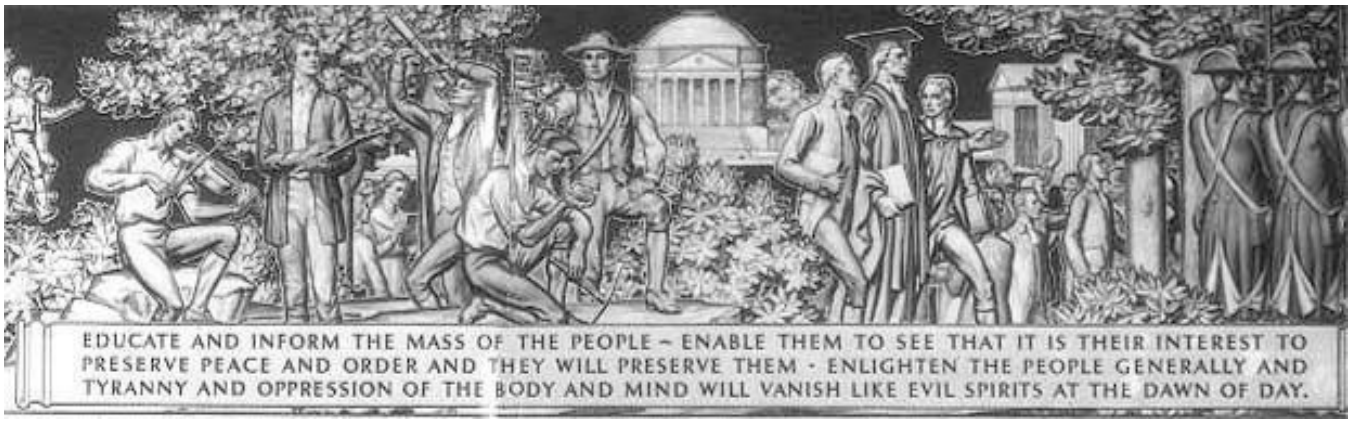
What made the University of Virginia a "Renegade Institution?"

The Academical Village	**Jefferson envisioned a community where students and professors could learn and live together. This open environment was a stark departure from many other universities who employed gates and walls to cloister themselves. He believed that this was important because of his experience with the College of William and Mary, which had a large building called the Wren building where students ate and studied and slept and professors went home at night. Jefferson did not believe this was conducive to either health or intellectual interaction.**
The Secular University	Jefferson believed religion should be taught, but not as a course. He wanted the general study of religion to come through the study of history, literature, ethics, etc. Furthermore, religious observance was perfectly acceptable at UVa, but there could be no officially sanctioned religion, as this would violate the principle of separation of church and state.
The "Collegiate Way" Redefined	Jefferson redefined this term with his notions of student freedom and self-governance. For example, Jefferson wanted an all-student Board of Censors elected to oversee discipline. Furthermore, while the old Collegiate Way had relied on recitation as the primary means of teaching, Jefferson emphasized written examinations and a lecture style of teaching because he felt this system to be more objective.
Guaranteed Faculty Freedom	Jefferson accorded complete academic freedom except in Law and Government courses. In these classes, faculty had to use John Locke's Second Treatise on Government; The Declaration of Independence; Algernon Sydney's Discourses of Government; and Jefferson's and Madison's Kentucky and Virginia Resolutions. Faculty could use other materials, but these writings had to form the base of a Law curriculum.
No Degrees at the Highest Level	The B.A. didn't exist at UVa until 1848. Students could receive medals, books, or diplomas to mark graduation. A diploma was the highest honor of these marks. UVa offered the M.D. in 1825, the M.A. in 1831, the B.S. in the 1850s, and the Ph.D. in 1870.
No Core Requirements or "Classes"	Students came and went randomly, usually staying a calendar year, so students were referred to as first-years and second-years, etc. In addition, Jefferson thought to be a "senior" implies that a person has reached the final phase of learning, a feat that he believed impossible, arguing instead that education is a life-long process.
No President	UVa almost had a president in the 1820s. The university offered the first law professorship to William Wirt, adding the office of the President to the package as an enticement. Wirt declined. We also offered Robert E. Lee this package, but he instead went to Washington College (now Washington and Lee).
A State University	Many state universities, such as University of Georgia, preceded UVa. However, Jefferson's secular foundation and university design stood out. He approached education from the framework of both a public need and intellectual quest. This revealed a state's ability to act as an educational agency while pursuing the Enlightenment ideal Jefferson held so highly.

The Early Years of the University of Virginia



On January 25, 1819, Central College became the University of Virginia, and Jefferson's longtime dream of a public university was on its way to being realized.

The "Grand Opening" of the University

When the University of Virginia first opened its doors on March 7, 1825, after much hardship and delay, there was probably little fanfare to accompany the occasion. "The commencement on the 7th of March was with **about 40 students**," Jefferson later wrote. Included in that first class of students were two of Jefferson's grandsons, James Madison Randolph and Benjamin Franklin Randolph.

The small number of students who actually matriculated might have been an initial disappointment; there was room for at least 218 students, with two students in each of the 54 Lawn rooms and 55 Range rooms, and maybe room for 50 in off-grounds housing nearby. The first day of the session had originally been intended for February 1, but this was postponed because not all of the professors had arrived to fill their posts yet.

After students came, Jefferson continued his active role in the University, inviting all the students in the first class to dinners at Monticello.

Was construction even finished yet when students arrived?

By the opening, most of the Lawn had been completed, but free and enslaved workers still labored to finish the Rotunda, and they would soon be constructing an Anatomical Theater nearby. By 1826, one student complained about the disorganization in a letter home to his father, "The carpenters are progressing with the Rotunda and Anatomical Theater, and sometimes their racket disturbs my studying…" All of this turmoil only proved that the University was a young and growing institution, but it also would forebode a rocky adolescence in the not too distant future.

The Gradual Increase of the Student Body

Jefferson consoled himself with the University's initially modest showing by remarking upon the student body's gradual increase. On April 15, 1825, Jefferson still counted only 68 students, but commented that "they are coming in nearly every day, and at the summer vacation of the other schools, when they will be disengaged, we know that a large number will come, and that, in the course of the year, we shall have over 100."

(Unlike other schools, the University did not originally have a summer break; the session began February 1 and ended December 15, with no vacation in between and with classes scheduled Monday through Saturday.) By September 30, 1825, the student body had grown to about 116.

What was the minimum age for admission?
Although the minimum age for admission to the University was 16, Jefferson expected to receive more mature and academically established students. Earlier in the session, he had taken the ages of all the students and discovered *"6 of 21 [years of age] and upwards, 9 of 20, 23 of 19, 10 of 18, 10 of 17, and 3 of 16. Two-thirds, therefore, being 19 and upwards, we may hope are of sufficient discretion to govern themselves, and that the younger 1/3, by their example as well as by moderate coercion, will not be very difficult to keep order."*

Students were expected to present a certificate from a lower seminary before being able to matriculate. The University was meant to be an institution of graduate study, conferring only the highest degrees on its students (although degrees, per se, were not granted at all in the early years), but, because of the poor preparation of many of the students, the faculty and the Board of Visitors soon found that they had to relax their standards somewhat.

Where did the early students come from?
With few exceptions, most of the students came from Virginia, the South, and the West, which is exactly what Jefferson had intended. While he hoped the University "would provide a temptation for the youth of the other states to come fraternize and to drink from the cup of knowledge," he had also hoped to prevent Southern youths from having no recourse but to attend the northern institutions of Harvard or Yale. There, he worried that the republican beliefs of the Southern youths would become contaminated with Federalist poison and political heresy.

Considering that there was still no free public education on the primary or secondary level (despite Jefferson's repeated attempts to establish it throughout his political career), education was still a privilege of the wealthier planter and merchant classes. Because of Jefferson's elaborate architectural plans, the University inadvertently became the most expensive college in the South, and one of the most costly in the nation.

The Original Professors
Of the original nine professors, seven hailed from Europe, but when it came to the law professor, Jefferson mandated that he be not just an American but also a Virginian. Jefferson so strongly believed that a suitable candidate must teach law that he left the first class of students without a law professor. Professor John Tayloe Lomax was not appointed until 1826; he had practiced law in Virginia since 1797 and could therefore teach students the Jeffersonian tradition of government.

The Original Classes and Professors

The Board mandated: *"Each of the schools of the University shall be held two hours of every other day of the week: and that every student may be enabled to attend those of his choice, let their sessions be so arranged, as to days and hours that no two of them shall be holden at the same time."*

School *Professor*	Subjects Taught	Original Time class	Original Pavilion	# of students in that class by Oct. 1825
Ancient Languages *Long*	"the higher grade of the Latin and Greek languages, the Hebrew, rhetoric, belles letters, ancient history and ancient geography."	MoWeFr 7:30 am to 9:30 am	Pavilion V	55
Modern Languages *Blaetterman*	"French, Spanish, Italian, German, and the English language in its Anglo-Saxon form; also modern history, and modern geography."	TuThSa 7:30 am to 9:30 am	Pavilion IV	64
Mathematics *Key*	"Mathematics generally including the higher branches of Numerical arithmetic, algebra, trigonometry, plane and spherical geometry, mensuration, navigation, conic sections, fluxions or differentials, military and civil architecture."	MoWeFr 9:30 am to 11:30 am	Pavilion VIII	68
Natural Philosophy *Bonnycastle*	"the laws & properties of bodies generally including mechanics, statics, hydrostatics, hydraulics, pneumatics, acoustics optics and astronomy."	TuThSa 9:30 am to 11:30 am	Pavilion VI	33
Natural History *Emmett*	"botany, zoology, mineralogy, chemistry, geology, and rural economy."	MoWeFr 11:30 am to 1:30 pm	Pavilion I	30
Anatomy and Medicine *Johnson, Dunglison*	"anatomy, surgery, the history of the progress and theories of medicine, physiology, pathology, metria medica & pharmacy."	TuThSa 11:30 am to 1:30 pm	Pav II (Anatomy) or Pav X (Medicine)	20
Moral Philosophy *Tucker*	"natural science generally ideology, general grammar, logic, and ethics."	MoWeFr 1:30 pm to 3:30 pm	Pavilion IX	14
Law *Lomax*	"the Common and Statute law that of the Chancery, the laws Feudal, civil, mercatorial, maritime, and of Nature and Nations, and the principles of government political economy."	TuThSa 1:30 pm to 3:30 pm	Pavilion III	N/A

Initial Tension in Student Faculty Relations
Riots plagued the early University. This was not simply because students were self-indulgent Southerners with violent tendencies, but indicative of a larger problem of disorder due to Jefferson's approach to discipline. That is, "student self-governance" allowed for fewer regulations and considerably more academic freedom. (Jefferson didn't believe in public, humiliating corporal punishment.) There *was* technically a student judiciary (a "Board of Censors"), but no one served on it and no one would testify (i.e. "snitch") against a fellow student, due to students' interpretations of Southern honor. Many professors resented the distractions and danger to their own persons in trying to enforce the rules (e.g. from March to September 1825, not a single class-roll was called, nor a single exam held).

Were there any events that marked the tensions?
In October 1825, a masked student threw what was believed to be urine through the window of Pavilion V. He then insulted the professor, saying "Damn the European Professors!", and proceeded to throw brick-bats at the two professors who came out to inspect the trouble. When Prof. Emmett tried to remove the mask of one of the rioters, the student punched him.

The next day when the students refused to come forward or apologize, and instead many continued to harass the faculty, Professors Long and Key resigned, and the rest of the faculty threatened to follow suit. It took Jefferson to assemble all the students and say this was one of the most painful events of his 82-year life for the 14 perpetrators to turn themselves in for discipline. Three, *including Jefferson's nephew*, were expelled.!!

What was the original BOV like?
Jefferson designed the university's Board of Visitors to be an administrative body with a high turnover rate, and deliberately omitted any provision for an executive structure within that body. In the last sixteen months of his life, he himself served as Rector, functioning as a sort of "first among equals."

How did Jefferson and the BOV respond to poor student behavior?
Jefferson's executive prowess was tested in the university's very first academic year, when, confronted with instances of insubordination that he termed "vicious irregularities", Jefferson and his fellow visitors opted to impose a much stricter regime of discipline. The BOV established "stricter provisions for the preservation of order". A strict morning call and bedtime were enforced. Students were forbidden to drink, gamble, chew tobacco, smoke, wear masks/disguises outside the dorms, or even keep their own cash (it was given to a proctor who would dole out small sums only when he approved of the purchase). A dress code of a drab, oxford gray uniform was enforced after Jefferson's death.

How did these provisions create tension between students and faculty?
These draconian measures, which remained in force for nearly two decades, proved extremely unpopular with students, and further exacerbated tensions between a largely American student body and a largely European faculty. Worse still, the restrictions

proved extremely difficult to enforce, given that the original ideal of non-coerciveness had been built into very fabric of university. (With so many rooms, closing your door instantly closed yourself off from the rest of the village very easily.)

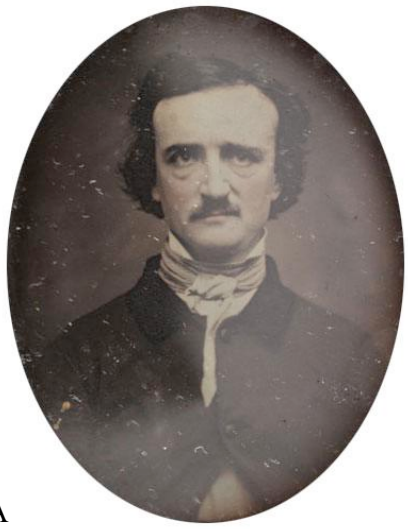
Eventually, after the murder of Professor John A.G. Davis outside Pavilion X in 1840, many of the more impracticable and unreasonable disciplinary measures were relaxed, and some would say that they were replaced by the installation of the Honor System two years later.

Edgar Allan Poe

Adapted from Ed Crews' *Shedding Light on a Shadowy Figure*, UVa Magazine, Spring 2009

Who was Edgar Allan Poe?

Legend portrays him as a drunk and a drug addict who died in a Baltimore gutter. Tales say he was unlucky in love, undisciplined at studies and unhappy in life. Readers see in his disturbing stories of murder, madness and revenge the fruits of the author's miserable existence. But this view is neither complete nor totally accurate. Although many have tried to reveal the real Poe, doing so is challenging. For starters, he embodied many contradictions. Boston-born and Richmond-raised, he was a self-avowed Southerner who supported slavery, yet spent years working in the Northeast. He was an American, who distrusted democracy. He acted like a Virginia gentleman, but as a critic wielded an acid-tipped pen and easily made enemies. Poet James Russell Lowell described Poe as "three-fifths of him genius and two-fifths sheer fudge."



Poe did lead a Gothic life in many respects. His father abandoned his mother when Poe was an infant. She died when the boy was almost 3, after which he was taken in by the Allan family of Richmond. The author's relationship with his foster father was stormy and eventually ended. While Poe didn't take drugs, he did drink, though he joined a temperance society in the last year of his life. He died in a hospital, not a gutter. However, the circumstances of his death remain mysterious.

Poe was unlucky in love. His first affair was crushed by his parents and the girl's. He wed his 13-year-old cousin Virginia Clemm in 1836. She died of tuberculosis in 1847. A year later, he became engaged to poet Sarah Helen Whitman, but the romance fizzled. During 1849, he reunited with his boyhood sweetheart, but Poe died before they could marry.

Chronology at UVa

1826, February 14: Edgar Allan Poe enrolls as a student

1826, December 15: Poe leaves the University when his foster father refuses to provide the necessary funds

Did Poe and Jefferson ever meet?
Although one of the University's earliest students, Poe was not among the first who matriculated when the school opened in March 1825. Interestingly enough, Thomas Jefferson was still alive and Rector of the Board of Visitors during the author's first months in Charlottesville. At least one historian speculates that Poe and Jefferson may have met during a meal at Monticello. The University's founder did invite students to dine, but no evidence shows Poe was a guest. Personally, I mention this on tours as an interesting historical "what-if."

What was Poe's educational background, and what was he involved with at UVa?
Poe arrived at the University with a strong academic background. He was well read, refined and well versed in French and Latin. While with his foster parents in England, he attended school there. He also studied Latin and Greek in Richmond and underwent intense tutoring to prepare for college.

Poe enrolled in the School of Ancient Languages and the School of Modern Languages. Typically, students went to three schools, but Poe didn't have enough money. He attended classes, did well in languages, hiked nearby mountains, checked out books from the library, returned them late and paid fines. As a member of the Jefferson Literary and Debating Society, he spoke once on "Heat and Cold," and his signature at in a meeting's records can be found in Special Collections. He did drink and gamble, reportedly running up $2,000 in debts. Yet his behavior was mild compared with other students who indulged in gunplay and vicious fistfights.

Did Poe write while he was a student? Did his time at the University inspire any of his literary works?
Poe probably wrote his first published story, "Manuscript Found in a Bottle," as well as the story "Tamerlane," while a student at UVa. And though Poe's stay at the University was relatively brief, Charlottesville did provide the setting for one short story, "A Tale of the Ragged Mountains," which is set in the Blue Ride Mountains.

Once, when Poe read a short story written especially for his friends, someone laughingly claimed the hero's name, "Gaffy," was repeated too often. Before the others could object, Poe hurled his manuscript into the fire; thereby earning the longtime nickname "Gaffy" Poe. This nickname, though never relished, is said to have followed him all the way to West Point five years later.

What is his legacy today?
Poe has become ingrained in University lore over time. In 1904, the Raven Society was founded and took its name from the author's famous poem. This honor society is responsible for the upkeep of the Poe room, and the Raven Society placed the brick bordered medallion in the alleyway between Pavilions III and V. The medallion commemorates: "The Raven," 1826 (when Poe was a student), and 1809-1849 (Poe's brief lifespan). University professor James A. Harrison published 17 volumes of Poe's collected works early in the 20th century. This stood for years as the standard compilation of Poe's output. Plus, a room on the West Range has been preserved for a century as a memorial to the writer. Even with the room a mystery exists. Tradition says Poe lived in this room, **No. 13**, but reports also claim he stayed in No. 17.

The University is not the only place where Poe's legacy lingers. Experts recognize him as the inventor of the detective story, a master of psychological horror and a pioneer of science fiction. Some scholars also hail him as America's first great literary critic. Opinion on his achievements as a poet, however, remains highly contentious.

Fun facts:

1. The furniture now in Poe's room at 13 West Range is not his original furniture. The bed, however, is from his childhood home in Richmond, and the room is meant to look like it would have in Poe's day. The furniture that Poe burned on December 20, 1826, before his final departure from the University, was probably just an old broken chair that was useless anyway.

2. During a rare book display in Alderman Library, many people noted that Poe had returned a particular book late, owing a fine. Almost a hundred years later, the fine was paid by Harry Clemmons, librarian extraordinaire.

3. The framed fragments of glass in the Lower East Oval Room of the Rotunda are believed to have belonged to a pane from 13 West Range. According to legend, Poe etched this brief inscription in the pane with a diamond:

O thou timid one, do not let thy form slumber within these unhallowed walls, for herein lies the ghost of an awful crime.

^If you memorize this, you'll win some major points on your tours.

Religion at the University

The religious question may be difficult to understand today, but for many individuals in the nineteenth century Jefferson was an "infidel propagandist." His deism and concern with religious freedom caused one agitated Episcopal cleric to claim that Jefferson had erected "an alliance between the civil authority and infidelity," and that the University taught "a refined and civilized heathenism."

How did his feelings about religion affect his design of the University?
Jefferson explicitly allowed for religious services in the Rotunda, and he proposed that various sects establish divinity schools in proximity to the University. While he created no professorship of divinity, he provided for a chair in Moral Philosophy that would expose students to the great teachings, including those of Jesus.

But the University of Virginia was not religiously based, no chapel dominated the campus, and the University's professors were not men of the cloth. This last issue had been particularly important to Jefferson, and he had sought his faculty among European men of learning, none of whom was a cleric. A Presbyterian minister and a former University student described the Lawn's inhabitants--including professors--as "a most godless set."

Were there still no religious positions at the University after Jefferson's death?
After Jefferson's death, the University became a battleground as outsiders, professors, and students sought to bring Christianity onto the Grounds. In 1829 Episcopal Bishop William Meade of Virginia predicted the University's "destruction" when he preached that the "Almighty is angry" at the Rotunda. The result was the appointment in the same year of the University's first chaplain, who would be paid by voluntary contributions of students and faculty, a system that continued until 1897. By 1848 the office regularly rotated every 2 years among Baptist, Episcopalian, Methodist and Presbyterian clergymen.

How did plans to build a Chapel evolve throughout the 19th century?
The first attempt to add a University chapel came in 1835 when plans were "procured from an architect of high reputation...[for] a church or chapel in the Gothic style" to be placed on the Lawn "immediately in front of the Rotunda." The chapel campaign struggled on for several years, but funds were never secured.

However, the issue persisted, and around 1837 one of the gymnasia spaces under the Rotunda terraces was converted into a chapel. William McGuffey, an ordained Presbyterian minister, was appointed to the Professorship of Moral Philosophy in 1845 to mitigate the anti-Christian charges, and in 1858 the Young Men's Christian Association, *the first at an American college*, opened at the University.

The University finally built a chapel in 1885-90. Though the familiar location facing the Rotunda on the Lawn was considered, other sites were discussed, and finally the Board

of Visitors selected an area to the northwest of the Rotunda balancing Brooks Hall (the natural-history building, built in 1875-76) on the northeast. Designed by Charles E. Cassell of Baltimore in what he identified as the "early pointed" style, the Chapel was nominally Gothic in the High Victorian mode with its contorted proportions and rough-textured stonework. The ideological implications were obvious, as the University's Professor of Modern Languages, Maximilian Schele deVere, pointed out in his address at the dedication: *"Behind us rise in cold though classic beauty the outlines of a pagan temple.... Before us ... the pointed window, the flying buttress, the pointed steeple… aspiring to heaven."*

History of Slavery at the University of Virginia

Since the history of the university very much parallels the history of elite Southern men between 1817 and 1865, a natural connection exists between the institution of higher learning and the institution of bondage. The County of Albemarle, the home of the university, was predominantly African-American. While the first Board of Visitors denied students the right to hold slaves on the grounds, slaves outnumbered whites in Albemarle County from the moment the cornerstone was laid until the end of the Civil War. The university hired most of these slaves from their masters, but some enslaved laborers were actually owned by UVa.

*Note that this information is always evolving as research efforts expand.

Background

What records exist that can help compose a picture of slavery at the University?
Even though the university kept copious records from 1817 until 1865, slavery was a common practice at the time and therefore often deemed unworthy of special comment. Slaves were referred to as slaves only in official documents (legal tax records). Unofficially, they were referred to as servants, by name (e.g. “Flora”), by job (“nurse”) or other expressions such as “the hands,” “my Boy,” or as “belonging to” a named white person. An account of the number, age and gender of slaves living on Grounds is available through examining United States Census data from Albemarle County.

Shreds of information do survive: a mention of a slave in a professor’s letter, a receipt for bacon purchased to feed slaves, a ruling by the Board of Visitors regarding the purchase of a slave, a complaint by a student of poor attention from the hotelkeeper’s slave; an order by the Faculty to move a slave from the Rotunda. Thousands of these fragments exist. Combined, the pieces compose a picture of slavery in the Academical Village.

Construction of the Academical Village

How were slaves involved in construction between 1817 and 1826?
The infrastructure of the university relied upon the labor of university and faculty slaves, along with some free blacks and white workers. Enslaved persons performed the vast majority of the hard labor and some of the master craftsmanship involved in building the

Academical Village. During its first meeting, the BOV authorized the Proctor "to hire laborers for leveling the grounds and performing necessary services for the works or other purposes." The university slaves terraced the naturally sloping topography to provide a solid foundation upon which the buildings could be constructed, so that the Rotunda would sit at the apex of the Lawn. Many of the slaves were employed in brick making, which involved molding the red Virginia clay, placing bricks in the kiln (180,000 a month), pulling them out of the fire, and arranging them to cool.

One other group of slaves was present on university grounds during the original construction: those owned by the master craftsmen whom the university hired, like James Oldham, the chief builder for Pavilion I, Hotels A and D, and the student dormitories. Though the slaves were not entrusted with the detailed masterwork for construction, the craftsmen did require slave labor to complete their projects.

Were slaves owned by the University?
Yes. Jefferson and the Board of Visitors were caught between the ideal of preventing university students from owning slaves and the necessity of slave labor for the functioning of the institution. The university hired some slaves from their masters, but some were actually owned by the institution. In addition to university-related slaves, some faculty members brought slaves with them. Because the university did not have enough slaves to care for all the university grounds, slaves owned by professors and administrators were also charged with keeping some of the university property.

When did UVa first purchase a slave?
The first indication that the University purchased slaves to help with construction appears in the Proctor's Papers from 1818 (the Proctor was in charge of the University grounds and oversaw the hiring of slaves). According to a receipt from the Sheriff of Albemarle County, "Nelson Barksdale proctor to central college" paid revenue "on 9 Negroes of 16." Then, in January 1819 the university was officially founded; in April, Thomas Jefferson, in his role as a member of the Board of Visitors, made a verbal agreement for the university to purchase a slave from Lewis Lashor for $125. According to historian Jonathan Martin, "slaves were routinely bought and sold, but they were even more frequently rented out."

What was life like for slaves used in construction? Where did they live?
With so many owned and rented slaves on the grounds, the proctor hired an overseer to tend to them. When the university rented a slave, the agreement with the owner usually stipulated that the slaves be "clothed in common way and fed well." These slaves were typically housed in pavilions, gardens, or sheds, but in all cases, in the Academical Village. While some workers, whether slaves, free black workers, or white laborers, resided in the unfinished student rooms and pavilions of the Lawn, most resided in a laborers' house that existed just northeast of Hotel B on the East Range. This structure probably stood near the gates of the university by the original hospital. The harsh conditions in which the slaves of the university lived made them vulnerable to illness and injury. When illness struck, administrators feared the spread of contagious diseases, along with the hefty price tag that accompanied them.

The Early Years of the University

Who owned the slaves on grounds?

	1830	1840	1850	1860
University Slaves	4	2	2	1
Hotelkeeper Slaves	57	42	57	42
Faculty/Administrator Slaves	89	76	67	78

Slaves and the Arrival of Students and Faculty

The university bought and hired new slaves, with new duties, new rules, and new living quarters. In 1825, the Proctor hired slaves to sustain all aspects of university life, but by 1830 the university only owned slaves, instead of renting them for specific tasks. In addition to continuing to build structures and to tend to the grounds, enslaved persons now had nine professors and forty students to care for as well. Some continued to serve the construction efforts on the Rotunda, and others completed household duties. Less than a year after students and faculty arrived at the university, they struggled with trespassers (unwelcome blacks who resided just south of the Academical Village in the "Canada" community). With the addition of new slaves and the trespassing concerns, university officials deemed it necessary to maintain a list of licensed slaves.

Were students allowed to hold slaves on Grounds?

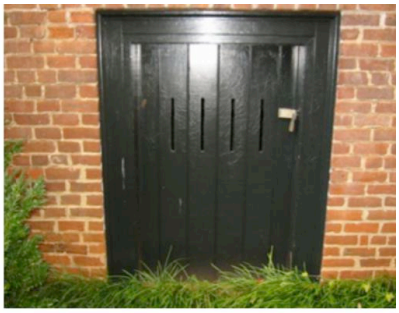
Unlike other ante-bellum schools such as the College of William and Mary, students at UVa were not officially permitted to bring their personal slaves with them. The BOV (including Jefferson, Madison and Monroe) denied students the right to hold slaves on grounds; they resolved that "no student shall, within in the precincts of the University, introduce, keep or use any spirituous or vinous liquors, keep or use weapons or arms of any kind, or gunpowder, keep a servant, horse or dog." Catherine Neale, in her research paper on slaves at the University, wrote that Jefferson had famously observed that when a parent chastises a slave, it gives children a "daily exercise in tyranny." According to Neale, Jefferson might have feared that students, if granted their own slaves, would grow to be tyrannical adults. In *Notes on the State of Virginia,* Jefferson wrote, "The whole commerce between master and slave is a perpetual exercise of the most boisterous passions, the most unremitting despotism on the one part, and degrading submissions on the other. Our children see this, and learn to imitate it."

Where were slaves housed at this time?

Some were housed in structures in the gardens, some at certain points were housed in the Rotunda, but many were housed in the basements of Pavilions. The dark, cold, unventilated and windowless basements actually caused Professor Emmet's slaves to fall ill.

Behind Pavilion III there was also a brick structure that served as a kitchen and slave quarters for the pavilion residents, which came to be known as "the Mews."

In 1840, Professor Charles Bonnycastle melded the two ideas of using dormitories and pavilion basements for slave quarters, by convincing the Board of Visitors to grant him the cellars underneath Lawn Rooms 34 and 36 East for slave housing.



Students and Slaves

What were some of the tasks slaves completed? How did they interact with students daily?

The construction of buildings and creation of the gardens occupied the time of most of the university slaves until the completion of the Rotunda, after which the slaves were assigned to the upkeep and cleaning of the structures they had helped build. Hotelkeepers lived in the hotels located on the East and West Ranges and operated boarding houses for the students. Each student was assigned a hotel, where they took meals, sent laundry, and received cleaning services, all provided by slave labor. Some hotelkeepers owned upwards of thirty-five slaves. Even though the hotelkeepers owned the slaves, the slaves served the university. One slave from each hotel would wait under the colonnades between 2:45 and 3 o'clock every day. During this time, any student served by the hotel of the slave could approach the slave with requests for errands to be run that afternoon. These requests, ranging from fetching new uniforms to getting paper and ink for writing, would send the slaves, with permission from the hotelkeepers, into Charlottesville.

Students, with only a few changes of clothing, relied upon quick laundry services. Slaves would pick up the garments from students and take them to the hotel, where they would be washed; the slaves would then return clean items to the students. Many students went to the Faculty Committee with complaints of lost and damaged items. In addition to criticizing the hotelkeepers for insufficient services, students sometimes condemned certain slaves for their impropriety. Several students expressed dissatisfaction with Daniel Perrow's "small boys, [who were] badly clothed, dirty & unqualified to perform the required offices."

Student and Faculty Opinions about Slavery

It would be impossible to say that students and faculty either supported or were against the institution of slavery, because opinions varied among different people and fluctuated over time. However, there were some specific instances when members of the University community made their beliefs about the "peculiar institution" known.

The Jefferson Literary and Debating Society, the first student group at the university, caused quite a stir in 1832 with a public speech criticizing the institution of slavery. Merritt Robinson, elected by the Jefferson Society, delivered the group's first public address on April 13, 1832, Thomas Jefferson's birthday. The speech, given in the Rotunda, called for the emancipation of slaves and declared the immorality of slavery, as deduced from the words of Southern leaders during the American Revolution. However, before the Civil War began, the Society's members would overwhelmingly vote for succession in a University poll.

Some members of the faculty, enraged by the speech, resolved that, "no distracting question of state or national policy, or theological dispute should be touched in any address," as to prevent the students from acting in a similar manner. A number of professors also promoted proslavery ideology. In "Essay on Liberty and Slavery," published in 1857, mathematics professor Albert T. Bledsoe argued that slavery was a positive good. George Frederick Holmes, a faculty member from 1857 until his death in 1897, wrote in support of Aristotle's thesis that some men were born to be masters and some to be slaves. On the other hand, many of the original professors came from Europe and were not entrenched in the system of slavery, and were originally against it.

In 1850, a number of students founded the Southern Rights Association of the University of Virginia, proclaiming, according to the historian Bruce, "that they witnessed with regret the encroachments which the States of the North, hostile to slavery, were constantly making upon the rights, the interests, and the institutions of the commonwealth of the South."

Were there incidents of student and slave conflict?

The students, homogeneous in geographic origins, social class and age, were the sons of wealthy planters and merchants, most of whom owned slaves. Essential to the students was their own self-worth, importance and good name. Actions which infringed upon their conception of their honor caused conflict. Enslaved men and women were often cursed, kicked, and threatened with whippings. On June 24, 1829, several students banged on the cellar door of Dr. Gessner Harrison and made "indecent propositions" to his female slave. The Faculty Committee expelled one of the students, William Carr, as a result. However, Carr was re-admitted a year later only to again be expelled for disorderly behavior and intoxication. He was re-admitted for a third time in 1831, finishing his education in 1832. Sexual harassment of and assaults on female slaves and free servants were not uncommon during this time.

While there must have been many differing experiences of slaves interacting with students, there are several recorded incidents of violence. On February 24, 1838, two students severely beat Professor Bonnycastle's ten year-old slave Fielding. Bonnycastle unsuccessfully attempted to stop the assault. Following this incident, Bonnycastle sought punishment of the students from the Faculty Committee. Multiple pages of testimony were taken from the students involved, witnesses, and Bonnycastle himself. Fielding was not questioned. The University referred action to the local authorities but the students were never punished.

In 1856, a student assaulted a slave girl of about 10 years old. He seized her, knocked her down and beat her until she was unconscious. The Faculty resolved that he be required to withdraw from the University. The student's written statement acknowledged his "discourtesy" but went on to justify his "correction of a servant for impertinence" as "not only tolerated by society, but with proper qualifications may be defended on the ground of the necessity of maintaining due subordination in this class of persons." At the student's request the Faculty reconsidered their resolution that the student withdraw. It was eventually rescinded.

In an 1850 case, three students raped a slave. The three men found "a small negro girl a slave about 17 years old," who they took to a field, when three other students from the university came across the incident and reported it. The Charlottesville "Civil Authority" for justice expelled the students and, fully aware of the heinousness of their crime, and of the associated punishments they immediately fled from Charlottesville. In this instance the university community, outraged by the rape of a slave, unanimously and immediately punished and outcast the three students from the university community.

Literacy and Education
Professors Harrison, a Methodist, and John B. Minor, an Episcopalian, both operated Sunday Schools that included a school for slaves. Another professor, McGuffey, who was opposed to the institution of slavery, attracted many people of color to his sermons. During the early years of the University, Professor Minor continued to devote time to give religious instruction to the slaves in his home. A YMCA was also founded in 1858 and its first president began a "Colored Sunday School." Although it was illegal to teach the slaves of others to read, there was no Virginia law preventing owners from teaching their own slaves to do so. A few owners did teach their slaves to read despite the strong social disapproval of instruction outside of religious topics.

What happened when slaves died?
In cases when the Medical School could not save the life of a university slave, he could be "buried on the north side of the cemetery, just outside of the wall." Most of the slaves chose secretly to bury their dead somewhere else, however, since medical students were apt to dig up the bodies for use in class, and "those they picked up were generally the corpses of negro slaves." This practice caused much anguish amongst students and faculty (though not necessarily for the reasons one would assume), because they believed that black cadavers were anatomically different from white ones, leaving the students unprepared for medical practice.

The Civil War and Emancipation

How did the lives and duties of slaves change during the Civil War?
The increased strain between slaves and their owners can be seen in personal letters. Some professors interspersed their lectures on calculus or the law with arguments that a Southern confederacy would protect the South's economic interests and preserve its social systems.

During the war, some slaves worked in the hospital assisting doctors with patients. “We all sent our servants to assist in cleaning out the public hall for their reception . . . arrived 200 poor wounded soldiers instead of 70.” Others continued their domestic duties to the families that owned them. A few were leased to work for the Confederate Army and were put to work at the Charlottesville General Hospital, and on “defenses” and “fortifications of the state” in Richmond. With the help of their slaves, the Minor family was able to hide their silver and other valuables from the approaching Union troops. Still other faculty members were concerned that their slave property would seek freedom across Union lines.

With the onset of war there was a substantial increase in the slave membership of the Charlottesville Baptist Church. This may reflect the slaves’ greater inclination towards religion during such hard times or their owners’ desire to have them under control of a second social institution, or perhaps both of these reasons. In 1863 the large black membership separated from the Charlottesville Baptist Church to form a new independent church, but, as prescribed by law, had a white minister.!

What happened after the war ended?
The University surrendered to General Custer on March 2, 1865. University Professor Socrates Maupin and Rector T.L. Preston convinced Custer not to destroy U.Va. With the Civil War ending soon after, slavery was abolished throughout the United States.

On May 8, 1865, following Robert E. Lee's surrender at Appomattox and a few months prior to the adoption of the Thirteenth Amendment freeing all enslaved men and women, university faculty members met at the home of their chairman, Socrates Maupin. According to notes from the meeting, the prevailing sentiment was that former slaves deserved no assistance from their former masters, although Professor John B. Minor wrote privately of his concern for "the poor hapless creatures." The Board of Visitors met on July 5 and 6 but in this and future meetings declined to articulate any plans for its former slaves. Instead, the university's enslaved laborers likely relocated to already-existing African American or integrated communities such as Canada, just south of Grounds, while often retaining their jobs. They now worked as contract employees but under the same poor working conditions.

Notable Slaves and Free Blacks

Thrimston Hern
Thrimston Hern (b. 1799) was a second-generation enslaved skilled laborer at Monticello. Oral history tells us that Hern was one of the slaves that laid the cornerstone of the University in 1817. Three years after Jefferson's death, Hern was bought by Arthur Brockenbrough for $600. Subsequently, Brockenbrough was paid for the stonework Hern completed at the Rotunda.

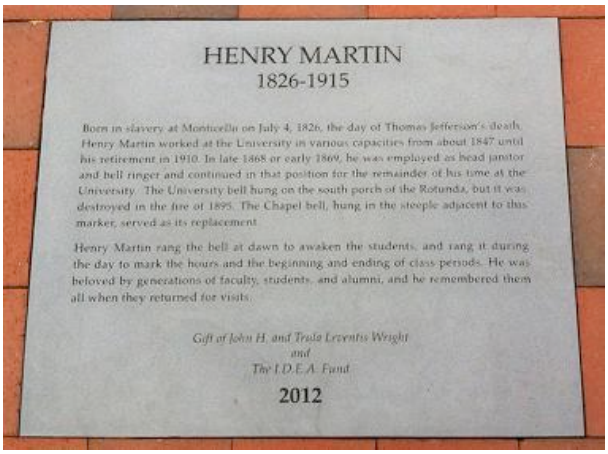
"Anatomical Lewis"
According to the 1830 United States Census, the University of Virginia had four male slaves between twenty-four and thirty-six years of age. One of these slaves was probably "Anatomical Lewis", so named by the University community because he cleaned the Anatomical Theater and dealt with the medical cadavers. He lived in a room in the wood yard located behind Pavilion VII and was "regarded by the children very much as an ogre." Not only did Lewis endure a sordid job and poor living conditions, he was an outcast of the community. He died of typhoid (likely from a contaminated water source) in 1857.

Lewis Commodore
Though previous UGS resources have stated that Lewis Commodore was known by the derisive nickname of Anatomical Lewis, in reality they were two different slaves that had entirely different jobs and experiences at the University. The university owned another slave named Lewis Commodore, who was "held hereafter as the property of the University," on July 18, 1832, for the price of $580. Lewis Commodore rang the bell until 1845 and was also in charge of opening the library. When the university purchased Lewis Commodore in 1832, he was probably housed in the "room upon the ground floor of the Rotunda, near the Chemical Laboratory," considering its proximity to the bell and the Library, for which he was responsible.

The BOV viewed Lewis Commodore as a "faithful and valuable servant." However, in 1846, the Board accused Lewis Commodore "of Drunkeness, which had well nigh ruined him." He remained the property of the university until the end of 1851, when he was removed for allegedly neglecting the duty of attending to lecture rooms.

Henry Martin
Oral history tells us that Henry Martin was born a slave at Monticello on the day Jefferson died, but became a freed man that worked at the University after emancipation. He rang the bell at UVa for 53 years (1856-1909), after Lewis Commodore was removed. He rang the bell in the Rotunda before the fire and in the Chapel after the fire. Martin lived most of his life on 10th St. and had four daughters with his second wife, Patsy Washington Martin. There is currently a plaque by the Chapel that reads: "Henry Martin rang the bell at dawn to awaken the students, and rang it during the day to mark the hours and the beginning and ending of class

periods. He was beloved by generations of faculty, students, and alumni, and he remembered them all when they returned for visits." Of course, the plaque sells a very skewed version of Martin's story in which race and hierarchy kept him in a job where he was praised for knowing his spot. Do not sugarcoat this story. For reference, here is what one alumnus said about Mr. Martin, "He knew his part in life and played it well… He also fully recognized that he was neither a professor, a student, nor a white man; that he did not own the University and that she could get along satisfactorily with someone else in his stead… to serve was his delight." This quote is pulled from *The University of Virginia: Memoirs of her student life and professors,* by David Marvel Reynolds Culbreth.



The Gibbonses

William and Isabella Gibbons were able to maintain family connections and become literate despite the constraints of slavery. Mr. Gibbons was owned by Professor Henry Howard and later worked for Professor William H. McGuffey. Mrs. Gibbons was a domestic servant in the household of Professor Francis Smith in Pavilions V and VI. Although their marriage had no legal standing, William and Isabella Gibbons preserved their union and raised their children while living in slavery at the University.

Legal restrictions and the strong opposition of white society severely limited access to education for Virginia's slaves. William Gibbons learned to read by carefully observing and listening to the white students around him. His daughter Bella recalled that she could not have learned to read and write, "unless my mother taught me secretly." After the Civil War, Isabella Gibbons became the first person of color to teach at the Jefferson School, a freedman's school in Charlottesville and, after 1871, part of the public school system. She taught there for more than twenty years. In freedom, William Gibbons became a prominent religious leader as minister at the First Baptist Church in Charlottesville and at Zion Baptist Church in Washington, D.C.

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Tangible Illustrations of Slavery

The North Oval Room of the Rotunda

In the North Oval room, you can use the section of the Tanner-Boye map depicting "Jefferson the Educator" to bring in information about slavery. There is a black woman, a mammy figure, standing on the balcony of Pavilion IX (ironically, at the time, the home of the professor of Moral Philosophy, George Tucker) holding a child.

Since the three sections of the map are meant to explain the facets of Jefferson the man, it is fitting that a depiction of slavery (a reality of his life from his birth to his death) is also featured.

The Commemoration Plaque under the Rotunda

This plaque reads: "In Honor of the several hundred women and men, both free and enslaved, whose labor between 1817 and 1826 helped to realize Thomas Jefferson's design for the University of Virginia." The plaque, installed in 2007 following the state's formal acknowledgment of slavery (in 2007!), is located underneath the south steps of the Rotunda between the Rotunda and Pavilion I.

The University Cemetery

On Oct. 22, 2012, a University of Virginia landscaping crew began clearing topsoil from land just north of the University Cemetery. Founded in 1828, the cemetery provides a final resting place for University presidents, faculty members, prominent alumni and even a Civil War general. During a planned expansion of the cemetery, archaeologists

spotted a subtle change in the soil's color and texture, forming what became, after a bit more digging, the unmistakable pattern of **67** grave shafts. "The significant number of grave shafts identified in the burial ground suggests the use by a large population associated with the University," says Benjamin Ford (Grad '97, '98). "With the exception of students, the largest population of individuals living on Grounds at the University [at the time the graves were believed to have been filled] would have been enslaved African Americans."

Ford also points to a clue found in an 1898 *Alumni Bulletin*, in which the son of a former University librarian referred to "servants," a common euphemism for "slaves," in his recollection that "in old times, the University servants were buried on the north side of the cemetery, just outside of the wall."

Modern Slavery Initiatives

Despite an abundance of research on so many aspects of UVa's history, the university's relationship to slavery is a topic that has been explored by very few historians. The University of Virginia IDEA (inclusion, diversity, equity, access) Fund, an officially recognized alumni group, is interested in supporting a project to enhance public knowledge of this aspect of our history. What follows is a brief description of current slavery initiatives. !

University and Community Action for Racial Equity
In early 2007, the Virginia General Assembly passed a resolution that expressed regret for the state's role in the slave trade. Shortly afterward, the University of Virginia Board of Visitors passed a commendation of this resolution, expressing a particular regret for the university's role in the employment of enslaved persons. A group of faculty, students, and Charlottesville/Albemarle community members was formed following these two events with the intent to "understand and remedy the University's legacy of slavery, segregation and discrimination within and outside of the University," calling their group University and Community Action for Racial Equity (UCARE).

In November 2011, UCARE released a report titled Call for Reflection and Action, the stated purpose of which was to highlight the linkage between past and present, between university and community, and between knowledge and action. The report identifies a number of themes present in the interviews, including arrogance and isolation, the "Plantation," continuing racial discrimination, and resentment about distortion and omissions of history and image. Thus, one of the central arguments of the report is that the University of Virginia's relationship with the surrounding Charlottesville community is in need of repair.

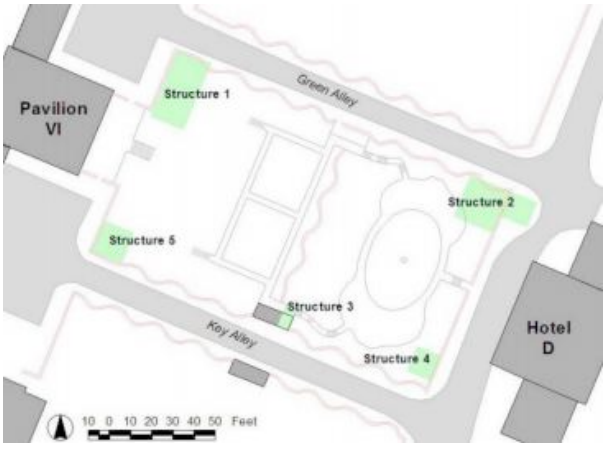
Memorial for Enslaved Laborers
MEL is a student-led action group of UCARE that was organized in 2010. The movement to establish a more adequate memorial to the University of Virginia's enslaved laborers was officially launched in the Fall of 2009. The project idea came from community concerns raised over the infrequent presentation of the history of slavery at

the University. Initiated by the Diversity Initiatives Committee of Student Council, the project gained a lot of support from groups and individuals, from both within the university and outside of it. From the very early stages, a close partnership with the University and Community Action for Racial Equity (UCARE) developed. In the first year of the project, a lot of groundwork was laid. Some of these accomplishments include:

- Unanimously passing a Student Council resolution affirming the timeliness and necessity of the project
- Distributing a university-wide survey to gauge community knowledge of the history; the survey returned over 900 responses
- Organizing an educational forum on the intricacies of race relations in the University's history, with a special focus on slavery
- Organizing focus groups on and off Grounds to get community feedback on the need for a memorial, the form it should take, and its effect on our community
- Forming an advisory committee consisting of expert faculty, staff, and community members

Archeological Investigations in the Pavilion VI Garden

Rivanna Archaeological Services submitted a report titled "Archaeological Investigations in the Pavilion VI Garden" to the University of Virginia Office of the Architect in May 2008. The university commissioned this work, which took place from November 2006 to November 2007, from Rivanna Archaeological services in order to identify any important artifacts or structural remains that might be disturbed in the Pavilion VI garden during a planned restoration.



The report documents the architectural remains and archaeological deposits of four nineteenth century outbuildings within the Pavilion VI/Hotel D garden. One of the significant outcomes of this report is the finding that at least two of these buildings probably served as living and/or working spaces for slaves owned by the residents of Pavilion VI and Hotel D (see Figure 2). The discovery of these spaces and artifacts provides new insights into early life in the Academical Village. The archaeological excavations detailed in the report offer,

for the first time, extensive evidence of the various outbuildings that once occupied the space in the Pavilion gardens. The discovery of items of personal adornment and hygiene, including fragments of toothbrushes, fragments of a soap dish, part of a comb, and several buttons in the former location of an outbuilding led the archeologists to conclude that it is likely this particular space served as living quarters for enslaved

persons. Thus, as the report points out, the Pavilion gardens once served very different purposes than they serve today. Though in modern times the gardens function as places for entertainment and reflection, they were utilitarian in their beginnings. The insights provided in this report are vital to broadening common understandings of the University's history.

The South Lawn – "Canada"

The South Lawn addition, completed in 2010, raised significant cultural issues for the university. The South Lawn, which now houses three academic departments and a number of interdisciplinary programs, is located in an area known as "Canada" that was once an early community for free African Americans. The homestead of Catherine "Kitty" Foster, a free black woman who lived near the university from 1833 to 1863 on Venable Lane, as well as the adjacent African American burial grounds, were preserved as a one-acre park next to the South Lawn project when construction began. Foster was a seamstress who worked doing laundry for faculty and students in the early to mid-nineteenth century, and who bought the property in 1833. Her descendants lived there until 1906. The site of Foster's home is now marked by a "shadow catcher" (see Figure 3), which is the size and shape of her former house and which marks the building's outline in shadow lines. The South Lawn project is viewed by many as a successful model of the integration of past and present communities.

The History of the Civil War at UVa

Impact of the Civil War

How did the Civil War affect the nation?
3 million Americans fought in the Civil War, all over the country from New Mexico to Vermont. Over 600,000 men, 2% of the American population, died in it. Four big examples of the magnitude of the war:

- At Shiloh (on the banks of the Tennessee River) in 1862, more men fell than in all previous American wars combined.
- At Cold Harbor, Virginia, 7,000 fell in 20 minutes.
- The most bloody single day in American military history was at Sharpsburg, Maryland with 22,717 casualties on both sides.
- At the turning point of the war in Gettysburg, Pennsylvania, 48,286 casualties occurred over a period of 3 days.

We'll explore how this historic war impacted the University of Virginia, so close to the Confederate capital in Richmond. (You can point out the veteran plaques on the Rotunda walls.)

The Onset of the Civil War

What led to Virginia's participation in the Civil War?
Many Americans were moving out West. Immigration was still strong in the northeast (which stabilized the northern population), but southern states (like Virginia) saw a sizeable enough population decrease to lose seats in Congress, and thus lose political influence. This could affect any new laws passed around the institution of slavery, which concerned the South as the southern economy revolved around free labor.

Did the students and faculty support the Confederacy?
On the eve of the election of 1860, both the Washington and Jefferson Societies voted overwhelmingly that the southern states should secede if Lincoln were elected. The students preferred Bell and Everett, the Union Party candidates, in that election. A majority of the faculty opposed secession at that time.

South Carolina withdrew from the Union in December, and the students immediately formed two companies, the Sons of Liberty and the Southern Guard. They wore picturesque uniforms and drilled on the Lawn and Carr's Hill. (Robert E. Lee's son was a student and enlisted in the Southern Guard, but his father preferred that he concentrate on his studies.)

What dramatic event exemplified student support for the war?
In the 1860s, there were two main student residences outside the Academical Village: Carr's Hill (where the president currently lives) and Dawson's Row (near the current OAAA behind Cabell).

In February 1861, some ladies told a group of Carr's Hill men that the Dawson's Row men "were going to hoist a very expensive secession flag, made of silk." Of course, Carr's Hill could not let Dawson's Row outdo them, so they decided to get their own flag up first. (Perhaps this is where the Old vs. New Dorms rivalry began). That night, the Carr's Hill men went down to the south side of Main Street and had a cheap flag made at a tailor shop and had a flagstaff ordered at a nearby carpenter and had it delivered that night. At one o'clock in the morning, the Carr's Hill contingent headed for the Rotunda. With the aid of a saw, they bravely broke up to the Rotunda roof. Soon the flag was "given full swing and went to the breeze in splendid style." The boys raced from the Rotunda back to Carr's Hill, making it back in their beds before dawn. The flag came as a complete surprise to the University the next morning, as it was the **first** secession flag to be flown publicly in the state of Virginia.

What was student spirit like leading up to secession?
Four days before secession, to celebrate Jefferson's birthday the Sons of Liberty and the Southern Guard marched to rhythmic commands, and *Virginia University Magazine* reported, "The military spirit has become irrepressible." When news of Fort Sumter's surrender reached UVa, "a might sound went up from the multitude" and "each and every one began to prepare for war."

When did Virginia secede?
The Virginia Convention in Richmond voted to secede on April 17, 1861 – the 8th state to secede, and the first in the second wave of secessions. Virginia was the most populous Confederate state, and a major industrial and agricultural center.

How did students respond?
The two student companies joined two others from Charlottesville (forming the Charlottesville and University Battalion) and proceeded under orders to Harpers Ferry. After "a hard but bloodless campaign of ten days, and without the gratification of firing even a blank cartridge from our much admired new arms," students returned to the University under orders from Virginia's governor.

How the University Helped the Confederacy

Did Charlottesville residents or UVa students fight in the war?
The 19th Virginia Infantry Regiment was formed mostly from Charlottesville and Albemarle County recruits, with University of Virginia and West Point graduate Philip St. George Cocke as its colonel.

- Of 8,000 UVa alumni, 2,200 (27%) would join the fight for the South and over 500 would die.
- 515 of 600 students enrolled in Southern regiments.
- 26 students and graduates would rise to become generals in the Confederate Army, the most famous being UVa alum and Jefferson's grandson George Wythe Randolph. (Randolph disagreed with Jefferson Davis' conduct of the war and resigned in December 1864.)

- One faculty member, Lewis Minor Coleman, professor of Latin, was mortally wounded at the Battle of Fredericksburg.

How did Charlottesville industry help?
After Virginia's secession, most white Charlottesville residents enthusiastically supported the Confederacy and the town's light industry mobilized for the war effort.

- The *Charlottesville Manufacturing Company* operated cotton and woolen mills that produced Confederate uniforms.
- *G.W. Wells and Brothers* provided artificial limbs.

- Professor Mallett helped replenish the Confederacy's supply of niter when it began to dwindle by extracting urea from boiled human urine and sent it to Augusta, GA to make gunpowder.

What was the Charlottesville General Hospital?
The Charlottesville General Hospital was a makeshift military medical center housed in various public and private buildings across town, including hotels, churches, and UVa facilities. Strategically, Charlottesville was a good location: deep in Confederate territory, close to the capital, and well-served by rail lines.

Superintended by professor of medicine Dr. James L. Cabell, the hospital offered 500 beds and employed hundreds of residents to care for more than 22,000 patients and soldiers wounded in battle and sick from disease. 40% were treated for gunshot wounds, but diseases like diarrhea, typhoid, measles and pneumonia were far more common.

So many wounded were brought to the University after the First Battle of Manassas that they filled not only the rooms on the Lawn and in the Ranges, but also rooms in the Rotunda, Dawson's Row rooms, and the Public Hall in the Annex.

The hospital suffered from severe shortages of medical supplies as the war went on, forcing the staff to resort to indigenous plants (e.g. dandelions, dogwood, permissions) with suspected medicinal properties.

Most of the 1,100 patients who died at the hospital during the war were buried in unmarked graves in a field adjacent to the University Cemetery.

What other function did the University serve?
The University became an armory for Confederate artillery and small arms. (The only military campaign seen in Charlottesville was for this reason.[1]) Monroe Hill and open lawn rooms held cannons, cannon balls, mortar shells, and gunpowder.

What about the students who stayed?
The student body at the time was sparse, made up of wounded veterans and the very young. Typical of the former were George L. Christian of Richmond (who lost one entire

foot and the heel of another) and W.C. Holmes of Mississippi (who was badly crippled in his right arm). Holmes helped Christian to walk and Christian helped Holmes to take notes in class. They slept together on the floor of their almost bare room on one of the blankets they had salvaged from the army, covering themselves with the other.

How did the University of Virginia stay open during the Civil War?
The University of Virginia is one of only two universities in Virginia to stay open, the other being the Virginia Military Institute (VMI). Again, the only students were youths too young to serve or veterans who had been severely wounded.

One great example of the University's commitment to remaining open was when towards the end of the war, the professors could have rightfully demanded hundreds or thousands of dollars in tuition fees because of the declining value of Confederate currency, but they did not raise the charges for their lectures. Some claim this shows that their foremost aim was not personal profit (the price they were required to pay for groceries, etc. increased dramatically) but rather the continued operation of the University. They did, however, suggest that tuition be paid in either agricultural (ex. corn, wheat) or manufactured products (ex. bacon, flour), although this was not a requirement.

On Feb. 27 1864, Colonel George Armstrong Custer mobilized his troops and moved southward to raid Charlottesville to divert Confederate defenses away from Richmond (where he was planning to help release Union POWs). At 1:30 PM Custer's men burned a Confederate encampment (near today's Rio Road), capturing ammunition and artillery. Following the capture of cannon, differing accounts make it unclear whether Custer simply withdrew or whether the confederates ran his men off back across the Rivanna River. Either way, the raid led to little appreciable impact to the war effort for either side.

African Americans during the War

Were there slaves at the University at this time?
There were slaves on the University Grounds from the moment that the cornerstone was laid in 1817 through the end of the Civil War.

How did African Americans struggle during the Civil War?
During the Civil War, African-Americans had to endure being the subject of the white population's hostility and fear. Despite the fact that the majority of Albemarle County's 1860 population was Black, since Charlottesville's most prominent citizens were slaveholders, invested in maintaining the antebellum social order, they established harsh measures in instances where that order was disrupted:

- Blacks were prohibited from smoking in public, with the punishment for noncompliance being ten lashes for slaves and a ten-dollar fine for free blacks.
- Curfews were set and enforced, prohibiting any slave from leaving his or her master's property past nine o'clock at night without written permission.

- Authorities also cracked down on any mixing of the races. (An African American man named Jackson who was living on University of Virginia property was removed in 1863 on the grounds that he was married to a white woman.)
- The Confederate government impressed approx. 940 African Americans' labor for the war effort.
- Free blacks between the ages of fifteen and fifty were required to report to the courthouse, and if they did not report, they were taken by gunpoint. Slaves were taken, too, against the protestations of their owners.

How did African Americans create their own community?
Because the climate in Charlottesville at the time was so against racial mixing, blacks established their own Baptist congregation. On April 20, 1863, the so-called "African Baptists" that had previously had connections to the biracial First Baptist Church, established their own congregation within the church, the Charlottesville African Church. "They expressed their initial desire to separate from the white church so mildly and with such courtesy that, for a time, whites did not understand precisely what was happening," the historian Charles F. Irons has written. African Americans were using the church to establish for themselves some level of autonomy.

The End of the War and its Legacy

What was the war's tool?
By October 1864 inflation, poor sanitation, and a general sense of fear of Union attack caused most of Charlottesville to flee to houses of relatives deeper in Confederate territory. The town became so deserted that it had become difficult to find gravediggers to bury the dead from the hospitals.

What happened when Union generals arrived at UVa in 1865?
On March 3, 1865, Generals Sheridan and Custer and their cavalry arrived at the University, arousing fears that the buildings would be burned as they had been at VMI the year before, especially considering UVa's zeal and participation in the war. Charlottesville Mayor Christopher Fowler had attempted to organize a town defense. Ultimately, Professors Socrates Maupin and John B. Minor, with a white handkerchief tied to a walking cane, headed a group of faculty members[2] who stood near the Annex to meet the Union troops and surrender the University. The accounts of the utter fear and dread with which the onlookers were struck convey the anticipation of UVa's destruction. It's impressive this University still stands, considering how close it came to meeting its demise at the hands of Northern troops.
Under the professors' assurance that the University held no contraband or intention to stage opposition, the generals ordered that the property be given every protection, and no serious damage was done.
That said, over the generals' three-day occupation, the army men ransacked and pillaged the town of Charlottesville looking for provisions and food. After Lee surrendered that April, with Charlottesville again under Union jurisdiction, the Union again occupied the city. A local newspaper sullenly conceded: "The Virginia of the past we shall not know again any more than we can revive the Middle Ages."

What became of the soldiers from Charlottesville and the University?
Of the approximately 1,600 men who served in the 19th Virginia's ranks over the course of the war, only 30 were left to surrender at the Battles of Sailor's Creek on April 6, 1865, just three days before Robert E. Lee surrendered to Union general-in-chief Ulysses S. Grant.

Are there memorials in their honor?
A statue stands at the University Cemetery entrance commemorating the soldiers who died fighting for the Confederacy, as 1100 Civil War casualties are buried there.

What happened to enrollment at UVa after the war?
Though the war initially depleted enrollment at UVa, there soon became a greater demand for practical training in such areas as the sciences and engineering. To meet this need, civil engineering was added to the university curriculum in 1866, chemistry in 1867, and agriculture two years later. Courses in geology were made available in 1879.

The high enrollment was short-lived, however, as it fell steadily until 1883, when it was only 298. The drop may be attributed, in part, to the fact that many of the veterans who had returned to college from the war had completed their education, or due to the serious nationwide depression beginning in 1873.

How does the Civil War highlight the University of Virginia spirit?
The duality of dedication of UVA students to state and to schooling is what stands out as remarkable. As soldiers cried out in pain and anguish inside the Rotunda's makeshift hospital, the community persisted. When Confederate currency became worthless from inflation, the faculty demanded no change in lecture fees; rather, they offered to accept foodstuffs as payment. The wounded returned to walk the lawn at graduation, sometimes with the help of a compatriot.

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[2] **Interesting side note about UVa faculty:** Stonewall Jackson applied for the chairmanship of mathematics just before the Civil War, but was beat out by Albert Taylor Bledsoe.

Notable Additions in the 19th Century

The University Cemetery

Where is the cemetery located?
At the corner of Alderman and McCormick Roads, next to the Old Dorms area.

What was the cemetery's original purpose?
On May 9, 1825, the University's first proctor bought the property to control buried water pipes that carried water from a local reservoir to UVa. Three years later, in 1828, a typhoid epidemic swept through Charlottesville. Thomas Jefferson had made no specific plans for a cemetery at the University, but disease had made one necessary by 1828. In the early years of the cemetery, grave robbing was common.

Were there any notable people buried here?
A popular student by the name of John A. Glover died in 1846 as a result of a blow to the head he suffered two days prior. The tragic incident occurred while he and friends were attending a circus that had come to town. One dangerous act involved a lion that would pull a cart with an animal trainer riding inside it. During the performance, Glover foolishly tossed a burning cigar into the arena, spooking the cat and causing an uproar. In a moment of blind rage, the infuriated trainer picked a large tent pep off the ground and struck the student. The man described as the "elephant keeper" was tried for murder, but acquitted. Because laws at the time made it illegal to dissect or possess a human body, a black market arose to supply cadavers to medical schools. Particularly susceptible were bodies of University servants. For the most part grave robbing ended when Virginia passed laws allowing medical schools to obtain corpses.

Many Confederate soldiers were buried here during the Civil War after they died in the hospital, including two Confederate generals.

Note about the graves for "Beta" and "Seal":
In 1939, the University's first mascot was buried here. The black-and-white dog, known as Beta because he appeared one day on the front porch of the Beta Theta Pi fraternity house, became the "lord of U.Va." The fraternity adopted the orphan and got him a license, and soon the beer-and-hamburger loving dog became widely known in 1938. He was the subject of admiration on a nationally broadcast radio program, and his picture was published in *Look* magazine. Beta was tragically hit by a car on Rugby Road, and an estimated 1,000 people attended the funeral. One of the Deans even gave a eulogy at the flower-covered gravesite.

As luck would have it, another dog came onto the University scene in the 1940s and decided to stick around. Seal, or "The Great Seal of Virginia," was named for his sleek black coat and was welcome in all classrooms and local establishments. Proudly wearing his blue blanket embossed with an orange "V," Seal traveled with the football team to play the University of Pennsylvania. At one point during the game, he demonstrated his disdain for the opposition by crossing the field and relieving himself on a UPenn cheerleader's megaphone. Age and illness brought his fame to an end in 1953, and this time approximately 1,500 attended the funeral. The eulogy was given by the varsity team's doctor, who said: "In true Jeffersonian tradition, Seal came from an obscure and questionable beginning, and rose to the highest place of esteem at the University."

Why was the statue of a Confederate soldier placed here?
Because many soldiers were buried here, an association of women came together in the 1890s to restore the cemetery, which had fallen into decay after the war. Money was raised using music concerts and the sale of strawberries to students, and in 1893 the towering statue was unveiled.

McCormick Road Observatory

When and why was the observatory donated?
In 1870, Leander J. McCormick decided to contribute the largest refracting telescope in the world to an educational institution from his home state of Virginia. It took more than a decade for him to finally decide between UVa and Washington College (now Washington and Lee), but he offered to contribute the telescope, valued at $50,000 and an additional $18,000 for the building if the University could produce equal funds for the building and staff.
The 26-inch astrometric refractor was the second largest telescope in the world when it was dedicated on April 13, 1885, the birthday of Thomas Jefferson. The ceremony took place on that Monday evening in the Public Hall at the University, filled with numerous distinguished guests, including men of science, business and government.

Why was astronomy important at this time, and why was it important to Jefferson?
The keynote speaker at the ceremony placed the significance of the McCormick telescope in the context of a booming scientific era. Blackford spoke of "the germ of Mr. Jefferson's creation" having reached fruition. Jefferson had originally wanted a planetarium on the ceiling of the Dome Room in order for students to study changing constellations.