

Final Report

Chancellor's Advisory Committee on History and Contextualization

16 June 2017

Table of Contents

From the Co-Chairs	3
The Act of Contextualization	4
Phase I: Identification of Physical Sites for Contextualization	5
Phase II: Determination of Content and Format for Contextualization	7
Endorsement	9
A. Contextualization Recommendations for Phase I Sites	
1. Recommendation for Clarifying the Namesake of Johnson Commons	10
2. Recommendation for Renaming Vardaman Hall	11
3. Recommended Contextualization for Barnard Observatory	17
4. Recommended Contextualization for Longstreet Hall	19
5. Recommended Contextualization for Lamar Hall	22
6. Recommended Contextualization for George Hall	25
7. Recommended Contextualization for the University’s Enslaved Laborers	28
B. Further Recommendations for Sites of University History	
1. Recommended Contextualization for the Ventress Stained-Glass Window	35
2. Recommendations Regarding the Confederate Dead in the University’s Cemetery and the U.S. Colored Troops from Lafayette County who Served in the Civil War	37
C. Further Recommendations	38
Appendix A Chancellor’s Charge to CACHC, 16 Aug 2016	41
Appendix B Phase I Recommendations	45
Appendix C Chancellor’s Remarks on Phase I Recommendations, 22 Feb 2017	47

Dr. Jeffrey S. Vitter
Chancellor
Lyceum 123
University, MS 38677

June 16, 2017

Dear Dr. Vitter,

On behalf of the Chancellor's Advisory Committee on History and Context, we are pleased to present you with the final report of our work. It has been a challenging and rewarding experience, as well as a distinct honor for us to serve the university through this committee.

Your leadership in establishing the CACHC to further the work from the 2014 Action Plan has continued UM's path forward in an earnest and objective look at race, history, and related issues. During the course of our work over the past year, it has become even more apparent that we are on the forefront of our nation's higher education institutions in addressing these issues.

We have been honored to play a role in shaping how our university continues to make our campuses more welcoming and inclusive. And while we recognize that this is a continuing journey, we appreciate the opportunity to engage in intentional processes and thoughtful discourse resulting in these contextualization recommendations.

Throughout our work, we heeded your advice to employ transparent methods and to broadly engage the community. We believe that we effectively honored your vision of having a committee of experts who can distill information received from a wide variety of sources and create substantiated explanations of how various sites of interest on campus were created or named.

We would like to thank you for the support and guidance you provided during the entire process. As we move forward, the committee is available to meet with you to discuss the report and to provide any needed support for communicating the recommendations to our university community and the general public.

Respectfully submitted,

CACHC co-chairs,

Dr. Donald Cole, Assistant Provost, The University of Mississippi
Ms. Rose Jackson Flenorl, Manager, Global Citizenship, FedEx

The Act of Contextualization

Stated simply, contextualization is the act of introducing the past to the present. As students move across the campus, they negotiate a landscape centuries in the making. Long before the University existed, men and women traveled to settle this area, interacting with Native peoples who had made this land home for uncounted generations. With white settlement came black workers, most enslaved, who labored to establish homes, farms, towns and, eventually, the University itself. Since its founding, the University has been witness to dramatic change — wars, the furor of politics, economic crises, prosperity, activism, expansion, and globalization. All of these have left their mark on our campus, our students, our traditions, and our sense of self. This dynamism is sometimes hard to see when walking across grounds so familiar. Contextualizing the campus reminds us of the enormity and complexity of our shared past.

Done correctly, and therefore carefully, contextualization is an additive process, not a subtractive one. The past merits scrutiny, even as it commands respect. Such an engagement with our collective past seeks to clarify, not to obscure. But while facing the past with humility, contextualization calls for honesty on behalf of all who will in the future develop their own relationships with the University. Contextualization therefore looks backward and forward simultaneously, working toward a just and faithful balance between humility and honesty. Those who undertake such work must be mindful of being stewards, transmitting an imperfect knowledge of the past to the imagined understanding of the future.

Our efforts have been inspired and shaped by best practices adopted on university campuses across the country. The work at Brown University, the University of Virginia, Emory University, Harvard University, and William and Mary has given the Committee much to consider. The efforts of Yale University, specifically its Committee to Establish Principles for Renaming, have provided a pattern all should adopt. Yale's wise principles have shaped our efforts. In all that we have tried to accomplish, we were admonished to "attend to the standards of a namesake's time and place [as] doing so recognizes the moral fallibility of those who aim to evaluate the past." Guided by these tenets, the Committee hopes we have lived up to their standard.

Phase I: Identification of Physical Sites for Contextualization

The first meeting of the CACHC took place on August 16, 2016, when Chancellor Vitter provided the Committee with its charge. The initial task of the Committee was to recommend which additional physical sites on the Oxford campus (beyond those already completed) should be contextualized, so as to explain the environment in which they were created or named and/or the figures for whom they were named. Potential additional sites included monuments, buildings (for example, Vardaman Hall, Johnson Commons, and Lamar Hall), and street names. The Chancellor's charge is appended to this report as Appendix A, pp. 41–44, and can also be viewed at <http://chancellor.olemiss.edu/charge-to-cachc/>.

During Phase I, the CACHC engaged the UM community about which campus sites should be recommended for contextualization via an online submission form on the CACHC website at <http://context.OleMiss.edu>.

The Phase I online engagement form was open August 23–September 9, 2016 and received 45 submissions. There were 45 separate submissions (8 students; 9 alumni; 6 faculty; 3 staff; and 19 “others”) with the renaming of Vardaman Hall and improved contextualization of Lamar Hall garnering the most support across all the various groups. All submitted ideas were considered by the CACHC members when determining the recommendation list that was submitted to the chancellor.

On November 29, 2016, the CACHC submitted its Phase I recommendations to Chancellor Vitter. The CACHC recommended specific actions involving the names of two campus sites:

- 1 Vardaman Hall (to be renamed through University processes, upon IHL approval)
- 2 Johnson Commons (to add “Sr.” on building, further specifying nominee)

The CACHC also recommended contextualization of the following campus sites:

- 3 Lamar Hall
- 4 Barnard Observatory
- 5 Longstreet Hall
- 6 George Hall

Finally, the Committee recommended

7 The development and construction of a walking tour of University history, to include the following nine stops:

- On Native Lands
- Founders
- Enslaved Labor
- Service Workers on a Segregated Campus
- The University's Civil War

- Reconstruction and Jim Crow
- The Struggle for Civil Rights
- Activism after Meredith
- Slavery at the Sheegog Plantation (now known as Rowan Oak, the William Faulkner residence)

The full text of the Phase I recommendations is attached as Appendix B, pp. 45–46.

On February 22, 2017, Chancellor Vitter met with the CACHC to review the Phase I recommendations. At this meeting, the chancellor approved the first six recommendations listed above and charged the Committee with a seventh task: to contextualize the use of enslaved labor in the construction of four antebellum sites on the University campus — Barnard Observatory, Croft Hall, the Lyceum, and Hilgard Cut — on a marker to be placed just west of Croft, within sight of the first three buildings. In the final report, the site recommended for contextualization is identified as “The University’s Enslaved Laborers” (see pp. 28–33).

A copy of the Chancellor’s remarks to the Committee is attached as Appendix C, pp. 47–49, and can also be viewed at <http://chancellor.olemiss.edu/remarks-to-the-chancellors-advisory-committee-on-history-and-context/>.

Phase II: Determination of Content and Format for Contextualization

Following the February 22 meeting with the chancellor, the CACHC began Phase II of its charge, which was to proceed with designing content and format to contextualize the designated sites.

At a follow-up meeting on March 6 to discuss the Phase II charge, the Chancellor entertained a request from a CACHC member that the Committee be authorized to tender a contextualization of the stained-glass Tiffany window in Ventress Hall memorializing the “University Greys.” After the Chancellor indicated that he would be open to considering this additional physical site, the Committee added the Ventress stained-glass window to its Phase II workplan.

At this point the CACHC historical subcommittee met to determine which historian would write the contextual language for the six sites now designated for contextualization. The language for these was discussed and voted on by the subcommittee, then submitted to the full Committee for approval. The current report and its recommendations reflect the diversity of the Committee. Slight variations in tone, language, and in modes of documentation reflect the varied areas of expertise among the Committee’s fourteen members, a variety thought more important to embrace than elide.

During deliberations on the original seven Phase I sites and the Ventress Window, a committee member approached Chancellor Vitter concerning a potential project to contextualize the University Cemetery by placing headstones recognizing the Confederate dead in the University’s cemetery. When the Chancellor indicated that he would consider such a recommendation if it were made by the full committee, the member presented the idea to the subcommittee. The subcommittee made the recommendation to the full committee. After discussion in the full Committee, the proposal was amended to include an additional recommendation to recognize the service of men from Lafayette County and north Mississippi who served in the United States Colored Troops during the Civil War with an appropriate monument on the campus. The amended proposal was approved by a unanimous vote of the full Committee.

As part of Phase II, the CACHC once again engaged the UM community in order to gather relevant information and to consider perspectives from outside the Committee. The Committee did this through an online submission form and two community listening sessions. The listening sessions on March 6 and March 23, 2017, were focused on providing opportunities for students, faculty, staff, alumni, and community members to provide the CACHC with input that would inform Phase II recommendations to the chancellor. A total of approximately 100 individuals attended the sessions.

The Phase II online engagement form was open February 23–March 31, 2017, during which 48 forms were submitted (24 alumni; 5 faculty; 3 staff; 17 students; and 13 “others”). Input specific to Phase II primarily focused on Lamar Hall and Longstreet Hall.

The Committee met with consulting public historian Kathy Shinnick on March 23 and 24 in order to broaden the understanding of the challenges faced in carrying out contextualization efforts. Ms. Shinnick is not only a UM alumna who has taken interest in the University's contextualization initiative, but also has years of experience helping communities tell stories about their past in contexts where that past raises difficult issues for current generations. Ms. Shinnick has, for example, worked with the community of Oak Ridge, Tennessee, a key site of the Manhattan project.

On March 23, Ms. Shinnick made a brief presentation followed by a discussion with the Committee. She spoke about issues central to the work that public historians do: What experience do public historians have in interpreting difficult aspects of a shared past? What are the best practices for doing this? How might the University and the Committee best engage the community in the public history and contextualization processes? She spoke based upon her expertise as a public historian, but also from her perspective as a former University of Mississippi student, alum, and UM booster. Her main message was threefold: 1) the University's stakeholders struggle with their collective identity because UM is an institution made up by members who have very different identities related to the history of the South and the nation, identities that are dear to them; 2) inviting these diverse stakeholders to share their own interpretations of history can be a productive way to move forward, as the University could become an open forum for exploring a common history, a history in which "everyone should be able to see their own individual story represented in the public story we tell about ourselves"; and 3) the University should think of its *campus* as a valuable historic site and should consider hiring a public historian or historians to help facilitate the collecting and assembling of its stories and to create interpretations and exhibits that present a deeper and more unifying understanding of those stories and our collective past.

Ms. Shinnick also joined members of the Committee for the community-wide listening session on the evening of March 23 at the Burns-Belfry Museum, where she observed the proceedings and offered feedback on the event afterward.

Ms. Shinnick's visit helped the Committee to see more clearly some of the shortcomings of the listening sessions, and she offered helpful suggestions that prompted the Committee to look for greater common ground among the multiple, and often conflicting, viewpoints expressed by students and alumni during the listening sessions and in the online engagement process.

The results of the Committee's efforts follow. Section A documents the contextualizations from the original Phase I charge. Section B discusses the two additional projects adopted by the Committee but not made public before now. Section C is a listing of additional recommendations outside the Chancellor's original charge. This latter is a wish list of sorts, the Committee's suggestions about how the searching introspection with which we have been engaged might become a permanent part of our University's physical and intellectual landscape.

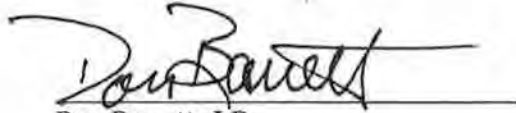
The Committee unanimously endorses the enclosed recommendations.



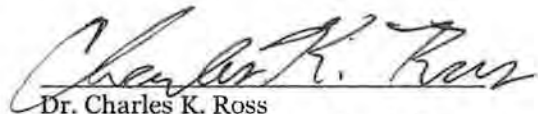
Dr. Donald R. Cole, co-chair
Associate Provost



Rose-Jackson Flenorl, co-chair
Manager of Global Citizenship, FedEx



Don Barrett, J.D.
Partner, Barrett Law Group



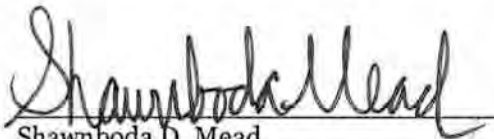
Dr. Charles K. Ross
Director, African-American Studies



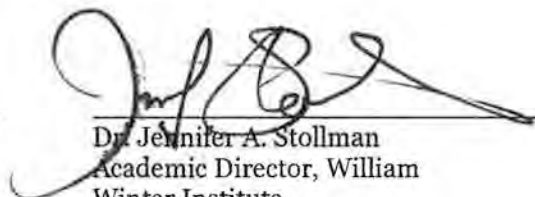
Dr. Jeffrey T. Jackson
Department of Sociology



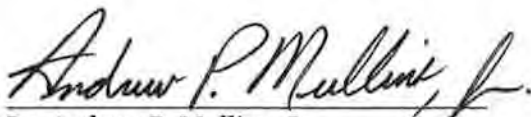
Dr. David G. Sansing
Professor Emeritus, History



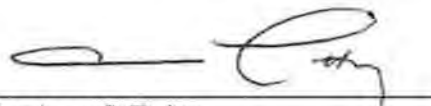
Shawnboda D. Mead
Dir., Center for Inclusion and Cross
Cultural Engagement



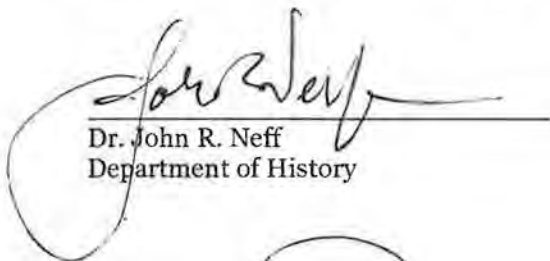
Dr. Jennifer A. Stollman
Academic Director, William
Winter Institute
for Racial Reconciliation



Dr. Andrew P. Mullins, Jr.
Asst. Dir., Mississippi Teacher Corps



Dr. Anne S. Twitty
Department of History



Dr. John R. Neff
Department of History



Jacqueline A. Vinson
Project Coordinator, LS-AMP
Staff Council Representation



Austin Powell
President, Associated Student Body



Dr. Jay Watson
Department of English

A. Contextualization Recommendations for Phase I Sites

1. Recommendation for Clarifying the Namesake of Johnson Commons

During Phase I, the Committee became aware of student concerns about an ambiguity in the naming of Paul B. Johnson Commons. Although the building was originally named for Governor Johnson (1880–1943), the concerns focused on the possibility that the Commons had been named for his son, also named Paul B. Johnson (1916–1985), who also served as governor of Mississippi. Archival materials clearly indicate the original namesake of the building, even noting that his son spoke on his father’s legacy at the dedication ceremony. The source of student concern lay in the son’s active, participatory role in opposing the integration of the University and the admission of James Meredith in September 1962. Although not indicative of the man in his later years, the perception that the Commons was named for a person who actively attempted to prevent integration is clearly a problem for the students, faculty, and administration of the University, representing actions that do not reflect the University’s values. The Committee therefore recommends that the namesake be specified through adding “Sr.” to the name currently displayed on the building.

2. Recommendation for Renaming Vardaman Hall

The renaming of any building requires caution and sensitivity, to the campus, to its students, staff, and faculty, and to the constituents of the University. Yale University's Committee to Establish Principles on Renaming (CEPR) provides an excellent guide to this difficult process. The following passage is exactly on point:

An important reason to attend to the standards of a namesake's time and place is that doing so recognizes the moral fallibility of those who aim to evaluate the past. Paying attention to the standards of the time also usefully distinguishes those who actively promoted some morally odious practice, or dedicated much of their lives to upholding that practice, on the one hand, from those whose relationship to such a practice was unexceptional, on the other.

The idea that people can have unexceptional relationships to moral horrors is one of the most disturbing features in human history. Examining the standards of a namesake's time and place therefore does more than confront us with the limits of our own capacities. It helps us see people as embedded in particular times and particular places — and it helps us identify those whose legacies are properly thought of as singularly and distinctively unworthy of honor.¹

Under this principle, the CACHC regards L. Q. C. Lamar and Augustus B. Longstreet as “unexceptional” and therefore as legitimate namesakes for buildings on our campus. James K. Vardaman, however, was an individual who “actively promoted some morally odious practice, or dedicated much of [his life] to upholding that practice.” Vardaman, especially in contrast with Lamar or Longstreet, must be considered “exceptional” and therefore “distinctly unworthy of honor.” Working through the CEPR principles will help clarify this issue.

CEPR Principles

a. Presumptions: Renaming on account of values should be an exceptional event.

1. There is a strong presumption against renaming a building on the basis of the values associated with its namesake. Such a renaming should be considered only in exceptional circumstances.

As explained below, the Committee believes James K. Vardaman represents that exceptional circumstance.

2. The presumption against renaming is at its strongest when a building has been named for someone who made major contributions to the University.

¹ CEPR Report, p. 20.

The record reveals that Vardaman, who neither attended nor worked at the University, played a limited role in shaping the institution. The two contributions he did make to the University, moreover, had consequences that were ambiguous at best, and damaging at worst. First, in 1905, after Chancellor Robert Fulton had obtained a grant from the Carnegie Foundation amounting to \$25,000 for a library, Vardaman rejected the grant.² Second, the following year, Vardaman sought the removal of Chancellor Fulton for being unable to subdue continuing frictions on campus between fraternity and male non-fraternity students. Following a Trustees' meeting in Oxford in June 1906, the Board voted to remove the chancellor, whom it allowed to resign. Offered a position as professor of Astronomy, Fulton elected to leave the University.³ Although Vardaman denied the University funds and contributed to a contentious event concerning an individual who had served the University for thirty-five years as professor and chancellor, he cannot be characterized as making a "major contribution" to the institution, nor can the contributions he did make be said to have advanced the interests of the University.

b. Principles to be considered: Sometimes renaming on the basis of values is warranted.

1. Is a principal legacy of the namesake fundamentally at odds with the mission of the University?

As a newspaper editor and a politician, Vardaman consistently advocated for white supremacy through the intimidation of Mississippi's black population. As an editor, he targeted those with whom he disagreed on issues of African American civil rights. In a notable instance, he responded to President Theodore Roosevelt's invitation to Booker T. Washington to dine at the White House by writing: "Let Teddy take coons to the White House. I should not care if the walls of the ancient edifice should become so saturated with the effluvia from their rancid carcasses that a 'Cench bug' would have to crawl upon the dome . . . to avoid asphyxiation." Vardaman published this in his own *Greenville Commonwealth*. The following week, he wrote, "WANTED, Sixteen big, fat mellow, rancid 'coons' to sleep with Roosevelt when he comes down to go bear hunting with Mississippi's onliest governor Longy [Andrew Longino]. . . . Teddy may bring Booker with him, and if he does Longy will have to entertain him."⁴

² William F. Holmes, *The White Chief: James Kimble Vardaman* (Baton Rouge: Louisiana State University Press 1970), 171.

³ The complicated story can be found in Holmes, *The White Chief*, 167–174; and David G. Sansing, *The University of Mississippi: A Sesquicentennial History* (Jackson: University Press of Mississippi, 1999), 177–181.

⁴ *Greenwood* [Mississippi] *Commonwealth*, 24 October 1902; *Greenwood* [Mississippi] *Commonwealth*, 31 October 1902; both quoted in Trent Watts, *One Homogeneous People: Narratives of White Southern Identity, 1890–1920* (Knoxville: University of Tennessee Press, 2010), 15.

As governor of Mississippi, Vardaman used racial hatred and fear to shore up the white vote. Addressing the townspeople of Poplarville, Mississippi, in April 1907, Vardaman said:

How is the white man going to control the government? The way we do it is to pass laws to fit the white man and make the other people come to them. . . . **If it is necessary every Negro in the state will be lynched; it will be done to maintain white supremacy.** . . . The XV Amendment ought to be wiped out. We all agree on that. Then why don't we do it?⁵

From the state's highest elected position, Vardaman also argued that education ruined black Mississippians and made the dismantling of African American education in the state a priority. He promoted legislation to divide the state's tax revenue, funding white schools out of taxes paid by whites, and schools for African Americans out of taxes paid by black Mississippians. As the *Muskogee Cimeter*, Indian Territory (Oklahoma) explained in 1904, Vardaman

is a negro hater, who goes a little farther in his crusade even than [South Carolina Senator Benjamin] Tillman. He would deprive the blacks . . . of his state of any sort of education except of the most rudimentary order. Ignoring the fact that there are a good many negroes in the United States who [stand] head and shoulders above himself intellectually, Vardaman declares the negro belongs to a race which education harms instead of helps.⁶

This anti-educational stance appears especially at odds with the University's mission and core values today.

As Senator representing Mississippi, Vardaman sought the creation of a new constitutional amendment that would repeal both the Fourteenth and Fifteenth Amendments, thereby erasing the establishment of a national citizenship and the guarantee of the right to vote of all male citizens.⁷

2. Was the relevant principal legacy significantly contested in the time and place in which the namesake lived?

⁵ Ray Stannard Baker, *Following the Color Line: An Account of Negro Citizenship in the American Democracy* (New York: Doubleday, Page & Co., 1908), 246 [emphasis added].

⁶ Westley F. Busbee, Jr., *Mississippi: A History* (Wheeling, Illinois: Harlan Davidson, Inc., 2005), 199; "The Vardaman Matter," *Muskogee Cimeter*, Indian Territory, 11 August 1904, 4.

⁷ "Advocate Repeal of the 15th Amend't," *Bisbee Daily Review*, 19 October 1916, 1; Busbee, *Mississippi: A History*, 199.

Yes, although it must be acknowledged that the portion of the state's population most likely to protest and criticize Vardaman's actions had been largely silenced through violence and intimidation. Outside the state, prominent voices proclaimed a greater condemnation of Vardaman.

Nevertheless, Vardaman was rebuked by whites in his own state. When Vardaman disparaged President Roosevelt after Roosevelt complimented the Mississippi Building at the St. Louis Exposition, Vardaman's remarks were met with derision back home. As one Mississippi paper explained,

the people of the South are not yet ready to underlive the reputation of the fathers for courtesy, chivalry and hospitality, and this vulgar reply of a small man lifted to high station was not allowed to go unrebuked. The next day a hundred of the leading citizens of Natchez, Miss., sent President [David] Francis [of the Exposition] a telegram expressing appreciation of President Roosevelt's endorsement and condemning their Governor's reply. Hot-headed, narrow partisans of the Vardaman type misrepresent the South, and we are glad that this latest outbreak was disowned by the people of Natchez.⁸

Further afield, *The Crisis*, edited by W. E. B. Du Bois, quoted the *Brooklyn Eagle*:

The effects of those methods [black disfranchisement through violence] on the dominating white party is only just passing away. Men of lawless violence were needed for lawless acts. They claimed their reward. Men of cultivation, of sincerity, of devotion to order, had commonly to stand aside. And James K. Vardaman was the latest — and may he be the last — representative of that oligarchy of roughnecks.

Vardaman stood for lynching, stood for denying civil rights to the Negro majority in Mississippi; stood for wrecking Negro education before he stood against Woodrow Wilson at a time when war demanded unity. He is well out of public life, and Mississippi is well rid of him.⁹

An editorial in the same issue of *The Crisis* had this to say about Vardaman:

Vardaman of Mississippi has gone further than any American living or dead in capitalizing race hatred for political gain.¹⁰

Given Du Bois's keen eye for racism, this is a damning assessment.

⁸ "Misrepresenting the South," *Progressive Farmer and Cotton Planter*, 6 December 1904, 8.

⁹ *The Crisis* 16 (October 1918): 278.

¹⁰ "Blease, Vardaman, Hardwick and Company," *The Crisis* 16 (October 1918): 268.

3. Did the University, at the time of the naming, honor a namesake for reasons that are fundamentally at odds with the mission of the University?

Likely, although surviving records offer little support for this claim. The lack of a connection between Vardaman and the University encourages the conclusion that when the building was dedicated in 1929 the administration was seeking to honor an individual who had gained a statewide reputation among white Mississippians.

That Vardaman was understood to be a virulent racist by the campus population can be inferred from an illustration in the 1903 *Ole Miss* yearbook. Accompanying a crude drawing of a young African American, the caption reads, “Look here niggars, you better say *Who dat said Vardaman?!¹¹*”

4. 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?

Unlikely. With respect to Vardaman Hall’s initial role as a dormitory, some alums have indicated fond remembrance of their residence there. None have suggested that their remembrance was focused on the person of James Vardaman. Because Vardaman Hall has been used as an office building since 1988, it is unlikely to be viewed as a site of community building broadly at the University.

c. Decisions to retain a name or to rename come with obligations of nonerasure, contextualization, and process.

1. When a name is altered, there are obligations on the University to ensure that the removal does not have the effect of erasing history.

Vardaman’s brief, and largely negative, interactions with the University suggest that no significant part of the University’s history would be elided through renaming.

2. When a name is retained, there may be obligations on the University to ensure that preservation does not have the effect of distorting history.

Considering the virulent racism which remains Vardaman’s principal legacy, retaining the name will make unwarranted connections between the University and Vardaman. To retain the name will distort history by creating the mistaken impression that Vardaman played a major role in the University’s history. He did not.

¹¹ *Ole Miss*, 1903, 114.

3. The University ought to adopt a formal process for considering whether to alter a building name on account of the values associated with the namesake; such a process should incorporate community input and scholarly expertise.

A principle with which the Committee concurs, hoping its efforts, including the campus and community listening sessions held in March 2017, fulfill this need.

In closing, the Committee wishes to direct your attention to a concern expressed by Yale's CEPR:

In our many conversations this fall, members of the Yale community on all sides of the issue warned us against symbolic politics. Move on, some urged, to the traditional work of the University. Move on, others said, to more tangible questions of justice and injustice. Despite such injunctions, we persisted. Symbols matter. The persistent history of controversy over the Calhoun name is evidence of that. Indeed, many of the most important markers of civil rights in recent decades have been heavily symbolic. The flaw in separate but equal was not exclusively that separate was so often unequal. Segregation alone sent a powerful symbolic message of racial hierarchy. Similarly, civil unions for same-sex couples may have had all the legal incidents of marriage. But without the name, they sent a powerful symbolic message of exclusion. Symbols matter.

The Committee recommends unanimously to rename Vardaman Hall during its imminent renovation.

3. Recommended Contextualization for Barnard Observatory

BARNARD OBSERVATORY

Frederick A. P. Barnard (1809–1889) was the third president and first chancellor of the University of Mississippi, serving from 1856–1861. He joined the University of Alabama’s faculty in 1838, and he started a Phi Beta Kappa chapter there. In 1854 Barnard accepted a position with the University of Mississippi as a professor of mathematics, physics, civil engineering, and chemistry. In 1858 Chancellor Barnard, who was committed to making the University a respectable academic institution, addressed an “open letter” to the trustees of the University urging the creation of a “Universitas Scientarium,” a university that taught students and was dedicated to research across the spectrum of human knowledge, from science and literature to agriculture, law, and medicine. Barnard Observatory was built in 1859 using slave labor with the intended function of housing the world’s largest refracting telescope, but the outbreak of the Civil War prevented the telescope from ever being delivered.

Barnard also found himself enmeshed in a significant controversy regarding slavery. While he was away from his campus residence in 1859, one of his slaves, Jane, was beaten and sexually assaulted by a student. Jane described the incident to Barnard’s wife, Margaret. A professor who saw the student leaving their house corroborated Jane’s account. Chancellor Barnard expelled the student and would not allow him to be readmitted. The Mississippi state legislature and University board of trustees launched an investigation to determine if the student was expelled based on the testimony of a slave, which under state law was inadmissible against a white person. Although Barnard was exonerated by the board and given a vote of confidence, the inquiry led to accusations that he was insufficiently proslavery, and he left the University in 1861. Barnard later served as president of Columbia University from 1864–1889.

[word count 296]

[characters with spaces 1922]

Exposition:

Frederick A. P. Barnard (1809–1889) was the third president and first chancellor of the University of Mississippi, serving from 1856–1861. He joined the University of Alabama’s faculty in 1838, and he started a Phi Beta Kappa chapter there. In 1854 Barnard accepted a position with the University of Mississippi as a professor of mathematics, physics, civil engineering, and chemistry. In 1858 Chancellor Barnard, who was committed to making the University a respectable academic institution, addressed an “open letter” to the trustees of the University urging the creation of a “Universitas Scientarium,” a university that taught students and was dedicated to research across the spectrum of human knowledge, from science and literature to agriculture, law, and medicine. Barnard Observatory was built in 1859 using slave labor with the intended function of housing the world’s largest refracting telescope, but the outbreak of the Civil War prevented the telescope from ever being delivered.

Barnard also found himself enmeshed in a significant controversy regarding slavery. While he was away from his campus residence in 1859, one of his slaves, Jane, was beaten and sexually assaulted by a student. Jane described the incident to Barnard’s wife, Margaret. A professor who saw the student leaving their house corroborated Jane’s account. Chancellor Barnard expelled the student and would not allow him to be readmitted. The Mississippi state legislature and University board of trustees launched an investigation to determine if the student was expelled based on the testimony of a slave, which under state law was inadmissible against a white person. Although Barnard was exonerated by the board and given a vote of confidence, the inquiry led to accusations that he was insufficiently proslavery, and he left the University in 1861. Barnard later served as president of Columbia University from 1864–1889.

Record of the Testimony and Proceedings, in the matter of the investigation by the Trustees of the University of Mississippi, On the 1st and 2nd of March 1860, of the Charges Made by H. R. Branham, against the Chancellor of the University, Archives and Special Collections, J. D. Williams Library, University of Mississippi. Faculty Minutes, May 23, 1859, and February 2, 1860, Archives and Special Collections, J. D. Williams Library, University of Mississippi.

James Allen Cabaniss, *A History of the University of Mississippi* (Jackson: University Press of Mississippi, 1949), 50.

David G. Sansing, *The University of Mississippi: A Sesquicentennial History* (Jackson: University Press of Mississippi, 1999), 96.

Stephen Enzweiler, *Oxford in the Civil War: Battle for a Vanquished Land* (Charleston: The History Press, 2010), 30, 236.

Alfred Brophy, “The Chancellor, the Slave, and the Student,” *Oxford Scholarship Online* (August 2016), 1, 7. <http://www.oxfordscholarship.com/view/10.1093/acprof:oso/9780199964239.001.0001/acprof-9780199964239>.

4. Recommended Contextualization for Longstreet Hall

LONGSTREET HALL

This building was dedicated in honor of Augustus Baldwin Longstreet (1790–1870), second president of the University of Mississippi.

Born in Augusta, Georgia, Longstreet graduated from Yale and studied at Tapping Reeve's Litchfield, Connecticut, law school, before being admitted to the Georgia bar in 1815. He entered politics briefly, was elected to the Georgia legislature, but was soon appointed judge of a state superior court. Throughout this period, Longstreet was an author and newspaper editor, with his most renowned work, *Georgia Scenes*, published in 1835.

In 1838, he retired from law to become an itinerant minister of the Methodist Episcopal Church. Six years later he played an important role in fostering the split among Methodists over the issue of slavery. Longstreet presented to the national conference a petition from slaveholding states decrying the continuing agitation of northern Methodists on slavery and its abolition. Such policy, the petition stated, threatened division by embracing policy inconsistent with Methodist ministry as practiced in the South. The Methodist Episcopal Church split over the issue of slavery in 1844.

In 1840, Longstreet embraced another career when he was elected president of Emory College. He served there until 1848, when he became president of Centenary College in Jackson, Louisiana. Less than a year later, he was elected the second president of the University of Mississippi in 1849. Longstreet also taught and in 1853 was listed as professor of Mental and Moral Science, Rhetoric, Logic, Political Economy, International Law, and Evidences of Christianity. Among his responsibilities as president, Longstreet, a slaveowner, managed a number of enslaved laborers, both on the University campus and on a farm near Abbeville, the latter owned by his son-in-law, L. Q. C. Lamar. Resigning from the University in 1856, he returned to administration when elected president of the University of South Carolina the following year, a position he held until the Civil War. In 1861, he returned to Oxford, Mississippi, to reside with family until his death in 1870.

[word count 327]

[characters, with spaces 2132]

Exposition:

This building was dedicated in honor of Augustus Baldwin Longstreet (1790–1870), second president of the University of Mississippi.

Born in Augusta, Georgia, Longstreet graduated from Yale and studied at Tapping Reeve’s Litchfield, Connecticut, law school, before being admitted to the Georgia bar in 1815. He entered politics briefly, was elected to the Georgia legislature, but was soon appointed judge of a state superior court. Throughout this period, Longstreet was an author and newspaper editor, with his most renowned work, *Georgia Scenes*, published in 1835.¹²

In 1838, he retired from law to become an itinerant minister of the Methodist Episcopal Church. Six years later he played an important role in fostering the split among Methodists over the issue of slavery. Longstreet presented to the national conference a petition from slaveholding states decrying the continuing agitation of northern Methodists on slavery and its abolition. Such policy, the petition stated, threatened division by embracing policy inconsistent with Methodist ministry as practiced in the South.¹³ The Methodist Episcopal Church split over the issue of slavery in 1844.

In 1840, Longstreet embraced another career when he was elected president of Emory College. He served there until 1848, when he became president of Centenary College, in Jackson, Louisiana. Less than a year later, he was elected the second president of the University of Mississippi in 1849. Longstreet also taught and in 1853 was listed as professor of Mental and Moral Science, Rhetoric, Logic, Political Economy, International Law, and Evidences of Christianity.¹⁴ Among his responsibilities as president, Longstreet, a slaveowner, managed a number of enslaved laborers on the University campus. Away from campus he managed many others on a farm near Abbeville, who were owned by his son-in-law, L. Q. C. Lamar.¹⁵ Resigning from the

¹² Edward Mayes, *History of Education in Mississippi*, Contributions to American Educational History, ed. Herbert B. Adams (Washington, D.C.: Government Printing Office, 1899), 205–206.

¹³ A. H. Redford, *History of the Organization of the Methodist Episcopal Church, South* (Nashville: M. E. Church, South, 1875), 321–322.

¹⁴ *Historical Catalogue of the University of Mississippi, 1849–1909* (Nashville: Marshall & Bruce Company, 1910), 15.

¹⁵ United States Census Bureau, *Slave Schedule 1860*. “Finding that he [Lamar] could not in connection with his law practice profitably employ there a number of slaves belonging to him, he had sent them back to Mississippi to be supervised by Judge Longstreet, who, the supposition went, would have no trouble in profitably employing them in connection with [Longstreet’s] duties as college president.” John Donald Wade, *Augustus Baldwin Longstreet: A Study of the Development of Culture in the South* (Athens: University of Georgia Press, 1969), 311–312.

University in 1856, he returned to administration when elected president of the University of South Carolina the following year, a position he held until the Civil War.¹⁶ In 1861, he returned to Oxford, Mississippi, to reside with family until his death in 1870.¹⁷

¹⁶ *Historical Catalogue*, 9; Edwin L. Green, *A History of the University of South Carolina* (Columbia: The State Company, 1916), 65–66, 72; ; Wade, *Longstreet*, 310.

¹⁷ Mayes, *History of Education in Mississippi*, 205.

5. Recommended Contextualization for Lamar Hall

LAMAR HALL

In 1977 this building was dedicated in honor of Lucius Quintus Cincinnatus Lamar II (1825–1893).

Born in Putnam County, Georgia, Lamar moved to Mississippi in 1849. He joined the faculty of the University of Mississippi as adjunct professor of Mathematics from 1850–1852, and again in 1861 as chair of ethics and metaphysics. During this period, he established himself as a lawyer, planter, and slaveowner, owning thirty-one slaves by 1860.

His political career began when he was elected to the Georgia state legislature in 1853 and then to the U.S. House of Representatives from Mississippi in 1856. Resigning from Congress in 1860, Lamar served as delegate from Lafayette County to Mississippi's Secession Convention and was chiefly responsible for writing the state's Ordinance of Secession. He helped raise the Nineteenth Mississippi Infantry Regiment and another state regiment, the Fourteenth, was named the Lamar Rifles in his honor. Following the Civil War, Lamar returned to the faculty of the University of Mississippi, serving as professor of law and governmental science from 1867–1870.

After Congress restored his political rights in 1873, Lamar represented Mississippi in the House until 1877, and in the Senate from 1877 to 1885. His 1874 eulogy for abolitionist Senator Charles Sumner made him a national figure in postwar sectional politics. Anxious Northerners, fearful of a renewal of sectional conflict, seized upon his assurances of Southern fidelity. Lamar's national prominence obscured the active role he played in dismantling Reconstruction in Mississippi to the detriment of the state's African American citizens.

In 1885, President Grover Cleveland named Lamar Secretary of the Interior, where he was instrumental in the preservation of national park lands, especially Yellowstone National Park. In 1888, he was nominated to the United State Supreme Court where he served until his death in 1893. He remains the only Mississippian to have served on the Supreme Court, and one of two Americans to have served on that Court as well as in a cabinet post, the House, and the Senate.

[word count 332]

[characters, with spaces 2114]

Exposition:

In 1977 this building was dedicated in honor of Lucius Quintus Cincinnatus Lamar II (1825–1893).

Born in Putnam County, Georgia, Lamar moved to Mississippi in 1849. He joined the faculty of the University of Mississippi as adjunct professor of mathematics from 1850–1852, and again in 1861 as chair of ethics and metaphysics. During this period, he established himself as a lawyer, planter, and slaveowner, owning thirty-one slaves by 1860.¹⁸

His political career began when he was elected to the Georgia state legislature in 1853 and then to the U.S. House of Representatives from Mississippi in 1856.¹⁹ Resigning from Congress in 1860, Lamar served as delegate from Lafayette County to Mississippi's Secession Convention and was chiefly responsible for writing the state's Ordinance of Secession.²⁰ He helped raise the Nineteenth Mississippi Infantry Regiment and another state regiment, the Fourteenth, was named the Lamar Rifles in his honor.²¹ Following the Civil War, Lamar returned to the faculty of the University of Mississippi, serving as professor of law and governmental science from 1867–1870.²²

After Congress restored his political rights in 1873, Lamar represented Mississippi in the House until 1877, and in the Senate from 1877 to 1885.²³ His 1874 eulogy for abolitionist Senator Charles Sumner made him a national figure in postwar sectional politics. Anxious Northerners, fearful of a renewal of sectional conflict, seized upon his assurances of Southern fidelity. Lamar's national prominence obscured the active role he played in dismantling Reconstruction in Mississippi to the detriment of the state's African American citizens.²⁴

¹⁸ Edward Mayes, *Lucius Q. C. Lamar: His Life, Times, and Speeches, 1825–1893*, second edition (Nashville: Methodist Episcopal Church, South, 1896), 27, 45–46, 124; United States Census Bureau, *Slave Schedule 1860*.

¹⁹ Mayes, *Lamar*, 57, 63.

²⁰ Wirt Armistead Cate, *Lucius Q. C. Lamar: Secession and Reunion* (New York: Russell and Russell, 1969), 79–81; Mayes, *Lamar*, 91.

²¹ Mayes, *Lamar*, 94; Steven H. Stubbs, *Duty, Honor, Valor: The Story of the Eleventh Mississippi Infantry Regiment* (Philadelphia, Miss.: Dancing Rabbit Press, Inc., 2000), 22.

²² Mayes, *Lamar*, 124–125.

²³ Mayes, *Lamar*, 172, 175, 178, 311, 469–472.

²⁴ Although most interpreted the eulogy as a plea for conciliation with the North, Lamar thought otherwise. In a letter to his wife, Lamar acknowledged the two-edged effort he

In 1885, President Grover Cleveland named Lamar Secretary of the Interior, where he was instrumental in the preservation of national park lands, especially Yellowstone National Park.²⁵ In 1888, he was nominated to the United State Supreme Court where he served until his death in 1893.²⁶ He remains the only Mississippian to have served on the Supreme Court, and one of two Americans to have served on that Court as well as in a cabinet post, the House, and the Senate.²⁷

hoped the eulogy had performed, by emphasizing his primary goal. “I never in all my life opened my lips with a purpose more *single* to the interests of the Southern people than when I made this speech.” James B. Murphy, *L. Q. C. Lamar: Pragmatic Patriot* (Baton Rouge: Louisiana State University Press, 1973), 116 [emphasis added]. Murphy writes: “Back in Congress, Lamar. . . . opposed all measures fostering federal protection of Negro rights. He voted to kill a resolution to enforce the war amendments [the Fourteenth and Fifteenth especially] and for state rather than federal punishment under the 15th Amendment.” *Ibid.*, 204.

²⁵ Mayes, *Lamar*, 469–472, 498–504.

²⁶ Mayes, *Lamar*, 538–540, 569–571.

²⁷ The other is James F. Byrnes of South Carolina (1882–1972).

6. Recommended Contextualization for George Hall

GEORGE HALL

In 1920, this building was dedicated in honor of James Zachariah George (1826–1897). Born in Georgia, George moved with his family to Mississippi in 1834, settling two years later in Carroll County.

At the outbreak of war between the United States and Mexico, George volunteered for service with the First Mississippi Rifles. Upon his return, he completed his study in law and was elected reporter of the state Supreme Court in 1854 and again in 1860. In 1861, he served as a delegate to Mississippi’s Secession Convention and later served in the Confederate Army as well as commanded Mississippi state militia.

From 1875–1876, George chaired Mississippi’s Democratic Executive Committee. During this time, George was most responsible for crafting the “Mississippi Plan,” a program of voter intimidation, violent repression, and riot aimed at returning his state to white Democratic rule. Mississippi historian Dunbar Rowland later described the struggle as “bitter and bloody.” In 1878, George was appointed to the University of Mississippi Board of Trustees. In that role he attended one meeting and then resigned the following year to serve as a trustee for what would become Mississippi State University. In 1879, he was appointed to the state’s supreme court, and there elected to serve as chief justice. He resigned from the bench after being elected to the U.S. Senate in 1880, a post he would hold until his death.

While in the Senate, George returned to Mississippi to become the chief architect of the 1890 state constitution. Alarmed that African Americans comprised a majority of Mississippians, George and others crafted a new state constitution that effectively reduced the number of qualified black Mississippi voters from 147,205 to 8,615. As a result, whites gained an electoral majority in every county. So successful was the denial of voting rights of African Americans, the pattern of constitutional exclusion pioneered by George was repeated in Alabama, Louisiana, Virginia, and the Carolinas. The franchise would not be restored to African Americans in Mississippi until the Voting Rights Act of 1965.

[word count 337]

[characters, with spaces 2133]

Exposition:

In 1920, this building was dedicated in honor of James Zachariah George (1826–1897). Born in Georgia, George moved with his family to Mississippi in 1834, settling two years later in Carroll County.

At the outbreak of war between the United States and Mexico, George volunteered for service with the First Mississippi Rifles. Upon his return, he completed his study in law and was elected reporter of the state Supreme Court in 1854 and again in 1860. In 1861, he served as a delegate to Mississippi's Secession Convention and later served in the Confederate Army as well as commanded Mississippi state militia.

From 1875–1876, George chaired Mississippi's Democratic Executive Committee. During this time, George was most responsible for crafting the "Mississippi Plan," a program of voter intimidation, violent repression, and riot aimed at returning his state to white Democratic rule.²⁸ Mississippi historian Dunbar Rowland later described the struggle as "bitter and bloody." In 1878, George was appointed to the University of Mississippi Board of Trustees. In that role he attended one meeting and then resigned the following year to serve as a trustee for what would become Mississippi State University.²⁹ In 1879, he was appointed to the state's supreme court, and there elected to serve as chief justice.³⁰ He resigned from the bench after being elected to the U.S. Senate in 1880, a post he would hold until his death.³¹

While in the Senate, George returned to Mississippi to become the chief architect of the 1890 state constitution. Alarmed that African Americans comprised a majority of Mississippians, George and others crafted a new state constitution that effectively reduced the number of qualified black Mississippi voters from 147,205 to 8,615.³² As a

²⁸ "The year 1875 was for Mississippi 'perhaps the darkest period in the era of reconstruction.' . . . In that very critical period when the issues involved were vital to the civilization of the South [George] by his 'wise leadership, backed up by strong support' and by using every method political genius could devise, enabled the [white] people to overthrow the fatal combination of negro, carpet-bagger and scalawag, under whose disastrous maladministration they had suffered so long, and to triumphantly restore to themselves the control of their political existence." William H. Leavell, "Sketch of the Author's Life," in James Z. George, *The Political History of Slavery in the United States* (New York: Neale Publishing Co., 1915), xii–xiii; Timothy Smith, *James Z. George: Mississippi Great Commoner* (Jackson: University Press of Mississippi, 2014), 111.

²⁹ Smith, *James Z. George*, 115–116.

³⁰ Smith, *James Z. George*, 117.

³¹ Smith, *James Z. George*, 120.

³² New Orleans *Weekly Pelican*, 19 October 1889, 2; "A Curious Complaint," *The Indianapolis Journal*, 29 July 1890, 4. "In the 1890s, no one denied that the primary

result, whites gained an electoral majority in every county.³³ So successful was the denial of voting rights of African Americans, the pattern of constitutional exclusion pioneered by George was repeated in Alabama, Louisiana, Virginia, and the Carolinas.³⁴ The franchise would not be restored to African Americans in Mississippi until the Voting Rights Act of 1965.

purpose of the 1890 Mississippi constitution was to eliminate the Negro vote.” James H. Stone, “A Note on Voter Registration Under the Mississippi Understanding Clause, 1892,” *Journal of Southern History* 38 (May 1972): 293–296, quote from 293; Smith, *James Z. George*, 151–154.

³³ “Every county in Mississippi has a white majority. Last year Bolivar had a majority of negro voters; to-day it is white. Thirty-three counties have less than 100 negro voters. Yazoo County, with its 6,000 negroes of voting age, has only nine registered, or one to each 667. . . . This can best be understood by calling attention to the fact that if the electoral franchise were similarly restricted in Nevada that State would have but seven voters, and Rhode Island only five. . . . The new Constitution of Mississippi renders it impossible for the negroes, notwithstanding they are in a majority in the State, to elect a constable.” “Negroes Cannot Vote,” *Haily, Idaho, Wood River Times*, 25 August 1892, 3.

³⁴ Smith, *James Z. George*, 161. The disfranchisement of African American voters was a key element of new state constitutions, adopted by South Carolina in 1895, Louisiana in 1898, Alabama in 1901, and Virginia in 1902. In 1900, North Carolina adopted the electoral restrictions pioneered by Mississippi in an amendment to its 1868 constitution.

7. Recommended Contextualization for the University's Enslaved Laborers

THE UNIVERSITY'S ENSLAVED LABORERS

The first buildings on this historic circle were constructed using the labor of enslaved African Americans. From July 1846 to the opening of the University on November 6, 1848, local slaveholders received payments to rent their slaves to the college in order to clear land, create roads, dig wells, and build the original campus structures: two dormitories, two faculty residences, a steward's hall, and the Lyceum. Other buildings were soon added including the Chapel (1853) and the Observatory (1859). Work done by the enslaved included both unskilled tasks such as making the hand-fired bricks on site and highly skilled tasks such as masonry, carpentry, woodcarving, and blacksmithing. Of the original ten antebellum structures constructed in this fashion, three remain today and are within view of this spot: The Old Chapel (now Croft), Barnard Observatory, and the Lyceum.

In addition, a large number of slaves performed the massive work required to dig Hilgard Cut (which lies 400 yards east of this marker) for the Mississippi Central Railroad in 1856–1857. They were rented from Oxford slaveholders who received railroad company stock in exchange for the work done by their slaves.

Enslaved men and women, owned by faculty and students, were housed on campus during the antebellum period and could not leave the grounds without permission. The University also maintained an enslaved labor force under the proctor. While their names were rarely recorded in historical documents, we do know that George, Jane, Henry, John, Squash, Moses, Will, and Nathan were among those who performed the work of farming, maintaining the buildings and stables, and laboring for the benefit of students and faculty as cooks, waiters, housekeepers, and groundskeepers. Slavery was a system underpinned by exploitation and violence, and they also suffered beatings and other abuses documented in University records. The University of Mississippi today honors the legacy of these enslaved individuals and acknowledges the injustices under which they lived and labored.

[word count, 319]

[characters, with spaces 2064]

Exposition:

The first buildings on this historic circle were constructed using the labor of enslaved African Americans. From July 1846 to the opening of the University on November 6, 1848, local slaveholders received payments to rent their slaves to the college in order to clear land, create roads, dig wells, and build the original campus structures:³⁵ two dormitories, two faculty residences, a steward's hall, and the Lyceum.³⁶ Other buildings were soon added including the Chapel (1853) and the Observatory (1859).³⁷ Work done by the enslaved included both unskilled tasks such as making the hand-fired bricks on site and highly skilled tasks such as masonry, carpentry, woodcarving, and blacksmithing. Of the original ten antebellum structures constructed in this fashion, three remain today and are within view of this spot: The Old Chapel (now Croft), Barnard Observatory, and the Lyceum.

³⁵ Very few of the original campus construction records have been found to date. However, it is inconceivable that a project of this kind, one that was so labor-intensive, would have occurred in Mississippi in the 1840s without the use of enslaved workers. The entire area had to be "cleared and grubbed," and bricks used for construction were almost certainly "handmade from clay on the site." See "Mystery-History Concerns Ole Miss Lyceum Building," *Jackson Clarion Ledger*, 6 September 1964, D-10. By compiling evidence from many sources we can ascertain how the original campus buildings were constructed based on the historical understanding of building practices throughout the region during the period in question.

The relationship between slavery and antebellum brickmaking is well understood by scholars and architectural historians. See Tanya M. Peres and Jessica Connatser, "Brick Making as a Local Industry in Antebellum Kentucky and Tennessee," *Tennessee Archaeology*, 3 (Fall 2008): 105–122; Thomas McGrath, "Notes on the Manufacture of Hand-made Bricks," *Bulletin of the Association of Preservation Technology* 11 (1979): 88–95; Harvie Jones, "Historic Houses: Bricks and Mortar Companion," Alabama Historical Commission, 2001; and Lucy B. Wayne, "Burning Brick: A Study of a Lowcountry Industry" (Ph.D. dissertation, University of Florida, 1992). More importantly, there are historical records which document how the architect, William Nichols, utilized enslaved laborers for his projects at the University of Alabama in 1828–1831, and for the Mississippi State Capitol building in Jackson, 1836–1840. It is unlikely he engaged in different construction practices at the University of Mississippi. Regarding Nichols' "finest work" on the Capitol in Jackson, Kapp writes, "It is doubtful that anyone else could unify unskilled rural workers and slave labor with highly trained urban artisans to build such an opulent and elegant building." See James B. Sellers, *The History of the University of Alabama: Volume One, 1818–1902* (Tuscaloosa: University of Alabama Press, 1953), 31; and Paul Hardin Kapp, *The Architecture of William Nichols: Building the Antebellum South in North Carolina, Alabama, and Mississippi* (Jackson: University Press of Mississippi, 2015), 210.

³⁶ James B. Lloyd, *The University of Mississippi: The Formative Years, 1848–1906* (Jackson: Department of Archives and Special Collections, 1979), 2.

³⁷ *Ibid.*

In addition, a large number of slaves performed the massive work required to dig Hilgard Cut (which lies 400 yards east of this marker) for the Mississippi Central Railroad in 1856–1857. They were rented from Oxford slaveholders who received railroad company stock in exchange for the work done by their slaves.³⁸

Enslaved men and women, owned by faculty³⁹ and students,⁴⁰ were housed on campus during the antebellum period and could not leave the grounds without permission.⁴¹ The

³⁸ “A large part of the actual construction work was performed by slave labor. Planters along the route, many of them large slaveholders, welcomed the opportunity to hire their charges out to the railroad company during the slack season. . . . [Mississippi Central Railroad] President Goodman declared that slave labor was highly satisfactory as it was free of strikes, drunkenness, and other labor troubles so frequently experienced by railway builders in the northern states. Another advantage in favor of the railroad builders was the fact that slave owners would accept stock in the company in lieu of cash.” Thomas D. Clark, *A Pioneer Southern Railroad from New Orleans to Cairo* (Chapel Hill: University of North Carolina Press, 1936), 91. See also Don H. Doyle, *Faulkner's County: The Historical Roots of Yoknapatawpha* (Chapel Hill: University of North Carolina Press, 2001), 99. Jack Mayfield writes that “Local slave owners such as [Col. James] Brown, Dr. Thomas Isom, L. Q. C. Lamar and Jacob Thompson would furnish the manpower to solve the problem. Their slaves would hand dig a cut or man-made canyon through the steep hillside grade.” Mayfield, “The Digging of Hilgard Cut,” *Oxford Eagle*, 31 January 2016.

³⁹ In 1850, the original University faculty and steward owned at least 55 slaves: John Waddel (7), Albert Bledsoe (2), Augustus B. Longstreet (10), John Millington (7), L. Q. C. Lamar (14) and A. G. Ellis (15). United States Census Bureau, *U. S. Census Slave Schedule*, 1850. While some may have been quartered off campus, many of these enslaved individuals lived on campus in or near the two faculty duplexes, in or near the Steward's Hall, and in or near the student dormitories. By 1860 the number of enslaved individuals owned by individual University faculty members was at least 90: William D. Moore (46), Henry Whitehorne (5), William F. Stearns (5), L. Q. C. Lamar (31), Frederick A. P. Barnard (2) and Edward Boynton (1). United States Census Bureau, *U. S. Census Slave Schedule*, 1860.

⁴⁰ Maud Morrow Brown, *The University Greys: Company A, Eleventh Mississippi Regiment, Army of Northern Virginia, 1861–1865* (Richmond: Garrett and Massie, 1940), 3: “They brought their horses and carriages, their negro hostlers and valets to college with them.” See also David Sansing, *The University of Mississippi: A Sesquicentennial History* (Jackson: University Press of Mississippi, 1999), 54. The University's Board of Trustees ruled on July 14, 1852, that “students shall have the privilege of hiring or not their own servants as they may deem advisable — but the Faculty shall at all times have the power to dismiss any servant for misconduct.” The Board rescinded this rule in 1856, stating, “That the privilege now extended to the Students of hiring Servants be abolished, and that each Student and Tutor occupying the Dormitories, be required, when paying the other College Fees, to pay . . . the sum of Five

University also maintained an enslaved labor force under the proctor.⁴² While their names were rarely recorded in historical documents, we do know that George,⁴³ Jane,⁴⁴

Dollars each to cover Servant hire.” *Journal of the Minutes of the Board of Trustees of the University of Mississippi*, July 14, 1852, July 18, 1856, Archives and Special Collections, J. D. Williams Library, University of Mississippi.

⁴¹ Sansing, *A Sesquicentennial History*, 54: “The university provided the slaves with quarters on campus, and they could not leave the grounds without permission.” Further, “Resolved that servants employed about the College, be under the control & direction of the Proctor and Faculty, and that they be required to devote all the time not necessarily engaged in cleaning up the dormitories, and furnishing the same with necessary water, and making fires, to cleaning off the College grounds as the said Proctor & Faculty may direct, and that said servants are not allowed to leave the College grounds without permission of the Faculty.” *Journal of the Minutes of the Board of Trustees of the University of Mississippi*, July 9, 1850, Archives and Special Collections, J. D. Williams Library, University of Mississippi.

⁴² “[T]he duties of the Proctor shall consist in hiring and superintending Servants for the use of the college, providing wood, and keeping up necessary repairs of the buildings, cisterns, wells, and improving and beautifying the College grounds.” *Journal of the Minutes of the Board of Trustees of the University of Mississippi*, July 18, 1856, Archives and Special Collections, J. D. Williams Library, University of Mississippi; Sansing, *A Sesquicentennial History*, 54: “The term ‘servant’ was a euphemism Southerners often used for slave.”

⁴³ George was a university slave who worked as a janitor at the University. It is likely that he was one of two men (either aged 53 or 40 in 1850, as reported in the *U.S. Census Slave Schedule*, 1850) owned by University faculty member John Millington. The *Journal of the Board of Trustees*, July 13, 1853 states: “On motion it was ordered that the [account] of Dr. Millington for services of servant George as janitor be allowed by deduction the time he was sick, and that the Proctor pay the same.” George's responsibilities included chopping wood, building fires in each of the buildings each morning, transporting water, and cleaning the dormitories and classrooms. The Board of Trustees recognized George on July 12, 1849, “for performing his duties in a faithful manner,” and gave him “a present” of five dollars for the work he performed during the academic session, approximately nine months. *Journal of the Board of Trustees, 1845–1860*, vol. 1, 112. Archives and Special Collections, J. D. Williams Library, University of Mississippi.

⁴⁴ Jane was a slave owned by the chancellor of the University, Frederick Augustus Porter Barnard. Jane worked and lived as a domestic slave in the Chancellor's private residence on the campus of the University of Mississippi. On the evening of May 11, 1859, while Chancellor Barnard and his wife were out of town, University student S. B. Humphreys entered the chancellor's home and raped Jane. After recovering from her injuries, Jane identified her attacker and the Chancellor expelled Humphreys from the University. The punishment enacted upon the student, but not the attack committed upon Jane, became

Henry,⁴⁵ John, Squash, Moses, Will,⁴⁶ and Nathan⁴⁷ were among those who performed the work of farming, maintaining the buildings and stables, and laboring for the benefit

the subject of what is known as “The Branham Affair,” an investigation launched by a local Oxford doctor, H. R. Branham, who leveled charges against the chancellor for taking the word of an African American female slave over the word of a white male student. *Record of the Testimony and Proceedings in the Matter of the Investigation by the Trustees of the University of Mississippi, on the 1st and 2nd of March, 1860, of the Charges made by H. R. Branham, against the Chancellor of the University*, Archives and Special Collections, J. D. Williams Library, University of Mississippi; *Faculty Minutes*, Folder 4, 174–178, Archives and Special Collections, J. D. Williams Library, University of Mississippi.

⁴⁵ Henry/Harry was a slave owned by a University professor of Latin and Modern Languages named Richardson. Henry likely worked in one or more of the stables reserved for faculty on the campus of the University of Mississippi. Henry may have driven a horse and carriage for Professor Richardson or other faculty when they made the short trip into town. When Chancellor Barnard came under scrutiny during a board of trustees meeting for taking the word of a female slave over a white student, he appealed to Professor Richardson for support: “Professor Richardson, if your servant Henry were to tell you he had seen a certain student take your horse or saddle from your stable, would you not believe him?” Professor Richardson responded, “No, not over the word of a white man.” This slave is referred to as Henry in the *Journal of the Board of Trustees*, and in the proceedings of the “Branham Affair,” and is referred to as Harry in the *Faculty Minutes*. *Journal of the Minutes of the Board of Trustees of the University of Mississippi, 1845–1860*, Florence E. Campbell transcription, 394–409, Archives and Special Collection, J. D. Williams Library, University of Mississippi; *Record of the Testimony and Proceedings in the Matter of the Investigation by the Trustees of the University of Mississippi, on the 1st and 2nd of March, 1860, of the Charges made by H. R. Branham, against the Chancellor of the University*, Archives and Special Collections, J. D. Williams Library, University of Mississippi.

⁴⁶ John, Squash, Moses, and Will are listed in an 1856 list of proctor drafts appearing in the *Journal of the Board of Trustees*. On September 11, 1856, the University paid \$62.60 for services performed by two slaves named Squash and John. On September 12, 1856, the University paid \$31.10 for services performed by a slave named Moses. Also on September 12, 1856, the University paid \$11.25 for services performed by a slave referred to as “Wendle’s Will.” In the latter case the description expresses the slave’s name, Will, and the slaveowner’s name, Wendle.

Rather than the typical description of moneys paid to a slaveholder for slave hire, Squash, John, Moses, and Will received payment directly from the University for making repairs at the University. In such a scenario the slaves were expected to carry and deliver the money compensating the owners for the work the slaves performed at the University. *Journal of the Board of Trustees, 1845–1860*, Florence E. Campbell Transcription, 322, 325, 328, Archives and Special Collections, J. D. Williams Library, University of Mississippi.

of students and faculty as cooks, waiters, housekeepers, and groundskeepers.⁴⁸ Slavery was a system underpinned by exploitation and violence, and they also suffered beatings and other abuses documented in University records.⁴⁹ The University of Mississippi

⁴⁷ Nathan was a slave owned by the first chancellor of the University of Mississippi, Frederick Augustus Porter Barnard. Sometime prior to his death on Sunday, January 15 1860, Nathan secretly buried a stash of valuables in the earthen floor of the cellar beneath the chancellor's house on the University campus. On the night of Nathan's funeral someone with whom Nathan had entrusted the whereabouts of his collection entered the cellar and retrieved the stash from the cellar floor. The next day the chancellor discovered that Nathan's "little hoard" had been dug up from beneath his house. Frustrated that someone had "feloniously" entered his cellar under the cover of darkness, the chancellor confessed, "Until the thing was done, I had not heard, myself, where he [Nathan] had placed it." *Hilgard Collection*, Folder 5, Archives and Special Collections, J. D. Williams Library, University of Mississippi.

⁴⁸ Sansing, *A Sesquicentennial History*, 54. Faculty minutes state, "it shall be the duty of the servants employed in the dormitories to sweep the rooms and entries daily, adjust the bedding, carry fuel, make fires, bring water daily from the 1st October till the first April, and twice a day the rest of the college year. When unemployed thus they shall be at the disposition of the President." *Faculty Minutes*, 16 September 1856, Archives and Special Collections, J. D. Williams Library, University of Mississippi.

⁴⁹ In addition to the well-documented rape and beating of Jane referred to earlier, a number of cases appear in the Faculty minutes where students were reprimanded by the faculty for beating and abusing enslaved individuals on campus: "Mr. Gage of the Senior class has having severely beaten one of the college negroes, and as having acknowledged the act" (May 1860, 194); "of *whipping, beating*, and other maltreatment of the College negroes by a self-constituted 'Vigilance Committee of Students' who proposed to apprehend a general 'negro insurrection' from the fact that *an ounce or two of powder* had been found in one of the servant's rooms" (May 14, 1860, 202); "that one of the college servants had, a night or two previous, been brutally and severely burned on the cheek by a Student, and without provocation . . . [and] the confession of Mr. Wright that he had burned the negro's cheek with a cigar — an action which he himself pronounced indefensible" (November 1860, 203–4); "Mr. Rice, of the Junior Class . . . acknowledged that he had whipped the negro but denied that he had treated him brutally — and stated that his provocation had been what he considered a personal insult from the negro" (November 26, 1860, 205); "Mr. Melton . . . was accused of having beaten one of the college negroes, in violation of a regulation recently passed by the Faculty and announced by the Chancellor in Chapel" (January 14, 1861, 209). All in *Faculty Minutes*, Folder 4, Archives and Special Collections, J. D. Williams Library, University of Mississippi.

today honors the legacy of these enslaved individuals and acknowledges the injustices under which they lived and labored.⁵⁰

⁵⁰ Many universities have issued formal acknowledgements and apologies for their participation in the institution of slavery. These include the University of Virginia (Brendan Wolfe, “Unearthing Slavery at the University of Virginia,” *UVA Magazine*, Spring 2013, http://uvamagazine.org/articles/unearthing_slavery_at_the_university_of_virginia); Georgetown University (“Georgetown University Apologizes for slavery past,” *Reuters*, February 2, 2016. <http://www.reuters.com/article/us-districtofcolumbia-georgetown-slaves-idUSKCN11755J>); Brown University (“Simmons explains to BUCC why U. won't apologize for slavery,” *Brown Daily Herald*, March 14, 2007, <http://www.browndailyherald.com/2007/03/14/simmons-explains-to-bucc-why-u-wont-apologize-for-slavery/>); Columbia University (Katie Reilly, “This is How Columbia University Benefited from Slavery,” *Time Magazine*, January 24, 2017, <http://time.com/4645241/columbia-university-slavery-ties-report/>); Harvard University (“Harvard publicly acknowledges historical ties to slavery,” *Boston Herald*, March 3, 2017, http://www.bostonherald.com/news/local_coverage/2017/03/harvard_publicly_acknowledges_historical_ties_to_slavery); Emory University (Rod Sauder, “Emory declares its regret for historic involvement with slavery,” *Emory Report*, January 17, 2011, http://www.emory.edu/EMORY_REPORT/stories/2011/01/campus_regret_for_historic_involvement_with_slavery.html); the University of Alabama (“University of Alabama apologizes for slave past,” Associated Press, April 20, 2004, http://www.nbcnews.com/id/4759657/ns/us_news-life/t/university-alabama-apologizes-slave-past/#.WQpIrlK-IUE); the University of South Carolina (Rodney Welch and Andy Shain, “USC Installing Markers to Recognize Slaves’ Role in Building Campus,” *Free Times*, April 26, 2017, http://www.free-times.com/news/usc-installing-markers-to-recognize-slaves-role-in-building-campus/article_4a69cdc8-2a02-11e7-af5d-8f1675977279.html).

B. Further Recommendations for Sites of University History

As noted earlier in the report, during deliberation on the original seven Phase I sites the committee considered two additional physical sites, the Ventress stained-glass window and the University Cemetery and related Memorial. Those sites are discussed below. Noting that these sites have not yet been formally considered by the public, the Committee recommends that they be made available to the public for comment before action is taken to finally approve them.

1. Recommended Contextualization for the Ventress Stained-Glass Window

UNIVERSITY GREYS MEMORIAL WINDOW

In 1889, the Psi chapter of the Delta Gamma Club gave a memorial to the University of Mississippi campus. The memorial honored the “University Greys,” a name that referred to Company A of the 11th Mississippi Infantry Regiment of the Confederate Army. This Company was primarily composed of students from the University who left their alma mater on May 1, 1861.

The memorial in the form of a stained-glass window from the Tiffany Glass Company, New York, was placed here in the University Library in 1891. The \$506.50 cost was raised by the Delta Gamma Club and the University Alumni Society.

The window, twelve feet high and nine feet wide, was designed to have three main panels. The first panel depicts the students drilling as soldiers in front of Barnard Observatory. The middle panel portrays a battle scene, with the battle flag of the Army of Northern Virginia flying amid the carnage. Some newspaper reports stated that the battle scene was the first battle the “Greys” fought at First Manassas. However, the battle flag of the Army of Northern Virginia was not present at that early battle. Others believe the battle scene is the famous Pickett’s Charge on the third day of the battle of Gettysburg, in which the “University Greys” suffered one hundred percent casualties — killed, wounded, or captured. The third panel depicts the surrender of the Army of Northern Virginia at Appomattox Court House, Virginia.

The smaller panels include the Delta Gamma anchor, the Psi chapter’s symbol, and the Latin phrase, “Pietate Alumnorum,” in honor of the University of Mississippi alumni who served in the Civil War.

[word count 269]

[characters with spaces 1622]

Exposition:

In 1889, the Psi chapter of the Delta Gamma Club gave a memorial to the University of Mississippi campus. The memorial was to the “University Greys,” a name that referred to Company A of the 11th Mississippi Infantry Regiment of the Confederate Army. This Company was primarily composed of students from the University who left their alma mater on May 1, 1861.

The memorial in the form of a stained-glass window from the Tiffany Glass Company, New York, was placed here in the University Library in 1891. The \$506.50 cost was raised by the Delta Gamma Club and the University Alumni Society.

The window, twelve feet high and nine feet wide, was designed to have three main panels. The first panel depicts the students drilling as soldiers in front of Barnard Observatory. The middle panel portrays a battle scene, with the battle flag of the Army of Northern Virginia flying amid the carnage. Some newspaper reports stated that the battle scene was the first battle the “Greys” fought at First Manassas. However, the battle flag of the Army of Northern Virginia was not present at that early battle. Others believe the battle scene is the famous Pickett’s Charge on the third day of the battle of Gettysburg, in which the “University Greys” suffered one hundred percent casualties — killed, wounded, or captured. The third panel depicts the surrender of the Army of Northern Virginia at Appomattox Court House, Virginia.

The smaller panels include the Delta Gamma anchor, the Psi chapter’s symbol, and the Latin phrase, “Pietate Alumnorum,” in honor of the University of Mississippi alumni who served in the Civil War.

Information for this contextualization is drawn from various newspaper articles on the window, correspondence between the University and the Tiffany Company, Delta Gamma Pledge Book, and a letter of A. J. Baker, a veteran of the University Greys.

Archival materials all found in the following collections:

Folder 19.9 Re: Stained Glass Memorial to the University Greys, 1889–1890, Box 19, Chancellor’s Collection — Robert Burwell Fulton, Archives and Special Collections, J. D. Williams Library, University of Mississippi.

Folder 41 Stained Glass Window, Box 8, Dr. Gerald Walton Collection, Archives and Special Collections, J. D. Williams Library, University of Mississippi.

University of Mississippi Alumni Society minutes of June, 1890 and June 25, 1891.

2. Recommendations Regarding the Confederate Dead in the University's Cemetery and the U.S. Colored Troops from Lafayette County.

The Committee recommends the placement of headstones for the Confederate dead in the University's Cemetery to recognize their sacrifice, and the placement of an appropriate marker to recognize the men from Lafayette County who served in the United States Colored Troops during the Civil War.

Exposition:

The Confederate cemetery remains one of the most significantly underinterpreted sites related to the University's history. As such, we recommend that the University embark on a project to raise our understanding of this site as it connects to the role the University played as a hospital during the Civil War, and to restore the individual markers that once marked the graves of those who died in the hospital during that time. The National Cemetery Administration can provide the markers (for both known and unknown soldiers) at no cost to the University if the organization receives a proposal from our institution. Important historical work remains to be done in order to determine more precisely how many individuals are buried on the site, to confirm their military affiliations (since the dead interred there once included Union as well as Confederate soldiers), and to fill in other gaps in the site's history. Undertaking such a project would involve students, faculty, and community members researching and working together. Moving forward with this project will, the Committee believes, not only promote reconciliation and healing but also inspire historical curiosity, inquiry, and reflection among the University's many constituencies. Such an effort is consonant with other campus efforts to contextualize the institution's racial past.

Similarly, the University is in a position to play a leadership role in recognizing individuals from the local community who served in the Union Army as part of the United States Colored Troops during the Civil War, and in acknowledging their efforts to bring secession and slavery to an end.

The two projects here recommended complement each other in their pursuit of a more comprehensive story of the University's relationship to the Civil War and the community's past. For this reason the Committee strongly recommends that these linked efforts proceed together. This is how they were originally proposed within the Committee. Neither should go forward without the other.

C. Further Recommendations

1. In the interest of further promoting transparency and open communication as crucial elements of the contextualization process, the Committee recommends *that the University of Mississippi **release the complete text of the Final Report, including these recommendations, to the public.***

This information should be disseminated via the Committee’s website and through press releases, as has been done with other Committee work to date. In particular, we recommend that the proposed text for the contextualization markers and the rationale for the proposed renaming of Vardaman Hall be made public; that Chancellor Vitter, perhaps with the Committee’s assistance, conduct another series of listening sessions to respond to campus and community concerns; and that additional feedback regarding contextualization language and the renaming proposed be solicited from the public via the web interface. The importance of keeping channels for community input open is clear based upon the listening sessions we have conducted so far and in the wake of the Confederate Statue contextualization, when garnering feedback *prior* to the initial installation of the marker would have avoided much of the misunderstanding and criticism that occurred.

2. In accordance with best practices modeled nationally by institutions such as the University of Virginia and Georgetown University, the Committee recommends *that each contextualization marker, when installed, be properly commemorated and celebrated through **unveiling ceremonies.***

When the United Daughters of the Confederacy installed the Confederate Statue in 1906, the University held an entire day’s worth of speeches and activities which included a band, refreshments, and speeches by distinguished guests. In so doing, the University publicly signaled where it stood in choosing to honor the monument effort. Likewise, we believe the University has an opportunity to demonstrate publicly where it stands today with regard to commemorating its history in a way that honors a more inclusive story of its past. Moreover, unveiling ceremonies will provide an excellent opportunity for further community engagement by inviting students, alumni, faculty, community members, and other stakeholders to join University leadership in planning, organizing, and participating in the events, and thereby to hear and learn about important aspects of our common past. In this way, such ceremonies become “teachable moments” for our community, when the University, as an institution of higher learning, can live out its mission to create and share knowledge by disseminating the research that informed the design of these markers and by creating educational opportunities for our community to explore the deeper significance of the stories they tell. Finally, unveiling events will symbolize to broader constituencies that these markers, and the larger contextualization effort of which they are a part, are of great importance to the University.

3. In order to make these markers more broadly available to the larger University community, the Committee recommends that *the contextualization information at*

each of the six campus sites recommended above **be disseminated digitally** via an application capable of delivering written text, audio, and video to cell phones and other app-based devices.

Harnessing the power of digital technology will enhance the encounter with the University's history and engage a broader audience, including, importantly, students and other young people who increasingly interact with each other and the world through their devices. Augmenting written text with audio and/or audio-visual presentation will make contextualization information more accessible to many people with disabilities. It also presents an opportunity to use different voices and faces to deliver information at different sites, or even at the same site, thus vividly illustrating the University-wide commitment to diversity and inclusiveness that has inspired our history and contextualization efforts in the first place. Finally, an app-based delivery strategy will create opportunities for the University to develop links directing users to other educational resources or enrichment possibilities as circumstances permit, thus deepening the contextualization experience even further and perhaps even inspiring students and other users to get involved directly in the collective work of exploring and sharing our story.

4. That a *Chancellor's Standing Committee on History and Context* be formed to carry forward the work of this ad hoc Advisory Committee.

Given that scholarly inquiry into the University's past will undoubtedly continue as part of the University's research mission, and that such efforts will most likely be led by a diverse range of scholars and groups representing a number of different departments and other academic units, the Committee believes that *a Standing Committee should be created* and charged with providing oversight and coordination of these efforts, reporting to the chancellor on their results, and making recommendations based on those results to University leadership on request or where otherwise appropriate.

5. That the University host *a year-long series of educational events and community discussions regarding the University and its history*.

The series, which could be called, "What do we know about . . . the University of Mississippi?", would provide valuable opportunities for members of the UM community to contribute their stories and to discuss different aspects of University history. The events could feature guest speakers and workshops designed to allow community members to create and develop their own stories in relation to University history. As in the case of the unveiling ceremonies and civil war markers and memorials recommended above, the Committee recommends involving key stakeholders and interest groups from the campus and the surrounding community in the process of planning these events. Such groups would include history groups, student organizations, heritage societies, and other groups that have expressed an active interest in the University's history and contextualization efforts to date.

Potential topics for the series include:

- a. What do we know about . . . The University Greys?
- b. What do we know about . . . The University and the Civil War?
- c. What do we know about . . . Slavery in North Mississippi?
- d. What do we know about . . . The Founders of the University of Mississippi?
- e. What do we know about . . . The Native Lands We Inhabit?
- f. What do we know about . . . The Original Campus Buildings?
- g. What do we know about . . . The Lyceum as Hospital?
- h. What do we know about . . . L. Q. C. Lamar? Jacob Thompson?
- i. What do we know about . . . The Confederate Cemetery?

6. That the University *develop an extensive web-based presentation of University history and related materials.*

As further research into the University's history continues along a variety of fronts, a digital platform, along with appropriate support staff, will give the University the broad reach it will need to disseminate the results of that research to a global audience in a timely manner, in keeping with our institutional mission, and the flexibility it will need to update historical information as new knowledge emerges.

7. That the University *build or allot space for a Museum of University History.*

Much of the American story can be told from the point of view of our campus: Indian Removal, Settling the West, Slavery, the Civil War, Reconstruction, Jim Crow, the Civil Rights Movement, and so much more. Our University has played a pivotal role in these important historical events. By creating a permanent place where we can tell our story we can create a resource that will be of great value to our students and the larger community. This is another vital element in the effort to gather and share the knowledge generated by the University's ongoing contextualization efforts and by other forms of historical inquiry into the institution's past.

8. That the University *hire a full-time public historian* to develop effective strategies for interpreting our campus as a public historic site, and to play a leadership role in those interpretive efforts.
9. That, in order to tell a more complete version of the UM story, the University *design and construct a walking tour of University history*, as proposed in the Committee's Phase I recommendations, in the near future.

Appendix A: Chancellor's Charge to CACHC, 16 August 2016

Welcome! Thank you for being here today and thank you for agreeing to serve. The work of this committee is one of our highest priorities and will ensure that we continue to be a welcoming place for all.

When deciding the best way to approach contextualization efforts on our campus, we considered a number of factors: The most important was to seek input from the university community. Another was to conduct a scan of the national landscape to identify best practices employed by exemplary universities engaged in similar contextualization efforts.

These approaches helped guide the foundation of the CACHC as a committee based upon defined criteria of expertise and experience rather than upon a constituent representation model. I think it is important to recognize that we are on the forefront of institutions of higher education in the nation to systematically and vigorously undertake contextualization efforts — we are in the company of the likes of Yale, Princeton, Georgetown, Harvard, and Brown among others.

Let me take a moment to acknowledge Ms. Rose Flenorl and Dr. Donald Cole for their willingness to serve as co-chairs. You will hear more from Don and Rose in a little while, but I want to express my gratitude and complete confidence in their ability to guide this committee. They are both highly respected members of our university community and possess a wealth of experience and expertise.

You will remember that on June 10, I wrote a letter to the UM community (which is in the resource materials in your binder) about our efforts related to the 2014 Action Plan, initiated by former chancellor Dan Jones. From the very beginning of my tenure as chancellor, as I emphasized at the Faculty Senate meeting on February 9, I have been and continue to be committed to the six recommendations of that plan. Much has been accomplished, as is referenced in my June 10 letter and listed on the context.OleMiss.edu web site. You have a copy of the summary of the progress to date.

The work of this committee is focused upon recommendation 5 of that plan, namely, contextualization. It is important to acknowledge and commend all the groundwork this university has done over the last several years on recommendation 5. From the renaming of Confederate Drive to Chapel Lane to the plaque at the front entrance of the Pavilion recognizing Coolidge Ball, the first African-American student-athlete at the university, much has already been achieved toward our important goals.

Last summer, then-interim chancellor Morris Stocks appointed a four-person committee to undertake four specific contextualizations: the Confederate Statue at Lyceum Circle, Vardaman Hall, Johnson Commons, and Lamar Hall. Their work on the Confederate Statue was done and approved last fall, and the plaque arrived and was installed in mid-March 2016.

However, as I wrote in a letter to the community on March 29, we received a great deal

of input from the community related to the lack of awareness of the committee and its mission, insufficient opportunities for community input, and suggestions to change the wording of the plaque. After meeting with the committee and a group of faculty and students, the committee expressed interest to consider further input and suggestions from the UM community to help determine whether the plaque should be revised and, if so, how.

After considerable input and study, the committee made its final recommendation and the work on the Confederate Statue is now complete. The new plaque that will replace the one currently on display just arrived and will be installed within the next two weeks. I would like to express my appreciation to Drs. Cole, Mullins, Ross, and Sansing for spearheading that contextualization effort on the Confederate Statue. They have provided us a good foundation for the CACHC to build upon for the remaining sites that can benefit from contextualization. As members of this committee, you represent the next step in continuing this important work.

Now, I would like to turn our attention to the official charge for the CACHC. The committee charge deals specifically with recommendation 5 of the 2014 Action Plan and has two parts:

- 1 The initial task of the committee will be to recommend which additional physical sites on the Oxford campus (beyond those already completed) should be contextualized, so as to explain the environment in which they were created or named. Potential additional sites include:
 - monuments;
 - buildings (for example, Vardaman Hall, Johnson Commons, and Lamar Hall);
 - street names.
- 2 Once the recommendations have been reviewed by my office and the list of sites is finalized, the committee will proceed with designing content and format to contextualize the designated sites.

In order to most effectively and efficiently undertake the charge, the work of this committee will commence today and proceed through this academic year in order to produce a single, comprehensive report of all recommended contextualizations by March 2017.

I know you are aware of the sensitive nature of the work of this committee, and for the sake of honest discussion, it is imperative to respect confidentiality in committee discussions. Additionally, some of the committee's recommendations may require certain approvals or changes in procedure before being fully implemented. Such matters are especially sensitive and further reason for confidentiality in the course of discussions. At the same time, the co-chairs will be responsible for updating the community on a regular basis as to the general status of the work.

Let me talk briefly about the formation and responsibilities of this committee. Over the

course of several weeks in the spring, I conducted listening sessions with numerous groups representing students, faculty, staff, and alumni as well as other valued members of the university community. The conversations were focused around four key questions:

- 1 What do you think are important criteria for the expanded committee members?
- 2 What would you consider is optimum size for the committee?
- 3 What other groups should I ask for advice?
- 4 What are other ways to engage the community?

Key themes emerged from these conversations that shaped the composition of the CACHC.

You were nominated and selected for this committee based upon five key criteria that came up in the listening sessions:

- 1 Expertise in relevant subject matters such as history, sociology, English, law, or race relations;
- 2 A demonstrated track record of consensus building and collaboration;
- 3 A deep understanding of the UM community and culture;
- 4 Experience in commemoration and contextualization of historic sites; and
- 5 A commitment to a process that is inclusive, respectful, civil, candid, transparent and honors the UM Creed.

The work of this committee is an academic project. That point about this work being an academic project is an important one: None of one of you is here because you represent a particular constituency group. You are here because collectively you have the expertise and background in these five criteria to contribute strongly to this academic project.

Another thing I heard loud and clear during the listening sessions was the need for community input and engagement. It is paramount to the integrity and success of our contextualization efforts. While individual committee meetings are necessarily confidential, our process should always be guided by the UM Creed and will benefit from broad platforms for public input and interaction. Please be sure to utilize transparent and inclusive mechanisms, such as CACHC Town Hall and surveys. For example, in order to address the first charge, a natural mechanism to ensure that no sites are overlooked is to solicit ideas from the community through a combination of in-person venues and electronic submission. The second charge could make similar use of community interactions.

I encourage you in your work to employ a variety of methods, including the formation of subcommittees, which can include outside expertise as needed on a project-by-project basis.

There will likely be places along the journey where seasoned and wise leaders will have valuable historical perspectives, especially related to the engagement of stakeholders

and the explanation of both the process and the product. At the University of Mississippi, we have access to an amazing wealth of knowledge and experience, and I have asked several of our most noted individuals to serve as a resource to you, including:

- James Campbell, recent campus speaker and noted historian at Stanford University;
- Robert Khayat, UM chancellor emeritus;
- John Palmer, technology entrepreneur and former ambassador;
- William Winter, former governor of Mississippi and namesake of our Institute for Racial Reconciliation.

I urge you to take the time to benefit from their thoughts on these issues. My office is available to help coordinate a time for them to meet with you.

We have a number of additional resources available to the committee that we will go over in more detail later in this meeting. Briefly, these include:

- Context website and email;
- Context research document;
- Staff support; and
- UM centers and institutes.

In closing, I would like to reiterate the merit and significance of this committee and the work you are about to embark on. Our university has long been committed to honest and open dialogue about its history and how to make our campuses more welcoming and inclusive. As part of the university's role in transforming lives and communities, we must successfully come to grips with difficult aspects of our history. It is a continuing journey to learn from this history and be a national model for moving forward. The CACHC is the next step in that journey.

I am happy to answer any questions before I turn things over to Dr. Cole and Ms. Flenorl.

Appendix B: Phase I Recommendations

Chancellor's Advisory Committee on History and Context
Committee Recommendations
29 November 2016

The Chancellor's Advisory Committee on History and Context recommends the following for contextualization. The Committee suggests that items 3 through 5 be contextualized through an informational display, the precise form and text to be determined. The form of contextualization for item 6 has not yet been determined.

1. Vardaman Hall [name to be removed, renamed through renovation]
2. Johnson Commons [add "Sr." to name on building, further specifying honoree]
3. Lamar Hall [to be contextualized]
4. Barnard Observatory [to be contextualized]
5. Longstreet Hall [to be contextualized]
6. George Hall [to be contextualized]

During its deliberations, the Committee — drawing on contributions from the public — believes many important aspects of University history extend beyond a specific location or building. We therefore propose a walking tour of nine stations, each station marked by National Park Service-style informational markers. A photograph of the suggested marker style, as well as a map of proposed marker locations, follows. Please note that the descriptions of each station are meant to give only an impression of the subjects, and so should be considered preliminary and subject to change.

7. A walking tour of University history

I. On Native Lands

Narrates the original occupancy of the land by Chickasaw, Choctaw, and other Native peoples, and the means by which this land became the University of Mississippi through land acquired from James Stockard and John Martin.

Placement: The Grove remains the largest greenspace on campus, and so resembles best of all campus locations the land prior to white habitation.

II. Founders

Describes the contributions made to the University's founding, by James A. Ventress especially, as well as others who made the establishment of the University on this location possible.

Placement: near Ventress Hall

III. Enslaved Labor

Relates the early University's reliance on enslaved craftsmen and laborers, making specific reference to Barnard Observatory, Croft, Lyceum, and the Hilgard Cut. Focused on period of 1848–1865.

Placement: To the west of Croft to provide uninterrupted line of sight to our three antebellum buildings.

IV. Service Workers on a Segregated Campus

Reveals the presence of the thousands of nearly anonymous black men and women who labored to provide for the success of the students and University — farmers, groundskeepers, housekeepers, kitchen, laundry, janitorial, and maintenance staffs. Embraces all of the University's history since 1865.

Placement: West of the library, between it and the fountain. Records indicate this area served as kitchen gardens and outbuilding area for the original campus.

V. The University's Civil War

Describes the students who left to Confederate service, the wounded who were succored on campus following Shiloh, the occupation by Union forces, as well as the cemetery's origin and subsequent history.

Placement: Near entrance to cemetery.

VI. Reconstruction and Jim Crow

Relates the successes and decline of Reconstruction, including the efforts of L. Q. C. Lamar and James Z. George toward national unification while contributing to Mississippi's racial divide.

Placement: Near Lamar Hall

VII. The Struggle for Civil Rights

Narrates the early attempts to integrate the University (by Charles H. Gray, Pauline Y. Weathersby, Robert C. Leathers, Charles H. T. Dubra, Medgar Evers, and Clennon King, among others), Meredith's eventual success, and the violence that opposed it.

Placement: South-East of the Circle, an area then littered with construction material and a staging area for rioters.

VIII. Activism after Meredith

Focuses on post-integration activism, including — but not necessarily limited to — the Fulton Chapel protest, 26 February 1970, and cheerleader John Hawkins's refusal to carry the Confederate battle-flag, 1982, up to the 2015 student-led efforts removing the state flag from campus.

Placement: Near Fulton Chapel

IX. Slavery at the Sheegog Plantation

Provide what can be known about slavery and the enslaved who occupied the land acquired by the University in 1972.

Placement: North of the Faulkner House, near the area currently under archeological survey.

Appendix C: Chancellor’s Remarks on Phase I Recommendations, 22 Feb 2017

In March, 2016, I established the Chancellor’s Advisory Committee on History and Context to recommend “...campus sites, including monuments, buildings, and street names, that should be contextualized to better explain the environments in which they were created or named and how those environments compare to our core institutional values.” The CACHC was asked to complete its work in the 2017 spring semester.

In its first meeting on August 16, 2016, I charged the CACHC with a two phase set of goals:

I. The initial task of the committee will be to recommend which additional physical sites on the Oxford campus (beyond those already completed) should be contextualized, so as to explain the environment in which they were created or named. Potential sites include

- 1 monuments*
- 2 buildings (for example, Vardaman Hall, Johnson Commons, and Lamar Hall)*
- 3 street names*

II. Once the recommendations have been reviewed by my office and the list of sites is finalized, the committee will proceed with designing content and format to contextualize the designated sites.

The charge also emphasized the importance of community input and engagement throughout the CACHC’s work and urged the inclusion of public forums such as town hall meetings and other in person venues and electronic communication tools. The Committee utilized an online web form to solicit wide input into the identification of sites that formed the core of its Phase I work. This process resulted in 45 separate submissions. Under the leadership of Dr. Don Cole and Ms. Rose Flenorl, co-chairs of the CACHC, the committee worked diligently throughout the Fall 2016 semester. It completed Phase I of its charge and forwarded a recommended list of physical sites for contextualization to me. The list, which consists of ten specific physical sites, received unanimous support of the committee.

Specific CACHC-recommended action includes two items:

- 1 Vardaman Hall (to be renamed through University processes, upon IHL approval)*
- 2 Johnson Commons (to add “Sr.” on building, further specifying nominee)*

The CACHC also recommended contextualization of the following monuments, buildings, or street names:

- 3 Lamar Hall*
- 4 Barnard Observatory*

- 5 *Longstreet Hall*
- 6 *George Hall*
- 7 *Barnard Observatory, Croft Hall, the Lyceum, and Hilgard Cut — plaque to be placed just west of Croft, within site of the first three buildings, noting that these four projects were all constructed with slave labor*

Item 7 was included in a separate part of the committee report, but I have included it in the list, since it is of the same nature of the others in that it contextualizes monuments, buildings, and/or street names.

With gratitude and appreciation for the hard work of the CACHC, I have reviewed and finalized the list of sites to contextualize, as stated above, and we can thus bring to completion Phase I of the committee's charge.

I now refer the CACHC to Phase II of its charge to "... proceed with designing content and format to contextualize" the sites designated above. I charge the committee to undertake Phase II and complete the tasks outlined above that require its input, in particular, items 3–7. I reiterate the importance of the timely completion of this work as a unit and request that the committee move quickly to establish a work plan that will provide me with a recommendation for content and format on all of the sites by May 31, 2017.

I also wish to reiterate the importance of input and engagement of the entire university community to help the committee consider all relevant information. I urge the committee to act quickly to schedule a public town hall meeting in the coming weeks to discuss this Phase II charge and engage the community. I also urge the CACHC to again utilize online tools to solicit input and to assure that the UM community receives regular updates on the work of the committee. The success of the Phase I work relies heavily on the input of those who submitted comments.

In addition to the physical sites recommended for action, the CACHC also tendered thoughts for "markers" or displays around the university's larger history. The thoughts of the committee in this regard reflect the deep well of historical and institutional knowledge of its members and reinforces the university's ongoing work in telling the university's overall story in an accurate and comprehensive way. However, those thoughts also describe an academic effort that is beyond the scope and charge of this committee. The charge to the committee directed efforts to existing sites, buildings, monuments, and street names to better explain the context in which they were created or named. As important as is the overall story of any university, which is always a proper part of academic inquiry (such as the ongoing archeological work at Sheegog Plantation, which will add to the museum presentation at Rowan Oak), it is not within the scope of the CACHC charge. I would like to note that item 7 was a result of your thoughts related to the university's broader history; it offered an opportunity to contextualize the history of four additional specific physical sites and fit within the scope of the CACHC.

In conclusion, I would like to thank all of the members of the CACHC for the quality of their work, which today results in completion of Phase I of the charge. I look forward to receiving the recommendation contemplated in Phase II and urge the committee to continue its work with all university stakeholders to ensure fully researched and accurate results.