

**HISTORIC AND DESIGN REVIEW COMMISSION**  
**December 21, 2022**

**HDRC CASE NO:** 2022-590  
**ADDRESS:** 4301 BBROADWAY  
**LEGAL DESCRIPTION:** NCB A52 BLK LOT S IRR 752.12 FT OF 45 TRACT I  
**ZONING:** R-5  
**CITY COUNCIL DIST.:** 2  
**APPLICANT:** Texas Historical Commission  
**OWNER:** University of the Incarnate Word  
**TYPE OF WORK:** National Register Nomination Review  
**CASE MANAGER:** Amy Fulkerson

**REQUEST:**

The applicant is requesting a review and recommendation regarding the draft nomination of Debuis Hall on the campus of the University of the Incarnate Word at 4301 Broadway to the National Register of Historic Places.

**FINDINGS:**

- a. The City of San Antonio is a Certified Local Government (CLG) and is responsible for providing comment on proposed nominations for individual properties or districts within the City limits of San Antonio for listing on the National Register for Historic Places. Listing in the National Register provides national recognition of a property's historical or architectural significance, denotes that it is worthy of preservation, and provides basic eligibility for financial incentives, including federal and state tax credits for the rehabilitation of historic buildings.
- b. OHP received notification of the proposed nomination from the Texas Historical Commission. The THC administers the CLG program and the review of National Register nominations and will forward the nomination with this recommendation to the State Review Board in Austin on January 14, 2023.
- c. As noted in the draft nomination, Debuis Hall on the campus of the University of the Incarnate Word at 4301 Broadway, is a significant local example of the Collegiate Gothic style by Frederick B. Gaenslen, a San Antonio architect, built in 1929. A Neoclassical Revival-style social hall addition was built in 1941 by Leo M.J. Dielmann. Debuis Hall is locally significant under Criterion A and C in the areas of Education and Architecture. The period of significance begins in 1929, when the dormitory opened, and ends in 1971, when the college was made fully co-educational. The property meets Criteria Consideration A (Religious Properties) because it is primarily significant for its secular function as an educational building and for its architectural distinction.

**RECOMMENDATION:**

Staff recommends support of the nomination and listing of Debuis Hall at 4301 Broadway to the National Register of Historic Places.

SBR Draft

1. Name of Property

Historic Name: Dubuis Hall
Other name/site number: NA
Name of related multiple property listing: NA

2. Location

Street & number: 4301 Broadway Street
City or town: San Antonio State: Texas County: Bexar
Not for publication: [ ] Vicinity: [ ]

3. State/Federal Agency Certification

As the designated authority under the National Historic Preservation Act, as amended, I hereby certify that this [X] nomination [ ] request for determination of eligibility meets the documentation standards for registering properties in the National Register of Historic Places and meets the procedural and professional requirements set forth in 36 CFR Part 60. In my opinion, the property [X] meets [ ] does not meet the National Register criteria.

I recommend that this property be considered significant at the following levels of significance:
[ ] national [ ] statewide [ ] local

Applicable National Register Criteria: [ ] A [ ] B [ ] C [ ] D

Signature of certifying official / Title: State Historic Preservation Officer
Date
Texas Historical Commission
State or Federal agency / bureau or Tribal Government

In my opinion, the property [ ] meets [ ] does not meet the National Register criteria.
Signature of commenting or other official
Date
State or Federal agency / bureau or Tribal Government

4. National Park Service Certification

I hereby certify that the property is:
[ ] entered in the National Register
[ ] determined eligible for the National Register
[ ] determined not eligible for the National Register.
[ ] removed from the National Register
[ ] other, explain: \_\_\_\_\_

Signature of the Keeper

Date of Action

## National Register of Historic Places Registration Form

### 5. Classification

#### Ownership of Property

<input checked="" type="checkbox"/>	Private
<input type="checkbox"/>	Public - Local
<input type="checkbox"/>	Public - State
<input type="checkbox"/>	Public - Federal

#### Category of Property

<input checked="" type="checkbox"/>	building(s)
<input type="checkbox"/>	district
<input type="checkbox"/>	site
<input type="checkbox"/>	structure
<input type="checkbox"/>	object

#### Number of Resources within Property

Contributing	Noncontributing	
1	0	buildings
0	0	sites
0	0	structures
0	0	objects
1	0	total

Number of contributing resources previously listed in the National Register: 0

### 6. Function or Use

**Historic Functions:** EDUCATION: Education-related

**Current Functions:** EDUCATION: Education-related

### 7. Description

**Architectural Classification:** LATE 19TH AND 20TH CENTURY REVIVALS: Collegiate Gothic, Classical Revival

**Principal Exterior Materials:** CONCRETE, BRICK, ASPHALT; OTHER: Cast Stone

**Narrative Description** (see continuation sheets xx)

Dubuis Hall, San Antonio, Bexar County, Texas

## 8. Statement of Significance

**Applicable National Register Criteria:** A, C

**Criteria Considerations:** A (Religious Properties)

**Areas of Significance:** EDUCATION, ARCHITECTURE (*local*)

**Period of Significance:** 1929-1971

**Significant Dates:** 1929, 1941

**Significant Person** (only if criterion b is marked): NA

**Cultural Affiliation** (only if criterion d is marked): NA

**Architect/Builder:** Gaenslen, Frederick B. (1929 building); Dielmann, Leo M.J. (1941 rear addition)

**Narrative Statement of Significance** (see continuation sheets xx)

## 9. Major Bibliographic References

**Bibliography** (see continuation sheets xx)

**Previous documentation on file (NPS):**

- preliminary determination of individual listing (36 CFR 67) has been requested.
- previously listed in the National Register
- previously determined eligible by the National Register
- designated a National Historic Landmark
- recorded by Historic American Buildings Survey #
- recorded by Historic American Engineering Record #

**Primary location of additional data:**

- State historic preservation office (*Texas Historical Commission, Austin*)
- Other state agency
- Federal agency
- Local government
- University (*University of the Incarnate Word, San Antonio*)
- Other -- Specify Repository:

**Historic Resources Survey Number** (if assigned): NA

Dubuis Hall, San Antonio, Bexar County, Texas

## 10. Geographical Data

**Acreage of Property:** Less than one acre (approximately 0.4962 acres)

### Coordinates

#### Latitude/Longitude Coordinates

Datum if other than WGS84: N/A

1. Latitude: 29.467445°N Longitude: -98.466307°W

**Verbal Boundary Description:** The property is located on the eastern side of the campus of the University of the Incarnate Word (previously Incarnate Word College). The nominated boundary includes less than one acre, specifically the north central portion of the legal parcel identified as NCB A52 BLK LOT S IRR 752.12 FT OF 45 "TRACT I" (Property ID: 100800), San Antonio, Bexar County, Texas, as recorded in the Bexar County Appraisal District. Data accessed July 14, 2022 (Map 6). The nominated property is bounded by the campus ring road on the north, a campus access drive on the west, and paved sidewalks on the south and east.

**Boundary Justification:** The nominated boundary includes less than one acre in the north central portion of the larger 19.23 acre legal parcel identified as NCB A52 BLK LOT S IRR 752.12 FT OF 45 "TRACT I" (Property ID: 100800). The boundary includes all property historically associated with the building. Much of the larger university campus does not retain historic integrity and is excluded.

## 11. Form Prepared By

Name/title: Beth Jacob  
Organization: MacRostie Historic Advisors LLC / Ryan LLC  
Address: 201 St. Charles Avenue, Suite 2305  
City or Town: New Orleans State: Louisiana Zip Code: 70170  
Email: bjacob@mac-ha.com  
Telephone: (504) 684-5796  
Date: April 30, 2022

## Additional Documentation

**Maps** (see continuation sheets xx)

**Additional items** (see continuation sheets xx)

**Photographs** (see continuation sheets xx)

Dubuis Hall, San Antonio, Bexar County, Texas

---

## Photographs

Name of Property: Dubuis Hall  
City of Vicinity: San Antonio  
County: Bexar  
State: TX  
Name of Photographer: Frank Rabalais  
Date of Photographs: April 6, 2022  
Location of Original Digital Files: MacRostie Historic Advisors LLC/Ryan LLC

Photo 1 (TX\_BexarCounty\_DubuisHall\_photo\_0001)  
Primary elevation of Dubuis Hall, view northeast

Photo 2 (TX\_BexarCounty\_DubuisHall\_photo\_0002)  
Detail of the entrance to Dubuis Hall, view north

Photo 3 (TX\_BexarCounty\_DubuisHall\_photo\_0003)  
Dubuis Hall's east wing, view southwest

Photo 4 (TX\_BexarCounty\_DubuisHall\_photo\_0004)  
Dubuis Hall's west wing, view southeast

Photo 5 (TX\_BexarCounty\_DubuisHall\_photo\_0005)  
Overall view of the rear elevation of Dubuis Hall, view south

Photo 6 (TX\_BexarCounty\_DubuisHall\_photo\_0006)  
Side elevation of the 1941 social hall addition within the rear courtyard, view southwest

Photo 7 (TX\_BexarCounty\_DubuisHall\_photo\_0007)  
Rear of the 1941 social hall addition, view south

Photo 8 (TX\_BexarCounty\_DubuisHall\_photo\_0008)  
First floor lobby looking toward main entrance, view southwest

Photo 9 (TX\_BexarCounty\_DubuisHall\_photo\_0009)  
First floor vestibule between main lobby and social hall addition, view east

Photo 10 (TX\_BexarCounty\_DubuisHall\_photo\_0010)  
First floor social hall addition (1941), view north

Photo 11 (TX\_BexarCounty\_DubuisHall\_photo\_0011)  
Typical upper floor central common area (third floor shown, looking through glass partition at corridor), view south

Photo 12 (TX\_BexarCounty\_DubuisHall\_photo\_0012)  
Typical upper floor central common area and corridor (second floor shown), view east

Photo 13 (TX\_BexarCounty\_DubuisHall\_photo\_0013)  
Typical first floor corridor, view west

Dubuis Hall, San Antonio, Bexar County, Texas

---

Photo 14 (TX\_BexarCounty\_DubuisHall\_photo\_0014)

Typical upper floor corridor (third floor shown), view southwest

Photo 15 (TX\_BexarCounty\_DubuisHall\_photo\_0015)

Typical dormitory room (second floor corner room in northwest wing), view northeast

Photo 16 (TX\_BexarCounty\_DubuisHall\_photo\_0016)

Typical dormitory room (second floor corner room in northwest wing), view southwest

**Paperwork Reduction Act Statement:** This information is being collected for applications to the National Register of Historic Places to nominate properties for listing or determine eligibility for listing, to list properties, and to amend existing listings. Response to this request is required to obtain a benefit in accordance with the National Historic Preservation Act, as amended (16 U.S.C.460 et seq.).

**Estimated Burden Statement:** Public reporting burden for this form is estimated to average 100 hours per response including time for reviewing instructions, gathering and maintaining data, and completing and reviewing the form. Direct comments regarding this burden estimate or any aspect of this form to the Office of Planning and Performance Management, U.S. Dept. of the Interior, 1849 C. Street, NW, Washington, DC

Dubuis Hall, San Antonio, Bexar County, Texas

---

## Description

Dubuis Hall is a three-story dormitory located on the University of the Incarnate Word (UIW) campus at 4301 Broadway Street in San Antonio, Texas. The Collegiate Gothic-style building, designed by San Antonio architect Frederick B. Gaenslen, was completed in 1929. A one-story Neoclassical Revival-style social hall, designed by architect Leo Dielmann, was added to the rear of the building in 1941. The building's irregularly shaped footprint comprises a primary south-facing rectangular portion, two angled wings that extend to the northeast and northwest, and the rectangular social hall within the rear courtyard. The reinforced concrete building is characterized by red variegated brick, cast stone ornamentation concentrated at the elaborate central entrance, and a flat roof. While nearly all historic wood windows were replaced in the 1980s, original fenestrations are intact, and the building otherwise largely retains its historic appearance. On the interior, double loaded corridors flanked by dormitory rooms align on all three floors. The main lobby on the first floor retains its historic plaster and marble finishes. Smaller common areas are located above the lobby on the second and third floors. Initially designed to accommodate one hundred undergraduate women in a combination of single and double rooms, the bedrooms and shared bathrooms were recently reconfigured as part of a comprehensive rehabilitation in 2020-2022 approved by the Texas Historical Commission and carried out in accordance with the Secretary of the Interior's Standards for Rehabilitation. This rehabilitation, which utilized state historic tax credits, retained most of the original floor plan while updating the living quarters and preserving and restoring many of the building's extant historic features. Overall, Dubuis Hall is in excellent condition and retains a high level of historic integrity.

---

## *Campus Setting*

The University of the Incarnate Word campus is located at 4301 Broadway Street in northeast of downtown San Antonio, Texas. Dubuis Hall is located on the northern edge of the University of the Incarnate Word's (UIW) 19-acre historic campus, bounded by the San Antonio River on the west, E. Hildebrand Avenue on the south, Broadway Street on the east, and the Congregation of the Sisters of Charity of the Incarnate Word on the north. Originally part of the convent property, the campus began to take on its own identity with the construction of the Administration Building in 1922 (NRHP, 2010). The college's earliest buildings—including Dubuis Hall—were largely clustered within the northeastern quadrant of the campus. At the time the institution was known as Incarnate Word College; its name was not changed to the University of the Incarnate Word until 1996 (**Maps 1-6, 10**).

The campus experienced significant growth in the two decades following World War II. With minimal ornament and bold rectilinear massing, the buildings constructed between 1950 and 1971 were distinctly modern, in contrast to the traditionally styled buildings comprising the balance of the campus. To accommodate the institution's growth over the last forty years, new buildings have been added and existing buildings have been enlarged and modernized. Today, the historic core of the campus is densely built-out with sixteen buildings dating from 1922 to 2017. The campus, which slopes gently from north to south, is well-landscaped with a formal front lawn facing Broadway Street, mature shade trees, and a network of pedestrian walkways. Vehicular access is provided primarily by a ring road that encircles the campus and passes just to the rear of Dubuis Hall.

## *Exterior*

Dubuis Hall's reinforced concrete structural frame is clad on all exterior elevations with variegated red brick. The base of the building is defined by a projecting string course approximately 3' feet above grade. A cast stone belt course above the first floor, continuous brick soldier courses at the first and third floor window headers, and a cast stone parapet cap emphasize the building's horizontal lines. The parapet, which fully encircles the three-story building's flat

Dubuis Hall, San Antonio, Bexar County, Texas

---

roof and incorporates arched segments above select window bays, is a character-defining component of the building's Collegiate Gothic style.

The south-facing elevation (**Photos 1-2**) constitutes the primary façade where the majority of applied ornament is concentrated around the building's principal entrance. Here, at the building's midpoint, a cast stone bay flanked by decorative pilasters extends three full stories in height. Set within this bay on the first floor is a Tudor-style arched opening housing a pair of stained wood replacement doors and transom. Narrow recessed original wood windows flank the opening. Above the entrance doors, triplet sash windows at the second and third floors windows are grouped within an ornamental cast stone frame that is bordered by raised quoins and terminates in a shallow Tudor arch. Bas-relief panels serve as spandrels. The bay culminates in a horizontal projecting cornice, above which is a gabled cast stone parapet clad with vertically-oriented cast stone panels and foliage-themed ornament. A cast stone cross and finials sit atop the parapet, emphasizing the verticality of the composition. This highly ornamented entrance bay with its proliferation of cast stone detailing is the most exuberant expression of the building's Collegiate Gothic style. The remainder of the façade—with subtle brick patterning embellished with cast stone bas-relief plaques and diamond-shaped inset tiles—is more restrained.

As the building is symmetrically organized around a north-south axis, the composition of window openings on the remainder of the south elevation is mirrored on each side of the central bay. Windows follow an A-B-A pattern, where "A" units are paired sash windows originally corresponding to dormitory rooms, and "B" units are smaller sash windows originally corresponding to shared bathrooms. Small diamond-shaped tiles are inset within the brick at the top of each bay of "A" windows. Above each bay of "B" windows are arched parapet segments framing decorative cast stone panels. Nearly all of the building's original six-over-six typical wood sash windows were replaced in the 1980s with simpler one-over-one aluminum units, though original cast stone sills are intact.

The secondary east and west elevations (**Photos 3-4**), as well as the 1929 portion of the north elevation (**Photo 5**), repeat many of the same design motifs. These include the horizontal banded components (e.g., the belt course, parapet cap, stringer, and soldier courses); the repeated A-B-A window pattern; and inset diamond tiles above each window bay. New egress doors installed on the first floor in 2020-2022 replaced non-historic aluminum storefront and hollow-core steel doors.

The north elevation constitutes the rear of the building. In 1941, a one-story social hall was constructed within the small courtyard formed by the building's two splayed wings (**Photos 6-7**). This flat-roofed rectangular addition was designed in a Neoclassical Revival style of architecture, setting it apart stylistically from the Collegiate Gothic appearance of the 1929 building. The social hall features seven original multi-light steel windows incorporating operable casements and round-arched transoms; one window on the east side was converted to a door as part of the 2020-2022 rehabilitation. Bays are separated by brick pilasters. Cast stone-capped parapets are present on the hall's north and south elevations, while east and west elevations have gutters and downspouts. The center portion of the hall's north elevation, corresponding to the location of an interior fireplace, has an inlaid panel of cast stone and brick ornament in lieu of a window, and the parapet in this location is arched. A small vestibule with an original wood multi-lite exterior door connects the social hall to the main building.

The majority of the building's HVAC equipment is housed on the building's flat roof and is shielded from view by the parapet. A separate screened mechanical yard northwest of the three-story building (visible in the lower right of **Photo 5**), is not substantial enough in size or scale to be included in the nomination's resource count.

Overall, the exterior of the building is in excellent condition. All masonry and cast stone surfaces were cleaned and repaired as necessary during the recent rehabilitation. Apart from the 1980s-era aluminum replacement windows, most original exterior features are intact.

Dubuis Hall, San Antonio, Bexar County, Texas

---

## *Interior*

Completed in 1929, Dubuis Hall was originally designed to accommodate 100 students in a combination of single and double rooms arranged along stacked double-loaded corridors (see **Figures 12-14**). Rooms were laid out in pairs, with a small, shared bathroom between them. The building was served by two stairwells and a basement boiler room for radiator heat. Utility rooms and shared kitchens were incorporated on each floor, and a resident dean's office was located near the main entrance. The interior layout was intended to be generally symmetrical about the building's north-south axis, with corridors, demising walls, and bathrooms stacking from floor to floor. Central south-facing common areas were located on upper floors, corresponding in plan with the south half of the larger first floor lobby. While small receptions were initially held in the first floor lobby, the dedicated one-story social room added to the north side of the building in 1941 provided a larger and more formal space for entertaining.

Over the years, minor alterations were made to accommodate mechanical, electrical, and plumbing upgrades. These included the introduction of dropped ceilings in corridors to conceal ductwork following installation of a central HVAC system, the conversion of some utility rooms to accommodate telecommunications wiring, and the joining of two rooms on the first floor to create a larger shared kitchen. The recent rehabilitation in 2020-2022 reversed several of these incompatible alterations, retaining the building's historic corridor layout and primary common areas while reconfiguring student dormitory rooms and shared bathrooms to meet modern university standards. Individual interior spaces are described in further detail below.

Primary public spaces are located on the first floor. The 20'-2" by 37'-1" main lobby (**Photo 8**) is rectangular in plan, with chamfered corners providing small niches originally used for seating. Twelve plaster arches detailed in a Neo-Baroque style adorn the wall surfaces. Two bracketed beams aligned with adjacent corridor walls divide the lobby's ceiling into three sections, each defined at its perimeter by plaster coves, cornice moldings, and picture rails. The lobby has a reddish-brown marble floor and base. Openings on the east and west sides of the lobby provide access to the corridors beyond. On the lobby's north wall, an arched opening leads to the rear vestibule and social hall. The rear vestibule (**Photo 9**) has a historic patterned terrazzo floor and scored plaster walls.

The 1941 social hall (**Photo 10**), measuring approximately 33' by 48', is a large communal space with an open floor plan. A large stone fireplace and mantle are located on the north end. East-west beams divide the ceiling into three sections corresponding to the window bays. The walls are scored plaster and the flooring is hardwood, which was recently re-exposed and restored as part of the 2020-2022 rehabilitation. As part of the recent work, a small warming kitchen was added to the room's southwest corner.

Secondary public spaces on the upper floors (**Photos 11-12**) include common areas centered on the building's north-south axis. These rooms incorporate historic plaster arches and chamfered corners similar to the first floor lobby. Along the south wall, large triplet windows provide a view of the campus. Glass partitions installed in 2020-2022 now separate these common areas from adjacent corridors.

Double loaded corridors provide access to dormitory rooms. Original mosaic tile flooring is present within the first floor corridors (**Photo 13**); upper floor corridors have non-historic vinyl tile (**Photo 14**). As part of the recent rehabilitation, non-historic suspended acoustic tile corridor ceilings were replaced with taller painted gypsum board ceilings and flush light fixtures. Reconfigured dormitory rooms (**Photos 15-16**) retain original plaster and wood trim along perimeter window walls. Flooring within dormitory rooms is new vinyl tile, which replaced non-historic carpet. Interior doors are typically stained wood-paneled doors with painted wood frames. Shared bathrooms on each floor contain all new plumbing fixtures and ceramic tile finishes. Vertical circulation comprises the building's two original stairwells, as well as a new elevator installed as part of the recent rehabilitation.

Dubuis Hall, San Antonio, Bexar County, Texas

---

The interior of the building is in excellent condition following the 2020-2022 rehabilitation. The building retains its original use, corridor configuration, and general organization. Principal character-defining spaces—such as the first floor main lobby, the one-story social hall addition, and the common rooms on the second and third floors—were preserved. Historic finishes were retained and cleaned, and some features (i.e., the wood flooring in the social hall, and the hard-surfaced corridor ceilings) were re-exposed and restored as part of the rehabilitation. While the dormitory room layouts and bathrooms were recently updated, the alterations were designed to meet the Secretary of the Interior's Standards for Rehabilitation.

### *Alterations/Integrity*

Alterations to Dubuis Hall in the mid- to late-twentieth century primarily involved building system upgrades to allow the dormitory to remain in operation and continue its historic use. These alterations included the installation of HVAC ductwork within new dropped ceilings in the corridors, the conversion of utility rooms (which originally housed ironing boards and sinks) to accommodate building wiring, and the build-out of a communal kitchen on the first floor. The most visible change to the exterior occurred in the 1980s when the majority of the building's original multi-lite windows were replaced with simpler aluminum units. While unfortunate, the fenestrations were not altered and cast stone sills were retained. Moreover, as all other exterior materials were kept intact and in good condition, Dubuis Hall's exterior appearance was only minimally changed. The most recent rehabilitation in 2020-2022 included exterior repairs and cleaning, restoration of interior common areas and corridors, code-related and accessibility improvements (including the installation of an elevator), and upgrades to student living quarters. The recent reconfiguration of student bedrooms and bathrooms represented the most substantial interior change. Programmatically, however, student rooms continue to flank the original double loaded corridors, and the interior changes to bedrooms and baths—designed to keep the dormitory modern, up-to-date, and appealing to its occupants—cannot be perceived from common areas.

Despite these minor alterations, Dubuis Hall retains the seven aspects of integrity: location, setting, design, materials, workmanship, feeling, and association. The building remains in its original location on the north edge of campus approximately 250 feet west of the 1922 Administration Building. While the density of the historic campus core south of Dubuis Hall has increased, newer buildings and additions remain at a sufficient distance and do not impact integrity of setting. Integrity of design, materials, and workmanship is evident in the building's irregularly shaped plan, decorative parapet, original fenestration pattern, subtly patterned red face brick and cast stone detailing, and in particular the exuberant Collegiate Gothic-style ornament at the main entrance bay. The 1941 Neoclassical Revival-style social hall is largely intact with minimal alterations. On the interior, common areas and corridors have been largely restored to their original appearance. Original features include marble flooring, painted millwork, and plaster arches in the lobby; hardwood flooring and the stone fireplace in the social hall addition; patterned terrazzo and scored plaster walls in the rear vestibule; and mosaic tile floors in the first floor corridors. While living quarters have been updated, the building's overall floor plan remains intact. With its Collegiate Gothic-style exterior, well-appointed common areas, and refreshed student living quarters, the building continues to evoke the feeling of an early-twentieth century college dormitory. It would indeed be recognizable to a resident from the building's period of significance. The building retains association with the University of the Incarnate Word.

## Statement of Significance

Dubuis Hall is a dormitory located on the University of the Incarnate Word (UIW) campus at 4301 Broadway Street in San Antonio, Texas. Completed in 1929, Dubuis Hall was the first purpose-built dormitory constructed for Incarnate Word College. The institution—later renamed the University of the Incarnate Word—was founded by the Catholic-affiliated Sisters of Charity of the Incarnate Word to serve women in San Antonio and the surrounding region. Dubuis Hall was designed by architect Frederick B. Gaenslen as a “modern residence hall” to house one hundred students and a resident dean in a combination of single and double rooms with semi-private bathrooms. A 1941 social hall designed in the Neoclassical Revival-style by architect Leo Dielmann provided a dedicated formal setting for entertaining and events. One of the oldest extant buildings on campus, Dubuis Hall is locally significant under Criterion A in the area of Education as the first dormitory built for Incarnate Word College, a pioneering institution established at a time when women’s educational opportunities were limited. Dubuis Hall was erected during the initial expansion of the campus in the late 1920s, along with the auditorium and a new classroom building. Such modern facilities not only helped to solidify the college’s standing locally, but they were also important to the institution’s pursuit of regional and national accreditations during that period. Expanded and attractive on-campus housing allowed the college to increase enrollment and recruit students from a wider geographic area. Dubuis Hall provided a welcoming environment where undergraduates could forge social connections and establish meaningful friendships. As the college valued students’ social development outside of the classroom, buildings such as Dubuis Hall that provided spaces to gather and foster community were considered essential. Dubuis Hall is also significant under Criterion C in the area of Architecture as a late 1920s example of Collegiate Gothic-style design by Frederick Gaenslen, which is primarily expressed on the building’s exterior. The period of significance begins in 1929, when the dormitory opened, and ends in 1971, when the college was made fully co-educational. The property meets Criteria Consideration A (Religious Properties) because it is primarily significant for its secular function as an educational building and for its architectural distinction.

---

### *The Sisters of Charity of the Incarnate Word and the Development of Incarnate Word College*

In 1866, Catholic Bishop Claude Dubuis, whose diocese encompassed all of Texas, recruited volunteer missionaries from the Order of the Incarnate Word and Blessed Sacrament in Lyon, France, to come to the state to provide care to communities ravaged by cholera and yellow fever epidemics.<sup>1</sup> The sisters established the Congregation of Sisters of Charity of the Incarnate Word in Galveston where they opened St. Mary’s Infirmary in 1867. In 1869, Sisters Madeleine Chollet, Pierre Cinquin, and Agnes Buisson moved to San Antonio to found Santa Rosa Infirmary, the city’s first hospital. At that time, San Antonio’s population numbered just over 12,000. Like the many hospitals eventually built by the sisters throughout the state, Santa Rosa was open “to all persons without distinction of nationality or creed.”<sup>2</sup>

The sisters’ missionary work—initially focused on healthcare—soon expanded to orphanages to tend to the increasing numbers of abandoned and homeless children, including infants whose mothers died in childbirth.<sup>3</sup> The children came from a variety of faiths and backgrounds including Presbyterians, Lutherans, and Catholics of American, German, Mexican, and Polish descent. The number of children in the sisters’ care grew rapidly from four orphans in 1872 to thirty within two years, straining the resources of the small hospital. In 1874, the sisters established St. Joseph’s Orphanage for girls as a separate dedicated institution.<sup>4</sup> Part of the children’s daily routine included participation in religious services, as well as basic academic instruction for those who’d reached school age. Recognizing an unmet

---

<sup>1</sup> Sister Margaret Patrice Slattery, C.C.V.I., *Promises To Keep, A History of the Sisters of Charity of the Incarnate Word, Volume One, Historical Development From 1869 to 1994* (San Antonio: University of the Incarnate Word, 1999), 4-5.

<sup>2</sup> Slattery, *Promises To Keep, Volume One*, 8.

<sup>3</sup> Slattery, *Promises To Keep, Volume One*, 31.

<sup>4</sup> St. Joseph’s Orphanage served girls only. Male children were housed at Santa Rosa Infirmary until funds were raised to construct the separate St. John’s Orphanage for boys in 1890.

need within the parish, the leader of the Diocese of San Antonio de Bexar urged the sisters to open the orphanage's classes to all parish children. The San Fernando School was established at the orphanage in 1875. It was one of the first parochial schools in the city, with classes taught in both English and Spanish.<sup>5</sup>

Soon, the sisters were fielding requests to open schools in other Texas communities including Greytown, Atascosa, Cuero, Seguin, and Meyersville.<sup>6</sup> Some of these institutions were initially financed with state funds, though they were operated and staffed by the sisters. If state funding was withdrawn, then it became the responsibility of the local parish or the sisters themselves to keep the school running, which could be a considerably difficult task in resource-poor areas.<sup>7</sup> The sisters needed new young women to join the congregation to fill all of the teaching positions; however, without the benefit of a congregation-run high school or academy, the sisters had little contact with local potential recruits.<sup>8</sup> Sister Pierre Cinquin, serving as Reverend Mother and head of the congregation, enlisted new young missionaries from France, Germany, and Ireland. Outreach efforts in Europe would eventually provide a steady source of new sisters, cementing the congregation's international character.<sup>9</sup>

With their educational ministry expanding, the sisters petitioned the State of Texas for formal teaching accreditation. In 1881, the congregation was granted a charter to operate schools at all grade levels, from primary to post-secondary institutions. Concurrently, Catholic leadership was strongly encouraging the formation of parochial schools. As early as 1875, a document published with Vatican approval raised concerns that American "children attending public schools were being exposed not only to a loss of faith but also to moral corruption."<sup>10</sup> At a plenary of bishops in 1884, it was decreed that parochial schools were to be mandatory in every diocese, and that Catholic parents should send their children to parochial schools unless they could demonstrate that sufficient religious instruction was provided at home or elsewhere.<sup>11</sup> This created a great need for schools and teachers as local parishes tried to fulfill these requirements. This directive would prove to be even more challenging in coming decades as immigration increased the number of registered Catholics in the United States from 7,855,000 in 1890 to 17,735,553 by 1920.<sup>12</sup>

From three sisters in 1869, the congregation grew to 197 sisters in 1891. Their ministries in healthcare and education had grown exponentially during that period. By 1891, the sisters had opened schools in twenty-two towns or cities in Texas, Illinois, Wisconsin, and Mexico. They owned or operated ten hospitals—including seven railroad-affiliated infirmaries—throughout Texas, Missouri, Iowa, and New Mexico. In addition, they owned two orphanages in San Antonio, and had established a home for the aged in Monterey, Mexico.<sup>13</sup>

Under the direction of a newly-elected congregational leader, the Reverend Mother Ignatius Saar, the sisters established a co-educational private academy in San Antonio in 1892. Describing the significance of the new Incarnate Word School, historian Sister Margaret Slattery wrote: "Although the beginnings of the institution in 1892 were extremely poor, offering little promise for future success, it was this foundation that led to the development of Incarnate Word High School and Incarnate Word College."<sup>14</sup> The school was first located in a rented house at 1224

---

<sup>5</sup> Slattery, *Promises To Keep, Volume One*, 39.

<sup>6</sup> Slattery, *Promises To Keep, Volume One*, 39.

<sup>7</sup> Teachers in publicly funded schools were required by the state to be certified through qualifying exams. Efforts had been made over the years to help the sisters obtain the necessary teaching certificates.

<sup>8</sup> Slattery, *Promises To Keep, Volume One*, 40.

<sup>9</sup> Slattery, *Promises To Keep, Volume One*, 41.

<sup>10</sup> Slattery, *Promises To Keep, Volume One*, 90.

<sup>11</sup> Slattery, *Promises To Keep, Volume One*, 90.

<sup>12</sup> Slattery, *Promises To Keep, Volume One*, 89. Statistics were from the *Official Catholic Directory*. Many of the new arrivals were from Catholic European countries such as Ireland, Italy, Germany, France, Austria, Poland, and Hungary.

<sup>13</sup> Slattery, *Promises To Keep, Volume One*, 59. See also Sister Josephine Kennelly, C.C.V.I., "Sisters of Charity of the Incarnate Word, San Antonio," *Handbook of Texas Online*, accessed August 28, 2020, <https://www.tshaonline.org/handbook/entries/sisters-of-charity-of-the-incarnate-word-san-antonio>.

<sup>14</sup> Slattery, *Promises To Keep, Volume One*, 62.

Avenue D, an area with numerous Catholic families who desired a Catholic education for their children. Fifty-four students and five “music scholars” enrolled the first year. In 1893, the school moved into a larger dedicated two-story brick structure at the intersection of Crosby and Willow Streets in northeast San Antonio’s Government Hill neighborhood. Within two years, enrollment grew to 200 students. Over the following years, the curriculum expanded to include high school courses.

From 1869 through the end of the nineteenth century, most of the sisters in San Antonio were housed at either Santa Rosa Infirmary or St. Joseph’s Orphanage. The growing congregation had a pressing need for more spacious quarters, ideally in a quiet location on the outskirts of the city. In 1897, the sisters acquired the 283-acre estate of Colonel George Brackenridge at the intersection of present-day Broadway Street and E. Hildebrand Avenue. The large tract was located at the headwaters of the San Antonio River in a mostly undeveloped area approximately two miles north of downtown.<sup>15</sup> The sisters moved into the former Brackenridge residence (NRHP-listed as part of the Source of the River District, 1978) and immediately commenced planning for a new motherhouse that could accommodate the convent, a novitiate, and a boarding and day school for young women. The motherhouse, an imposing brick edifice designed by San Antonio architect Alfred Giles, was completed in 1900. Its Romanesque-style chapel designed by Frederick B. Gaenslen (the architect of Dubuis Hall) was added to the east end of the motherhouse in 1907.

The Academy of the Incarnate Word opened within the motherhouse’s west wing on September 13, 1900, offering instruction from elementary through high school. Seven students—four elementary and three secondary—enrolled the first year.<sup>16</sup> Space was allocated for classrooms, an assembly hall, and a resident student dormitory. The high school curriculum included coursework in religion, English, Latin, German, history, mathematics, and commercial subjects, in addition to music, sewing, and physical education. All students, regardless of religious background, were expected to attend religious services. As described in the school catalog, the experience was designed “to form the heart as well as to cultivate the mind [and] to qualify the young ladies to fill happily and with justice to themselves and others the positions destined for them by God.”<sup>17</sup>

By 1909, enrollment had increased to 125 students. That year, the institution began to offer college-level coursework and its name was changed to the College and Academy of the Incarnate Word, with the collegiate division typically referred to as Incarnate Word College. This was the first Catholic women’s college established in the state of Texas.<sup>18</sup> The liberal arts curriculum was intended to serve both laypeople as well as sisters in the congregation, who were generally not permitted to attend public universities. Three degrees were offered: a Bachelor of Arts, a Bachelor of Literature, and a Bachelor of Science. The college granted its first degree, a Bachelor of Arts, to Antonia Mendoza of Durango, Mexico, in 1910.

In addition to its liberal arts curriculum, Incarnate Word College fulfilled a pressing need in the area of teacher training as state requirements for educators were becoming more rigorous. Public schools had long required that teachers earn certificates either through exams or coursework at accredited institutions, a condition expected to eventually be enforced in parochial schools as well. Beginning in 1903, summer sessions for teacher formation were offered at the motherhouse. Once Incarnate Word College was established, these summer courses carried college credit that could be applied toward a baccalaureate degree.<sup>19</sup> Following a comprehensive assessment by a state examiner, in 1919 Incarnate Word College was accredited by the State Department of Education as a “junior college,” a significant milestone that

---

<sup>15</sup> Slattery, *Promises To Keep, Volume One*, 80-82. According to Slattery, the entire Brackenridge estate was often referred to as Alamo Heights, which became the name for the suburb that eventually developed around it. Alamo Heights was incorporated as a municipality in 1922.

<sup>16</sup> Slattery, *Promises To Keep, Volume One*, 95-96. The former Incarnate Word School at Crosby and Willow Streets remained open and was re-named St. Patrick’s Academy.

<sup>17</sup> Slattery, *Promises To Keep, Volume One*, 96.

<sup>18</sup> “Brackenridge Estate Becomes Site of Motherhouse and College,” exhibit on the first floor of the University of the Incarnate Word’s Administration Building, 2005.

<sup>19</sup> Slattery, *Promises To Keep, Volume One*, 98.

allowed the institution to directly offer teaching certificates to graduates. Two years later, it was fully accredited as a senior level institution by the State Department of Education. Access to formal teacher training at a Catholic institution was particularly important for members of the congregation who could not otherwise attend classes at public universities, state normal schools, or colleges affiliated with other religions.

In addition to recognition by the State Department of Education, other memberships, affiliations, and accreditations intended to lend weight to the college's offerings and degrees were pursued concurrently. In 1915, the college became formally affiliated with the Catholic University of America in Washington, D.C.<sup>20</sup> This prestigious affiliation required adherence to minimum standards in terms of faculty qualifications, breadth of course offerings, library and laboratory equipment, entrance qualifications, and coursework.<sup>21</sup> In 1919, Incarnate Word College was affiliated with the Association of Colleges and Secondary Schools of the Southern States (now the Southern Association of Colleges and Schools) as the first step toward receiving their accreditation, a recognition that was formally granted by the regional body in 1925. Incarnate Word College was accepted as a member of the Texas Association of Colleges in 1922 and was accepted into the Association of American Universities in 1930.<sup>22</sup>

By 1921, combined enrollment in both the academy and college had reached 270 students, including 95 boarders. To accommodate the need for expanded quarters, a new five-story Administration Building (NRHP, 2010) was built in 1922 just south of motherhouse. Designed to house all functions associated with the institution under one roof, the building contained classrooms, laboratories, library, social hall, dining rooms, an infirmary, gymnasium, and dormitory rooms. As accreditation standards required separation between the college and academy, most college-related spaces were located in the south wing while academy-related spaces were in the north wing. Administrative functions were housed in the center section.<sup>23</sup> The building was sized to ultimately accommodate 500 students.

The first expansion of the college occurred between 1926 and 1929. In 1926, a new one-story Science Hall (demolished c.1960s) was erected behind the Administration Building. During the accreditation process, it had been noted that the school's science offerings were deficient; the Science Building's up-to-date laboratories and classrooms for the departments of biology, bacteriology, physics, and chemistry were intended to address that critique. In 1929, three new buildings were added to the campus to meet the demands of growing enrollment: the Dubuis Hall dormitory; the Auditorium, where large student gatherings and public programs were held; and Education Hall, a three-story classroom addition to the main building. When commencement exercises were held in the Auditorium for the first time in 1929, thirty-seven students received bachelor's degrees, thirty-four received high school diplomas, twelve received music diplomas, and twenty were awarded certificates for the completion of elementary grades.<sup>24</sup>

In 1939, in order to provide suitable facilities for a Bachelor of Science degree in home economics and meet the standards of the State Board for Vocational Education and the American Dietetic Association, three buildings were erected: the Household Arts Building, with classrooms, laboratories, and faculty offices; the Home Management House, which was furnished as a family residence for the practice of homemaking; and the Nursery (demolished c.2001), which served as a laboratory for the study of child development. There was no further expansion of the campus until after World War II.

---

<sup>20</sup> The Academy and College were affiliated with the Catholic University of America in 1913. In 1915, the college was affiliated as a separate institution. See Slattery, *Promises To Keep, Volume Two*. As only a typewritten manuscript is available for Volume Two, page numbers have been omitted.

<sup>21</sup> *Catholic University of America Yearbook* (Washington, D.C.: Salve Regina Press, 1922-1923), 243.

<sup>22</sup> College memberships, affiliations, and accreditations (including additional ones not mentioned here) are detailed in Slattery's *Promises To Keep, Volume Two*.

<sup>23</sup> Administration Building, National Register of Historic Places nomination, 2010.

<sup>24</sup> Slattery, *Promises To Keep, Volume Two*. Note that a Bachelor of Music degree was introduced in 1922.

The 1950s ushered in several changes at Incarnate Word College. The high school and elementary grades were relocated to their own separate campus a short distance away in 1950. That same year, a co-educational graduate division was established offering master's degrees in several areas including education and science.

Also in the early 1950s, administrators began efforts to desegregate Incarnate Word College. At that time, most Catholic colleges in the South, like other public and private colleges operating under the "separate but equal" doctrine of the Jim Crow era, were segregated. While the Vatican condemned racism, it allowed archbishops and bishops wide latitude in how desegregation was handled at the local level, including in parochial schools and colleges.<sup>25</sup> In much of the South, Catholic dioceses largely followed the lead and pace of local public school boards, mindful of public sentiment and threats of possible violence.<sup>26</sup> Even after the Supreme Court's *Brown v. Board of Education* decision in 1954 declaring public school segregation unconstitutional, some Southern communities fought to maintain racial separation; such resistance slowed parochial school desegregation efforts as well, despite the church's commitment to the rule of law as a "religious, democratic, and patriotic duty."<sup>27</sup> Eventually, after years of a piecemeal approach, Catholic schools accelerated efforts to complete desegregation by the mid-1960s. Catholic schools and hospitals that relied on federal funding faced compliance requirements under the Civil Rights Act of 1964 and the Medicare Act of 1965.<sup>28</sup>

Some prelates, like Archbishop Robert E. Lucey of San Antonio, were far more progressive in their views on racial equality. Lucey, who was born in Los Angeles in 1891, ordained in 1916, and served as Bishop of Amarillo, Texas from 1934-41, arrived in San Antonio in 1941. He formed the Archdiocesan Committee on Interracial Relations, which in 1945 published a pamphlet, *Interracial Justice*, condemning segregation.<sup>29</sup> He consistently spoke out in defense of civil rights and social justice, and took steps early in his tenure to integrate the local Knights of Columbus Council and inter-parochial athletic organizations.<sup>30</sup> In 1952, the local Marianist brothers admitted an African American student to Central Catholic High School; that same year Lucey reached out to other Catholic orders requesting that they do the same. By August 1952, the graduate education programs at Incarnate Word College and Our Lady of the Lake College had been desegregated, along with both undergraduate and graduate classes at St. Mary's University. These three San Antonio institutions had the distinction of being the first three Catholic colleges in the South to admit African Americans to regular classes.<sup>31</sup> By January 1954, Incarnate Word College and Our Lady of the Lake College had enrolled some African American undergraduates, completing the desegregation of the archdiocese's three Catholic colleges.<sup>32</sup> In 1956, Adell Ferguson became the first African American graduate of Incarnate Word College, earning a Bachelor of Science in Education.<sup>33</sup>

While significant progress was being made, San Antonio's African American population was relatively small—only 7% of the city's total population of 408,442 in 1950—and overall representation remained limited. In April 1954, when Lucey formally ordered all parochial schools under his jurisdiction to desegregate, there were only 101 African American students enrolled in primary schools, secondary schools, and college-level undergraduate and graduate

---

<sup>25</sup> Mark Newman, *Desegregating Dixie: The Catholic Church in the South and Desegregation, 1945–1992* (Jackson: University Press of Mississippi, 2018), 19.

<sup>26</sup> Newman, 19.

<sup>27</sup> Newman, 21.

<sup>28</sup> Newman, 39.

<sup>29</sup> Newman, 29.

<sup>30</sup> Newman 29-30.

<sup>31</sup> Mark Newman, 142. For a report on the status of desegregation efforts at religious colleges and universities in Texas, see William H. Jones, "Desegregation of Public Education in Texas – One Year After," in *The Journal of Negro Education* 24, no. 3 (Summer 1955): 358.

<sup>32</sup> Newman, 142.

<sup>33</sup> "UIW Opens Black History Month by Honoring Notable African American Alumni," May 3, 2019, <https://www.uiw.edu/news/2018/uiw-opens-black-history-month-by-honoring-notable-african-american-alumni.html>. Note that Adell Ferguson's married name was Adell Ferguson Polk.

programs in the archdiocese.<sup>34</sup> The Mexican American population was more difficult to quantify as persons of Mexican birth or ancestry were classified as white in the 1950 census unless they clearly fit another non-white category.<sup>35</sup> In 1960, approximately 40% of the city's population was estimated to be Mexican American.<sup>36</sup> While Mexican Americans struggled with a long history of racism and marginalization in the state and also faced limited representation in educational and other institutions, by the 1950s they were generally more integrated than their African American counterparts.<sup>37</sup> Hispanic students had been part of Incarnate Word College's student body since the college division was established; the school's first graduate was Antonia Mendoza of Durango, Mexico, who earned a Bachelor of Arts in 1910.

Throughout this period of social and cultural change, Incarnate Word College continued to expand. Several buildings were added to the campus between 1950 and 1960 as part of a ten-year growth plan. These buildings, which embraced a decidedly modern architectural aesthetic, included: the new Science Hall (1950), Gymnasium (1954), St. Pius X Library (1955), and Marian Hall dormitory and student center (1959, demolished c.2015). This was immediately followed by a second ten-year plan, which saw the construction of the Genevieve Tarlton Dougherty Fine Arts Center (1964), Clement Hall dormitory (1970), and the Nursing Education Building (1971).<sup>38</sup> This extraordinary growth in facilities was overseen by Sister Columkille Colbert, a visionary leader who served as the college's president from 1923 until 1960.

Since that time, the college has continued to grow. With the notable exception of Marian Hall, which was demolished and replaced with a new student center in 2017, the administration's approach has largely been to retain existing buildings within the geographically constrained historic core of the campus and add capacity through additions.<sup>39</sup> The result is a campus that reflects—through a combination of original buildings and subsequent enlargements—the dynamic growth of the college over the last century.

Today, the institution—fully co-educational since 1971 and renamed the University of the Incarnate Word (UIW) in 1996—accommodates approximately 5,894 students on its main campus. This includes not only the 19-acre historic core, but additional buildings, dormitories, and athletic fields west of the San Antonio River as well. In addition, UIW operates satellite locations throughout San Antonio, two campuses in Mexico, and a European Study Center in Strasbourg, France. Total global enrollment is 9,366. UIW is currently the largest Catholic university in Texas, though a minority of enrolled students identify as Catholic. Approximately 60% of students are from the San Antonio area.<sup>40</sup>

From its inception as one of the earliest institutions of higher learning for women in San Antonio, the University of the Incarnate Word has evolved into an established university with a global reach. Today it offers bachelors and graduate degrees in the humanities, arts, and social sciences; mathematics, science, and engineering; media and design; education; business administration; professional studies; and a wide array of health sciences fields including osteopathic medicine, nursing, optometry, pharmacy and physical therapy. In 1981, a Texas Historical Commission historical marker (Atlas No. 5029002628) was placed outside the Administration Building's main entrance in

<sup>34</sup> Newman, 30.

<sup>35</sup> Note that in the 1950 census, persons classified as "nonwhite" included "Negroes, Indians, Japanese, Chinese, and other nonwhite races" while persons of Mexican birth or ancestry were typically classified as white (from the "1950 Census of Population Preliminary Reports: Characteristics of the Population of the San Antonio, Texas, Standard Metropolitan Area: April 1, 1950," <https://www2.census.gov/library/publications/decennial/1950/pc-05/pc-5-43.pdf>).

<sup>36</sup> Laurie E. Jasinski, "San Antonio, TX," *Handbook of Texas Online*, accessed October 27, 2022, <https://www.tshaonline.org/handbook/entries/san-antonio-tx>.

<sup>37</sup> San Antonio's public accommodations had been open to Mexican Americans since the 1940s. See Laurie E. Jasinski, "San Antonio, TX."

<sup>38</sup> Nursing education programs, while affiliated with the Sisters of Charity and the college, had been housed separately at Santa Rosa Hospital until 1971.

<sup>39</sup> The historic core of the Incarnate Word campus is bounded by N. Broadway on the east, Hildebrand Avenue on the south, the San Antonio River on the west, and the Sisters of Charity convent on the north.

<sup>40</sup> 2021 statistics are taken from the university's website, [www.uiw.edu/numbers/index.html](http://www.uiw.edu/numbers/index.html).

recognition of the school's long-standing presence as an important educational institution affiliated with the Sisters of Charity of the Incarnate Word.

## **Criterion A: Education**

### *Catholic Women's Colleges in the Late-Nineteenth and Early-Twentieth Century*

Irene Harwarth, Mindi Maline, and Elizabeth DeBra, in *Women's Colleges in the United States: History, Issues, and Challenges*, identify various trends that contributed to the demand for women's colleges in the mid- to late-19<sup>th</sup> century. While it was generally assumed at the time that men and women occupied separate spheres—and that a woman's place was in the home—one of her key duties was child rearing. Part of the argument for women's colleges was that the better educated the mother, the better she could impart “civic virtue and knowledge” to her children, creating the “educated citizenry” required by the republic. Another argument for women's colleges, which took hold particularly in the Northeast, was based on the opposite notion of parity for women. The women's rights movement which gained momentum after the Civil War viewed education a means of attaining equality, and reformers sought educational opportunities for women equal to those of men.<sup>41</sup>

According to Harwarth, Maline, and DeBra, social historians also identify four important factors behind the demand for women's education. First, the growth of public schools “inculcated in girls a desire for further learning.” This coincided with a shortage of teachers, which created employment opportunities for women in elementary and secondary schools. Second, there was more literature available to women, and gas lighting and improved oil lamps made reading in the evening possible. Third, domestic labor-saving devices brought about by the industrial revolution provided women with increased leisure time. Finally, employment opportunities for women grew during and after the Civil War. While primary occupations were still agricultural laborers, seamstresses, milliners, teachers, textile mill workers, and laundresses, during the war women had expanded their presence in the labor market. “The growth of women in the workforce contributed to the social awareness that education might better prepare them to work.”<sup>42</sup>

In contrast to the myriad choices available to young men, opportunities for higher education were limited for women in the late-19<sup>th</sup> century. Most private colleges and universities restricted enrollment to men. Some began to accept women through coordinate women's colleges in the 1880s. The first such example was the H. Sophie Newcomb Memorial College, affiliated with Tulane University, and founded in 1886. This model was soon duplicated at other universities including Princeton (with the Evelyn College for Women in 1887), Columbia (with Barnard in 1889), Brown University (with Pembroke in 1891), and Harvard (with Radcliffe College in 1894). Some public institutions offered co-educational instruction, including the University of Texas which was open to women since its founding in 1883; however, women in co-educational state schools typically represented a minority of the student body.

Independent single-sex institutions founded during the mid- to late-19<sup>th</sup> century provided an alternative for women seeking a college degree. Many of the earliest women's colleges evolved from private female “seminaries” and “academies,” secondary schools that gained popularity beginning in the 1820s. One example, which served as a model for other women's colleges throughout the country, was Mount Holyoke College, which began as the Mount Holyoke Female Seminary in 1837.<sup>43</sup> Mount Holyoke was part of the “Seven Sisters,” the name given to Barnard, Smith, Mount Holyoke, Vassar, Bryn Mawr, Wellesley, and Radcliffe. The establishment of these seven colleges was significant, according to Harwarth, Maline, and DeBra:

---

<sup>41</sup> Irene Harwarth, Mindi Maline, and Elizabeth DeBra, *Women's Colleges in the United States: History, Issues, & Challenges* (U.S. Department of Education, National Institute on Postsecondary Education, Libraries, and Lifelong Learning. Washington, D.C.: U.S. Government Printing Office, 1997), 2-3.

<sup>42</sup> Harwarth, Maline, and DeBra, 3.

<sup>43</sup> Harwarth, Maline, and DeBra, 2.

While about 50 women's colleges had been founded between approximately 1836 and 1875, most were unable to develop financial or organizational resources, or academic programs of high quality. As one historian has observed: "Generally, these colleges offered courses of study above the standard of those given at female seminaries but below those of colleges for men." Vassar's opening in 1865, however, signified a new era because of its unprecedented high admissions standards and academic programs that "compared favorably with men's colleges." Smith, founded in 1875, offered a course of study even more closely paralleling that of men's colleges, and Wellesley, Bryn Mawr, and Mount Holyoke met similar standards.<sup>44</sup>

The Seven Sisters provided a model for other independent women's colleges including Wheaton College in Norton, Massachusetts; Elmira College in Elmira, New York; Mills College in Oakland, California; and Rockford College in Rockford, Illinois. Building on these foundations, a new generation of progressive women's colleges emerged in the 1920s which included: Sarah Lawrence College in Bronxville, New York; Bennington College in Bennington, Vermont; and Scripps College in Claremont, California.<sup>45</sup> Several of these institutions remain in operation today as successful women's colleges, though trends in higher education since the 1960s have favored co-educational rather than single-sex institutions.

Religiously-affiliated institutions comprised an important subset of early women's colleges. In many cities, they were the only option for women seeking a higher education, and despite religious associations, most were open to students of all faiths and therefore drew from a broad pool of potential applicants. The institution often cited as the first women's college in the United States—Wesleyan College in Macon, Georgia, chartered as the Georgia Female College in 1836—was organized by the Methodist Episcopal Church. The Catholic Church, which already had a long tradition of founding universities for men (e.g., Georgetown in 1789), established several women's colleges once the need for them was recognized and accepted.<sup>46</sup>

Like many of the previously cited examples, Catholic women's colleges often evolved from former academies. In the late nineteenth and early twentieth centuries, it was increasingly common for Catholic congregations—like other religious denominations—to establish private schools. Most girls' schools were operated by religious sisters, while boys' schools were run by religious brothers and sometimes affiliated with local seminaries. These academies typically offered classes from kindergarten through high school in a boarding and day school setting. In the first decades of the 20<sup>th</sup> century, many of these academies were expanded to offer college coursework.

In addition to serving young women within the community, this was also a way to prepare a congregation's own members for their professional roles as teachers in parochial schools. At the time, even the regular classes at the Catholic University of America were not open to women, and the other routes to formalized teacher training were through other (i.e., Protestant) colleges or state normal schools.<sup>47</sup> For many Catholic sisters, enrollment at a public university or an institution run by another religious group would have been unthinkable.

Beginning in 1895 with the establishment of Notre Dame College in Maryland, the first four-year degree-granting Catholic college for women in the United States, the church's interest in women's education began to increase. Growing numbers of Catholic families sought to send their daughters to college; however, without more Catholic colleges to choose from, the young women were enrolling in secular schools. By 1905, four more Catholic women's

---

<sup>44</sup> Harwarth, Maline, and DeBra, 6.

<sup>45</sup> Harwarth, Maline, and DeBra, 6-7. See also Helen Horowitz, *Alma Mater: Design and Experience in the Women's Colleges from Their Nineteenth-Century Beginnings to the 1930s*, 328-350.

<sup>46</sup> Harwarth, Maline, and DeBra, 9-11; Mary J. Oates, "The Development of Catholic Colleges for Women, 1895-1960," *U.S. Catholic Historian* 7, no. 4 (1988): 413-28; Tracy Schier and Cynthia Eagle Russett, *Catholic Women's Colleges in America* (Baltimore: Johns Hopkins University Press, 2002).

<sup>47</sup> Slattery, *Promises To Keep, Volume 2*.

colleges had been established: the College of St. Elizabeth in Convent Station, New Jersey; Trinity College in Washington, D.C.; St. Joseph's College in Emmitsburg, Maryland; and the College of New Rochelle, in New Rochelle, New York. All were located on the East Coast, and all but Trinity College evolved from earlier academies.<sup>48</sup> Fourteen additional Catholic women's colleges were founded between 1905 and 1915; thirty-seven between 1915 and 1925, and nineteen between 1925 and 1930. By 1955, there were 116 Catholic women's colleges.<sup>49</sup>

Catholic education for women emphasized moral character in addition to intellectual development.<sup>50</sup> This theme is indeed reflected in Incarnate Word College's catalog in 1929, which described the school's "distinctive ideal" as "the correlation of correct mental habits with the matter of education." Educational methods, within the context of a liberal arts curricula, stressed "the full and free inquiry for the student in the subjects pursued, with the healthy moral restraints imposed by a cultivated self-discipline... The product of this training, the aim of the educational plan, is the woman of taste, feeling, mind, and character..."<sup>51</sup>

### *Women's Colleges in San Antonio*

When Incarnate Word's baccalaureate program was introduced in 1909, the only other local school advertising college-level coursework for women was the San Antonio Female College.<sup>52</sup> Opened in 1894 under the auspices of the West Texas Conference of the Methodist Episcopal Church, this was a boarding and day school that offered the equivalent of two years of unaccredited higher-level coursework in art, music, languages, and elocution.<sup>53</sup> In 1916, the school was recognized by the state as a junior college; its name was changed to Westmoorland College two years later. In 1937, Westmoorland became part of the University of San Antonio. In 1942, the University of San Antonio merged with Trinity University.

In its early years, by contrast, Incarnate Word College (IWC) offered a broader curriculum and the opportunity to earn a Bachelor of Arts, Bachelor of Literature, or Bachelor of Science. All programs required four years of English and religion, and two years each of history and philosophy. (Non-Catholic students could substitute other courses for the religion requirement.) The Bachelor of Arts and Bachelor of Literature degrees required coursework in Latin and another foreign language. Students working towards a Bachelor of Science were required to take three years of mathematics and four years of the natural sciences. The college maintained laboratory facilities for classes in biology and chemistry.

The only other Catholic women's college in San Antonio—and the school most directly comparable to Incarnate Word—was Our Lady of the Lake College affiliated with the Sisters of Divine Providence. Like Incarnate Word, this institution, which opened in 1896, began as a boarding and day school for young women. Its collegiate program was introduced in 1911, and in 1919 the school was accredited as a senior college.<sup>54</sup> The institution remains in operation as a private co-educational university.<sup>55</sup> It is smaller than the University of the Incarnate Word both in its physical facilities and enrollment. In 2019, the school had 2,773 students.<sup>56</sup>

---

<sup>48</sup> Slattery, *Promises To Keep, Volume 2*.

<sup>49</sup> Harwarth, Maline, and DeBra, 10.

<sup>50</sup> Harwarth, Maline, and DeBra, 10.

<sup>51</sup> Incarnate Word College catalog, 1928-1929, 6.

<sup>52</sup> Elizabeth Avery Colton in "Standards of Southern Colleges for Women" *The School Review* 20, no. 7 (Sept., 1912): 458-475, describes the tremendous variation in standards and quality between institutions professing to be women's colleges. She places the San Antonio Female College in 1912 in the category of institutions more similar to secondary or preparatory schools despite the word "college" in its name.

<sup>53</sup> "San Antonio Female College," *San Antonio Daily Light*, December 23, 1895. See also "Progress of U. of S.A. is Substantial," *San Antonio Light*, July 31, 1938.

<sup>54</sup> Historical information from the State of Texas Historic Marker for Our Lady of the Lake University, 411 S.W. 24<sup>th</sup> Street, San Antonio, Bexar county. Atlas No. 5029003888, dated 1986.

<sup>55</sup> Our Lady of the Lake became fully co-educational in 1969.

<sup>56</sup> Fall 2019, Facts at a Glance. <https://www.ollusa.edu/about/resources/2019-facts-at-a-glance.pdf>

While three co-educational business colleges also existed in San Antonio in 1909, their coursework was highly specialized and not comparable to the liberal arts-focused women's colleges described above.<sup>57</sup> Also, there were no co-educational public colleges, state normal (i.e., teacher training) schools, or other universities available to women in San Antonio at the time. The San Antonio branch of the University of Texas system was not established until 1973.

In the first decades of the twentieth century, all three of San Antonio's women's colleges—Incarnate Word College, the San Antonio Female College (later Westmoorland), and Our Lady of the Lake College—worked diligently to expand their academic offerings, apply for various state-level accreditations, and build out their campuses. No other women's colleges—religious or secular—were established in San Antonio either during or after the proposed period of significance.

### *Significance of Dubuis Hall*

In the summer of 1928, Incarnate Word College announced plans for three new buildings on campus representing an investment of approximately \$400,000: an auditorium to seat 1,200 people, a three-story classroom building, and a residence hall.<sup>58</sup> All three were clad with red brick and stone to complement the existing campus buildings. Frederick B. Gaenslen, architect, and the Kroeger-Brooks Construction Company, general contractor, were responsible for the trio of structures which were to be constructed concurrently and completed the following year (**Figures 1-2**). According to an article in the *San Antonio Light*, the need for the expansion was due to the “rapid growth of the school,” which had only recently moved into the 5-story main Administration Building in 1922 and added the Science Hall in 1926. Describing the school's progress in the August 4, 1929 *San Antonio Express*, it was stated that “Continuous and growing demands from the educable public which it serves has necessitated these additions to the facilities of the college in a far more rapid augmentation than had been anticipated by its most enthusiastic and devoted exponents.” During the 1928-1929 academic year, the school had an enrollment of 1,229 students, with 949 in the senior college and 280 in the preparatory school.<sup>59</sup> The majority of senior college enrollees were full-time students pursuing a bachelors degree. Increasing the availability of on-campus housing, in tandem with more classrooms and faculty, would allow for continued growth.

When Dubuis Hall opened in the fall of 1929, it housed 100 undergraduate female students and a resident dean. The building provided all of the modern amenities expected in a residence hall from this period, including single and double rooms with semi-private bathrooms. As described in the school's 1929-30 catalog, “In each room there is an ample clothes closet, a built-in dressing table, a Simmons bed, a library and study table, and chairs. Besides these rooms, there are on each floor service rooms, including ironing boards and electric power connections among the utilities provided.” Following an organizational approach typical for dormitories of the period, public and private spaces were clearly defined.<sup>60</sup> The first floor included a large well-appointed central lobby suitable for socializing and public entertaining, while resident bedrooms on upper floors and in flanking wings were more modest. Single rooms rented for \$100 to \$140 per semester, while double rooms were \$50 to \$60 per semester.<sup>61</sup> The building was named for Bishop Claude Dubuis, who brought the Sisters of Charity of the Incarnate Word to Texas in 1866.

---

<sup>57</sup> These were the San Antonio Business College, Draughon's Practical Business College, and Alamo City Commercial and Business College, per the 1910 San Antonio city directory.

<sup>58</sup> “Incarnate Word College Plans to be Completed During Week,” *San Antonio Light*, July 15, 1928; “Rapid Growth Necessitates Expansion,” *San Antonio Light*, August 12, 1928; Incarnate Word College Enlarges Buildings in \$400,000 Program,” *San Antonio Light*, August 12, 1928.

<sup>59</sup> “Incarnate Word Enlarges Plant,” *San Antonio Express*, August 4, 1929. The article also noted that more than 50% of the nearly 900 instructors in the San Antonio public schools have received their professional training wholly or in part from Incarnate Word College.

<sup>60</sup> Helen Lefkowitz Horowitz, *Alma Mater: Design and Experience in the Women's Colleges from their Nineteenth-Century Beginnings to the 1930s* (Amherst: University of Massachusetts Press, 1984), 316-318.

<sup>61</sup> Incarnate Word College catalog, 1929-1930.

The building was a source of pride for the college (**Figures 7-8, 10-11**). Upon its completion, the building featured prominently in advertisements in local papers (**Figure 3**). A “modern residence hall” allowed the college to stand out from its competition and signaled to regional and national accrediting agencies that the institution was financially well supported and responsive to changing norms for college facilities. Dubuis Hall represented a move away from the earlier “all-in-one” approach to the Administration Building, which housed administrative offices, classrooms, boarding rooms, dining halls, and recreational facilities under one roof. While that model may have been appropriate for a small academy or college, it was unsustainable for a growing and ambitious institution that aimed to attract students from a wider geographic area. The scale, appearance, furnishings, and organization of Dubuis Hall all reflected the administration’s confidence in the growth of the college. As historian Carla Yanni notes, “Residence halls are not mute containers for the temporary storage of youthful bodies and emergent minds. Dormitories constitute historical evidence of the educational ideals of the people who built them. The varied designs of residence halls reflect changes in student life, as well as college officials’ evolving aspirations for the institutions, the students themselves, and society at large.”<sup>62</sup>

For the women who lived in Dubuis Hall, the building was a social setting where friendships were formed, where mundane acts of daily living took place, and where rules and expectations for appropriate comportment were enforced (**Figures 4-5**). The student newspaper, *The Logos*, frequently published articles providing glimpses of daily life in Dubuis Hall. One contribution in 1935 featured brief profiles of the new residents calling out distinguishing traits, such as: “Maxine Sullivan hails from Michigan. She has that northern way of saying things—plays the trumpet beautifully and has the trickiest eyebrows...Janet Runck of Corpus Christi has ambitions, and not vain ones, of being a Shakespearean actor—is an interesting conversationalist and has that indefinable quality of making her room seem like a corner of her home...Jane Browder blew down from Amarillo. Has a boyish haircut and air, wears tailored clothes, dances beautifully, doesn’t mind being alone, runs around with upperclassmen mostly.”<sup>63</sup>

Most stories were light-hearted, witty, and entertaining. One *Logos* article in 1937 depicted how students chose to decorate their rooms:

If you should go visiting on Friday evening, you would soon reach the conclusion that the majority of rooms in Dubuis Hall present one or other of the three following appearances—the second-hand clothing shop motif, the laundry plan, or the stationery-shop-through-which-a-hurricane-has-just-passed design. But bright and early Saturday morning (well, early anyhow) the weekly housecleaning is done, and that evening the dormitory appears to be a different place.

One of the most attractive rooms is occupied by Jule Sloan. White and rusty orange provide the color scheme which is carried out in the swank candlewick spread and white angora rug. The tricky ivory radio shaped like a globe occupies a prominent place.

A Mexican theme prevails in the Browne-Covington menage. Gay sarapes, miniature cactus plants and tiny pieces of pottery are set about here and there. Crisp white and green dotted swiss makes dainty curtains and a grass rug gives the room a different air.

The Judd-Ludwig abode is also very Mexican. In addition to already mentioned knick-knacks, there are several pictures ingeniously fastened to the wall (without hooks or nails, mind you!)<sup>64</sup>

<sup>62</sup> Carla Yanni, *Living on Campus: An Architectural History of the American Dormitory* (Minneapolis: University of Minnesota Press, 2019), 2.

<sup>63</sup> “Dubuis Hall Snapshots,” *The Logos* 1, no. 3, December 1935. *The Logos* newspaper was a monthly student newspaper that began publication in October 1935. It shared that same name as the school’s yearbook, also called *Logos*.

<sup>64</sup> “Dubuis Hall Rooms Display Fascinating Decorations,” *The Logos* 2, no. 5, February 1937.

Another story entitled “Saturday Morning in Dubuis Hall,” which also appeared in 1937, described weekend chores:

Contrary to natural expectations, Saturday morning is not a day of rest for Dubuis residents, but a busy time filled with the sacred functions of housecleaning. Miss Boarder, rising from her bed no earlier, nor much later, than 7:30, falls to with vigour, and some skill, to put her “house” in order. Her usual house-cleaning attire consists of pajamas, a robe, and slippers. Her hair, of course, is still “up”, her nose is as shiny as a peeled onion, and altogether she does not present an appearance flattering enough to grace a magazine cover. The room, however, being sadly in need of her domestic administrations she plunges in with a will. First the bedding is changed, the desk and dressing table relieved of their respective burdens and dusted. Then after a journey covering most of the floor space in Dubuis she finds the broom and the room is swept, even under the beds. The whole place is thoroughly dusted from the desk top to the chair rockers. If these operations have not taken the entire morning she retires to the laundry to do the week’s washing. In the doing of this last task, the Busy Boarder becomes sopping wet, is aware of a crick in her back and is well on the way to being disgusted with the gentle art of the home woman. The crowning bitterness of the affair is the cantankerousness of the clothes line which, of course, will fall down every time she gets the clothes stretched upon it.

Exasperating chores duly dispensed she returns to her more normal role of Saturday morning leisure. Perhaps she goes to the library or lab, gives herself a shampoo and set, or “does her nails.” But certainly lunch is hardly past before, bathed and brushed and dressed she finds her way downtown for an afternoon of shopping, theatre or just sight-seeing! But this hour finds her smug and conscience-clear!<sup>65</sup>

A later reminiscence by Sister Margaret Patrice Slattery described the rules that women boarders were expected to follow:

Student life, particularly in the dormitories, continued to be strictly supervised in the 1930s, 1940s, and even 1950s. Although student uniforms were no longer required, proper attire, which included the wearing of hose, was required in the classroom and in the dining room. Hats or veils as well as gloves were required for Sunday mass, and before leaving campus for a formal dance, the young ladies were expected to present themselves to Mother Columkille for approval of the modesty of their dress. Slacks were not permitted at any time except when students were leaving the College for some kind of outdoor activity, and even then they were required to wear a coat over what was considered improper attire until they were outside the stone walls of the campus. The strict regulations for every hour of the day were no longer enforced, but students were required to be in their dormitory rooms by 8:00 p.m. on weeknights. Quiet study hours lasted until lights out at ten o’clock. On Friday and Saturday nights students were permitted to be off campus until 11:00 p.m. For dances and other special events, the curfew might be extended to midnight.<sup>66</sup>

An important function of Dubuis Hall was social gathering and entertaining (**Figure 6**). Dubuis Hall’s first floor lobby was the setting for many college events, from receptions for visiting lecturers to teas for various student clubs and associations (Figure 6). Space, however, was limited within the 20’ x 37’ lobby. With the addition of the first-floor Neoclassical Revival-style social hall in 1941, Dubuis could accommodate larger events and formal receptions. “Made of brick and furnished with all modern fixtures and conveniences the hall, when completed, will fill the urgent need for a place in which to hold various social affairs”<sup>67</sup> (**Figure 9**). The social hall formally opened on November 21, 1941,

<sup>65</sup> “Saturday Morning in Dubuis Hall,” *The Logos* 2, no. 7, April 1937.

<sup>66</sup> Slattery, *Promises to Keep, Volume Two*.

<sup>67</sup> “New Cafeteria Foremost in Building Construction for New School Year,” *The Logos*, October 1941.

with the Phi Sigma Kappa sophomore dance.<sup>68</sup> For the occasion, the interior was decorated in the sorority's colors of gold and white, and bunches of yellow chrysanthemums were displayed throughout the room. Live music was provided by the Johnnie Fiedler orchestra.

Dubuis Hall remained the only dormitory on the Incarnate Word College campus until Marian Hall was constructed in 1959-60. Marian Hall was later converted into a residence hall for men after the college became co-educational in 1971, and was demolished in 2015. Other dormitories constructed within the historic campus core include Clement Hall (1970), and the Agnese Sosa Residence Hall and Parking Garage (1995). Today, most new student housing is located west of the San Antonio River near the university's athletic fields.

### Criterion C: Architecture

Dubuis Hall is significant as a local example of the Collegiate Gothic style by Frederick B. Gaenslen, a San Antonio architect who designed numerous churches and school buildings and enjoyed a long association with the Catholic Church. The Collegiate Gothic style is most legible on the building's primary elevations, with the majority of applied ornament concentrated around the main entrance bay. The style was not used for the one-story rear social hall addition, which adopted Neoclassical Revival motifs, nor was it expressed within the building's interior spaces.

Collegiate Gothic (c.1890s to c.1940s) is an adaptation of the Gothic Revival style for educational buildings. While the Gothic Revival style in the United States was popular from the early-nineteenth through the mid-twentieth century, its expression evolved considerably over that time. Initially, Gothic motifs derived from mostly English precedents were applied to churches, institutional, and public buildings whose impressive medieval-inspired facades conveyed a sense of grandiosity. When applied to country houses and cottages, the effect was more picturesque. Gothic-inspired forms and ornamentation—from pointed arches, turrets, and crenellations to tracery and quatrefoils—offered a departure from the rigidity of Classicism.<sup>69</sup>

Following the Civil War, Gothic Revival practitioners in the United States were influenced by the work of philosopher John Ruskin, who advocated for the use of contrasting brick and stone, polychromy, bold patterns and forms, and artistic expression. To Ruskin, Gothic architecture was spiritual, honest, and humanizing. In contrast to modern mass production and the formal regularity of Classical architecture, it offered creative freedom to the individual worker. Ruskin's highly influential books *The Seven Lamps of Architecture*, published in 1849, and *The Stones of Venice*, published in 1851-83, laid out his principles of architecture and codified his beliefs regarding the Gothic style. This period of High Victorian Gothic Revival architecture, which drew from Italian, German, and French as well as English sources, reached its height in the 1870s.<sup>70</sup>

In contrast, the Late Gothic Revival style of the early twentieth century was less exuberant and quieter, with simpler and more subtle silhouettes. East coast architects Ralph Adams Cram and Bertram Grosvenor Goodhue, who practiced together from 1895 until 1913, led the movement.<sup>71</sup> They drew inspiration from the English "Perpendicular Gothic" period, which emphasized verticality over blockiness and used tall, clean lines to draw the viewer's gaze upward. In Perpendicular Gothic, columns often incorporated complex profiles and rounded components to accentuate their verticality; capitals often incorporated foliage or motifs inspired by nature. Architectural vaulting was emphasized with ribbing, and large windows made possible by buttressing allowed for light-filled interior spaces. Similar French Gothic models, with steep roofs and fleches, were also studied. Cram and Goodhue expressed their adapted version of the

---

<sup>68</sup> "Dance Marks Formal Opening: Dubuis Lounge is Scene of Gala Affair," *The Logos*, December 1941.

<sup>69</sup> Marcus Whiffen, *American Architecture Since 1780: A Guide to the Styles* (Cambridge: MIT Press, 1993), 53-60.

<sup>70</sup> Whiffen, *American Architecture*, 89-96. See also John C. Poppeliers, S. Allen Chambers, Jr., and Nancy B. Schwartz, *What Style is It? A Guide to American Architecture* (Washington, D.C.: The Preservation Press in association with the National Trust for Historic Preservation, 1983), 40-41.

<sup>71</sup> Whiffen, *American Architecture*, 173.

Gothic style through numerous ecclesiastical commissions, including the c.1911 Cathedral of St. John the Divine in New York and the c.1911 First Baptist Church in Pittsburgh.<sup>72</sup>

In addition to churches, the Late Gothic Revival style was seen as appropriate for educational buildings. While early examples of Gothic Revival academic buildings were constructed at Kenyon College in Ohio (1829), Knox College in Illinois (1857), and Trinity College in Connecticut (1878), the modern incarnation of “Collegiate Gothic” was introduced at Bryn Mawr College by architects Cope and Stewardson in the early 1890s. Their design for the dormitory Pembroke Hall drew inspiration from the campuses of Oxford and Cambridge in England.<sup>73</sup> The style, which embodied the solemn pursuit of higher education, was subsequently employed on a grand scale at Princeton University where it flourished.<sup>74</sup> Collegiate Gothic buildings followed at Yale University, Duke University, and the University of Chicago. Featured in professional architectural publications, the style was soon adapted by architects throughout the country for public and private high school and college buildings including all-in-one academies, classroom buildings, auditoriums, and dormitories. Long associated with churches, the style was especially fitting for religiously affiliated schools.<sup>75</sup>

Glenn Patton, a professor of fine arts writing in 1967, described the stylistic options available to university administrators and planners at the turn of the century:

In their consideration of architecture and plans, members of educational institutions on all levels tended to think in terms of style and to narrow this to two major alternatives: the Classic (in such variations as Georgian, Beaux Arts, and Renaissance) and the Gothic. Almost all of the various building schemes for major universities and colleges adopted between 1890 and 1915 were based on one or the other of these styles.<sup>76</sup>

According to Patton, Gothic architecture’s inherent flexibility and broad stylistic vocabulary—compared to the rigidity of Classicism—was appealing.<sup>77</sup> Gothic architecture tended towards the picturesque and allowed contrasting components to coexist easily within a larger ensemble. This point was important to administrators whose expanding campuses had to accommodate buildings of multiple ages and styles. Patton, quoting another writer, also noted that Collegiate Gothic’s historic associations and symbolism made a college “look like a college,” a factor that certainly appealed to the wealthy benefactors who financed new buildings.<sup>78</sup> The style remained popular for educational buildings through the 1930s and 1940s.

Typically, Collegiate Gothic buildings used modern construction methods and materials for their structure (i.e., steel, concrete, and hollow clay tile) while exteriors referenced traditional masonry construction. Preferred cladding materials included brick and stone (or cast stone) which conveyed a sense of permanence; these were frequently adorned with bas-relief panels and plaques. Collegiate Gothic buildings were typically rectilinear in plan, with flat roofs concealed by stepped or crenelated parapets. Pointed arches—perhaps the style’s most widely recognized feature—were often accompanied by central towers, bay windows, and cast stone tracery. Wide Tudor arches, such as those found at the entrance to Dubuis Hall, were especially common.

---

<sup>72</sup> Whiffen, *American Architecture*, 174.

<sup>73</sup> Robinson Meyer, “How Gothic Architecture Took Over the American College Campus,” *The Atlantic*, September 11, 2013.

<sup>74</sup> Whiffen, *American Architecture*, 174-175.

<sup>75</sup> Washington State Historic Preservation Office, *Architectural Style Guide, Collegiate Gothic*, <https://dahp.wa.gov/historic-preservation/historic-buildings/architectural-style-guide/collegiate-gothic>, accessed August 2, 2022.

<sup>76</sup> Glenn Patton, “American Collegiate Gothic: A Phase of University Architectural Development,” *The Journal of Higher Education* 38, no. 1 (January 1967): 5.

<sup>77</sup> Patton, “American Collegiate Gothic,” 5-6.

<sup>78</sup> Patton, “American Collegiate Gothic,” 7.

Several of these character defining features are present on Dubuis Hall, including—first and foremost—the highly ornamented central entrance bay with its Tudor arches, elongated pilasters, cast stone mullions, bas-relief plaques, panels, and finials. Another prominent feature is the building’s parapet, which incorporates arched segments and rises to its apex at the central bay. While east and west wings splay outward at an angle, the building’s primary components are rectilinear in plan and the building has a flat roof. On exterior surfaces, light-colored cast stone ornament and banding contrast with the deep tones of the patterned red brick cladding. It is worth noting that while formal symmetry is not a defining feature of Gothic Revival architecture, in practice many Collegiate Gothic buildings—especially those like Dubuis Hall with central entrance bays—did employ symmetrical compositions for their primary facades. While Dubuis Hall’s appearance is not as exuberant as other examples of the style, and most character-defining ornament is concentrated at the main entrance, the overall impression tends toward the Collegiate Gothic. As one architectural style guide notes, even pared-down versions of the style, perhaps with limited or concentrated decorative detailing, form “part of the Gothic Revival tradition.”<sup>79</sup>

### *Frederick B. Gaenslen (1869-1941)*

Frederick Bowen Gaenslen (1869-1941) was born in San Antonio where he attended St. Mary’s College, a Catholic institution founded by the Marianist brothers.<sup>80</sup> He studied architecture at the Massachusetts Institute of Technology (MIT), graduating in 1889. Established in 1868, MIT’s program in architectural education was the first such collegiate program in the country. The school’s curriculum was modeled largely on the École des Beaux-Arts in Paris, where design studios emphasized an eclectic Neoclassicism and superb drawing skills. MIT, in fact, maintained a close association with the École, and several graduates of MIT’s program pursued advanced study and training in Paris.<sup>81</sup> Many of the architects trained at MIT went on to become leaders in the architectural profession in the late nineteenth and early twentieth century.

After completing his studies at MIT, Gaenslen worked as a draftsman first in Boston and then in Philadelphia for approximately five years. In Philadelphia, he would have been exposed to the work Frank Furness, a prolific local architect known for his bold and original designs drawing inspiration in part from the Romanesque and Gothic Revival styles. Notable works by Furness included the Pennsylvania Academy of the Fine Arts (1871-1876), the First Unitarian Church of Philadelphia (1885), and University of Pennsylvania Library (1891).

By 1895, Gaenslen had returned to San Antonio to establish his own practice.<sup>82</sup> Gaenslen was a prominent member of the local Catholic community, and several of his commissions stemmed from his affiliation with the church. One of his early projects was St. Joseph’s Catholic Academy (1905) in Dallas, a two-story school building in the Neoclassical Revival style. The adjacent Romanesque Revival-style St. Joseph’s Church, also designed by Gaenslen, was added in 1910.

During this period, Gaenslen designed the large Romanesque Revival-style chapel (1907) for the Sisters of Charity of the Incarnate Word in San Antonio. The chapel was connected to the sister’s c.1900 motherhouse, an imposing brick and stone building also in the Romanesque Revival style by architect Alfred Giles. In addition to a convent, the

---

<sup>79</sup> Washington State Historic Preservation Office, *Architectural Style Guide, Collegiate Gothic*.

<sup>80</sup> At various times St. Mary’s College also known as St. Mary’s Institute, St. Mary’s Academy, St. Louis College, and finally St. Mary’s University.

<sup>81</sup> While a prior National Register nomination referred to Gaenslen as Beaux-Arts trained, there is no record of Gaenslen attending the École des Beaux-Arts in Paris. He would have, however, been exposed to the École’s approach and philosophy of design during his time at MIT. See Jean Paul Carlhian and Margot M. Ellis, *Americans in Paris: Foundations of America’s Architectural Gilded Age: Architecture Students at the Ecole des Beaux-Arts, 1846-1946* (New York: Rizzoli, 2014).

<sup>82</sup> Confirmed in the San Antonio City Directory, 1895. See also the biography of Frederick Gaenslen in *A Twentieth Century History of Southwest Texas, Volume 1* (Chicago: Lewis Publishing Co., 1907), 409-411, and Carol Baass Sowa, “Unpacking Frederick Gaenslen,” *Today’s Catholic*, July 6, 2018.

motherhouse housed Incarnate Word Academy, the predecessor to Incarnate Word College. Gaenslen's other commissions around that time included Our Lady of the Lake Convent in San Antonio (1907) and Sacred Heart Catholic Church in Brownsville (1913), both in the Gothic Revival style, as well as St Anthony's Catholic School in San Antonio (1909) in the Romanesque Revival style.

In 1920, Gaenslen's seminary building for St. John's Seminary in San Antonio was completed, with Leo Dielmann serving as the general contractor. Named Drossaert's Hall after the bishop of the San Antonio Diocese, the building combined living, dining, educational, and religious facilities under one roof. Gaenslen later designed a dedicated dormitory for the seminary, Margil Hall, which was completed in 1935. Both buildings (NRHP, 2018) drew upon Renaissance Revival precedents; separated by 15 years, however, Margil Hall shows a refinement in Gaenslen's command of the style.<sup>83</sup>

In 1921, Gaenslen was again called on by the Sisters of Charity of the Incarnate Word to design the new Administration Building for Incarnate Word College (NRHP, 2010). Completed in 1922, the imposing five-story red-brick and cast stone building was designed in the Renaissance Revival style. In 1929, concurrent with Dubuis Hall, Gaenslen designed two more additions for the campus: Education Hall (1929), and the Auditorium (1929). These two buildings were connected and stylistically similar to the Administration Building. From a campus planning perspective, they extended the college's primary façade south along Broadway Street. Given this context and precedent, it is curious that Gaenslen elected to design Dubuis Hall in the Collegiate Gothic style.

Romanesque Revival, Gothic Revival (including Collegiate Gothic), and Renaissance Revival styles characterized much of Gaenslen's work over the course of his career, which largely focused on church and school buildings in southeast Texas. While he was adept at interpreting all three styles, Gaenslen was perhaps best known for his work in the Romanesque tradition. Historian Jay Henry in *Architecture in Texas 1895-1945* described Gaenslen's approach to the Romanesque as evolving from "a brickbuilder's idiom of round-headed windows and arcaded corbel tables" to, by 1930, a more learned command of the style.<sup>84</sup> Two examples of Gaenslen's later work in the Romanesque Revival style are All Saints Catholic Church in Houston (1926, NRHP, 1983) and St Michael's Catholic Church in Cuero (1931, NRHP, 1988).

Frederick B. Gaenslen retired from practice in 1939 and died shortly afterwards in 1941. Several of his buildings have been listed in the National Register of Historic Places for their outstanding design, ornamentation, and craftsmanship.

#### *Leo M.J. Dielmann (1881-1969)*

Leo M.J. Dielmann designed Dubuis Hall's 1941 one-story social hall addition. In the late 1930s, when Frederick Gaenslen was nearing retirement, Dielmann was selected by the Sisters of Charity of the Incarnate Word for three new commissions on the Incarnate Word College campus. It was fitting that Dielmann was assuming Gaenslen's role as the sisters' preferred architect; the two had previously worked together on St. John's Seminary, with Dielmann in the role of general contractor.<sup>85</sup> Dielmann did not simply replicate established styles for his work on the Incarnate Word College campus. His designs for the Household Arts Building (1939), Home Management House (1939), and Nursery (1939, demolished c.2001) were in a Stripped Classical and Art Deco vein, combining lighter-colored brick and cast stone in a simplified, streamlined manner with subtle setbacks. For Dubuis Hall's social hall addition, he used red brick and cast stone—matching the main building—with Neoclassical Revival-style windows and detailing.

---

<sup>83</sup> Jennifer F. Hembree and JulieAnn Murphy, "St. John's Seminary," National Register of Historic Places nomination, 2018.

<sup>84</sup> Jay Henry, *Architecture in Texas 1895-1945* (Austin: University of Texas Press, 1993), 106.

<sup>85</sup> Hembree and Murphy, "St. John's Seminary." St. John's Seminary was built by the J.C. Dielmann Construction Company, owned by Leo's father. Even while practicing as an architect, it appears that Leo Dielmann kept close ties with his father's firm.

Dielmann's 1941 social hall addition was the last traditionally styled construction on campus. All buildings erected after 1950 embraced a more modern aesthetic.

Dielmann, a San Antonio architect of German-American descent, was known for his work designing commercial buildings, churches, institutional buildings, and residences throughout Texas. A graduate of St. Mary's College in San Antonio, Dielmann studied architecture and engineering in Germany. Upon his return to San Antonio, he worked in his father's construction and building supply company before forming his own architecture firm. From 1909 to 1912, he served as San Antonio's City Building Inspector. Dielmann completed numerous projects including San Antonio's Fort Sam Houston Post Chapel (1909), the Conventual Chapel at Our Lady of the Lake University (c.1921, NRHP, 2021), and churches in Brenham, High Hill, Boerne, Seguin, Weimar, and many other communities.<sup>86</sup>

### *Summary*

Constructed in 1929 as the first purpose-built dormitory for Incarnate Word College, Dubuis Hall has been an important part of the institution's evolution from a small women's college into a global co-educational Catholic university. The building was part of the college's first significant expansion in the 1920s and remains one of the oldest buildings on campus. Over the course of nearly a century, it has housed generations of students and played an integral role in their college experience outside of the classroom. The building locally significant under Criterion A and C in the areas of Education and Architecture. The period of significance begins in 1929, when the dormitory opened, and ends in 1971, when the college was made fully co-educational. The property meets Criteria Consideration A (Religious Properties) because it is primarily significant for its secular function as an educational building and for its architectural distinction.

---

<sup>86</sup> "A Preliminary Guide to the Leo M. J. Dielmann Papers, Drawings, and Photographs, Additions, 1863-1991," University of Texas at Austin, <https://legacy.lib.utexas.edu/taro/drtsa/00012/drt-00012.html>.

## Bibliography

- Cardozier, V.R. "Higher Education," *Handbook of Texas Online*, accessed August 29, 2020, <https://www.tshaonline.org/handbook/entries/higher-education>. Published by the Texas State Historical Association.
- Colton, Elizabeth Avery. "Standards of Southern Colleges for Women." *The School Review* 20, no. 7 (September 1912): 458-475.
- Furey, Francis J. *Archdiocese of San Antonio, 1874-1974*. San Antonio: Schneider Printing Co., 1974.
- Harwarth, Irene, Mindi Maline, and Elizabeth DeBra. *Women's Colleges in the United States: History, Issues, & Challenges*. U.S. Department of Education, National Institute on Postsecondary Education, Libraries, and Lifelong Learning. Washington, D.C.: U.S. Government Printing Office, 1997.
- Henry Jay. *Architecture in Texas 1895-1945*. Austin: University of Texas Press, 1993.
- Horowitz, Helen Lefkowitz. *Alma Mater: Design and Experience in the Women's Colleges from Their Nineteenth-Century Beginnings to the 1930s*. Amherst: University of Massachusetts Press, 1993.
- Incarnate Word College. *The Logos*. San Antonio, TX: 1928-1961. Yearbooks accessed online via [www.ancestry.com](http://www.ancestry.com) and at the University of the Incarnate Word library.
- "Incarnate Word College: The First Century." Supplement to the *San Antonio Times*, October 16, 1980.
- Jones, William H. "Desegregation of Public Education in Texas – One Year Afterward." *The Journal of Negro Education* 24, no. 3 (Summer 1955): 348-360.
- Kennelly, Sister Josephine, C.C.V.I., "Sisters of Charity of the Incarnate Word, San Antonio," *Handbook of Texas Online*, accessed August 28, 2020, <https://www.tshaonline.org/handbook/entries/sisters-of-charity-of-the-incarnate-word-san-antonio>. Published by the Texas State Historical Association.
- Lane, Sister M. Claude, O.P., "Catholic Education," *Handbook of Texas Online*, accessed August 28, 2020, <https://www.tshaonline.org/handbook/entries/catholic-education>. Published by the Texas State Historical Association.
- Lucey, Robert. *Archdiocese of San Antonio, 1874-1949*. San Antonio: Schneider Printing Co., 1949.
- McCracken, Richard and Vincent Rodriguez. *University of the Incarnate Word: 125 Years of Service*. Special edition of *The Word*. 2006. <http://www.thewordonline.org/125/campus.html>.
- Newman, Mark. *Desegregating Dixie: The Catholic Church in the South and Desegregation, 1945–1992*. Jackson: University Press of Mississippi, 2018.
- Oates, Mary J. "The Development of Catholic Colleges for Women, 1895-1960." *U.S. Catholic Historian* 7, no. 4 (1988): 413-28. Accessed August 28, 2020. <http://www.jstor.org/stable/25153853>.
- Patton, Glenn. "American Collegiate Gothic: A Phase of University Architectural Development." *The Journal of Higher Education* 38, no. 1 (January 1967): 1-8.

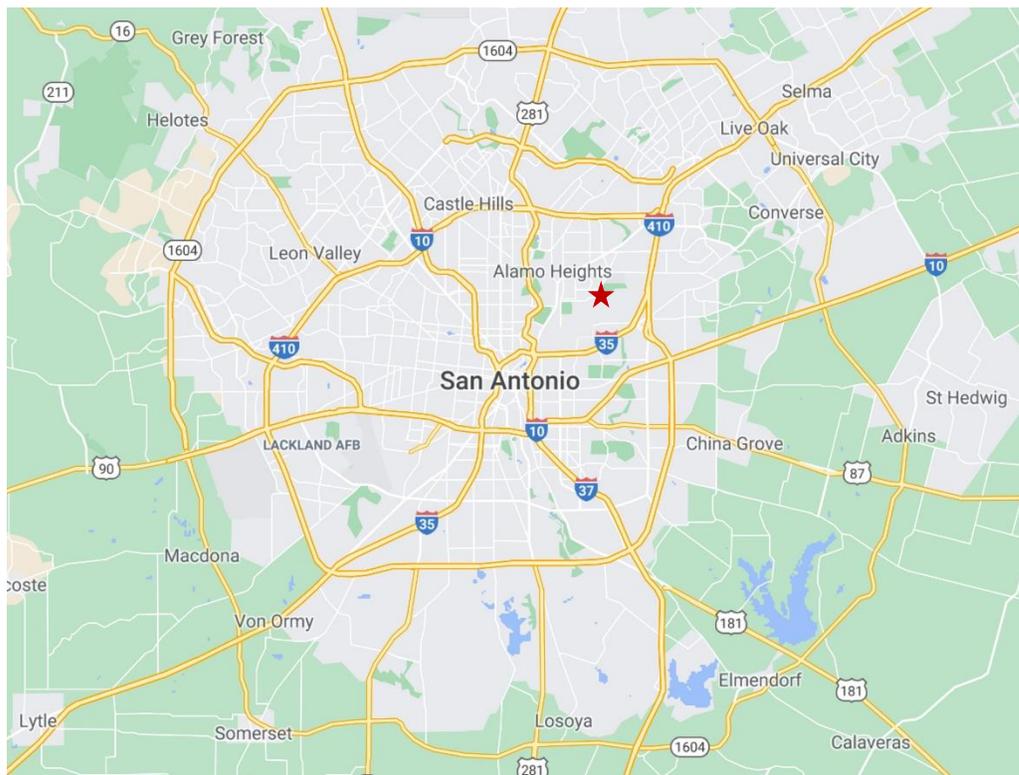
- Poppeliers, John C., S. Allen Chambers, Jr., and Nancy B. Schwartz. *What Style is It? A Guide to American Architecture*. Washington, D.C.: The Preservation Press in association with the National Trust for Historic Preservation, 1983.
- Reitmeyer, Sister Mary of the Cross. "The History of Incarnate Word Academy." Thesis, George Peabody College for Teachers, 1937.
- Schier, Tracy, and Cynthia Eagle Russett. *Catholic Women's Colleges in America*. Baltimore: Johns Hopkins University Press, 2002.
- Slattery, Sister Margaret Patrice, C.C.V.I. *Promises To Keep, A History of the Sisters of Charity of the Incarnate Word, Volume One, Historical Development from 1869 to 1994*. San Antonio: University of the Incarnate Word, 1995.
- Slattery, Sister Margaret Patrice, C.C.V.I. *Promises To Keep, A History of the Sisters of Charity of the Incarnate Word, Volume Two, Historical Studies of Hospitals, Schools in Mexico, and Incarnate Word College*. San Antonio: University of the Incarnate Word, 1999.
- Turpin, Andrea L. "The Ideological Origins of the Women's College: Religion, Class, and Curriculum in the Educational Visions of Catharine Beecher and Mary Lyon." *History of Education Quarterly* 50, no. 2 (May 2010): 133-158.
- Tuttle, H. Stanton. "Junior-College Movement," Handbook of Texas Online, accessed August 29, 2020, <https://www.tshaonline.org/handbook/entries/junior-college-movement>. Published by the Texas State Historical Association.
- "University of the Incarnate Word Administration Building." National Register Nomination. May 17, 2010.
- Wein, Roberta. "Women's Colleges and Domesticity, 1875-1918." *History of Education Quarterly* 14, no. 1 (Spring 1974): 31-47.
- Whiffen, Marcus. *American Architecture Since 1780: A Guide to the Styles*. Cambridge: MIT Press, 1993.
- Woody, Thomas. *A History of Women's Education in the United States*. New York: The Science Press, 1929. Accessed via <https://catalog.hathitrust.org/Record/001450400>.
- Yanni, Carla. "How College Dorms Evolved to Fit America's Gender and Racial Politics." *Smithsonian Magazine*, September 6, 2019.
- Yanni, Carla. *Living on Campus: An Architectural History of the American Dormitory*. Minneapolis: University of Minnesota Press, 2019.
- Young, Nancy Beck. "University of the Incarnate Word." *Handbook of Texas Online*, accessed August 28, 2020, <https://www.tshaonline.org/handbook/entries/university-of-the-incarnate-word>. Published by the Texas State Historical Association.
- Ziolkowski, Jan. "The Rise of Collegiate Gothic." In *The Juggler of Notre Dame and the Medievalizing of Modernity*, Volume 3. Cambridge, United Kingdom: Open Book Publishers, 189-238.

Dubuis Hall, San Antonio, Bexar County, Texas

**Map 1**  
Bexar County, Texas

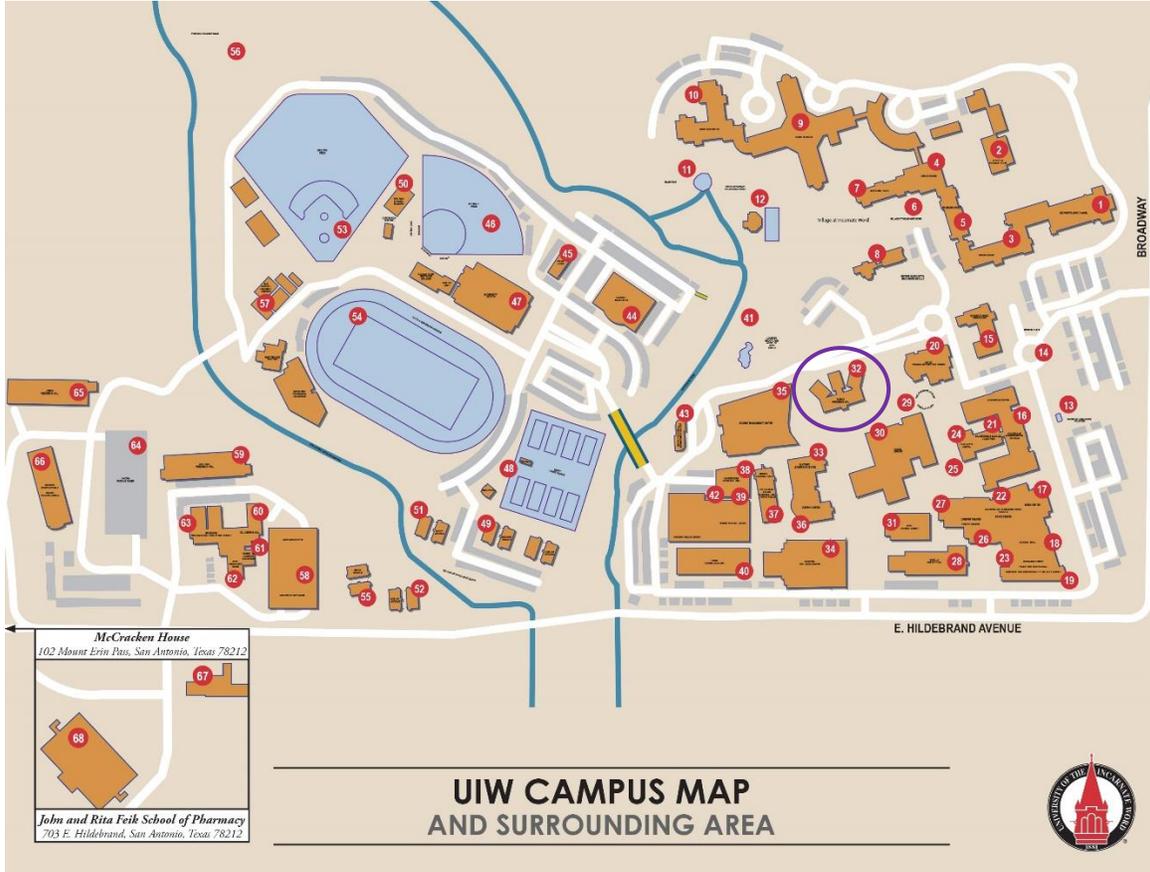


**Map 2**  
Current map of San Antonio, Bexar County, Texas showing the location of the University of the Incarnate Word and Dubuis Hall



### Map 3

University of the Incarnate Word Campus Map (Dubuis Hall is indicated as #32 within the purple oval)



### UIW CAMPUS MAP & SURROUNDING AREA

- |  |   |   |
|--|---|---|
| 1. Incarnate Word Chapel **  | 26. Coates Theatre (EIMT)   | 43. Buckley-Mitchell Advancement Center (BUCCMIT)                   |
| 2. CHRISTUS Heritage Room *  | 27. Cheever Theatre (EIMT)  | 44. Bishop Natavision (NATA)  |
| 3. Pierre House *  | 28. Bonilla Science Hall (BSH)  | 45. Solar House   |
| 4. Dubuis House *  | 29. The Marjorie Jordan Carillon Plaza  | 46. Softball Field  |
| 5. Madeline House *  | 30. Mabey Library, McCloskey Art Gallery, Counseling (LIBR)   | 47. McDermott Center, offices (2 <sup>nd</sup> floor) (CONV)        |
| 6. Village at Incarnate Word *   | 31. AT&T Science Center (AT&T)  | 48. Mabey Tennis Center   |
| 7. Alpinier House *  | 32. Dubuis Residence Hall   | 49. Village of Assoc. Dowling Assoc A, Foubur Assoc B (A&B)         |
| 8. George Washington Brackenridge Villa **   | 33. Slatery Leadership Center, Office of the Provost  | 50. Sullivan Ceramic Studio   |
| 9. DeMatel House *   | 34. Cervone Wellness Center (WC)  | 51. Village of Assoc. Smiley Assoc C                                |
| 10. Angeleque House *  | 35. Student Engagement Center: 1 <sup>st</sup> level-Canonize Dining, Cardinal Slopper (upper); 2 <sup>nd</sup> level-Students Organization Complex; Meeting Rooms; 3 <sup>rd</sup> level-Office of the President, Veterans Affairs, Career Services, Campus Engagement, SGA Offices, Graduate Assistants, Writing & Learning Center, Tutoring Services, Soden, CAB Activities, Greek Life, Lounge, All Faiths Reflection Room, University Advising Lab, University Advising Center, FRO, Offices: Business, Red's, Cardinal Slopper (lower), Post Office, Help Desk; Mezzanine-Bellman | 52. Village of Assoc. Melloy Assoc D                                |
| 11. Blue Hole *  |   | 53. Sullivan Field  |
| 12. Picnic Area/Steel Volleyball Court   |   | 54. Benson Stadium  |
| 13. Bernard O'Helloran Garden  |   | 55. Village of Assoc. Hayes Assoc E                                 |
| 14. Mission Plaza  |   | 56. Practice Soccer Fields  |
| 15. Incarnate Word Generative **   |   | 57. Practice Infield  |
| 16. Admissions Center<br>Columbille Administration Building<br>Admissions Center, Registrar, Business Office, Campus Ministry, Easing Center, Paul R. Daber Academic Computer Center, Abo-Bowse-White Teleconferencing Center (AD) | 36. Guzman Business and Education Center, Creecher School of Education U-L-B School of Business (GB)  | 58. McComb Center: Housing/Roseberg, Sky Room, Joss on the Hill     |
| 17. Bennett Music Center   | 37. Residence Halls, St. Clement Logan Residence Hall, Campus Police  | 59. Residence Halls, Hillside Residence Hall                        |
| 18. Concert Hall   | 38. Agnew-Sosa Residence Hall   | 60. Residence Halls, St. Joseph Hall                                |
| 19. Fine Arts Complex (FA)   | 39. Center for Well-Being   | 61. Heritage Leonard Auditorium                                     |
| 20. Joyce Deigan & Technology Center (JB)  | 40. Frank Nursing Building (NB)   | 62. AT&T Conference Room  |
| 21. St. Antonious Buckley Courtyard  | 41. Lourdes Centro and Angel of Hope Statue   | 63. Grossman International Conference Center, Dining Services (ICC) |
| 22. Maureen Holligan-Hussard 18th Theatre and Dance Center (HT)  | 42. Student Health Center   | 64. Ancino Parking Tower  |
| 23. Koko Art Center (KA)   |   | 65. Residence Halls, Jarvis Residence Hall                          |
| 24. Financial Aid (1 <sup>st</sup> floor) (CHAPEL)   |   | 66. Residence Halls, Skyline Residence Hall, Ancino Parking Garage  |
| 25. Our Lady's Chapel (CHAPEL)   |   | 67. McCracken House   |
|  |   | 68. Feik School of Pharmacy (FSOP)                                  |



Incarnate Word High School  
727 E Hildebrand Ave.  
San Antonio, TX 78212  
(not indicated on map)

St. Anthony's High School  
3200 St-Cullough Ave.  
San Antonio, Texas 78212  
(not indicated on map)

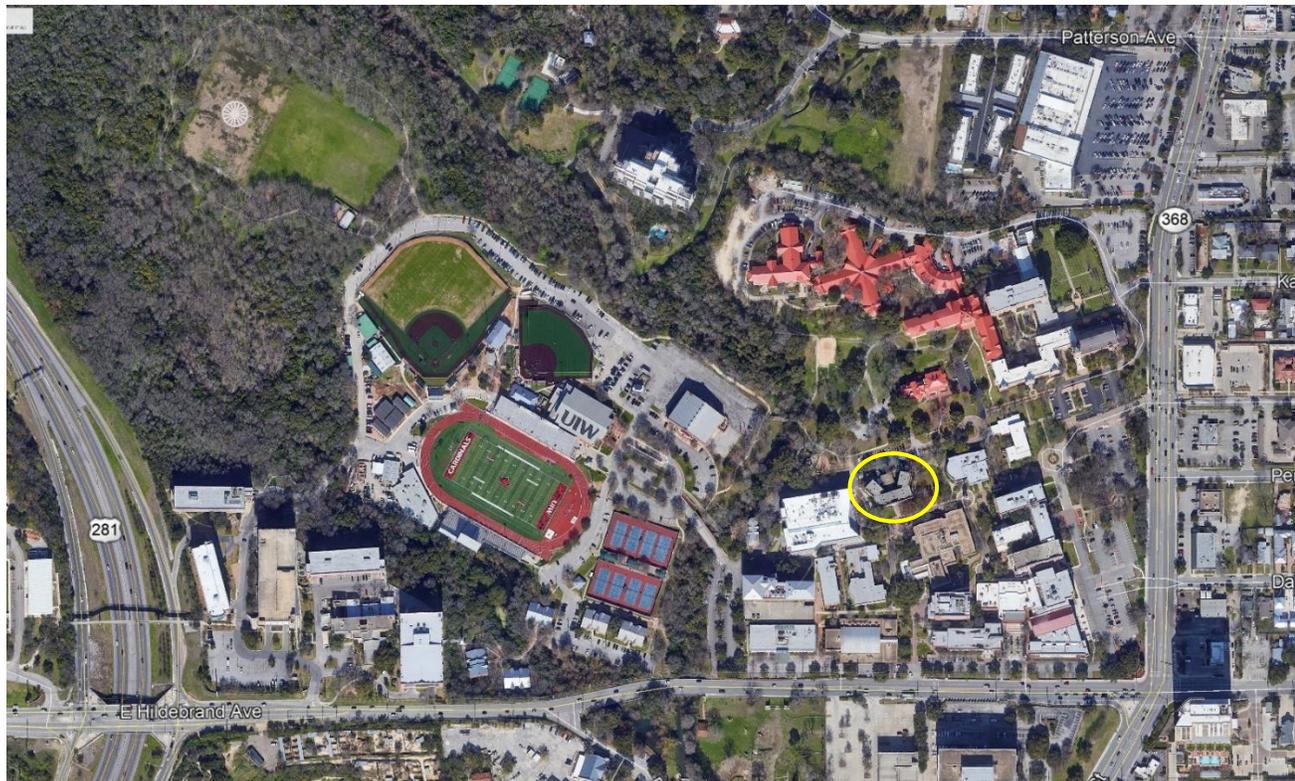
SESTERSON CHARLETTON  
UNIVERSITY OF THE INCARNATE WORD

This publication is available in alternate format by request. To request an alternate format, please contact Education at 833-6605.

Dubuis Hall, San Antonio, Bexar County, Texas

## Map 4

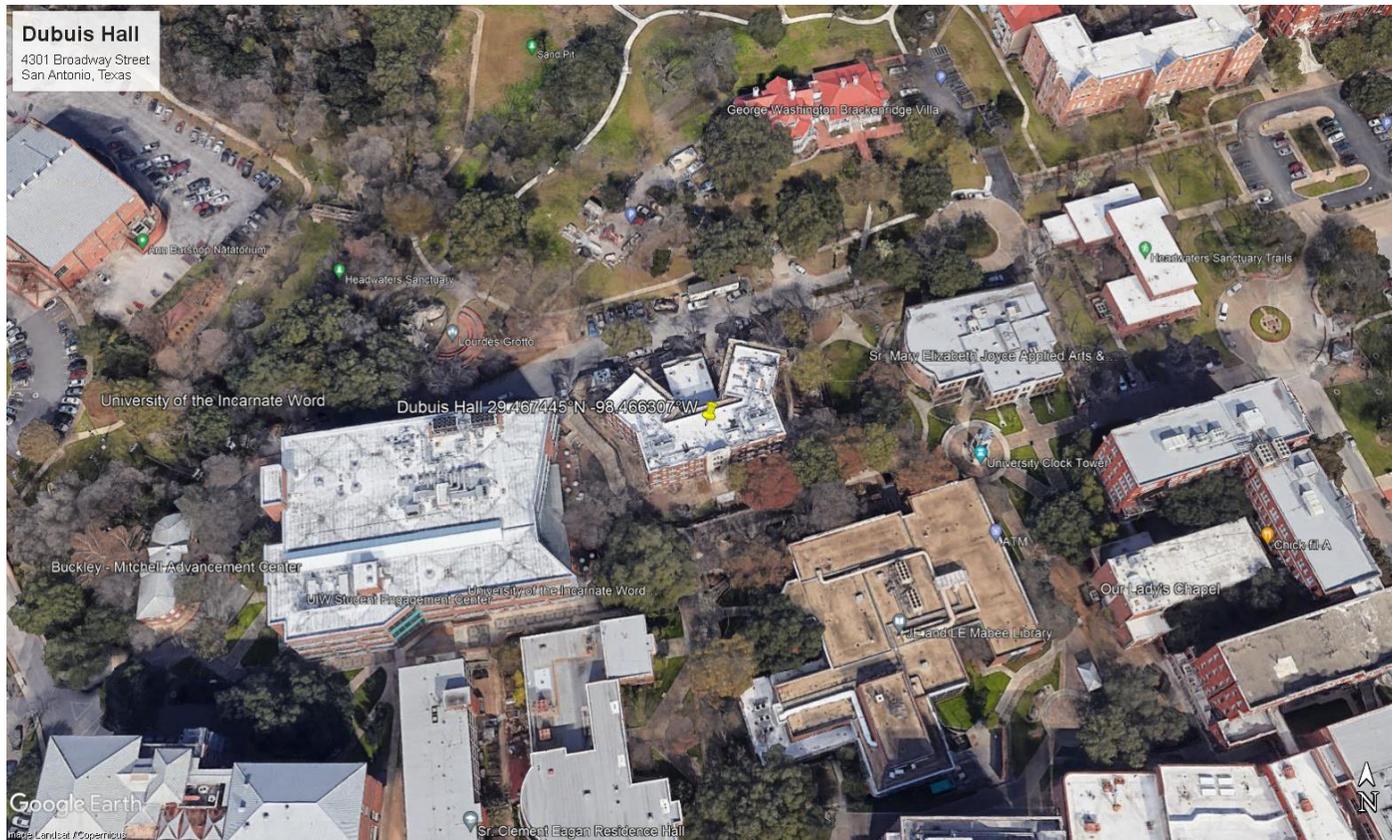
Aerial map of the University of the Incarnate Word and immediate context (Dubuis Hall is within yellow oval)



Dubuis Hall, San Antonio, Bexar County, Texas

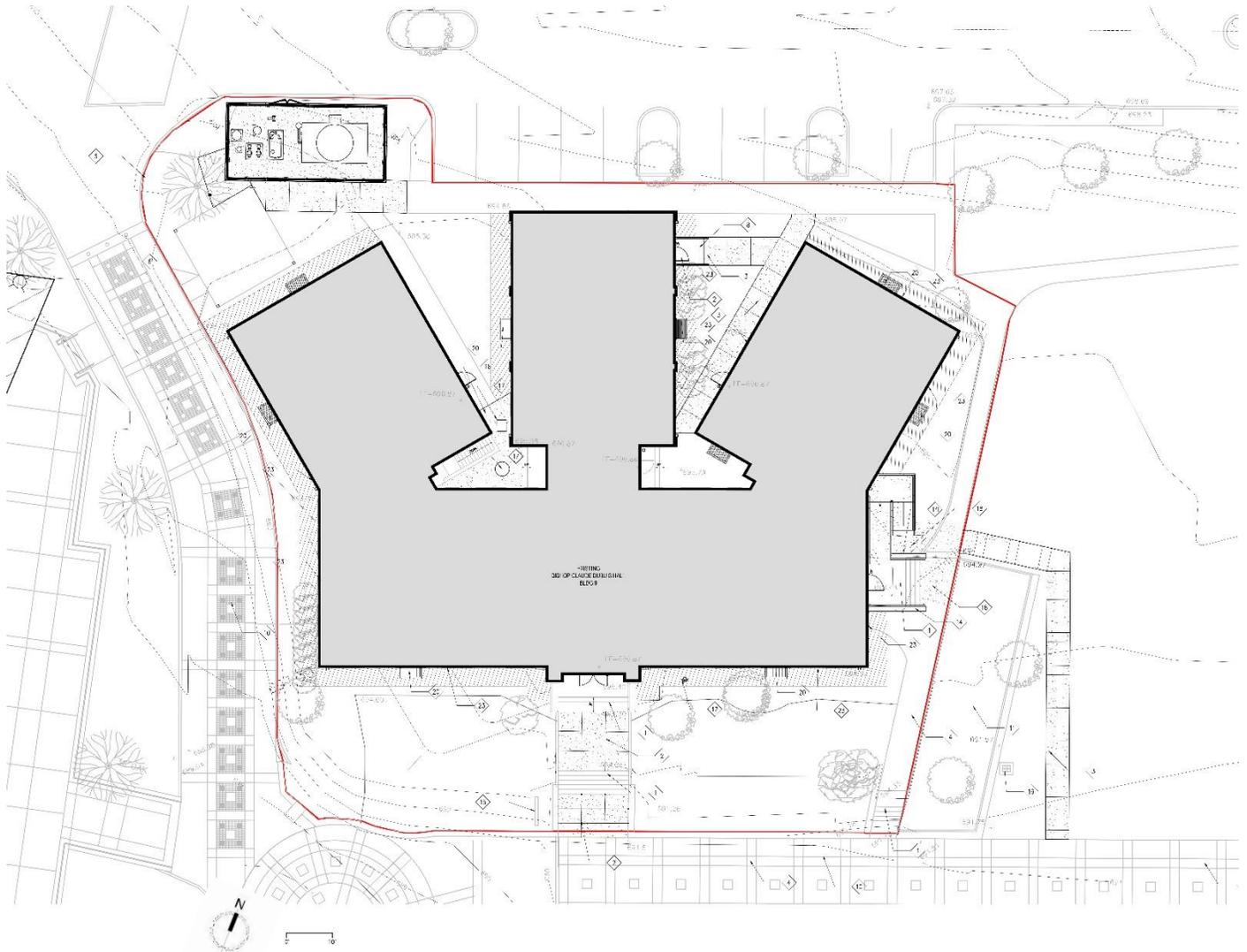
## Map 5

Google Earth Map accessed July 14, 2022.



## Map 6

Dubuis Hall National Register boundary (includes the associated cooling tower enclosure in the northwest corner). The property is located on the eastern side of the campus of the University of the Incarnate Word (previously Incarnate Word College). The nominated boundary includes less than one acre, specifically the north central portion of the legal parcel identified as NCB A52 BLK LOT S IRR 752.12 FT OF 45 "TRACT I" (Property ID: 100800), San Antonio, Bexar County, Texas, as recorded in the Bexar County Appraisal District. Data accessed July 14, 2022. The nominated property is bounded by the campus ring road on the north, a campus access drive on the west, and paved sidewalks on the south and east.



Dubuis Hall, San Antonio, Bexar County, Texas

---

## Map 7

Bing Map showing south elevation, accessed July 21, 2022.



Dubuis Hall, San Antonio, Bexar County, Texas

---

## Map 8

Bing Map showing north elevation, accessed July 21, 2022.



Dubuis Hall, San Antonio, Bexar County, Texas

---

## Map 9

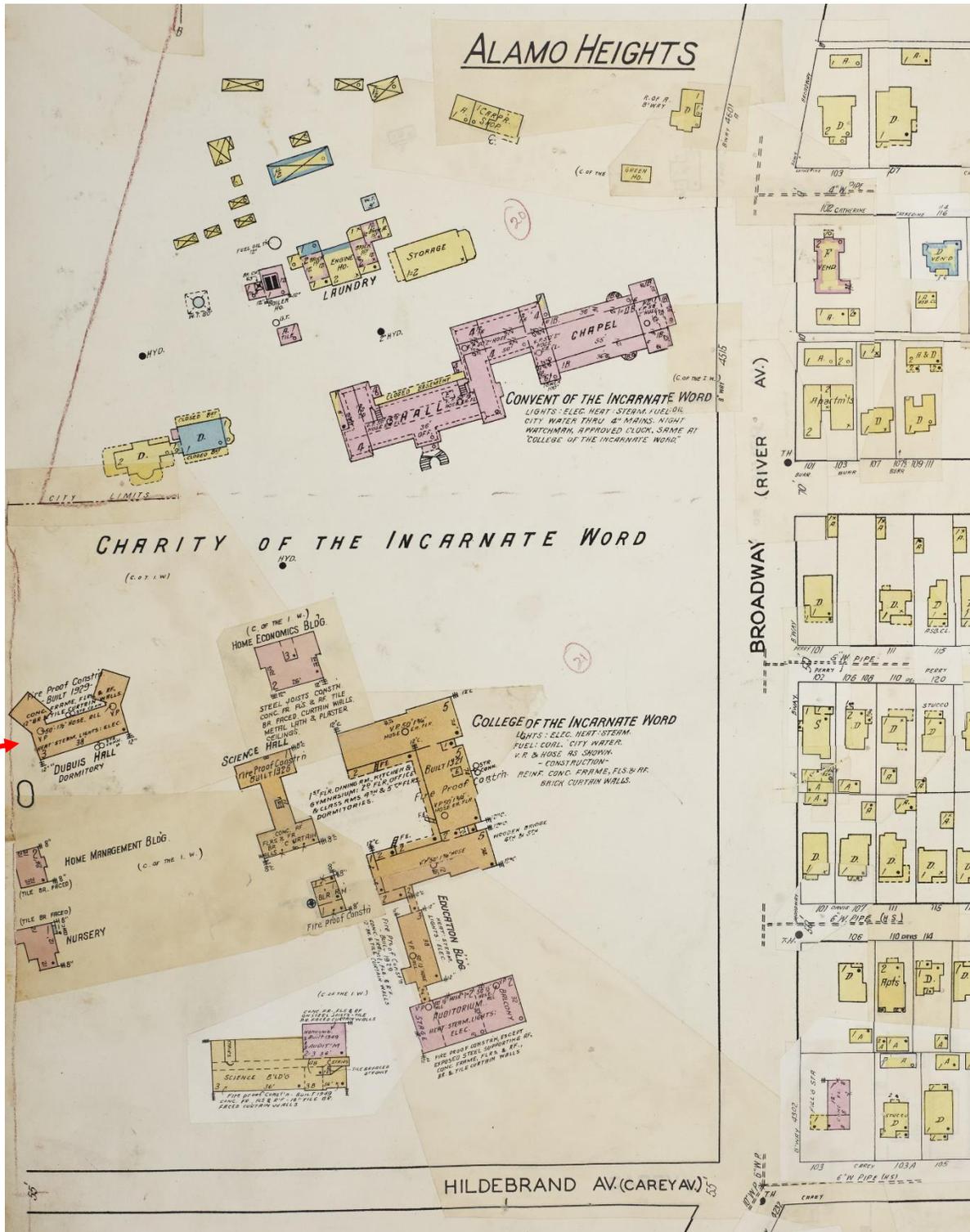
Bing Map showing east elevation, accessed July 21, 2022.



## Map 10

1912-1951 Sanborn Map, Volume 2, Sheet 225

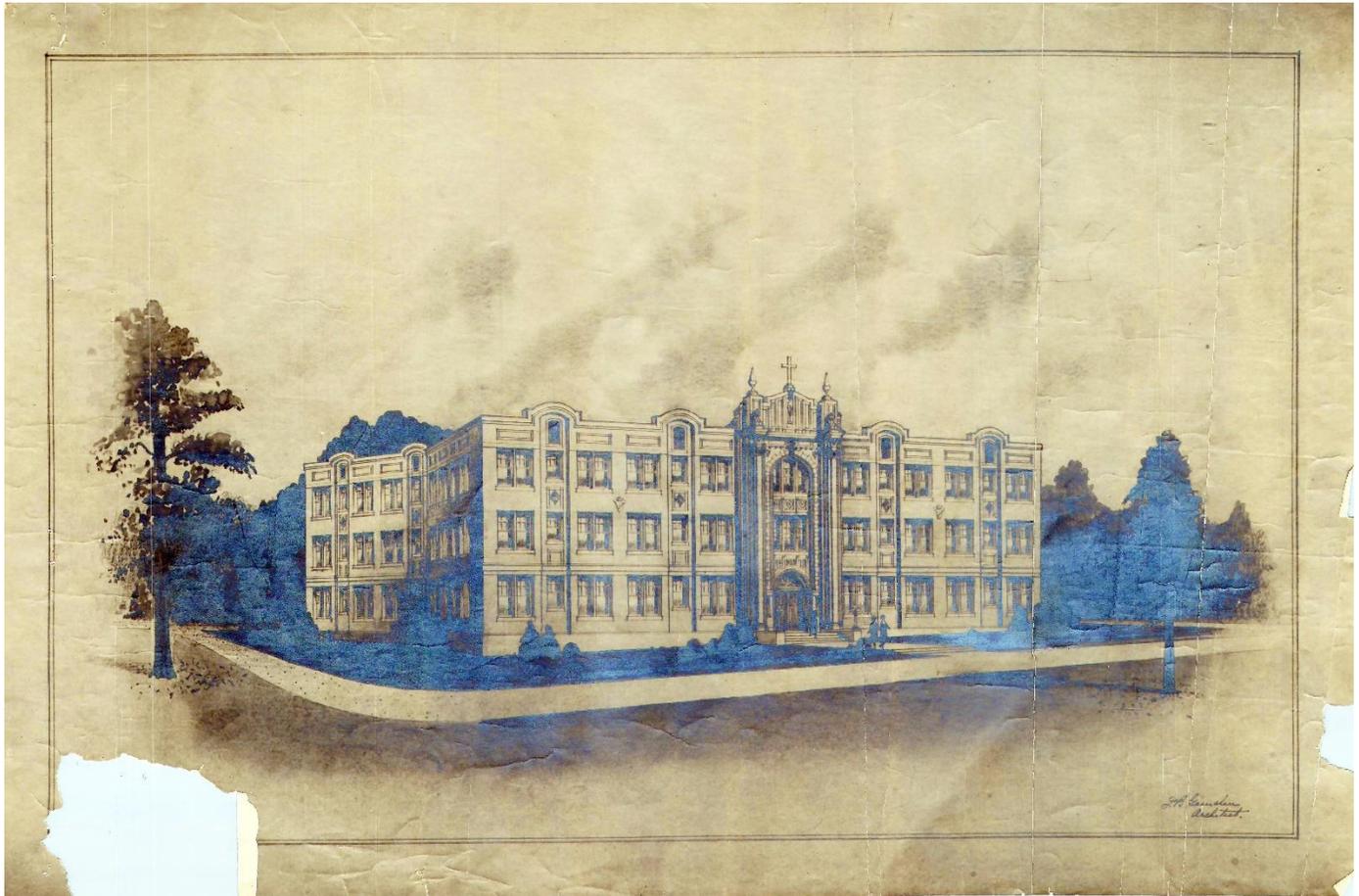
(Retrieved from the *Library of Congress*, [https://www.loc.gov/item/sanborn08740\\_013/](https://www.loc.gov/item/sanborn08740_013/))



Dubuis Hall, San Antonio, Bexar County, Texas

**Figure 1**

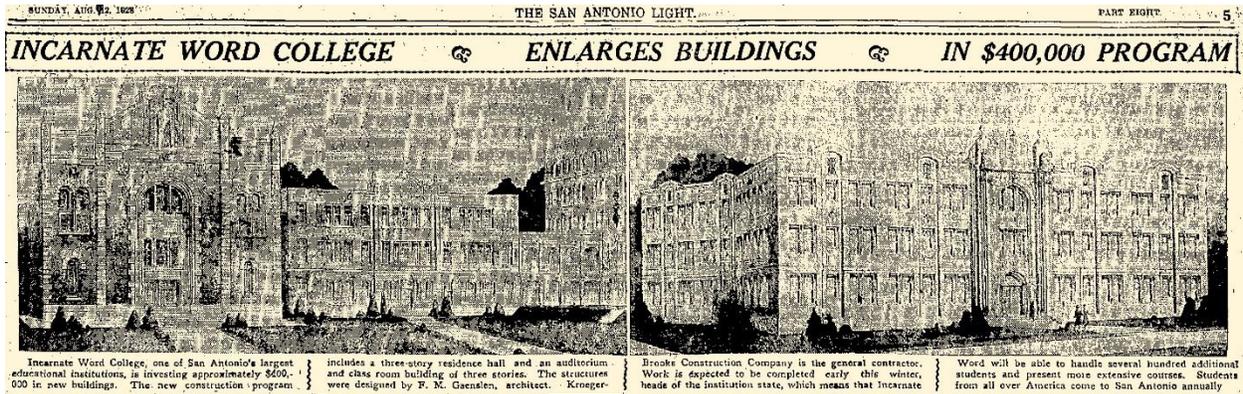
Architect's rendering of Dubuis Hall, by F.B. Gaenslen, undated.  
(Courtesy of the University of the Incarnate Word, Facilities Department)



Dubuis Hall, San Antonio, Bexar County, Texas

**Figure 2**

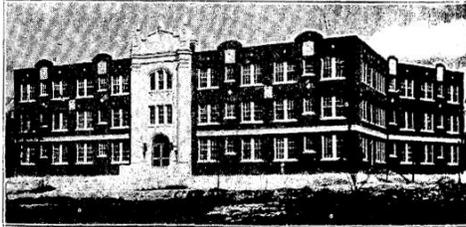
Renderings of the three new campus buildings constructed 1928-1929 (the Auditorium, Education Hall, and Dubuis Hall). (*San Antonio Light*, August 12, 1928)



**Figure 3**

Advertisement featuring Dubuis Hall. (*San Antonio Express*, October 29, 1929)

**Incarnate Word College**



**DUBUIS HALL**

A modern residence hall for college students, one of the three new buildings completed during the past year.

**INCARNATE WORD COLLEGE**  
San Antonio, Texas.

A Standard Senior College for the Higher Education of Women.

Highest Classification by Standardized Agencies.

Faculty selected from graduates of American and European Universities.

Bulletins and other information may be obtained on request from

**THE REGISTRAR**

**Incarnate Word College**  
Broadway San Antonio, Texas

Dubuis Hall, San Antonio, Bexar County, Texas

**Figure 4**

“Familiar Groups Around Dubuis Hall,” c.1930 (Credit: University of the Incarnate Word, *The Logos* yearbook, 1930)



Dubuis Hall, San Antonio, Bexar County, Texas

**Figure 5**

“Student’s Rooms, Dubuis Hall,” c.1930 (Credit: University of the Incarnate Word, *The Logos* yearbook, 1930)



Dubuis Hall, San Antonio, Bexar County, Texas

## Figure 6

Senior tea held in the lobby of Dubuis Hall, c.1939 (Credit: University of the Incarnate Word, *The Logos* yearbook, 1939)



Dubuis Hall, San Antonio, Bexar County, Texas

**Figure 7**

Photograph of the entrance to Dubuis Hall c.1940 (Credit: University of the Incarnate Word, *The Logos* yearbook, 1940)

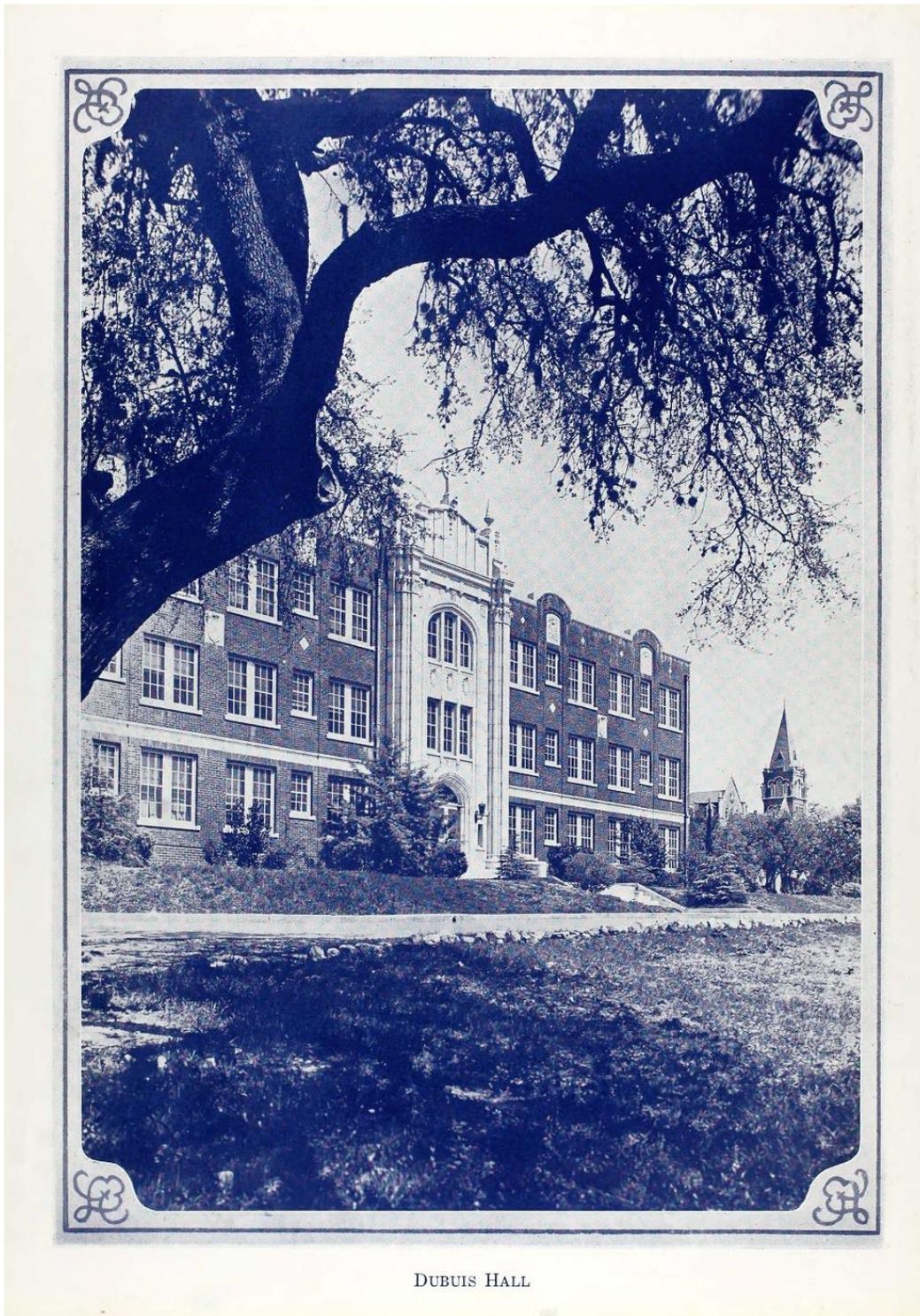


DUBUIS HALL ENTRANCE

Dubuis Hall, San Antonio, Bexar County, Texas

**Figure 8**

Photograph of Dubuis Hall c.1940 (Credit: University of the Incarnate Word, *The Logos* yearbook, 1940)



DUBUIS HALL

## Figure 9

Photograph of a freshmen reception held in Dubuis Hall's c.1941 social hall addition (Credit: University of the Incarnate Word, *The Logos* newspaper, March 1, 1944)



**Figure 10**

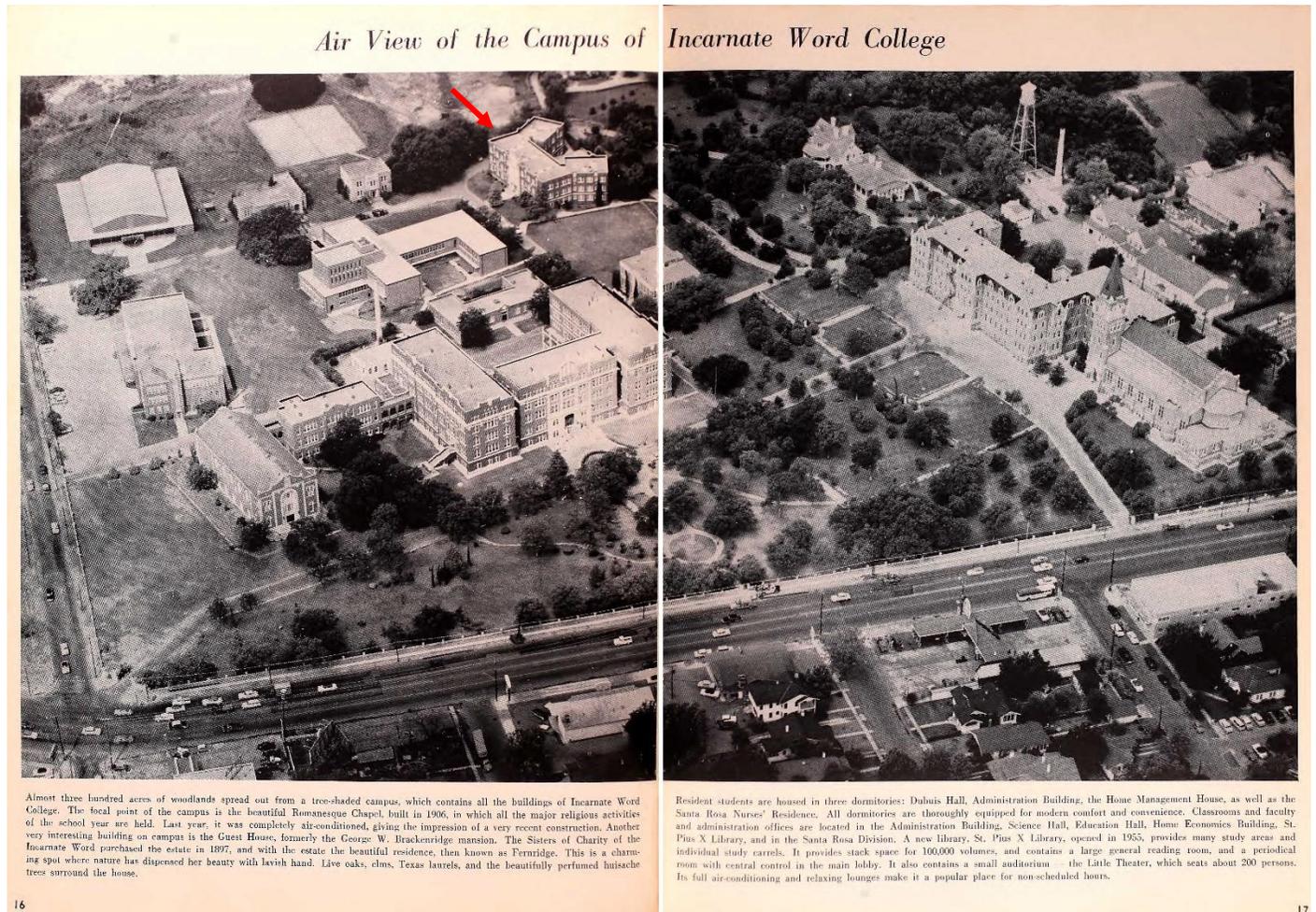
Full page of photographs published in the school newspaper on the occasion of the college's Jubilee anniversary (Credit: University of the Incarnate Word, *The Logos* newspaper, December 1, 1944)



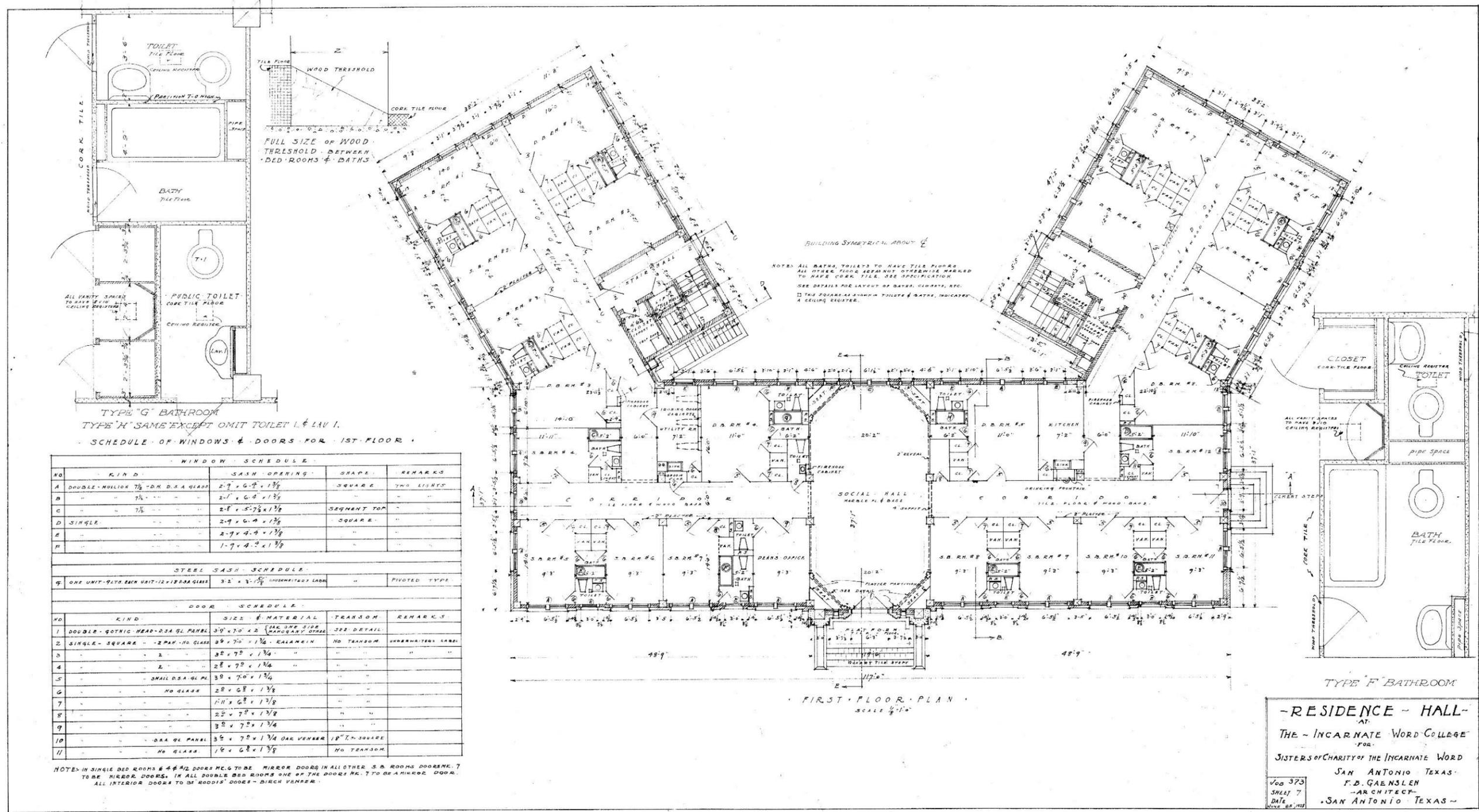
Dubuis Hall, San Antonio, Bexar County, Texas

### Figure 11

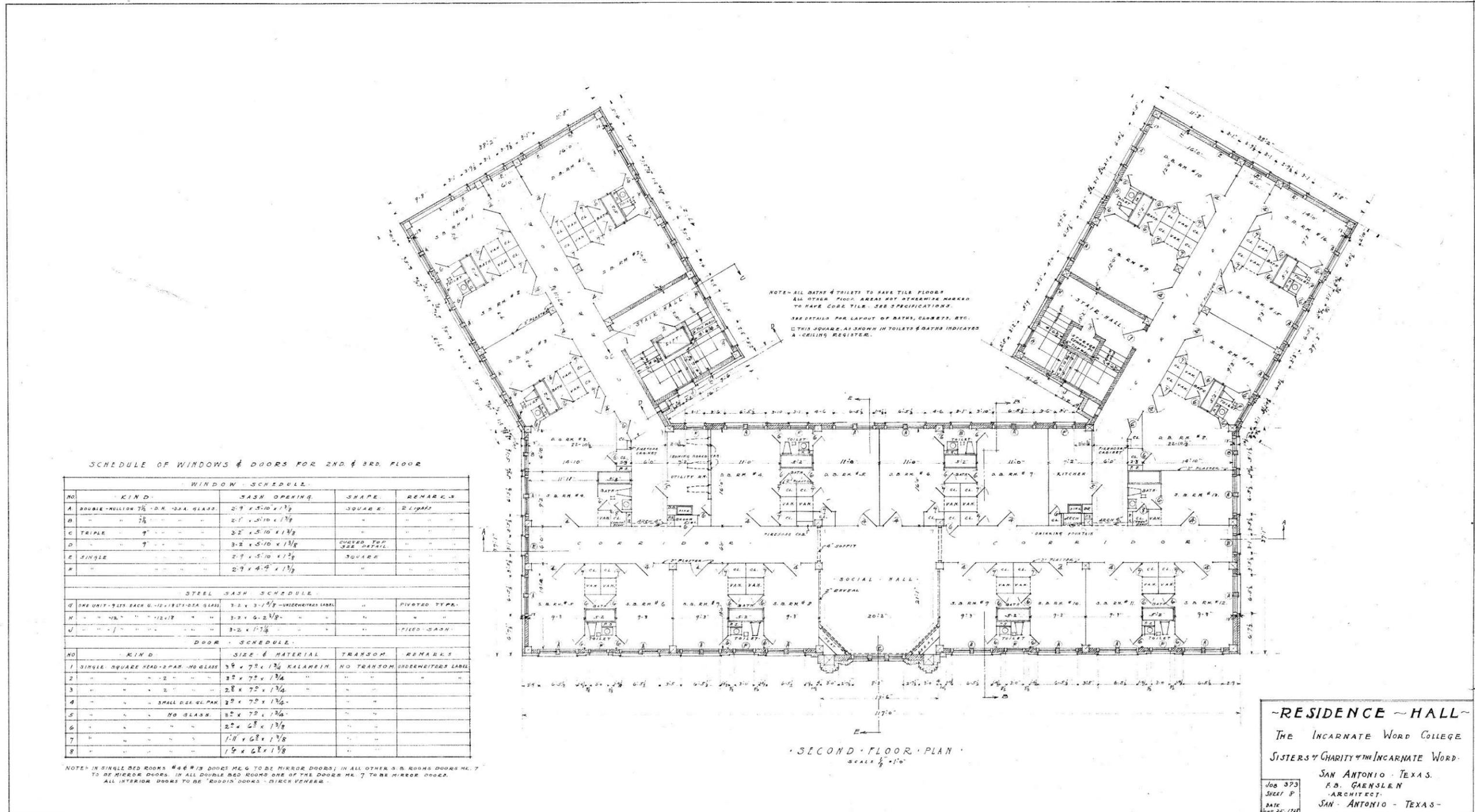
Historic bird's-eye image c.1959, facing west-northwest. Hildebrand Avenue is at left. Broadway Street is in the foreground. Dubuis Hall is indicated by a red arrow. (Credit: University of the Incarnate Word, *The Logos* yearbook, 1959)



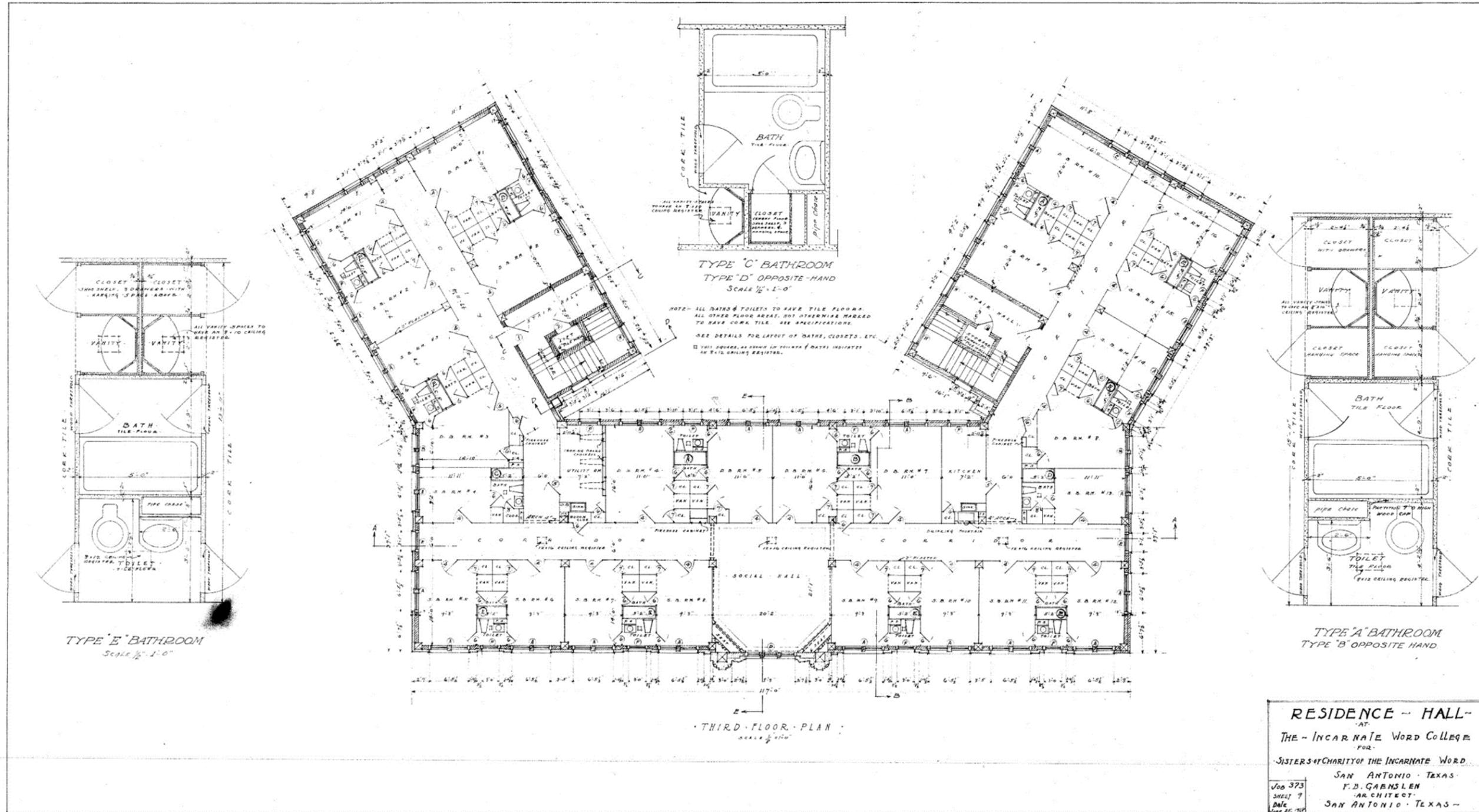
**Figure 12**  
 First Floor Plan, by F.B. Gaenslen, Architect, June 25, 1928



**Figure 13**  
 Second Floor Plan, by F.B. Gaenslen, Architect, June 25, 1928

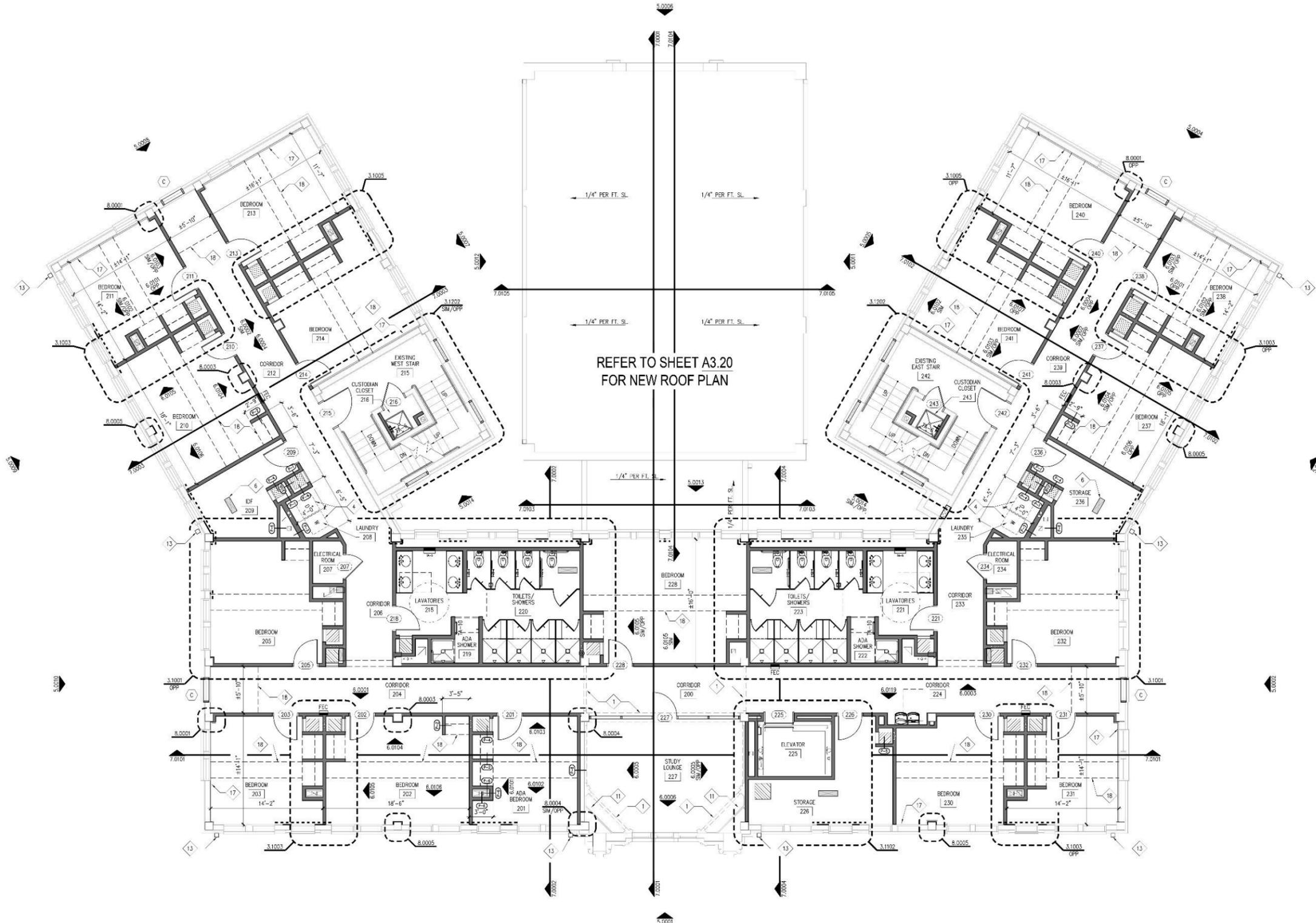


**Figure 14**  
Third Floor Plan, by F.B. Gaenslen, Architect, June 25, 1928

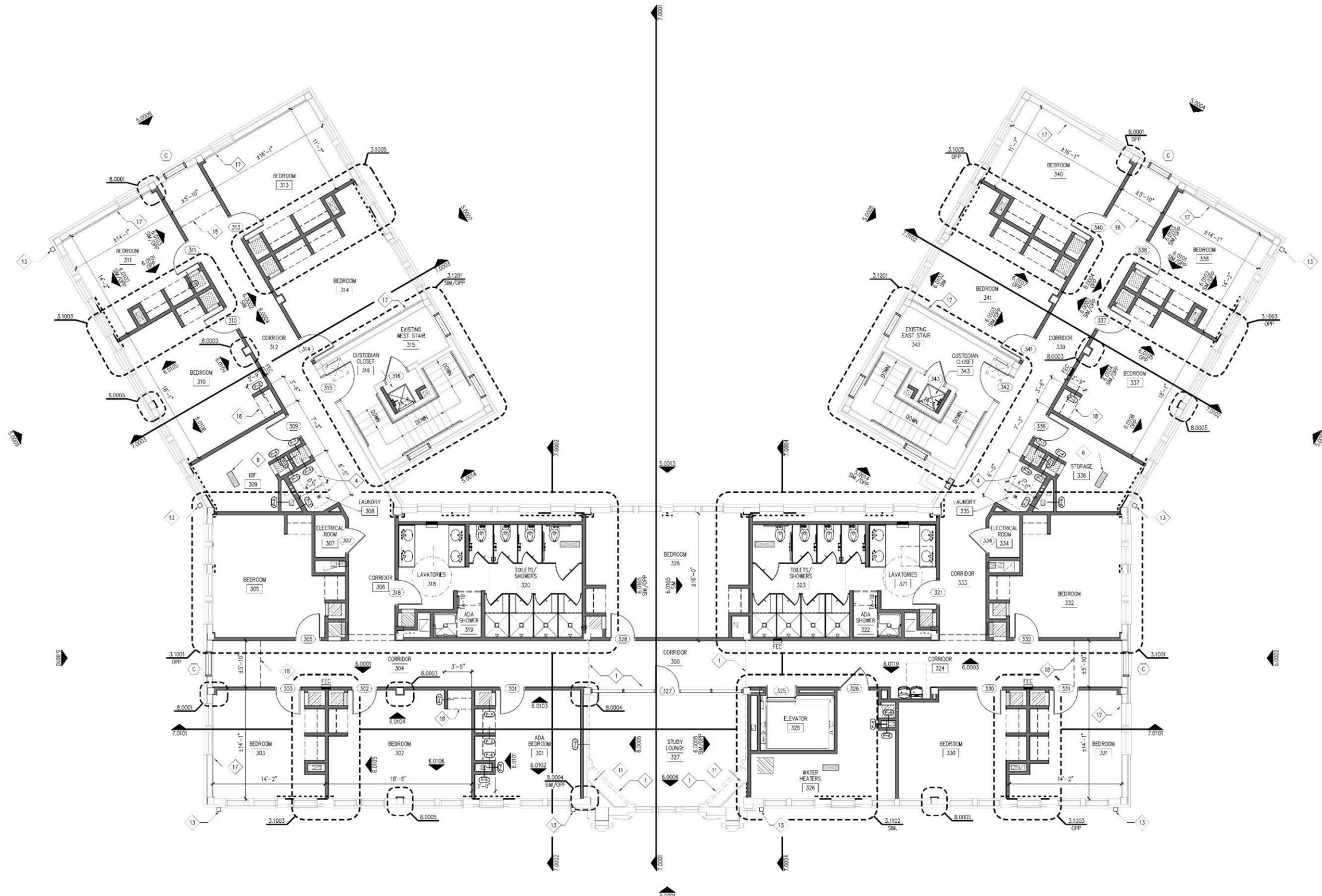




**Figure 16**  
Current Second Floor Plan, by McChesney/Bianco Architecture, February 15, 2021



**Figure 17**  
Current Third Floor Plan, by McChesney/Bianco Architecture, February 15, 2021



Dubuis Hall, San Antonio, Bexar County, Texas

---

**Photo 1** (TX\_BexarCounty\_DubuisHall\_photo\_0001)

Primary elevation of Dubuis Hall, view northeast



Dubuis Hall, San Antonio, Bexar County, Texas

---

**Photo 2** (TX\_BexarCounty\_DubuisHall\_photo\_0002)

Detail of the entrance to Dubuis Hall, view north



Dubuis Hall, San Antonio, Bexar County, Texas

---

**Photo 3** (TX\_BexarCounty\_DubuisHall\_photo\_0003)  
Dubuis Hall's east wing, view southwest



Dubuis Hall, San Antonio, Bexar County, Texas

---

**Photo 4** (TX\_BexarCounty\_DubuisHall\_photo\_0004)  
Dubuis Hall's west wing, view southeast



Dubuis Hall, San Antonio, Bexar County, Texas

---

**Photo 5** (TX\_BexarCounty\_DubuisHall\_photo\_0005)

Overall view of the rear elevation of Dubuis Hall, view south



Dubuis Hall, San Antonio, Bexar County, Texas

---

**Photo 6** (TX\_BexarCounty\_DubuisHall\_photo\_0006)

Side elevation of the 1941 social hall addition within the rear courtyard, view southwest



Dubuis Hall, San Antonio, Bexar County, Texas

---

**Photo 7** (TX\_BexarCounty\_DubuisHall\_photo\_0007)

Rear of the 1941 social hall addition, view south



Dubuis Hall, San Antonio, Bexar County, Texas

---

**Photo 8** (TX\_BexarCounty\_DubuisHall\_photo\_0008)

First floor lobby looking toward main entrance, view southwest



Dubuis Hall, San Antonio, Bexar County, Texas

---

**Photo 9** (TX\_BexarCounty\_DubuisHall\_photo\_0009)

First floor vestibule between main lobby and social hall addition, view east



Dubuis Hall, San Antonio, Bexar County, Texas

---

**Photo 10** (TX\_BexarCounty\_DubuisHall\_photo\_0010)  
First floor social hall addition (1941), view north



Dubuis Hall, San Antonio, Bexar County, Texas

---

**Photo 11** (TX\_BexarCounty\_DubuisHall\_photo\_0011)

Typical upper floor central common area (third floor shown, looking through glass partition at corridor), view south



Dubuis Hall, San Antonio, Bexar County, Texas

---

**Photo 12** (TX\_BexarCounty\_DubuisHall\_photo\_0012)

Typical upper floor central common area and corridor (second floor shown), view east



Dubuis Hall, San Antonio, Bexar County, Texas

---

**Photo 13** (TX\_BexarCounty\_DubuisHall\_photo\_0013)  
Typical first floor corridor, view west



Dubuis Hall, San Antonio, Bexar County, Texas

---

**Photo 14** (TX\_BexarCounty\_DubuisHall\_photo\_0014)  
Typical upper floor corridor (third floor shown), view southwest



Dubuis Hall, San Antonio, Bexar County, Texas

---

**Photo 15** (TX\_BexarCounty\_DubuisHall\_photo\_0015)

Typical dormitory room (second floor corner room in northwest wing), view northeast



Dubuis Hall, San Antonio, Bexar County, Texas

---

**Photo 16** (TX\_BexarCounty\_DubuisHall\_photo\_0016)

Typical dormitory room (second floor corner room in northwest wing), view southwest

