Form 10-300 UNITED STATES DEPARTMENT (July 1969) NATIONAL PARK SI						STATE: Virginia					
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2.	COMMON: University of Virginia Preservation Zone AND/OR HISTORIC: University of Virginia Preservation Zone LOCATION STREET AND NUMBER: Bounded on the north by University Ave., on the south by Jefferson Park Ave., on the east by Hospital Rd., on the west by McCormick Rd										
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ESCRIBE THE PRESENT AND ORIGINAL (IF known) PHYSICAL APPEARANCE

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The focal point for the Jeffersonian core of the University of Virginia is the Rotunda, a domed, two-story circular structure modeled after the Pantheon. The only original portion of the building is the brick walls; all other portions were either rebuilt or added by Stanford White after the fire of 1895. White elaborated on Jefferson's design by adding the north portico, the north esplanades, and the colonnades connecting the north and south esplanades.

To the south of the Rotunda is a series of grassy terraces known as the The Lawn is now planted with trees, but it is believed that Jefferson Lawn. never intended them, for they obscure the architecture. On each side of the Lawn is a series of five, two-story pavilions, each varying in form, and each displaying a different Roman order. The pavilions are linked by onestory Tuscan colonnades, which front the individual student rooms. All of the pavilions have been added to or modified in some degree, but their essential character has been maintained. Closing the south end of the Lawn is Stanford White's Cabell Hall, a broad two-story building with one-story The central portion of Cabell Hall features a finely executed Greek wings. Ionic portico with a sculptured pediment. Skillfully concealed behind Cabell Hall is a five-story U-shaped classroom building of undistinguished design completed in 1952. Flanking Cabell Hall and facing one another are two other Stanford White buildings, Cocke and Rouss Halls. The design of the two buildings is similar to, but less elaborate than that of Cabell Hall.

Parallel to the Lawn buildings are additional rows of Jeffersonian buildings known as East and West Ranges. Each section of the range buildings is fronted by a brick arcade. Both ranges have enlarged sections at each end and in the middle known as "hotels", which served as the original dining halls. Like the pavilions, all the hotels have either been added to or modified. Between the Lawn and the ranges are the professors' gardens, each enclosed by serpentine walls. None of Jefferson's original serpentine walls remain; the existing walls were built between 1948 and 1965 and do not conform to Jefferson's specifications.

At the south end of West Range, overlooking McIntire Amphitheater is Stanford White's Garrett Hall, a two-story brick building fronted by a pedimented Doric portico. Overlooking the west side of the amphitheater is Minor Hall, a hipped roofed rectangular block with a recessed two-story Ionic colonnade, and one-story flanking wings. On the east side of the amphitheater is the rear of Cocke Hall. Beyond the north end of West Range is the University Chapel, a picturesque stone Gothic style building with a steep gable roof and bell tower. At the north end of East Range is Brooks Museum, a tall rectangular two-story brick structure with ornamented stone trim. An interesting feature of Brooks Museum is its series of keystones, each carved as a lifesize head of a wild animal.

This central core of the University is separated from the rest of the institution by roads on all four sides. It elevated situation has been obscured by the construction of new buildings on the east, west, and south sides.

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Throughout Thomas Jefferson's public life it was his ambition to found a great university -one which could secure the democratic foundations of the young nation by producing educated leaders, and one which, as Jefferson said, would serve as "the future bulwark of the human mind in this country". It was, however, not until Jefferson was over seventy, after his retirement from his long life of public service, that he found the necessary time to devote to achieving his dream. As a skilled architect, Jefferson was aware that an institution such as he contemplated must be provided with suitably dignified architectural embellishment. Long before actual construction began, he conceived the idea of an "academical village" - a community of scholars living and studying in an architecturally unified complex of buildings. With ideas and suggestions from Benjamin Latrobe and Dr. William Thornton, Jefferson undertook the planning of this unique community - selecting the site, and making the necessary drawings for every building. Each functional aspect of the school received architectural expression: the classrooms and professors' quarters were housed in ten, two-story pavilions aligned on either side of an elongated terraced court called the Lawn. Each pavilion had its order taken from a different example of Roman architecture, so that the students could be exposed to the best models of Classical taste. Connecting the pavilions were low colonnades that fronted the students' cells. Outside this central core Jefferson provided additional students' rooms, in arcaded "ranges". In each range were three "hotels" where meals were served to small groups of students by the hotel keepers. As a focal point for this complex, Jefferson followed Latrobe's suggestion and placed a domed building - a scaled down version of the Pantheon - at the head of the Lawn. This building, known as the Rotunda, provided spaces for a library, extra classrooms, meeting halls, exhibit room, chapel, and gymnasium.

Construction of the new university began following the laying of the cornerstone in 1817, the General Assembly officially chartered the school as the University of Virginia in 1819. The final construction of the original scheme was achieved with the completion of the Rotunda, shortly after Jefferson's death in 1827. Few schools owe more to their founder than the University does to Jefferson. Not only did he conceive the idea of the institution, he designed all the original buildings and supervised ∠their construction, selected the first faculty, drew up the curriculum, and served as the first rector of the Board of Visitors. While the University represents a major achievement in the educational history of the country, its architectural concept and design was revolutionary.

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9.	MAJOR BIBLIOGRAPHICAL REFERENCES										
	Bruce, Philip Alexander, <u>A</u> <u>His</u> 5 volumes, 1920-22.	tory o	of t	ne Un	iversity of	<u>f Vi</u>	rginia <u>181</u>	<u>9-1919</u> ,	-		
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The University did not change significantly in physical appearance until the end of the nineteenth century when the Rotunda was destroyed by fire. Following its burning in 1895, the able and fashionable New York architect, Stanford White was commissioned not only to rebuild the Rotunda, but to provide additional classroom space and an auditorium. The decision was made to locate these facilities in three new buildings to be located at the south end of the Lawn. The decision to enclose the space was contrary to Jefferson's intention of leaving the end of the lawn open to a beautiful view of the surrounding mountains and countryside. White's three new buildings - Cocke, Rouss and Cabell Halls were skillfully handled, however, and stand today as dignified examples of the Neo Classic Revival, fully worthy of their famous neighbors. White also designed for the University a dining hall or "Commons" located at the south end of West Range. Completed on 1907, the Commons (now called Garrett Hall) presently serves as the office of the University Registrar, and is noted for its magnificent plasterwork ceiling.

In addition to the Jefferson and White structures, several other buildings of architectural merit are located in the central core of the University. Chief among these are the Brooks Museum and the University Chapel. Completed in 1876, as a natural history museum, the Brooks Museum was designed by J. R. Thomas of Rochester, New York, and was built largely with funds donated to the University in 1875 by Lewis Brooks, also of Rochester. A superior example of late-nineteenth-century architecture, the building combines features of several historic styles into an original composition.

The University Chapel was completed in 1889 with funds from many private sources. The design of this picturesque building was inspired by the Gothic parish churches of England. The architect of the chapel has not been determined.

The McIntire Amphitheater, the gift of Paul G. McInitre, was completed in 1921. Its design is based on the ancient Greek theaters. Minor Hall, a dignified Neo Classic structure on the west side of the amphitheater was completed in 1911 for the Law School, which occupied it until 1932.

Acknowledged as one of the most beautiful collegiate complexes in the world, this assemblage of nineteenth and early-twentieth-century structures comprises one of America's great architectural treasures. Form 10-300a (July 1969)

## UNITED STATES DEPARTMENT OF THE INTERIOR NATIONAL PARK SERVICE

## NATIONAL REGISTER OF HISTORIC PLACES

INVENTORY - NOMINATION FORM

University of Virginia Historic District

(Continuation Sheet)

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8. Statement of Significance:

The Jniversity of Virginia, Charlottesville, Virginia was conceived of and designed by Thomas Jefferson as an "academical village" that would serve as "the future bulwark of the human mind in this country." His brillant scheme for the University buildings were very much in the European neo-classical tradition of the period. Construction was carried out from 1816 to 1827 when the domed Rotunda was completed. The Rotunda was made a National Historic Landmark in December 1965, under the theme Education, even though it is the most altered of the Jefferson buildings. It was gutted by fire in 1895 and rebuilt by Stanford White. Of the original building only the outer walls remain. However it is the entire original "academical village" of which the Rotunda is the local point that deserves national recognition on architectural grounds. Jefferson's brilliantly conceived arrangement of faculty pavilions, student housing, and "hotels" for feeding the students forms a cohesive unit that should be valued in its entirety.