Name: Date:

**Shoaibi Probie Quiz #4 – UVa in the 1800s**

*Remember, this is a closed Probie packet quiz .You can take as much time as you need.* ***Due: Wednesday, November 3rd before probie class.***

**Out of 66**

**Part I: This Week**

Did you attend an office hour? Who is one Guide you met while you were in there?

Did you attend an admissions tour and give a stop? Did you submit a tour evaluation?

Have you finished your admissions outline?

# **Part II: Dates** *(17 points)*

1. Jefferson’s birth (month/day/year): April 13, 1743

1. Jefferson’s death (month/day/year): July 4, 1826
2. Jefferson serves as Minister to France (years): 1784-1789
3. Jefferson serves as President of US (years): 1801-1809
4. Louisiana Purchase (year): 1803
5. Construction of Central College begins (cornerstone: month/day/year): October 6, 1817
6. UVA charter approved (year): 1817
7. University of Virginia founded (year): 1819
8. University of Virginia opens its doors (month/day/year): March 7, 1825
9. Rotunda completed (year): 1826
10. Lafayette’s visit to UVA (year): 1824

# Annex added to Rotunda (year): 1853

# The Great Rotunda Fire (month/day/year): October 27, 1895

1. Rotunda rebuilt (year): 1895-1899
2. Library moved to Alderman (year): 1938
3. Rotunda restored to original Jeffersonian design (year): 1976
4. Edgar Allen Poe a student here (month-month, year): February-December 1826

# **Part III: Identification** *(3 points)*

1. Location of the first Confederate flag flown publicly in the state of Virginia: The Rotunda
2. Jefferson’s reason for not having a chapel in the original design: separation of church and state
3. The Two Virginia universities that stayed open during the Civil War: UVa and Virginia Military Institute (VMI)

# **Part IV: Short Answer** *(22 points)*

1. Who was Joseph Cabell and what role did he play in the early years of UVA history? *(3 points)*

**Basic answer, but should include the main points:**

Caught Jefferson’s eye when TJ was president, and he tried to get him to work with him in DC. Cabell declined. TJ then convinced Cabell to leave his work (building a natural history museum) at William and Mary and work to found a new college. Cabell was a member of the Virginia House of Delegates and the Virginia Senate. In 1815, Jefferson wrote to Cabell, seeking aid in passing a bill for the endowment of Central College, the precursor to the University of Virginia. The bill was passed on February 14, 1816

Cabell remained influential in helping UVa in the legislature, and even advocated the disestablishment of William and Mary. Later served as the rector of the BOV.

1. What happened at the Rockfish Gap Commission? Why did Jefferson choose Charlottesville as the location for UVa? *(3 points)*

Met in summer of 1818 which was a committee appointed by Governor Preston of Virginia (Madison, Jefferson, and 22 others) to pick an area for the approved state school. Jefferson’s logic to place the university in Charlottesville was indisputable (after much fighting over putting UVa in Staunton, Loudon County, and Richmond). Jefferson calculated that Charlottesville was exactly 3 miles from the center of the state (at the time West Virginia was still part of Virginia). He had conducted surveys about roads, proximity to Richmond, etc. which also supported the selection of Charlottesville. Jefferson went as far as to count the number of elderly in Albemarle to show that it was a healthy place to live. His efforts wrapped up the Rockfish Gap Commission in 4 days.

1. How do Jefferson’s goals for higher education represent his overall political ideals? *(3 points)*

**Main points:** Advancing public education was one of his lifelong pursuits. Much of his belief in public education stemmed from a belief that it was the only way to prevent tyranny from destroying the American Republic. For Jefferson, a public education system and the University of Virginia were more than just intellectual pursuits, but instead education was a patriotic cause.

**Areas to elaborate:**

Jefferson believed that in educating the youth at the University of Virginia, he would be creating the next leaders of the American republic (**1**). In an era when most universities sought to create the next crop of clergymen, Jefferson wanted to cultivate *citizens*. He also thought that northern universities were spreading Federalist “poison,” and indoctrinating students to believe in an overbearing central government. Instead, Jefferson wanted to teach a version of John Stuart Mill’s “harm principle,” meaning that people should be free to do what they want unless it violates the rights of others (**2**). As a Democratic Republican, he also believed that agriculture and the yeomanry was the backbone of the American economy (**3**).

Jefferson’s view of knowledge had always been based upon universality; in order to truly be enlightened students should study as many subjects as they can in history, the sciences, and the arts (**4/5**). Finally, even though Jefferson rejected “The Collegiate Way” as the primary reason a student should attend University, southern etiquette at the time and his own beliefs about the proper American citizen demanded that schools of higher education teach virtuous behavior to its student body (**6**).

1. What were the students and faculty like in the early years of UVa? (socioeconomic class, where they were from, age, race etc) *(3 points)*

The minimum age for admission was 16, but Jefferson hoped to receive more mature and academically established students. 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.

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.

1. Name **two** ways UVa was a “renegade institution.” *(2 points)*

Answers may vary:

* 1. The Academical Village: community where students and professors could live and learn together
  2. The Secular University: no official sanctioned religion at UVa, library as central focus
  3. The “collegiate way” instead Jefferson emphasized written exams and lecture style in the classroom. Also focused on student freedom and self-governance
  4. Guaranteed faculty freedom: Jefferson accorded complete academic freedom except in law and government courses.
  5. No degrees at the highest level
  6. No core requirements or “classes”
  7. No president
  8. A state university: Jefferson’s design and secular foundation was unique to a state school. His dual approach to education (as a public need and an intellectual quest)

1. Name 2 current slavery initiatives at UVa and briefly describe them *(2 points)*
   1. Memorial for Enslaved Labor: to raise funds for a proper memorial to enslaved servants that helped build the original academical village
   2. President’s Commission on Slavery: to raise awareness and develop the history of the enslaved individuals who lived and worked at the early university.
2. Write three ways in which the University was affected by the Civil War. *(3 points)*

a. The Academical Village became a prominent Confederate hospital

b. UVa stayed open during the war, but the only students remaining were the injured and those too young to fight.

c. 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

Answers may vary.

1. Write three things you’ve learned about Edgar Allen Poe during his residence at UVA. *(3 points)*
2. He enrolled at UVa on February 14, 1826 and attended classes in the Schools of Ancient and Modern Languages
3. Personal friend of Jefferson, and likely dined with him at Monticello
4. He was a member of the Jefferson Literary and Debating Society

May also include: left UVa on December 15, 1826 due to financial restrictions, had turned to heavy gambling and was in debt, wrote “Tamerlane” as a student, etched into the glass of his window: “O thou timid one, do not let thy form slumber within these unhallowed walls, for herein lies the ghost of an awful crime.”

# **Part V: Tour Preparation** *(16 points)*

These are really in depth answers that offer a lot of examples. I do not expect each probie to write several paragraphs, but they should have a well-thought out answer that deserves the 6-8 points.

1. Describe slaves’ early involvement in the construction of the University. *(6 points)*

Although the **200+ person team** that built the University included freed black men as well as white men, the University employed 32 hired slaves. Slaves engaged in hard physical labor, such as leveling the ground, hauling materials, stonecutting, brick making and tin-making for the roofs. Highly skilled slaves apprenticed to artisans and took part in more intricate design work.

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.

Slaves were omnipresent. Without slaves, the entire University would not have been possible. In a way, TJ and UVa are indebted to the slaves and their labor. Stress the fact that slaves and other black laborers occupied all strata of the work hierarchy. One could also mention that slaves were a mechanism to involve other prominent men around Charlottesville in the overall task of building UVa since many local men "loaned" slaves to the construction effort.

1. How were slaves involved in the daily lives of students at the University? What did students and professors think about slavery? *(8 points)*

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.”

**Professor/Student Thoughts on 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 common perception is that, in the early days, the European professor were not entrenched in the system of slavery, and were originally against it. In contrast, the students came from southern plantations, and their very existence and wealth sat on top of the institution of slavery.

* Merritt Robinson elected by Jeff Soc, delivered a speech criticiaing the institution of slavery on April 13, 1832 calling for the emancipation of slavery and declared immorality of slavery
* Before the Civil War, Jeff Soc voted overwhelmingly for succession in a University poll.
* 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.
* 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."

1. Name one instance of student or faculty/slave conflict. *(2 points)*

**Common Attitude toward slaves:** 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.

**Stories:**

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.

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.

**Part VI: Tour Stop Prep *(open book! 8 points)***

Name a couple of locations where you could talk about slavery and why you would choose that place: *(2 points)*  
Answers may vary. Could include: Gardens, center of the lawn discussing the civil war, South lawn, etc…   
Name two notable slaves/free blacks/women you would like to talk about and describe the context that you would discuss their lives and experiences at UVa as if you were giving a short tour stop. *(6 points)*

Answers may vary. Could include: Lewis Commodore, Henry Martin, Thrimston Hern, the Gibbons family, etc…

# **Extra Credit** *(6 points possible)*

1. “For Jefferson, a public education system and the University of Virginia were more than just intellectual pursuits, but instead education was a \_\_patriotic\_\_\_ cause.” (1 point)
2. What famous Confederate general applied for the chairmanship of mathematics prior to the Civil War? (1 point)

Stonewall Jackson

1. Which probie dressed in an amazing dinosaur costume for Halloween? (1 point) Eric
2. Which probie identifies strongly with Ginny Weasley? (1 point) Alex
3. Which probie sib pair would win the Hunger Games and why? (2 points) Any answer is accepted with a good explanation. Use your discretion.