



Chancellor Grellet C. Simpson (1955 – 1975)

were infuriated due to the endorsement of racial integration and intermarrying of blacks and whites.<sup>175</sup> The pair was so red with anger, they harassed the speaker during the event, but the pair was then forced out due to disgust by the audience. The discussion on the role of women had now turned into a demonstration on the role of women.<sup>176</sup>

Overall, the inauguration of President Simpson was one that pushed the importance of the education of women and the, “literally ‘liberating’ influence of the liberal arts.”<sup>177</sup> This was to be a new time in the history of Mary Washington College; a time where students were encouraged to seek an education equal to, if not greater than that of a man’s and to enjoy college life. President Simpson was nowhere near as ‘stuffy’ as the former President Combs had been, which is evident in his style of dress, “...his shirt collar was unbuttoned. The chancellor replied, ‘Yes, I know. I unbuttoned it.’”<sup>178</sup>

In 1956, Margaret Hargrove became the dean of women, and insisted that the title be changed to the dean of students; citing another change in the attitude of women and of the College.<sup>179</sup> Dr. Hargrove even addressed the *Bullet* in 1956 stating, “... a woman’s college is not a retreat from the company of men, nor is it an isolated ivory tower of learning... it is to provide greater opportunity for feminine leadership...”<sup>180</sup> This small change can be seen as a departure from the strict, straight-laced ways of Mrs. Nina Bushnell, and the representation of equality between men and women. Under Dean Hargrove, the Student Government was strengthened and the residence hall staff was improved. The idea of ‘mixed’ dorms was also introduced where students of all grade levels were housed together.<sup>181</sup>

The greatest change that was seen on campus in the early days of President Simpson’s term was the formation of a new and more proficient police force. Medford D. Haynes was appointed Chief of the College security force. Officer Haynes was put in charge of police officers and he and his crew took a proactive role in campus security.<sup>182</sup> Along with an increase of campus security Chancellor Simpson focused on enhancing academics. He was persistent on increasing the role of faculty in the governing of school policy, programs, and even non-academic matters.<sup>183</sup> Chancellor Simpson also encouraged young faculty to take advantage of state funds to cover some of the costs when acquiring their Ph.D.’s. This increased state funding allowed faculty to further their education and boost the credentials of the College, adding to its prestigious reputation.<sup>184</sup> However, as the faculty members were advancing their degrees, many degree opportunities offered at the College were being phased out. The majors of Home Economics and Physical Education were under consideration for termination starting as early as 1962; however,

they did not face elimination until 1975 as stated by the Free Lance Star when college President Prince B. Woodward stated that the decision was made due to the, “declining enrollment in home economics classes over the past five years and financial priorities in other areas of the college.”<sup>185</sup> Although these majors and courses were being terminated, new ones were being added. A dance major was added under the Physical Education Department, Physics was added in 1959, and Geography and Geology were added in 1963.<sup>186</sup>

New interdisciplinary majors were added. The Education major saw change as well, focusing on student teaching and helped students receive teaching agreements within thirty states in which there were reciprocity agreements. Individual studies and seminars were also a growing trend.

However, the 1960s began to show a decline in enrollment. This was partially due to the fact that individual departments were requiring an individual study in order for a student to graduate. Thankfully, as we can see today, enrollment has increased greatly, however; many departments still require an independent study or internship in order to graduate.<sup>187</sup> It was during the 1960s that a modern foreign language became a requirement, which then led to the, “summer school in Spain” project that totally immersed students in the culture, people, and language of Spain.<sup>188</sup> Many cultural events were held, including an, “Oriental Costume Show” held in 1964 in which girls from the College paraded up and down the Lee Hall ballroom in costumes and traditional dress from Indonesia, Japan and India; with accompaniment from the Indonesian Embassy orchestra.<sup>189</sup>

Along with improving classes, the Simpson era also brought in academic advising. The common practice today among undergraduates, where a student is assigned an advisor and must declare a major by the end of their sophomore year was pioneered by Chancellor Simpson in the early '60s.<sup>190</sup> Also in 1965, a counseling center was set up in the Hamlet house.<sup>191</sup> As well as providing extra classroom help for students, it offered advising sessions and post-graduate services to the students. This was extremely helpful, as now many new opportunities were opening for women in the job market and beyond.<sup>192</sup> Students were able to develop resumes, and visits from perspective employers, business and industrial corporations, and government agencies (just to name a few) from diverse areas were arranged so that students could now be prepared to enter the job field if they so choose, straight after graduation.<sup>193</sup> Other improvements included a switchboard telephone system installed in 1965, and an IBM system that could now register students, report grades and update student records.<sup>194</sup> The “pass-fail”

grading system was also introduced at this time, where students could now take a class without the risk of ruining their GPA.<sup>195</sup>

The Simpson era also saw the construction of new dormitories on campus, although nowhere near the scope seen with President



Aerial View of Campus including Combs Hall and Bushnell Hall, 1965

Combs. The first of four new dormitories was built in 1959, named Bushnell Hall in honor of Mrs. Bushnell who had served the institution for many years. At the same time a new science building was being constructed across from Bushnell Hall. Combs Hall, in honor of the late Morgan Combs, was completed in 1959 and provided a state of the art home for the Department of Mathematics, Biology, Physics, and Chemistry.<sup>196</sup> In 1960, Marshall Hall was built and was named after Mary Willis Ambler Marshall, the wife of chief justice John Marshall. Thirdly, in 1965, Russell Hall was opened in hon-

or of the College's first President, Edward Russell which featured, "a series of small study lounges around which 16 students are housed, two to a room."<sup>197</sup> Lastly, a dorm was built in honor of Thomas Jefferson. This dormitory marked the end of the City reservoir, which was filled in to make a grassy quad area. This dormitory opened in 1967.<sup>198</sup> During the early sixties, Trinkle Library was becoming filled to capacity was enlarged; and in 1968, the new physical education building, Goolrick Hall, was completed on the north end of campus.<sup>199</sup>

The new concentration of buildings all occurred in the south end of campus and it marked the end of campus expansion toward William Street, with the exception of South Hall and the acquisition of the UMW apartments. This growth led to the creation of another public area or green space on campus, when the City reservoir was filled to create Jefferson Square. With the vast majority of the expansion southward, it resulted in Goolrick Hall being further removed from the rest of campus, signifying the diminished impact of athletics at the school.

In the 1960s the country was experiencing times of social unrest. Mary Washington and the southern city of Fredericksburg were not immune to the changes. The College faced the issues of integration, an outdated dress code, women's rights, waning school traditions, and the negative implications of the war in Vietnam during this time. Although integration had been enacted for public schools since the 1950s, only a few African American students had enrolled, and the majorities were summer and commuter students.<sup>200</sup> In 1962:

The Southern School News... listed Mary Washington College as one of five Southern colleges and universities which desegregated their classrooms for the first time this summer. Mary Washington admitted a Negro teacher to its eight-week summer session.<sup>201</sup>



City Reservoir: Future site of Jefferson Square (1966)

Although Mary Washington did not integrate until the early 1960s, its first architect and master planner envisioned the future and was an active proponent of desegregation, commenting in 1926 that an individual is wasting money by building two schools of lesser quality, when that same individual can build a much nicer school of greater quality for less cost.<sup>202</sup>

The 1960s brought change to Mary Washington, as the decades did to the rest of the country. In the 1960s, the mandatory religious ceremonies and chapel attendance was eliminated, in favor of Religious Emphasis Week which was held carnival style on Ball Circle for many years.<sup>203</sup>

In the late 1960s, the college's dress code was also coming under attack. Mary Washington College students have voted 840 to 682 against abolishing the college dress code, but student officials say the vote is not binding;

... [a] poll was taken in the dorms to determine how students feel about the proposed changes in the dress code after the associations legislative council had a tie vote last week on whether or not the code should be abolished. ... the code came under attack last week from about 50 students who wore slacks to class and meals in protest against the regulations.<sup>204</sup>

Protests were popular on campus and even WTOP, the radio station located in Washington, D.C., interviewed the SGA president on the issue.<sup>205</sup> Shortly thereafter, the dress code was lifted to the delight of many students and the disgust of much of the faculty. The simple act of allowing women to wear slacks to class paralleled the actions taken by many women throughout the rest of the country as the women's liberation movement was in full swing.

The women's liberation movement also shifted emphasis onto the visitation regulations in the dormitories.<sup>206</sup> And finally, in 1968, the last May Day celebration was held; bringing an end to an era of white dresses, floral wreaths and the southern-prep school feeling. However, many students responded in saying, "...by 1968, with the war, divisive campus politics, and rabble-rousing *Bullet* editorials, our attention was obviously directed elsewhere... May Court was trivial in comparison."<sup>207</sup> Another tradition also saw its end at this time. 1968 saw the end of making freshman wear beanies.<sup>208</sup> In favor of boosting school spirit and comradery, the tradition of Devils and Goats was now out in force. So instead of freshmen wearing beanies and made to do silly and mundane tasks when an upper-classman asked, students were forced into a friendly rivalry. Odd

years were Devils and even years were Goats. The Devils wore red and the Goats wore green.<sup>209</sup> This change to the Devil Goat tradition brought about the end to freshman hazing on campus, a trend that is still seen on campuses today.



Devil Goat Day at the Ampitheater

With the demise of many school traditions, change was still nipping at the heels of many students at Mary Washington. With the Vietnam War constantly in the headlines, and the Marine base twenty miles down the road at Quantico, many of the girls had a black cloud hanging over them. Many students protested against the American involvement in Vietnam and were fascinated with the presi-

dency of Richard Nixon and the Watergate scandal. According to a 1970 *Times Daily* article, "...in Washington, Mrs. Nixon canceled

her scheduled trip to Fredericksburg, Va., today because of planned antiwar demonstrations at Mary Washington University...”<sup>210</sup>

As building projects and social unrest brought change to the campus, academic improvement and excellence was truly at Chancellor Simpson’s heart. In 1970:

...the College was formally notified of approval for the [Phi Beta Kappa] chapter, which was designated, the Kappa of Virginia Chapter... [this] was clear evidence of the College’s rise in academic stature. By the end of the 1960s, Mary Washington was widely regarded in Virginia and beyond as the commonwealth’s preeminent public college for women.<sup>211</sup>

This prestigious acclaim for a woman’s college would soon change; for a revolution was about to take place on the Fredericksburg campus. In the academic year of 1970-1971, men were admitted to the college.<sup>212</sup> Although this was not the first time men were enrolled at Mary Washington, this was the first time that men were allowed enrollment for an extended period of time. At first many faculty and students were in an uproar when faced with this great change. Many faculty thought having men on campus would distract the young women and keep them from their studies, while many students were concerned about housing.<sup>213</sup> At the same time Mary Washington became coeducational, the College also separated from the University of Virginia.<sup>214</sup> The College officially separated on July 1, 1972 and the title of Chancellor for Grellet Simpson also changed to President.<sup>215</sup> This same year, as Mary Washington separated from the University of Virginia, it also adopted its prestigious honor code, as seen in *The Free Lance Star*:

The [honor] code, time-hallowed at the University of Virginia, was adopted wholesale at MWC when the women’s college became part of U. Va. in 1944. Now, ironically, it is under legal attack after the system was watered down slightly at MWC, which has since become independent of U. Va. ... Merhige, notwithstanding, the system is apparently supported by a majority of the students themselves...<sup>216</sup>

Students were also very active on social issues of the 1970s; most notably abortion and the Equal Rights Amendment, in 1973.<sup>217</sup> The new social literature of the time featured articles on, “Understanding Orgasm,” and the *Human Sexual Response*.<sup>218</sup> Many women were now open about gender issues, and adding to discussions in class and on campus. The topic of abortion was such a hot button issue that in 1970 when an anonymous full page article was released in the *Bullet* detailing a student’s recent abortion.<sup>219</sup> The next year, the *Bullet* was dominated by issues of homosexuality.<sup>220</sup> The following year, the *bullet* was now filled with

feminist issues. This was a major spark in the 1970s, when many protests were held and heated editorial articles were written.<sup>221</sup>

In the rise of protests and the women's movement, more new traditions and events were welcomed at Mary Washington. In 1972, a homecoming dance was created to parody the, "big weekends" that students had traditionally attended at other, larger schools on the weekends.<sup>222</sup> Along with this new homecoming tradition, in 1973, Parent's Weekend and Career Day were also created. Parent's weekend was a time when perspective students could attend the campus, and parents of current students could come and visit their children, as well as see the Brompton Rose Garden, attend dances, and see a theatrical performance put on by the students.<sup>223</sup> Career Day was held in October, where recruiters and perspective employers came to the College and were openly available for students to talk to, make connections, and hopefully land a job with after graduation.<sup>224</sup>

By 1974, Mary Washington was seeing an increase in enrollment and it was decided that Madison Hall be deemed the "male dorm" and so it remained for many years, as the male population slowly increased as the years passed.<sup>225</sup> This introduction of men to Mary Washington evolved the campus. Newer sports were being added and a new atmosphere was emerging.

At long last in 1974, Grellet Simpson retired. "Simpson was at heart a teacher."<sup>226</sup> His presidency was faced with great change; from building projects to student protests, and most of all, improving academic performance and excellence. President Simpson retired due to health reasons, and upon leaving Brompton, he and his wife Dorothy moved to Belmont on Fauquier Street.<sup>227</sup> According to *The Free Lance Star*, "...Mary Washington College's retiring president Grellet C. Simpson and his wife ... will rent... and serve informally as overseer... that still does not include its [Belmont's] public use."<sup>228</sup> Although feeling that, "when you retire, you retire," President Simpson did continue to make appearances on campus from time to time; most notably for commencements and for the 1996 dedication of the Phi Beta Kappa Key on Campus Walk.<sup>229</sup> President Grellet C. Simpson died in 1997, and is remembered for his academic achievements and for making Mary Washington's faculty and students..."see the world beyond the tree-shaded campus on a hillside in a small Virginia town."<sup>230</sup>

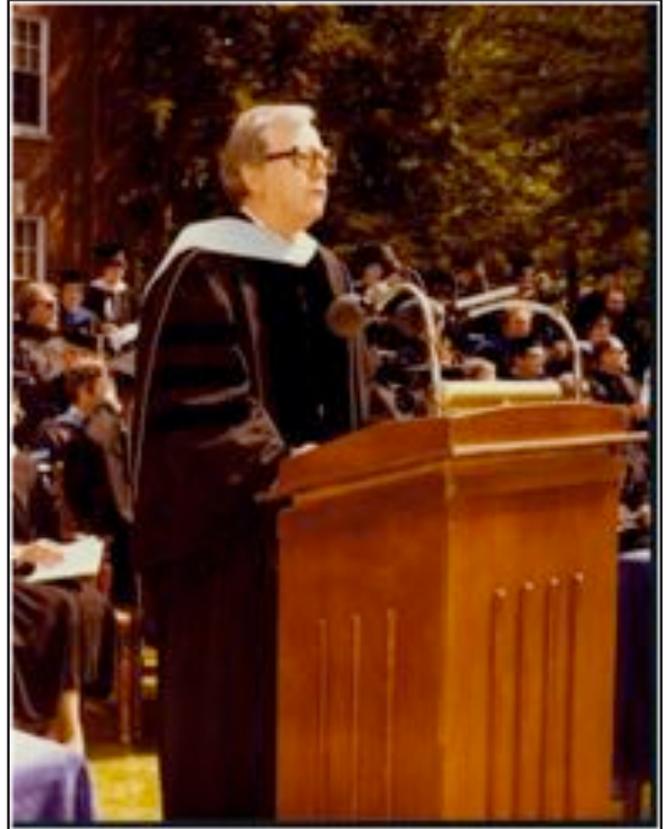
## WOODARD ERA 1974-1982

After President Simpson's efforts to increase the academic prestige and rigor of the college, the school was left with a few glaring fiscal problems, due in part because of the 1970s fiscal crisis and President Simpson's belief that monetary issues regarding the campus were beneath him.<sup>231</sup> When President Simpson decided to step down, he was replaced by Dr. Prince Briggs Woodard, the College's fifth president.

President Woodard took office in 1974 to generally positive reviews from both faculty and students. He seemed to be a very visible president and was involved with many endeavors and walked around campus amongst the students.<sup>232</sup> Despite this warm reception, his invitation of the CIA to Career Day in the fall of 1974 proved to be the beginning of his undoing just months into his presidency. The activism on campus from the Vietnam War had diminished, but the inclusion of the CIA as a potential employer during Career Day proved to be too much too soon for the president and the students. Two students were expelled for a protesting incident against the CIA recruiter and the campus quickly turned against President Woodard and his administration.<sup>233</sup>

By 1976, Mary Washington College (MWC) was in dire financial straits despite President Woodard's efforts to modernize the school and essentially get more return for each dollar spent, but because of its status as an independent state university in 1972 and being an all-girls school until 1970, the college had very little political muscle in the state legislature to secure funds. Rampant underfunding in all areas of the campus, from faculty salaries, to an endowment fund, to donors, and even academics were felt in the mid-1970s under Woodard.<sup>234</sup> By 1976, MWC boasted 141 faculty and a student to professor ratio of 14:1, but only had funding for 126 professors and those 141 professors were drastically under paid as a result. To curtail this deficit, positions were cut, and in the case of home economics, an entire major. All in all Woodard cut 13 faculty positions in his first three years and he stated, "In these days of tight money, institutions will only have courses they can well justify by enrollment."<sup>235</sup>

Throughout the mid-1970s, the fiscal problems were immense at MWC for a number of reasons. The first being that it received far less money per student from the state than other schools and this was because of a lack of effort and lobbying in the previous decades



President Prince B. Woodard (1974 – 1982)

and also because of the legislature’s predisposition to award money for physical campus expansion, not necessarily enhancement of cur

rent programs like in the case of MWC. Because of this, during the first five year of Woodard’s presidency only William and Mary charged more tuition than MWC per student. As a response to this, President Woodard and the Board of Visitors (BOV) established the Mary Washington College Foundation in 1975 to begin the creation of a private endowment fund for the campus.<sup>236</sup> Towards the end of the 1970s, multiple buildings on campus underwent redecoration and refurbishment efforts. Most notable among the buildings that were altered were Monroe and Willard Halls. While Monroe maintained almost all of its historical integrity, Willard’s interior was overtly modernized and repainted and it also had air-conditioning installed, the first residence hall to be equipped. Other buildings on campus were updated with new electrical, steam, and water lines that replaced the old and decaying ones.<sup>237</sup>

President Woodard was also quite concerned with campus beautification and he enacted efforts to preserve the green spaces on the campus and well as make significant additions to increase the beauty

of the campus. These actions included fencing off Ball Circle, putting signs up, and bricking over the most used paths to encourage pedestrian use on predetermined paths.<sup>238</sup>

Woodard also initiated steps to increase community interaction between Fredericksburg and MWC by opening up many of the facilities to community members including the gym on Saturday mornings and by increasing community service among the students. In 1976, MWC further expanded its involvement with the community by being declared



Commencement Ceremony in Ball Hall (1974)

a “Bicentennial Campus” because of its actions within the city and on the campus. Following the path of community involvement, MWC

also began to administer Belmont as the Gari Melchers Art Gallery and it was made available to the public as it had previously served as the retirement home of former President Simpson and his wife. The community involvement also included the Governor's School program allowance on campus for an entire decade.<sup>239</sup>

Outside of the monetary problems that President Woodard faced upon his entrance, he also was forced to deal with a trend of decreasing enrollment, decreasing academic prestige from those that were enrolling, the infamous Shaner report which had been published five years before Woodard's arrival, and the question of whether or not to increase coeducation numbers at the college.<sup>240</sup>

Despite some student protest to further increase of the male population at MWC, the Woodard administration still increased its efforts in this regard and eventually established men's sports in 1975-76.<sup>241</sup> The athletics transition was also made possible by the hiring of Edward Hegmann as the school's first athletic director.

Also in 1976, President Woodard established the internship for class credit system at the College and the system was later integrated into the College's curriculum and it is still one of Woodard's most positive legacies on the campus.<sup>242</sup> The driving force behind this move was to get students involved in the community through the use of out of classroom experience and the impact was immediately successful not only on the campus, but in the surrounding area and communities.

President Woodard made several academic changes to the curriculums during his presidency and also implemented the use of class enrollment through the use of computers in 1978.<sup>243</sup> Also, the Bachelor of Liberal Studies (BLS) was put into action for students beyond the age of 24. This program allowed for flexible courses and was available to those that were constrained by outside obligations but still wanted to pursue a degree. As well as the BLS coming into existence in 1978, the college was approved by the state legislature to begin conferring graduate degrees and the Masters of Liberal Studies (MALS) was offered.<sup>244</sup> Shortly after the MALS began to be offered, the school was also allowed to begin conferring Masters of Business Administration (MBA) degrees. In 1979 two new course majors were offered at the college that drew heavily from other existing majors. Those two majors were openly



Construction of the Mary Washington College sign



Top: 1976 Graduates  
 Bottom: Student working on a computer

welcomed and were the Performing Arts and Historic Preservation majors. Historic preservation was a big favorite of President Woodard's and it was known as his "pet" and to him, it "was not merely a means of attracting students to Mary Washington and of raising the College's visibility; it was fundamentally an effort to help sustain for posterity a heritage he never ceased to cherish."<sup>245</sup> The Center for Historic Preservation was created to supplement the new major. This also marked a less controversial route to further involvement in the community than the direct opening of the Gari Melchers Museum at the Belmont House.<sup>246</sup>

In 1980, three other majors also joined the college curriculum. These included Environmental Earth Science, Business Administration, and Computer and Information Sciences.<sup>247</sup>

Student life at MWC was becoming more concentrated on campus issues and not necessarily focused on issues facing the nation as it did in the late 1960s. Styles such as "preppy" became popular and important social issues such as visitation rules, the introduction of co-ed dorms, partying on the campus, increasing drug prevalence, fraternities, homosexuality, and racial tensions.<sup>248</sup> Other annual events still continued on the campus such as Devil-Goat Day and Junior Ring Week along with new activities such as Frisbee.<sup>249</sup> In the fall of 1980, a fire erupted in Bushnell Hall and many efforts were made to increase fire safety on campus.

This included evaluations of the older buildings and the establishment of automated sprinkler systems in some of them.<sup>250</sup>

Faculty discontentment was common during Woodard's presidency from the onset, especially due to the reduction of the number of faculty at MWC. There were efforts at communication and some progress was made, but for the duration of his presidency, Woodard's faculty was generally not happy.<sup>251</sup> President Woodard also suffered a problem with minority enrollment, as in he could not induce enough minority students or teachers to attend the college. In his words;

One of my most difficult challenges in a number of instances when we have invited minority candidates to visit the college and the question of

salary has arisen, the answer has been, 'I'm sorry, but I have an offer of three to seven thousand dollars more elsewhere.'...<sup>252</sup>

There was also an effort to change the name of MWC during Woodard's presidency, but this effort fell through. Enrollment began to decline in the late 70s and early 80s, and intensified recruitment efforts followed.<sup>253</sup>

Following a heart attack in 1981, President Woodard resigned from his office to make way for the induction of President Anderson as the sixth president of the Institution.<sup>254</sup>

The initial monetary issues and short tenure faced by President Woodard and the campus led to a brief period without any significant construction occurring during his presidency. While updating to the campus and a few renovations happened, nothing of great significance to the built environment really occurred during Woodard's years as president. On the other hand, a very solid foundation had been laid out for the way green space would be treated on campus. As was the campus in chaining off Ball Circle, and other green spaces, President Woodard successfully created green space that was to be preserved, revered, and used for something other than as a shortcut to get to class faster. The problem that President Woodard faced involving students and faculty led to a shift in the way the school was run. It seemed as though it was the first step in not involving the faculty and students with decisions about how the school was to be operated and it was a sign of lessening openness on behalf of the administration.

## ANDERSON ERA 1983-2006

Before being officially instated as the next president of the University, Dr. William Anderson was the acting president between his official term and the end of Woodard's.<sup>255</sup> During the search for a new president the school's 75th anniversary was fast approaching. The Hopper committee put together a series of event to occur throughout the year of 1983 that were to be focused around founders' week-end which occurred from March 11-13.<sup>256</sup>

While being the favorite and obvious choice in the eyes of many, there were disadvantages opposing President Anderson such as his sufficient lack of teaching expertise and his connection to the

President Anderson and James Farmer





Eagle mascot at a baseball game with students

late President Woodard.<sup>257</sup> Although this was not much of an issue because after, “observing his mentor, Anderson had learned as much about what *not* to do as about what to do.”<sup>258</sup>

In 1983, President Anderson faced the issue of dorm visitation, just as Chancellor Simpson and Dr. Woodard had. President Anderson gave in to a trial period to apply the theory as opposed to Dr. Woodard’s complete rebuttal of the issue.<sup>259</sup> While met with joy from the student body, the measure was vehemently opposed by many community members in Fredericksburg.<sup>260</sup>

Shortly thereafter a MWC alumni artist exhibited a highly controversial painting and the campus was involved in another public image disaster within the community.<sup>261</sup> The long standing occurrence of offending the surrounding community mostly stemmed from the College’s willingness to open its intellectual side to everything and the community’s more status-quo stance on many heated issues of the time as well as their perception of what the college should be.

On a less controversial note, President Anderson hired James L. Farmer, one of the “Big Four” civil rights leaders, to teach at the college. James Farmer taught from 1984 to 1998 at the college while writing many articles about civil liberties. He was a major influence on the school and he brought prestige to the college.<sup>262</sup>

In 1985, after the initial years of turmoil, the campus had settled down and approved the creation of an ROTC program at MWC.<sup>263</sup>

Throughout President Anderson’s tenure at MWC, he operated along with a Board of Visitors (BOV) that was very friendly to his efforts and initiatives which allowed the campus to run smoothly. This combined with Ray Merchant as Vice President until 1993 ensured a very stable governing body over the campus.<sup>264</sup>

Also in 1985, due to an image crisis at the campus, the school finally adopted its mascot as the “Eagle” for its sports teams to be named. While the new mascot was selected over the originally favored “Blue Tide”, confusion over what “Blue Tide” meant lead to the establishment of the “Eagles”, but despite this, the school spirit in support of the sports teams never quite caught on.<sup>265</sup>

In 1985, a comprehensive document was approved by the Board of Visitors that was entitled “Commitment to Excellence: An Agenda for Action in the ‘80s and Beyond.”<sup>266</sup> It reaffirmed the college as, “a selective, coeducational, primarily residential, and primarily undergraduate institution grounded in the concept of liberal learning.”<sup>267</sup>

In the mid-1980s, the school issued its first scholarships to black Virginia applicants.<sup>268</sup> This document was critical in outlining the academic success experienced by the college in the late 1980s and 1990s.

To aid with alumni donations, the Phonathon system was implemented in 1985 to attempt to procure donations from alumni. During this drive to secure more funds for the school's endowment, MWC had secured far beyond its fundraising goals between 1985 and the mid-1990s.<sup>269</sup> The resulting increase in alumni donations allowed the school to procure funds that resulted in more campus growth

Beginning in 1985, a period of campus expansion took place which included the conversion of Campus Drive through campus into the brick pedestrian walkway that is now known as Campus Walk.<sup>270</sup> In 1985 funds were appropriated for the creation of a new 34,000 sq. ft. student center known as the Woodard Campus Center.<sup>271</sup>

In 1986, President Anderson pushed to have MWC's name changed to Washington and Monroe College in Virginia due to lack of interest by male applicants and the apparent stereotypes surrounding the university.<sup>272</sup> After two years of deliberation with students, alumni, state legislature, and various other groups, the name change was eliminated and the college entered a stable period of academic growth and excellence as well as notoriety due to the name change controversy.<sup>273</sup>

Social issues also developed during the mid-1980s-90s. One of these issues was drinking on campus and the prevention of alcohol abuse, especially by minors, garnered quite a bit of attention on the campus.<sup>274</sup> Another one of the issues was lack of social outlets on campus as more and more students began looking into the city for something to do.<sup>275</sup> Another social issue was the gender divide and how the genders viewed in each other in such a wide discrepancy between male and female students as well as sexual and homosexual issues on campus.<sup>276</sup> Sexual issues that were prevalent included harassment, contraception, and abortion. Traditions also played a key role in MWC during the mid-1980s to 90s. Some phased out and disappeared, such as Halloween while others faltered in attendance such as Fall and Spring formals due to the change in drinking age requirements and still some more class-specific traditions were maintained such as Junior Ring Week.<sup>277</sup>

In the first four years of his presidency, Anderson made many improvements to the school. As stated in the *Free Lance-Star*, "Anderson shepherded major physical improvements, such as the new student center, the beginning of work on a new library, a beautiful new brick walkway through the heart of the campus and im-



Students on Campus Walk

proved athletic facilities.”<sup>278</sup> Due to his focus on physical campus improvements and school centered priorities he received much criticism from the community that was outlined in a Free Lance-Star article titled “Anderson reacts to town-gown criticism.”<sup>279</sup> It was then that Anderson decided to implement more community service programs to increase involvement in the town.

During this time, community activism in the form of clubs and organizations grew as well with the establishment of Circle K, the Community Outreach and Resources program (COAR) and a variety of other groups on campus

with altruistic ideals about helping the community.<sup>280</sup> Along with the construction of Campus Walk, a new library building was needed to meet the demand for the growing collections of Trinkle Library. The new Simpson Library complex was also built just north of the new campus center in 1988.<sup>281</sup> In August of 1988 South Hall was built to accommodate overcrowded residence halls in the rest of campus.<sup>282</sup> 1989 marked the construction of what would become Alvey Hall which was hailed as “the Hilton of the campus.”<sup>283</sup> After the expansion northward and the growing school population, the school began facing severe parking problems. The problems deteriorated relations with college heights residents as commuter students blocked their driveways.<sup>284</sup> Anderson determined that a parking garage would be constructed to alleviate parking problems.<sup>285</sup>

In 1992 the Ridderhof-Martin Gallery was opened to house art on the campus.<sup>286</sup> Also in the early 1990s, the DuPont complex was renovated as well as the plans for a new science building put into the works. Throughout the mid-1980s to early 1990s, the academic growth on the campus led to it being named in the *Fiske College Guide* as outstanding by 1993 and it was listed in *Money Magazine* as a best buy in 1993 as well.<sup>287</sup> With all of the positive press swirling around Mary Washington, a professor stated, “The appeal of small classes, ironically, could threaten to make the college a victim of its own success. We’ve become good, and people want us. We’re a hot product right now.”<sup>288</sup> After receiving praise from multiple publications, more building projects were undertaken.

In 1994, Alvey’s sister dorm, Arrington Hall, was built and was the last dormitory built in the 20th century at MWC.<sup>289</sup> Ac-



1989 aerial of campus

companying the physical expansion of the campus, there was also close to 9 million dollars invested in its telecommunications equipment across the campus including new phones, internet access, and cable television in each room.<sup>290</sup>

During the early 1990s curriculum requirements to the general education side of the school were also changing.<sup>291</sup> This included the implementation of the writing intensive standard of some classes as well as other changes.<sup>292</sup> Other goals were set for the students across the campus in terms of academics and they are still relatively unchanged today and these general education requirements are a testament to the educational caliber of the University for its Academics. Increase in international interest led to the creation of study abroad programs such as the European Capitals tour during this time as well.<sup>293</sup> During the talk of general education requirements, issues regarding finals week arose, especially involving “reading days” before the exams as well as issues regarding final exam schedules and self-scheduled exams.<sup>294</sup> In 1996, President Anderson suffered a brain aneurysm that he would eventually recover from, though not 100%.<sup>295</sup> This event

was also the beginning of the end of his presidency at MWC due to paralysis being incurred on the left side of his body during his life-saving surgery. This did not stop President Anderson from continuing his lobbying for funds nor did it hinder his good humor about the whole ordeal. Finally, in 1998, the Jepson Science Center was completed. This building replaced the 40 year old Combs Hall as the campus' main science building.<sup>296</sup>

In the mid-1990s, there was an effort to demolish the outdoor Amphitheatre due to its lack of use and taking up space. This was immediately repulsed by a collective group of students headed by the Student Senate and in 1997 the BOV opted to make the Amphitheatre safe, but not modernize it.<sup>297</sup>



Eagle Pipe Band in front of 1993 Commencement

In the late 1990s, the college attempted to further expand when Mary Washington had its eye on a piece of land known as Willis Hill that was up for sale and had also been a prominent area in the 1862 Battle of Fredericksburg in the Civil War.<sup>298</sup> In a *Free Lance Star* article, a former professor of Confederate History at the University of North Carolina in Charlotte stated, “the college’s administration rarely sees an open piece of land that it doesn’t want to destroy for a building-or a parking lot. The Mary Washington administration has never been particularly cooperative with community groups...seeking to use college facilities.”<sup>299</sup> The chair of the history department, Porter Blakemore responded by outlining past Mary Washington community involvement including graduation ceremonies, COAR, the library, and local requests for expertise.<sup>300</sup>

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With the turn of the century at MWC, there came and went the Y2K scare as well as the 9/11 terrorist bombings.<sup>301</sup> In 2004 the school was officially renamed The University of Mary Washington in order to pursue a more coeducational outside view of the campus.<sup>302</sup> This was pursued for a variety of reasons which included attracting more quality female students, giving the campus a name that produced an image like the University of Virginia, and alphabetically removed it from other all-female schools like Mary Baldwin and Marymount.<sup>303</sup> One year later, Mary Washington’s reputation with the community reached its national peak at MWC during the 2005 Hurricane Katrina Disaster in New Orleans when campus groups sent an unprecedented amount of aid.<sup>304</sup>

Also around the turn of the century and ending in 2006, Seacobeck Hall underwent a variety of renovations to increase the likability of the establishment, including food, look, and quality. Most of these alterations were purely cosmetic and did not alter the integrity of the building. Other physical changes on campus in the early 2000s included the establishment of the new alumni center, the acquisition of the Marye's Heights Apartments, the construction of a brand new parking deck and small cosmetic changes to Campus Walk which included the addition of Spirit Rock.<sup>305</sup>



Students at the “Save the Name” campaign

President Anderson’s tenure at the University ushered in the most recent of the concentrated building eras. The creation of Campus Walk, Palmieri Plaza, the Woodard Campus Center, Simpson Library, Alvey Hall, Arrington Hall, South Hall all occurred within 10 years from 1985-2005. Other buildings such as the Jepson Science Center, the Ridderhof-Martin Gallery and what are now the UMW Apartments were all added shortly thereafter. The growth marked the latest expansion of the campus and the first time there was sustained and concentrated growth on the north end of the campus. Up until the creation of campus walk, the only buildings of note on the north end of campus were Goolrick Gym and the DuPont, Pollard, Melcher complex. The expansion to the north end of campus gave the University a more complete feeling in some ways, but in others it made the university too long for some people. It did move the center of campus back to its historic center however; because of the previous concentration of buildings south of Willard, Monroe, and Virginia Halls, those three buildings were to some degree the north end of campus, not the center. After the completion of the new library, student center, science center, and two dorms, the original center of campus was once again the actual center, or at least perceived to be in relation to the rest of the building locations. The new growth also had the unfortunate hallmark of being the least well put together, at least in terms of Alvey and Arrington. Hailed as luxury in their inception they are currently slated to be razed due to the high cost of renovation due to the dilapidation and mold they have suffered over their relatively short life spans on campus. An article in the Free Lance Star chronicled President Anderson’s tenure as president of the University and Anderson is quoted saying, “I thought it was a perfect time for the institution and a perfect time for me.”<sup>306</sup>

## FRAWLEY ERA 2006-2007

Bill Frawley began his term as University President officially on July 1, 2006.<sup>307</sup> Before even beginning the term he spent a lot of time on campus so that he could “better understand the environment before making changes.”<sup>308</sup> Once President he held “brainstorming” sessions that reviewed the University’s future direction, how to better prepare graduates for life, and the current status of the institution.<sup>309</sup> He suggested ten “guideposts” for the University which included “opening up UMW to look more like the world around us, make opportunities, have helpful administration, plan infrastructure to meet the future, tell others more about ourselves, more rounded Academic life, make sure things actually happen.”<sup>310</sup> In this ideal, Frawley urged the University to aspire more to the likes of Bucknell, Wake Forest, Colgate, Bowdoin, Wesleyan, and Davidson.<sup>311</sup>



Bill Frawley (2006-2007)

The Frawley administration carried out several changes in student life throughout their management. Alterations in the honor system were created, giving more power to the Honor Council’s Advisor.<sup>312</sup> Other changes affecting students was the move of the Health Center back to Mercer Hall to make way for renovations to Lee Hall.<sup>313</sup> Technological transformations during this time included the upgrade of the EagleOne system for use on campus and in town, as well as e-Suds, the laundry monitoring system for dorm washing.<sup>314</sup> Frawley also oversaw other changes to student life including the modest renovation of Willard Hall in the summer of 2006 to include air-conditioning. In addition, Frawley’s first state of the University addressed the need for UMW to have “new student residences that are multi-functional with computer labs, workout rooms, wireless coffee houses, classrooms, and faculty apartments.”<sup>315</sup>

Other land use plans included the University’s request for funds for the construction of two new dorms, one near Arrington Hall, and the other on the existing basketball court next to Bushnell Hall. Other changes included the purchase of two houses on William Street and College Avenue respectively, in early 2007 to alleviate overcrowded office spaces.<sup>316</sup> Plans for an increased presence of the University downtown were also discussed, in the form of a retail shop with late night wireless café. Over in Stafford County, the ribbon ceremony for a second building on the Graduate campus took place on February

16, 2007.<sup>317</sup> One of Frawley's significant goals was in the greater integration of these two campuses to create "one university."<sup>318</sup>

With these changes, monetary modifications also took place. Student tuition cost saw an increase during the 2006-2007 school years, with in-state tuition rising by \$266 to \$3,072, and out-of-state tuition by \$1,004 to \$12,952.<sup>319</sup> During the Frawley administration, UMW ranked ninth out of fifteen state universities in relation to total cost of in-state students living on campus, and twelfth to out-of state students.<sup>320</sup> The goal of this increase was to "cover costs while keeping the school affordable," as stated by then executive vice president Richard V. Hurley.<sup>321</sup> Other financial allocations occurred, such as the spending of \$400,000 in auxiliary funds. This included an upgrade in meal card software, and the remaining \$250,000 going toward installing an alarm system and other aspects to the Presidents home at Brompton.<sup>322</sup> Several Scholarships were also created.<sup>323</sup> Students were successful in raising money for causes, such as UMW senior Shin Fujiyama who coordinated the Walkathon in 2006 for over "700 walkers [who] raised \$120,000 for Copprome, an orphanage in Honduras."<sup>324</sup> Other events taking place at UMW included the 2006 founding of the Two Dollar Challenge, which has since been adopted at other colleges to "raise awareness of global poverty on campus through fundraising, but also to help change student perceptions of poverty."<sup>325</sup>

Administration changes also became evident during Frawley's administration. Very early into his presidency, Frawley appointed former colleague Nina Mikalesky into a newly formed role of vice president for strategy and planning. This chief planning officer was "one of several administrative recommendations spawned by UMW's three-year self-study, which culminated in 2003."<sup>326</sup> Frawley called on each department to develop a strategic plan outlining its goals and objectives, and created the General Education Review Committee which undertook the wholesale reevaluation of the academic area.<sup>327</sup> Similar to Anderson before him, Frawley "urged greater efforts toward minority recruitment."<sup>328</sup> Other Academic projects included an

Make shift tent in Ball Circle for Two Dollar Challenge

