I. Name(s) and contact information of proposers:

Jacqueline (Jackie) S. Weinstock  
Associate Professor, Department of Leadership & Developmental Sciences  

Email: Jacqueline.weinstock@uvm.edu (preferred)  
Office Phone: (802) 656-2058

II. Facility or program for name removal consideration: Bailey/Howe Library

III. Rationale for name removal, including relevant Principles on Renaming that apply:

Bailey/Howe Library currently honors former UVM President Guy W. Bailey. Yet we have found sufficient evidence that President Bailey played a significant role in supporting and promoting the Vermont Eugenics Survey, enough to warrant removing his name from the library’s name. We understand that there are other contributions that Bailey made to the university and that Bailey will still be recognized as one of UVM’s presidents. Yet we believe given the record of his direct eugenic support, and the prominence of the undergraduate library to UVM students, faculty and staff, as well as to the larger surrounding communities, the honor of having the library named after him should now be denied.

According to Nancy Gallagher—whose University of New England Press book Building Better Vermonters: The Eugenics Project in the Green Mountain State (published in 1999) originated in research for her UVM masters’ thesis—Henry Perkins “began teaching eugenics in his new Heredity course in 1921” (Gallagher, n.d., “Vermont Eugenics: A Documentary History”). The Eugenics Survey grew out of this undergraduate course (Dann, 1991), and as Kevin Dann argued, Guy Bailey played a major role in helping to obtain initial funding for this survey. Specifically, “Guy Bailey acted as intermediary in soliciting” initial funding for this survey that came from Emily Proctor Eggleston, whom he knew “from her support of the Vermont Children’s Aid Society (VCAS) of which Bailey was treasurer.” An initial $5,000 of funds from Mrs. Eggleston was presented to UVM “after which they were dispersed to Perkins” (Dann, 1991, p. 8). This was in 1925.

In 1927, Professor Perkins obtained more substantial funding to create a comprehensive rural survey, ultimately referred to as the Vermont Commission on Country Life (VCCL). Here too, Guy Bailey played an important role. Indeed, as Dann reported, Guy Bailey wrote the official grant application that supported the expanded survey, which when implemented after securing funding, was “christened the Vermont Commission on Country Life.” Furthermore, as Dann reported, “Bailey was Perkin’s continual supporter in his eugenic endeavors, granting a year’s sabbatical (1927-1928) to organize the survey” (1991, p. 18)

Nancy Gallagher (1999, n.d.) also revealed Guy W. Bailey to be one of the central supporters of Perkins’ survey. Although the Eugenics Survey was “privately funded and staffed by a succession of professional social workers who conducted investigations, compiled reports, and
promoted the findings among Vermont’s social service agencies,” it operated as an “official” adjunct to the University of Vermont’s Zoology department. From this department Professor Perkins enlisted “the cooperation and support of an impressive roster of civic leaders, private charities, government officials, and professors in relevant fields” who “endorsed the enterprise” by serving as “advisors to the survey.” Although Gallagher notes that “Perkins’ advisors frequently tempered his zeal for hereditary causes of social problems,” they also “supported state programs for identification, registration, and ‘social control’” of those families found to be “deficient.”

Among these advisors was Guy W. Bailey, listed by Gallagher (n.d.) as one of the Academic Members of the Advisory Committee for the survey (as evidenced on the subpage, http://www.uvm.edu/~eugenics/partnersf.html). Specifically, Gallagher notes Bailey’s role in “giving his support primarily through negotiation and administration of the sponsors’ funding of the Survey and granting Perkins sabbatical leave to expand the scope of his enterprise.” This evidence suggests that Guy Bailey was not simply involved in name only, as a result of his being President of the University, but rather was directly supportive of and involved in the Vermont Eugenics Survey.

IV. Relevant Principles on Renaming: Two of the four principles to be considered are relevant to the current renaming request.

- “Is a principal legacy of the namesake fundamentally at odds with the mission of the University?”
- “Does a building whose namesake has a principal legacy fundamentally at odds with the University’s mission, or which was named for reasons fundamentally at odds with the University’s mission, play a substantial role in forming community at the University?”

It was during Bailey’s 20-year tenure as UVM’s President (1920-1940) that we see evidence of his being a supporter of Henry F. Perkins who spearheaded the Eugenics Survey of Vermont. We also believe there is substantial evidence that Bailey’s support was more than in name and that through his support for the survey—both in terms of supporting fundraising efforts and supporting Perkins in his work on the survey—he shares responsibility for the consequences of that survey and its “results.” These consequences include the passage and enactment of Vermont’s 1931 sterilization law, the expansion of programs for segregation of the “feebleminded,” and other forms of discrimination against individuals and groups based upon racial and ethnic identity in the name of promoting “blood and breeding” among Vermonters.

It is clear that the Eugenics Survey of Vermont, and support for it evidenced by President Guy W. Bailey, runs counter to the stated vision and mission of this institution (Office of the President, 2018): “To be among the nation’s premier small research universities, preeminent in our comprehensive commitment to liberal education, environment, health, and public service” (vision) and “To create, evaluate, share, and apply knowledge and to prepare students to be accountable leaders who will bring to their work dedication to the global community, a grasp of complexity, effective problem-solving and communication skills, and an enduring commitment to learning and ethical conduct” (mission). The Vermont Eugenics Survey was embedded and
resulted in unethical conduct and oppressive policies that egregiously harmed the health and wellness of indigenous citizens of Vermont.

Even more clearly, Bailey’s support for the Eugenics Survey violates the Justice value of “Our Common Ground”:

As a just community, we unite against all forms of injustice, including, but not limited to, racism. We reject bigotry, oppression, degradation, and harassment, and we challenge injustice toward any member of our community.

Similarly, the Responsibility value, stating that “We are personally and collectively responsible for our words and deeds” is relevant here.

In affirmation of these two common ground principles, we respectfully request that Guy W. Bailey’s name be removed from Bailey/Howe Library. Even if it could be argued that Bailey was not fully aware of the grave consequences that followed from the Vermont Eugenics Survey or that he acted from bigotry widespread in his time, there is no doubt today that this survey and the policies that followed from it reflect such a degree of prejudice and inflicted such injustice that those who gave their names and their time to support it—that is, whose beliefs and actions not only reflected the prejudice of their era but helped foster and reinforce it—should not be honored on our campus.
References


We, the undersigned University of Vermont faculty, join with UVM students in calling for the name of Bailey/Howe Library to be changed so as to no longer honor Guy W. Bailey, whose promotion of the Vermont Eugenics Survey\(^1\) devastated indigenous and other communities across the state.

1. Jamie Abaied, Associate Professor, Psychological Science
2. Tatiana Abatemarco, Lecturer, Environmental Studies
3. Eve Alexandra, Lecturer, English and Gender, Sexuality, and Women's Studies
4. Sarah C. Alexander, Associate Professor, English
5. Kenneth Allen, Senior Lecturer, Medical Laboratory and Radiation Sciences
6. Ellen Ann Andersen, Associate Professor, Political Science and Gender, Sexuality, and Women’s Studies
7. Jacques Bailly, Associate Professor, Classics
8. JB Barna, Sr. Lecturer, Social Work
9. Annika Ljung-Baruth, Senior Lecturer, Gender, Sexuality and Women's Studies
10. Emily Beam, Assistant Professor, Economics
11. Emily Bernard, Professor, English and Critical Race and Ethnic Studies
12. Jean Bessette, Assistant Professor, English
13. Deborah E. Blom, Associate Professor, Anthropology
14. Lynne Bond, Emeritus Professor, Psychological Science
15. Holly-Lynn Busier, Senior Lecturer, Leadership and Developmental Sciences
16. Vicki L. Brennan, Associate Professor, Department of Religion and Director, African Studies Program
17. Mary Burke, Senior Lecturer, Sociology and Gender, Sexuality, and Women’s Studies
18. Keith Burt, Associate Professor, Psychological Science
19. Nichole Caisse, Lecturer, Department of Mathematics and Statistics
20. Yolanda Chen, Associate Professor, Plant and Soil Science
21. Sheila Boland Chira, Senior Lecturer, English
22. Thomas I. Chittenden, Senior Lecturer, Grossman School of Business
23. Selene Colburn, Associate Professor, UVM Libraries
24. Nicole Conroy, Lecturer, Leadership and Developmental Sciences
25. Stephen Cramer, Senior Lecturer, English
26. Celia Cuddy, Lecturer III, Social Work
27. Daniel DeSanto, Assistant Professor, UVM Libraries

28. Jennifer Dickinson, Associate Professor, Anthropology; Director, Center for Teaching and Learning
29. Sue Dinitz, Senior Lecturer, English
30. Maeve Eberhardt, Assistant Professor, Romance Languages and Linguistics
31. Deb Ellis, Associate Professor and Director, Film and Television Studies Program
32. Katherine Elmer, Adjunct Faculty, Environmental Studies
33. Tina Escaja, Professor, Department of Romance Languages and Linguistics; Director, Gender, Sexuality and Women’s Studies
34. Elizabeth Fenton, Associate Professor, English
35. Yolanda Flores, Associate Professor, Romance Languages and Linguistics
36. Alice Fothergill, Professor, Sociology
37. Gillian Galford, Research Assistant Professor, Gund Institute for Environment and Rubenstein School of Environment and Natural Resources
38. Jason C. Garvey, Assistant Professor, Leadership and Developmental Sciences
39. John Gennari, Professor, English and Critical Race and Ethnic Studies
40. Kathleen Gough, Associate Professor, Theatre
41. Anthony E. Grudin, Associate Professor, Art & Art History
42. Sayamwong E. Hammack, Professor & Director, Undergraduate Neuroscience Program, Department of Psychological Science
43. Susanmarie Harrington, Professor, English
44. Paula Higa, Lecturer, Music & Dance Department
45. Maria Hummel, Assistant Professor, English
46. Deborah Hunter, Associate Professor, Leadership and Developmental Sciences
47. Jen Hurley, Associate Professor, Education
48. Major Jackson, Professor, English
49. Vijay Kanagala, Assistant Professor, Leadership and Developmental Sciences
50. Brian Kent, Senior Lecturer, English
51. Colby Kervick, Assistant Professor, Education
52. Nikki Khanna, Associate Professor, Sociology
53. Felicia Kornbluh, Professor, History and Gender, Sexuality, and Women’s Studies
54. Eric Lindstrom, Associate Professor, English
55. O. Veronica Lopez, Lecturer, Rubenstein School
56. Teresa Mares, Associate Professor, Anthropology
57. Fred Magdoff, Emeritus Professor, Plant & Soil Science
58. Todd McGowan, Professor, English
59. Rebecca A. McLaughlin, Lecturer, English
60. Anis Memon, Lecturer, Romance Languages and Linguistics
61. Libby Miles, Associate Professor, English and Director of Foundational Writing & Information Literacy
62. Eleanor M. Miller, Professor, Sociology
63. Beth Mintz, Professor, Sociology
64. Rachael Montesano, Senior Lecturer, Romance Languages and Linguistics
65. Mindy Morales-Williams, Assistant Professor, Rubenstein School of the Environment and Natural Resources
66. Charles-Louis Morand-Metivier, Assistant Professor, Romance Languages and Linguistics
67. Helen Morgan-Parmentt, Assistant Professor, Department of Theatre
68. Dianna Murray-Close, Associate Professor, Psychological Science
69. Sarah Osten, Assistant Professor, History
70. Ingrid Nelson, Assistant Professor, Geography and Environmental Program
71. Hilary Neroni, Professor, Film and Television Studies
72. Deborah Noel, Senior Lecturer in English
73. Jane E. Atieno Okech, Professor and Chair, Leadership and Developmental Sciences
74. Holly Painter, Lecturer, English
75. Bindu Panikkar, Assistant Professor, Rubenstein School of the Environment and Natural Resources
76. Janice Perry, Lecturer III Dept of English
77. Elizabeth Pinel, Associate Professor, Psychological Science
78. John Pirone, Lecturer, American Sign Language Program
79. Walter Poleman, Senior Lecturer, RSENR
80. Cynthia Reyes, Associate Professor, Education
81. Corey Richardson, Lecturer, Social Work
82. Julie Roberts, Professor, Romance Languages & Linguistics
83. Kelly J. Rohan, Professor and Director of Clinical Training, Psychological Science
84. Valerie Rohy, Professor, English
85. Kate Ross, Lecturer, Communication Sciences and Disorders
86. Lawrence Rudiger, Senior Lecturer, Psychological Science
87. Frederic Sansoz, Professor, Mechanical Engineering
88. James Lam Scheuren, Lecturer, Art and Art History
89. Helen Scott, Associate Professor, English
90. Jeanne Shea, Associate Professor, Anthropology
91. David A. Shiman, Professor Emeritus, Education
92. Jean Sienkewicz, Lecturer, Social Work
93. Brenda Solomon, Associate Professor, Social Work
94. Laura Solomon, Research Professor Emeritus, Psychological Science
95. Peter Spitzform, Associate Library Professor, UVM Libraries
96. Clyde Stats, Senior Lecturer, Music
97. Brian Tokar, Lecturer II, Environmental Studies
98. Regina Toolin, Associate Professor, Education
99. Sarah E. Turner, Senior Lecturer, English
100. John Waldron, Associate Professor, Romance Languages and Linguistics
101. Rasheda L. Weaver, Assistant Professor, Community Development and Applied Economics
102. Jacqueline S Weinstock, Associate Professor, Leadership and Developmental Sciences
103. Nancy Welch, Professor, English, and Coordinator, Graduate Writing Center
104. Dan Wells, Lecturer, Environmental Studies
105. Beverley Wemple, Associate Professor, Geography
106. Jamie Williamson, Senior Lecturer, English
107. Sean Witters, Lecturer, English
108. Hyon Joo Yoo, Associate Professor, Film and Television Studies