



WILLIAM & MARY  
CHARTERED 1693

# FINAL REPORT

of the  
Working Group on Principles  
of Naming and Renaming





# MEMORANDUM

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**To:** Katherine A. Rowe, PhD  
President

**From:** Warren W. Buck, PhD   
Chair of the Working Group on Principles of Naming and Renaming

**Date:** February 22, 2021

**Re:** Final Report of The Working Group on Principles of Naming and Renaming

On behalf of the Working Group on Principles of Naming and Renaming (Working Group), of which you charged, it is my pleasure to submit to you the attached Final Report as requested. The Working Group met between June 30, 2020 and February 2021.

We are pleased that you earlier accepted, and the Board of Visitors approved, the Working Group's recommended Design Imperatives and Principles as well as two suggested renaming opportunities for campus buildings by passing two Resolutions during the September 2020 Board meeting.

With those Resolutions, the Working Group continued to move forward to select additional naming and renaming possibilities per our charges.

Consistent with your charge to submit to the Design Review Board (DRB), the following set of prioritized names (biographies included in Appendices) are recommended candidates for naming and renaming. The Working Group employed the Design Imperatives and Principles for Naming and Renaming when vetting names of individuals that had been presented to the Group. Within the timeframe available, the following prioritized names clearly were the most compelling.

John Eastburn Boswell	John Robert Lewis
David M. Brown	Thurgood Marshall
Miriam Johnson Carter	Sandra Day O'Connor
Pu-Kao Chen	John Charles Thomas
John Wallace DeRozarro	Edward Travis
Robert Francis Engs	Unnamed
Samuel and Joanna Harris	Hulon Willis
Katherine Johnson	Hatsuye Yamasaki
James Lafayette	

Additional results of our work can be summarized in the following set of recommendations. Namely, we recommend that:

1. W&M establish a permanent entity to field the process of accepting proposals for naming and renaming of buildings and structures and spaces in the foreseeable future. You, after consulting with Rector Littell, concluded that the already established Design Review Board (DRB) be that entity.
2. Researching individuals as possible candidates for naming or renaming be undertaken by academic departments involving faculty and student research projects.
3. The records and results of further research and decisions to identify names for naming and renaming be properly collected and made available as part of the history of W&M and be made available to the DRB.
4. Thoughtful and functional amendments to the Design Imperatives and Principles be adopted as needed, in order to foster an effective and responsive process for naming and renaming buildings, and to serve as a guide for review or contextualizing statues (within BOV purview), naming and renaming awards (guided by BOV principles and in Administrative purview) and other ways that people are represented honorifically.
5. Both undergraduate and graduate student representation be present on administrative lines of communication in the process of naming and renaming. A graduate student position has already been created on the Design Review Board.
6. Buildings invoking Confederates (such as Cary Field, Ewell Hall, Taliaferro Hall, Tyler Hall) should be acknowledged as such or renamed. Further research should be conducted, on a case by case basis, either for renaming or contextualization (a complete list of buildings named after slaveholders has yet to be compiled).



8. Contextualize the College Cemetery. The College Cemetery was established in 1859. There are four markers, two of which (Snead and Ewell) reference Confederate veterans among the mourners. A third (Minor) suggests antebellum white supremacy.
9. Tyler Hall and the Wythe/Marshall statue should be of the highest priority of the DRB.

It is further recommended that the university sustain commitment to building on the foundation set by the Working Group to restructure other areas of the university. The Working Group suggests furthering the work by a. identifying and eradicating other forms of systemic racism in processes and procedures across campus, and b. finding ways to educate community members about all the people — regardless of race, gender, culture, religion, etc.— who embody the university's past, present and future.



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# FINAL REPORT

of the

## Working Group on Principles of Naming and Renaming

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FEBRUARY 2021

Submitted to President Katherine A. Rowe



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# Executive Summary

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In response to the pleas of William & Mary (W&M) students, faculty, staff, alumni, friends and the community at large to move more quickly to address symbols of systemic racism – embedded inequities and biases based on race that endure in an institution – W&M Rector John E. Littel, on behalf of the Board of Visitors (BOV), charged President Katherine A. Rowe in June 2020 with establishing a Working Group of administrators, alumni, the W&M Student Assembly president, faculty and staff to develop principles on the naming and renaming of buildings, spaces and structures. The BOV, the university's governing body, holds ultimate responsibility and decision making authority for the campus landscape, including building names.

As reported in a June 25, 2020, W&M News [article](#), "Much progress has been made over the past decade to build a fuller and more accurate narrative of our past, led by the deep and nuanced research of the [Lemon Project](#)," Rowe said in a memo to the Rector, outlining the Working Group's charge. "More work remains to fully realize William & Mary's values of belonging and integrity. Yet because the work to date is substantial, some near-term steps can be thoughtfully advanced."

The country is at a key moment of national awareness, Rowe said, and developing a shared understanding of why and how we commemorate the university's past is profoundly important. In an institution that has named and renamed buildings numerous times over centuries, she emphasized, approaching that process via principles is especially important.

"If any institution can approach complex questions about its institutional memory in evidence-based and nuanced ways, it is a university – and especially this university," she continued. "Because of William & Mary's history, we have an obligation to continue the important moral and intellectual work of revisiting whom and what we commemorate. William & Mary has engaged for over a decade in sustained scholarship and forthright self-examination of the institution's history of slavery and racism. This Working Group will advance how the university implements the lessons learned, now and for the future."

The Working Group on Principles of Naming and Renaming's (Working Group) charge included the following actions:

- The group will codify principles for a) naming and renaming buildings, spaces or structures and b) developing commemorative/explanatory markers throughout campus. Rowe has asked the group to prepare a preliminary outline of such principles in a report to the president, in advance of the August 2020 Board of Visitors retreat.
- The university took action in 2015 to remove the most visible manifestations and iconography of the Confederacy from campus, including a Confederate plaque that hung in the hallway of the Wren Building and two emblems on the College Mace carried at William & Mary's signature events. By early

August 2020, the Working Group will review any others and recommend actions to address, rename or contextualize them.

- Based on research by the Lemon Project and in consultation with our historically linked Indigenous communities, the Working Group will prepare a prioritized list of appropriate new names for any buildings the Board may wish to name as they come online for consideration.
- The Working Group will conduct a comprehensive landscape review to identify additional structures that may be perceived as barriers to a welcoming and inclusive environment. A final report is due to the president by the February 2021 Board meeting.

William & Mary's campus has been a model for other universities and colleges in the United States. The first building, constructed in the late 17th century, is the oldest academic building in the United States. W&M's three colonial buildings comprise the Historic Campus of the university, are on the National Register of Historic Places and are National Historic Landmarks. Whatever the concluding suggestions, the Working Group remains mindful of the overall historic and aesthetic importance of the campus.

This report on the Principles of Naming and Renaming makes one more step toward transforming William & Mary, the Alma Mater of the Nation, into a more welcoming place for all while keeping its well-known academic rigor paramount.

This report represents a formal set of Design Imperatives and Principles with which to aid in the determination of naming and renaming possibilities. Lastly, the report provides naming and contextualization suggestions.

Consistent with the president's charge to submit recommended names for the purpose of naming and renaming to the Design Review Board, the Working Group therefore recommends the following set of prioritized names (biographies included in Appendices) as candidates for naming and renaming. The Working Group employed the Design Imperatives and Principles for Naming and Renaming when vetting names of individuals that had been presented to the Group. Within the timeframe available, the following prioritized names clearly were the most compelling.

John Eastburn Boswell	John Robert Lewis
David M. Brown	Thurgood Marshall
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# Working Group Process:

## Broad Engagement, Historical Insight

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This Working Group has been active in creating a process to rename spaces and campus landmarks dedicated to individuals with personal histories of racism, homophobia, sexism and/or other forms of human rights abuse. This work builds on critical [BOV Resolutions](#), passed in 2009 and 2018 respectively, regarding W&M's role in slavery, discrimination, supporting Jim Crow and exclusion.

Starting in June of 2020, following the murders of George Floyd, Breonna Taylor and Ahmaud Arbery, and in acknowledgment of the racial reckoning that grips the United States to this day, the university bore witness to the events of the summer of 2020 and galvanized the W&M community into action.

The Working Group held its first meeting on June 30, 2020.

Over the course of several months, the Working Group convened via Zoom for thirty plus hours, and also held six video listening sessions of one hour each: two sessions with students, two sessions with faculty and staff and two sessions with alumni and external community members.

The Working Group engaged with the W&M community and listened to their comments in a broad, open process. After soliciting input, nearly three hundred pages of responses (covering about 1,000 comments) from W&M community members were received, reviewed and taken into account, including those comments from students, staff, faculty and alumni of color, and the larger community. Community responses ranged anywhere from "Good plan - keep going" to "that with a single name change they would no longer recognize a beloved campus."

The Working Group relied on Lemon Project recommendations, submitted documentation, as well as conducted its own research on names on buildings and on names that could be candidates for renaming. The Working Group sought guidance from other universities involved in naming and renaming processes. The Working Group deliberated and subsequently made two presentations to the W&M Board of Visitors, on August 3 and August 25, 2020, resulting in two separate Board of Visitors Resolutions on [September 24](#) and [September 25](#), 2020:

1. Acceptance of the Design Imperatives and the Principles for Naming and Renaming (PNR)
2. Approval of name changes for two W&M buildings: Maury Hall (on the Virginia Institute of Marine Science campus) to York River Hall and Trinkle Hall (once a central dining hall on the main campus) to Unity Hall.

The Working Group emphasizes that the recommendations contained in this report represent the results of initial research. Each decision on naming and renaming will require thorough research.



# SECTION I

## Introduction: The Significance of Principles of Naming and Renaming

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In the year 1619, within 15 miles of the site upon which the campus of William & Mary was to be constructed, the creation of local representative government of the British colonies and the colonial enslavement of Africans were foundational events that occurred within weeks of each other. As the colony grew, Virginia's English economic and political elites invented legal and economic structures that established systems of racial subjugation that supported an economy built on the enslavement of Africans and African Americans, and the marginalization of Native Americans. By the time William & Mary was established in 1693, both government and enslavement were well established throughout the colonies, interlaced into a fabric that has gripped and shaped the present culture in which we live.

William & Mary sits on lands of Indigenous people and acquired Indian lands to fund the university. W&M President Katherine Rowe has collaborated with Virginia tribal leaders on a [Land Acknowledgement](#) to address this history:

*William & Mary acknowledges the Indigenous peoples who are the original inhabitants of the lands our campus is on today – the Cheroenhaka (Nottoway), Chickahominy, Eastern Chickahominy, Mattaponi, Monacan, Nansemond, Nottoway, Pamunkey, Patowomeck, Upper Mattaponi, and Rappahannock tribes – and pay our respect to their tribal members past and present.*

The 1693 Charter for William & Mary includes a goal for the education of "Indians." In 1723, an impressive building was completed to house the Indian students at W&M. The Brafferton Indian School was named for the Brafferton estate in England, which generated the funds for the education of the Indian students. William & Mary's Brafferton Indian School became a center of Indian education in British America. Sons of tribes allied with Great Britain attended the Indian school. This ceased after the American Revolution, as the funding from Great Britain was discontinued.

For almost two centuries, William & Mary enslaved people to perform the work of running a university. In addition, from the 17th through mid-19th centuries, William & Mary reinforced the political and social power of Virginia's wealthy, white elite males, and encouraged slave owners to bring body servants to campus with them. The Reverend James Blair, William & Mary's founding president, established both W&M and the Church of England as slaveholders. Williamsburg, founded in 1699 around the College, was a hub and the capital of the Virginia Colony and tied to the power and success of the Colony.

In the earliest years, William & Mary students, alumni and patrons included a significant number of founders of the United States, and

William & Mary boasts the first law school in the nation. George Washington, Thomas Jefferson, James Monroe, John Marshall, John Blair and others spent time on the campus. Their influence in the colony and the new nation was profound. William & Mary educated men who influenced, signed and/or approved the United States Declaration of Independence, the U.S. Constitution and Bill of Rights. William & Mary's alumni have close ties to the creation of this nation as well as the Commonwealth of Virginia, playing important roles in developing the principles of "Life, Liberty, and the pursuit of Happiness" that this nation rests upon.

However, these alumni, although heralded for some of their achievements, also set the nation on course to make slavery and Jim Crow law part of the legal and social fabric of the United States. Prior to the Civil War, William & Mary faculty were prominent voices arguing that slavery had an economic and social benefit to the nation. Hundreds of W&M students, faculty and alumni fought for the Confederacy in the Civil War as well as served as representatives to the government of the Confederate States of America (CSA). William & Mary closed during the war and had to rebuild its burned campus to reopen in 1867. In its long practice of policy and tradition that endorsed the supremacy and privilege of white people, William & Mary supported Jim Crow laws from the end of Reconstruction through the mid-1900s.

For more than a decade, members of the W&M community – from students, faculty and staff to the Board of Visitors to our greater community – have taken measured action to ensure the institution acknowledges greater responsibility for its past, most notably with the founders' and successive generations' involvement in slavery, eugenics and Jim Crow. Iconography of the "Lost Cause" that was prominently displayed across campus was removed in 2015. Yet the negative elements of their legacies still afflict the campus and the nation today. Despite William & Mary's crucial role in authoring a nation founded on universal human rights and representative government, William & Mary was not a welcoming place for underrepresented students such as African Americans, Native Americans, Jewish Americans, Latinx Americans or Asian Americans for centuries. White women were not allowed to attend W&M until 1918 and minority students did not enroll in numbers until mid- to late 1960s. In short, while William & Mary served the nation by preparing and educating the founders and other alumni to be of service to the nation, it also empowered them to create racist legal and social structures that affected, and still affect, generations of Black, Indigenous, People of Color (BIPOC).

Few universities in the nation share such complex histories. Despite the Public Ivy education William & Mary students receive, inequities are present in the campus built environment that has carried us into the 21st century.



## SECTION II

# The Positive Impact of Naming and Renaming

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The efforts of the Working Group on Naming and Renaming may seem to affect only the outward appearance of the campus, but this work affects the social fabric as well. Naming and renaming are partial steps to full inclusivity. This means that the application of inclusive policies of naming and renaming is a next step. William & Mary's community approach to reconciliation is intended to address the university's history with regards to the enslavement and exploitation of human beings. As the nation grapples with injustices of human rights, past and present, William & Mary can move forward with more confidence under the Design Imperatives and Principles for Naming and Renaming. William & Mary has agreed to acknowledge harmful legacies and confront all histories that do not align with the university's present Mission and Values. The Working Group considers this to be a crucial next step that the university must take on its path of reconciliation for its actions; but more importantly, move forward with good will.

Principles for naming and renaming are a next step to focus on the need for continued reconciliation. Reconciliation requires concrete action. The Working Group has four means of reconciliation: 1. increasing accessibility of our university's history; 2. understanding and engaging as a community with our university's history; 3. dismantling discrimination and oppression in our policies and practices; and 4. ensuring Black, Indigenous and People of Color (BIPOC) communities, who have been historically impacted by past policies and practices, are supported and empowered. For these practices to be embodied, reconciliation must be promoted in and out of the classroom; and naming and renaming is one approach.

The Working Group approached this work guided by three design principles: 1. the campus buildings and landscape should help to educate; 2. the campus buildings and landscape should affirm complexity; and 3. the campus buildings and landscape should promote honest and clear self-reflection of the university's history.

As the Alma Mater of the Nation, the university must set examples for the rest of the country. Truth-telling is an essential part of transformation, and an intentional step toward healing the pain that was caused by enslavement and the harmful legacies that followed. The Working Group recommends the examination of the ways the campus narratives are presented to prospective students, current students, employees (faculty and staff), alumni and to external communities. The Working Group also recommends that the institution follow the Lemon Project's recommendations to develop courses on intergenerational trauma, ensure students are introduced to diverse history early in their university experience and encourage self-awareness and inquiry about the university's own environments.



## SECTION III

# Manifestations of the Confederacy, Jim Crow and Slaveholders

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Research by the Working Group resulted in the following findings:

- Rename Maury Hall for Maury's role in the Confederacy and Trinkle Hall for Trinkle's actions in support of Virginia's 1924 Racial Integrity Act. (Note: The BOV officially made these changes through a [Resolution](#) on Sept. 24, 2020.)
- Buildings invoking Confederates (such as Cary Field, Ewell Hall, Taliaferro Hall, Tyler Hall) should be acknowledged as such or renamed. Further research should be conducted, on a case by case basis, either for renaming or contextualization
- At least, contextualize statues and portraits of Benjamin Ewell, John Tyler, Sr., John Tyler, Jr. and Lyon Gardiner Tyler, as well as James Blair, Thomas Jefferson, James Monroe, John Marshall and George Wythe.
- Contextualize the College Cemetery. The College Cemetery was established in 1859. There are four markers, two of which (Snead and Ewell) reference Confederate veterans among the mourners. A third (Minor) suggests antebellum white supremacy.
- Further research is needed to inventory named rooms and other campus spaces, as well as portraits, awards and other honorific devices.



# SECTION IV

## Contextualization

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Campus landmarks named for people should include the following types of information to contextualize both the person within the history of William & Mary and W&M's intentions in commemorating that person. Both the history of the person and the history of the site should be part of contextualization.

Contextualization should acknowledge 1. contributions by a person; 2. shortcomings on behalf of the person or W&M in acting toward the nation's promise of universal human rights and equality; and 3. the ways renaming works as an historical corrective. Ultimately, contextualization will be in line with the present set of [W&M Values](#).

### COMPONENTS OF CONTEXTUALIZATION

#### *What is the building?*

Contextualization should acknowledge building construction dates and relevant history. Signage should include past names and uses, dates of naming and renaming and why the current name is appropriate to this place and use.

#### *Who is the namesake?*

Contextualization should identify clearly a building's namesake, including first and last names, titles or suffixes (e.g. Jr., Sr.), or life dates that identify the individual being honored by having their name on a building.

#### *What is their relationship to W&M and why is W&M commemorating them?*

Questions to consider:

- Why is it fitting for W&M to name a building for them?
- Did they attend, work for, teach at, fund or provide inspiration to W&M, the city, state, nation, world or their profession?
- Is it appropriate for this relationship to be aspirational, especially to acknowledge instances where an individual of great renown could not have attended W&M during their lifetime because of race, gender or another factor?
- What are their contributions beyond W&M?
- How does their work on a larger stage contribute to W&M's prominence?
- Did they act in ways that seem controversial now?
- How did the named person or W&M reconcile past discretions?
- Did they enslave people or engage in other acts of physical, legal or social oppression?
- Did their actions during the Civil War or Revolutionary War in discord with the university's current Values?

- Did they support reforms in the name of political, legal or social justice to repair wrongs in their lifetime?

### MODES OF CONTEXTUALIZATION

#### *Signage*

W&M should develop a new standard. Signage conveys information when campus is open or closed, when people do not have devices with them and even when visitors did not come intending to learn. Signs need to be self-contained, so that the content of each stands on its own without requiring further work by the reader to understand the history, yet each sign should provide links to other signs as well as digital content. Contextualization will be best served by signs with consistent, succinct and clear information.

- Buildings, etc.  
The campaign of signage should develop a new and consistent style for building names, statues, gardens and other commemorative objects used in the regular life of the university.
- Sculpture, portraits, other objects  
W&M should give attention to the multiple ways that commemorate some individuals on campus and offer different but coordinated contextualization. Labels should also reflect contextualization appropriate to the media and location.

As an example, the Jefferson statue, a gift from the University of Virginia during W&M's 300<sup>th</sup> anniversary, commemorates Jefferson as a student, as told on a small plaque nearby. Jefferson Hall and the oil portrait in the Great Hall mark his presidency. The porcelain portrait bust references the revolutionary founder and France's relationship with the U.S. following WWII. His role as an enslaver who ultimately declined to use his public standing to correct a system he knew was wrong should be referenced as it relates to each phase of his long public career.

- Site History  
Additionally, W&M should develop signage to mark its role in key historical events and marking archaeological sites on campus. These should include information about campus as a site of slavery, the Brafferton Indian School, W&M during the Revolution, the Civil War, the founding of the Phi Beta Kappa Society and the Rockefeller Restoration of Williamsburg.

The year 2026 marks an anniversary year for the establishment of Colonial Williamsburg. Additionally, 2026 is the national commemoration of the 250th anniversary of Independence; the National Park Service has asked the university to support that through signage about the Washington-Rochambeau Route. The university has also been asked to participate in national



signage campaigns marking the Marquis de Lafayette's tour of America in 1824.

A coordinated program of historical signage is often done by contracting with exhibition design firms that specialize in way-finding and interpretation.

## TOURS

Tours guide people through the signed campus in ways that construct specific narratives. Tours can include chronological and event-based storylines, such as Colonial, Revolution, Civil War; or themes such as slavery, African American history, work and labor, gender, architecture or technology.

The following list includes tours W&M currently offers with new contextualization opportunities (in addition to Admissions tours)

- Guided: by students, only when classes are in session.
- Spotswood Associates: students who give history tours of the Wren Building and other parts of campus, trained as Historic Campus staff. They are available as visitors walk-in.
- Guided, for special events: occasional tours led by campus specialists, often in conjunction with local experts on African American history, Native American history, architecture, preservation, etc.
- Guided, non-W&M: W&M receives scheduled visits from professionally associated groups, often with study programs from Colonial Williamsburg, Road Scholar or classes from other institutions that bring their own guide. Other visitors hire local tour guides or bring their own guide. The content of these tours is not controlled by the university and is often incomplete history.
- Guided, with technology: Technology offers almost unlimited ways to construct tours.
  - W&M's website includes a tour of "The Baldwin Memorial Collection of Woody Species." The content is housed in the Biology Department.
  - The app Tribe Trek was developed in W&M Special Collections using technology to scrape information from wiki pages and geolocate it. (This was first a technology project, not a tour or history project. The history content needs work.)
  - W&M should develop apps for tours, using input from students. There is space here for a multiplicity of voices.
  - W&M is included in a number of publicly available tour apps, including from Colonial Williamsburg.
  - Commercial purveyors of tour apps often call or write to request exclusive access or offer the university subscriptions. Historic Campus has not been partners in developing any of these.

## WEB-BASED CONTENT

- Digital contextualization should take a number of forms, linked through web addresses, QR codes and other tools to operate on a broad variety of media and devices.
- Web pages should be reviewed and employ color and design consistent with signage to create a cohesive statement that W&M is working competently with the institution's history.
- Web content can include documents, historical images, artifacts and links to research projects.
- Web content can offer multiple levels of engagement and connections across campus, to other regional institutions and across the globe.



## SECTION V

### National Founders at William & Mary

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William & Mary has the particular challenge of how to address the legacies of its alumni who are considered our nation's founders, but who enslaved other human beings. These men, who established a nation on the world stage and whose writings on human rights established the freedoms that form our democracy, practiced slavery and endorsed policies that denied those very same rights and freedoms to others, putting in place systems of racial subjugation that persist to this day. How W&M ultimately deals with these figures on campus matters to W&M students, faculty, staff, alumni and the greater community.

There was just enough time for the Working Group to contextualize Jefferson and Monroe. Proposed examples of contextualization, which offer different suggested models of format for contextualization, are found in Appendix II as Samples 1 and 2. The Jefferson entry considers separate text for each place that Jefferson appears on campus. The Monroe entry establishes how W&M might position a broad statement about his contributions and shortcomings. These are proposed models for how such contextualization can be offered as guidance for the Design Review Board's decision making.



# SECTION VI

## Conclusion

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The Working Group found that the process of naming and renaming is not a short-term nor a straightforward process.

Student and faculty research projects have already been established through the Lemon Project: A Journey of Reconciliation. Yet more such research is needed to further deepen the pool of proposed names for naming and renaming. Research needs to pass the highest professional standards, which will make future decision making far easier. Performing thorough research on historical figures takes time, and student theses and senior projects can go a long way to making a case for name usage around campus.

The Working Group recognizes the power of the built environment to affect emotional and mental well being. It also recognizes that William & Mary's campus is attractive because of its design and its history, which draws prospective students and visitors world-wide. Despite its physical beauty, William & Mary's campus retains reminders of people and legal and social systems that have denied others fair access to America's promises. W&M must constantly reexamine the ways it can be a more welcoming campus for everyone, which will produce circumstances to re-examine the Design Imperatives and Principles for naming and renaming. Creating thoughtful and inclusive policies for naming and renaming buildings and spaces is a necessary next step for W&M to improve the experiences of Black, Indigenous and People of Color members as well as broaden the experiences of all members of the William & Mary community.

The experiences of William & Mary's current students, faculty, staff and alumni (particularly Black, Indigenous, People of Color populations) and broader community members indicate that the university also has work to do in its current actions – in the university's systems and structures – to fully encourage diverse participation in all aspects of campus and community life. The university needs to address both overt and hidden elements that get in the way of reconciliation.

This is a community effort, and reconciliation cannot occur without the participation of all members of the William & Mary community. The university must continue to affirm that as a community it will take ownership of the past, and that naming or renaming are essential, but not the only, actions that we have taken and have yet to take toward an honest interpretation of William & Mary's shared history.

To stay in step with the Design Imperatives and Principles – already established by the university after receiving recommendations from the Working Group – it is necessary to continue respecting the voices of students, faculty, staff, alumni and the larger community in tandem with the present Mission and Values of the university.

Combined, the students, faculty, staff, alumni and members of the larger William & Mary community are the future of this institution.

The university consists of informed citizens who see both visible and hidden symbols of inequity and should have a voice in how W&M manages the overall campus landscape, climate and issues of systemic injustice. Many of us want to know how W&M has participated in historic injustices such as slavery, eugenics and Jim Crow; many have questioned names on campus of alumni who are tied to white supremacy and its historically anti-democratic practices of discrimination and exclusion. The newly established DRB process provides a formal path for such expressions with respect to the built environment of campus.

This university maintains a commitment to educating its students, and that commitment does not end after graduation. William & Mary's present Mission and Values declare that the university inspires "lifelong learning" and that the university uses the "lessons of history to meet the challenges of a rapidly changing world." Not only does this mean that William & Mary is obligated to teach those on campus, but to continue to teach and mentor those who have moved on.

William & Mary must continue to lead the way and educate its entire community on the rapidly changing world. Such education propels the university to examine traditions, reconcile its former actions, manage its present actions and adjust as necessary for the benefit of the full W&M community.

William & Mary acknowledges the importance of principles for naming, renaming and contextualization, especially at this moment in the university's remarkable history. William & Mary proudly holds many firsts and consistently, through its 328-year history, serves as a leader among America's finest institutions of higher education. William & Mary moves forward by signaling its greatest legacy: leadership. William & Mary's decision to correct and explain its historical wrongs and discuss difficult topics surrounding marginalized people is inarguably a part of moving the nation forward.

A renewed commitment to education as the foundation of democracy ensures that the community, regardless of violence and animosity on the outside, is a haven for student, faculty, staff and alumni belonging, self-review, inclusion and academic success. With the approval of the Design Imperatives and Principles for Naming and Renaming, William & Mary, entering its 329<sup>th</sup> year, strengthens its role in leading locally, nationally and globally.

In conclusion, the Working Group recommends that:

1. W&M establish a permanent entity to field the process of accepting proposals for naming and renaming of buildings and structures and spaces in the foreseeable future. President Rowe, after consulting with Rector Littell, concluded that the already established Design Review Board (DRB) be that entity.



2. Researching individuals as possible candidates for naming or renaming be undertaken by academic departments involving faculty and student research projects.
3. The records and results of further research and decisions to identify names for naming and renaming be properly collected and made available as part of the history of W&M and be made available to the DRB.
4. Thoughtful and functional amendments to the Design Imperatives and Principles be adopted as needed, in order to foster an effective and responsive process for naming and renaming buildings, and to serve as a guide for review or contextualizing statues (within BOV purview), naming and renaming awards (guided by BOV principles and in Administrative purview) and other ways that people are represented honorifically.
5. Both undergraduate and graduate student representation be present on administrative lines of communication in the process of naming and renaming. A graduate student position has already been created on the Design Review Board.
6. Separately, and consistent with the president's charge to submit to the DRB, the following set of prioritized names (biographies included in Appendices) as candidates for naming and renaming. The Working Group employed the Design Imperatives and Principles for Naming and Renaming when vetting names of individuals that had been presented to the Group. Within the timeframe available, the following prioritized names clearly were the most compelling.
 

John Eastburn Boswell	John Robert Lewis
David M. Brown	Thurgood Marshall
Miriam Johnson Carter	Sandra Day O'Connor
Pu-Kao Chen	John Charles Thomas
John Wallace DeRozarro	Edward Travis
Robert Francis Engs	Unnamed
Samuel and Joanna Harris	Hulon Willis
Katherine Johnson	Hatsuye Yamasaki
James Lafayette	
7. Buildings invoking Confederates (such as Cary Field, Ewell Hall, Taliaferro Hall, Tyler Hall) should be acknowledged as such or renamed. Further research should be conducted, on a case by case basis, either for renaming or contextualization (a complete list of buildings named after slaveholders has yet to be compiled).
8. At least, contextualize statues and portraits of Benjamin Ewell, John Tyler, Sr., John Tyler, Jr. and Lyon Gardiner Tyler, as well as James Blair, Thomas Jefferson, James Monroe, John Marshall and George Wythe.
9. Contextualize the College Cemetery. The College Cemetery was established in 1859. There are four markers, two of which (Snead and Ewell) reference Confederate veterans among the mourners. A third (Minor) suggests antebellum white supremacy.
10. Tyler Hall and the Wythe/Marshall statue should be of the highest priority of the DRB.



# APPENDICES



# Appendix I

## Board Of Visitor Resolutions

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*The following resolutions were adopted based on recommendations from the Working Group on Naming and Renaming. We present them here for convenience.*

Board of Visitors

Resolution HC-5R

September 25, 2020

Page 1 of 7

### **WILLIAM & MARY RESOLUTION ON NAMING GUIDELINES AND ROLES & RESPONSIBILITIES OF DESIGN REVIEW BOARD**

**WHEREAS**, the William & Mary is dedicated to ensuring a high level of commitment to preserving the character of its campus as expressed in the architecture of its buildings and grounds; and

**WHEREAS**, the 2015 Campus Master Plan and the Campus Precinct Framework and Design Guidelines of 2003 provide direction to those whose responsibility it is to develop and maintain a unified and complementary campus structure; and

**WHEREAS**, the Design Review Board (DRB) provides oversight to this process through authority granted by the Board of Visitors; and

**WHEREAS**, the Board Bylaws acknowledge that the DRB is established by and advisory to the President; and

**WHEREAS**, the DRB's guidelines task it with reviewing any proposed changes to the exterior of any university facility and projects involving statues and monuments; and

**WHEREAS**, the Working Group on Principles of Naming and Renaming have developed certain design principles for historical naming and renaming as part of the Campus Master Plan, which naming guidelines have been adapted for use by the Design Review Board, and the President recommends their adoption as William & Mary Guidelines on Naming and Renaming; and

**WHEREAS**, the President proposes revising the DRB guidelines to reflect and implement the recommendations of the Working Group on Principles of Naming and Renaming as set forth in the following pages.

**THEREFORE, BE IT RESOLVED**, that the Board of Visitors approves the William & Mary Guidelines on Naming and Renaming and the revised DRB guidelines and confirms the authority and oversight of the DRB in this area.



**William & Mary Design Review Board Guidelines**

**Effective Date: February 6, 2003**

**Revision Date(s): June 28, 2016 and April 24, 2019**

**I. Overview**

The William & Mary is dedicated to ensuring a high level of commitment to preserving the character of its campus as expressed in the architecture of its buildings and grounds. The College's 2015 Campus Master Plan and the Campus Precinct Framework & Design Guidelines of 2003 provide direction to those whose responsibility it is to develop and maintain a unified and complementary campus structure. The Design Review Board (DRB) provides oversight to this process.

**II. Scope**

The DRB oversees design implementation in conformance with the goals and objectives of the Master Plan and Design Guidelines. The DRB reviews proposed changes to the exterior of any university facility for conformance with the university's architectural design guidelines. This includes the Virginia Institute of Marine Science (VIMS) and ancillary campuses.

Types of projects subject to review include, but are not limited to: construction, exterior renovation/modification, site work, landscaping, and statues/monuments. As part of its oversight of the implementation of the Campus Master Plan, the DRB shall consider proposals to name and rename structures on campus and to contextualize historical statues and monuments in accordance with the William & Mary Guidelines for Naming and Renaming.

All major and minor projects are subject to review. As an example, placement of a cell tower on a roof, while not classified as a major capital project, would still fall within the DRB's purview.

The DRB may recommend design elements for architects to consider as projects move through the design phases. Specifically, the DRB will review and make recommendations at three stages:

- 1) Site selection and design intent
- 2) Schematic design
- 3) Preliminary design



### **III. Board Composition**

DRB membership shall include, but is not limited to, the following members:

- Chair – Chair of the BOV Administration, Buildings, & Grounds Committee
- Vice Chair – Chief Operating Officer
- Member from the BOV Administration, Buildings, Grounds & Committee
- Chief Facilities Officer
- Director of the Historic Campus
- Chair of the Committee on Sustainability
- Architectural Historian, Colonial Williamsburg
- Architect at large

Staff to the Board shall include, but is not limited to:

- Director, Facilities Planning, Design and Construction (FPDC)
- Associate Budget Director
- Project Manager (rotating based on project)

The DRB may call upon experts as needed. The President may appoint additional members or staff to the DRB as needed.

### **IV. Meetings**

*Quorum:* Five members, one of whom must be the Chair or Vice Chair. Members may participate by phone or other electronic means.

*Record:* Minutes will be kept by staff to the DRB.

*Action:* Requires only a simple majority within a quorum.

*Schedule:* Meets four times a year in conjunction with the regularly scheduled meetings of the Board of Visitors and as needed in order to meet critical project schedule dates.

### **V. Submissions to the DRB**

All presentations (site selection/design intent, schematic design, and preliminary design) will include at a minimum:

- A project sponsor
  - A project sponsor should be a member of the President's Executive Leadership Team



- Proposed projects that emerge from campus committees, studies, etc. should secure a project sponsor prior to moving forward with a concept or design
- A statement of defined scope and purpose
- An established budget to which any design must conform
  - The budget must include the proposed funding source(s)

Standard site selection presentations will include at a minimum:

- Topographical map of sites considered with proposed footprint imposed
- Selection criteria
- Advantages and disadvantages of each site

Standard architectural (schematic design and preliminary design) presentations will include at a minimum:

- Building footprint
- Elevations of all four sides
- Demonstration of compliance with order and elements of design guidelines
- Demonstration of compliance with architectural zone (Traditional to Transitional)
- Demonstration of actual building materials and mock-ups as required at the preliminary stage

## **VI. Authority**

The DRB is advisory to the President of the university who remains subject to the oversight of the Board of Visitors.



### **William & Mary Guidelines for Naming and Renaming**

Throughout the centuries, William & Mary has named and renamed specific elements of the campus environment – spaces, buildings, academic and other programs, and more – dozens of times. The following guidelines are intended to provide a consistent, principled, transparent approach for naming and renaming elements of the campus of William & Mary.

#### Decision-making, purview, and review processes

For names of buildings and objects in the campus environment, the Board of Visitors has final decision-making authority, as specified in its By Laws.

For names of programs, titles, and other matters, the President, Provost and Chief Operating Officer have decision-making authority, as generally delegated to them in the Board By Laws. Consultation with appropriate institutional bodies and constituencies is an expected assumption of normal process.

When naming is related to a philanthropic commitment, review shall be conducted by the University Advancement office and the Vice President for University Advancement shall make recommendations to the President, Provost or Chief Operating Officer, and Board of Visitors consistent with the guidelines set out in the university's gift acceptance procedures and policies.

#### Design principles for historical naming/renaming as part of the Campus Master Plan

##### *1. The campus buildings and environment should help to educate*

Consistent with William & Mary's current practice of contextualization of our historic campus – (i.e., telling its whole history in context) buildings and spaces should include robust historical context that reflects our expanding knowledge of the past – explaining and correcting incomplete or passed-over versions of William & Mary's history, in accessible ways.

##### *2. The campus buildings and environment should affirm complexity*

Names of buildings and spaces should represent William & Mary's broad and complex history. To recover more voices and stories that represent our past, it is necessary to commit to powerful historical work, in all of its complexity and depth.

##### *3. The campus buildings and environment should promote honest and clear self-reflection of William & Mary's history*

This work will be unwavering, to openly and clearly acknowledge the contributions of both those who are well known as well as those who have gone unrecognized, and those whose legacies impeded the nation's promise of universal human rights and equality.



Design Review Board guidelines for naming and renaming

Guiding principles developed in late 2020 as part of a two-month process of study, community input, and revision. This process was conducted by the Working Group on Principles of Naming and Renaming at the request of the president, as charged by the Board of Visitors.

*1. William & Mary's naming and renaming process must represent the university's diverse constituencies*

William & Mary's review process for naming and renaming shall be clear, follow established guidelines, be applied consistently and provide for input from diverse constituencies.

*2. Names on buildings or spaces should represent William & Mary's evolving mission and values*

When considering names for living persons and new spaces on campus, University Advancement shall follow its current practices of review, consistent with gift acceptance policies for the university and its related foundations.

When considering the naming or renaming after an historical person, William & Mary will examine the person's principal legacy in light of multiple criteria. These should include their actions during their lifetime, and, most significantly, their principal legacy in the present. The history and legacy of the university must be appropriately chronicled and explained. To demonstrate William & Mary's commitment to inclusion, equality and justice, attention should be focused on our present values of belonging, curiosity, excellence, flourishing, integrity, respect and service.

*3. The campus environment should be curated holistically, as part of the Campus Master Plan*

No building, structure or space should be considered in isolation. Coordination of the naming and renaming process with the Campus Master Plan is essential. The interrelationship of names across campus should reflect respect for the architectural integrity of the Campus Master Plan and consider the role of the name (honorific, memorialization, etc.).

*A. Where appropriate and feasible, a name should be relevant to what it designates*

In many cases, it is desirable to align a potential name with the functional use or occupancy of the space. This applies in practical ways when a parking lot is named for a building nearby; it may also apply symbolically, as with the naming of a science building, ISC 2, for William Barton Rogers, William & Mary alumnus and founder of



MIT. For this reason, where feasible, the naming and renaming process should be coordinated with the respective school, department, unit and university Advancement.

*4. Naming or changing names of buildings or spaces shall contribute to the increase in diversity of commemorations across campus*

The campus environment will embrace diverse individuals and perspectives across a broad array of differences. Naming and renaming provide unique opportunities to foster a more welcoming, equitable, and inclusive campus environment.

*5. The decision to rename a building or space identified with an historical individual, cause or era should meet a high standard*

The process of renaming must be done only after undertaking thorough and comprehensive research and deliberation. That process will take into account the current mission and values of the university.

*A. The determination of whether an individual's name should be attached to or removed from a campus building or space will follow thorough research*

In evaluating cases of potential naming and renaming, the DRB will define categories used to identify legacies created by an individual, such as civil rights leader, philanthropic leader, business leader, intellectual leader, etc. Recommendations for renaming of buildings and spaces must be accompanied by full documentation of personal attributes and actions that weigh in favor of or against renaming.

*B. Substantive and extensive research is critical to aid in and validate new names*

All historical research undertaken must adhere to the highest academic standards. This process will include consultation with others, including university schools, departments, units, affected communities, etc. The university may also consult as appropriate with historically linked indigenous tribes, local governments and cultural institutions such as the Colonial Williamsburg Foundation or Jamestown-Yorktown Foundation.

*6. Building signs should clearly identify who a building is named for and why*

William & Mary should provide signage, digital content and archival resources about the history and context of named places. William & Mary should strategize how building names, signage, gallery spaces and exhibitions, and deep historical recovery projects present different opportunities to honor or provide historical context about individuals from the past – with particular attention to how these people reflect William & Mary values today. As a vital component of naming and renaming decisions, contextualization serves to explain the significance of past and present campus design.



**WILLIAM & MARY  
RESOLUTION ON RENAMING TRINKLE AND MAURY HALLS**

**WHEREAS**, campus buildings and the campus environment should help to educate and reflect our expanding knowledge of the past, affirm William & Mary’s broad and complex history, and promote honest and clear self-reflection; and

**WHEREAS**, decisions to rename a building or space identified with an historical individual should meet a high standard based on research and deliberation and take into account the current mission and values of the university; and

**WHEREAS**, Trinkle Hall was named after Elbert Lee Trinkle who served as the Governor of Virginia from 1922-26 and who in that capacity authorized funds to facilitate renovations to the campus dining hall following a 1925 fire; and

**WHEREAS**, Governor Trinkle signed some of the most pernicious Jim Crow laws in Virginia history which grew out of and fostered the eugenics movement: the 1924 Racial Integrity Act, which prohibited interracial marriage and defined a “white person” as someone “who has no trace whatsoever of any blood other than Caucasian;” and the Virginia Sterilization Act of 1924, which authorized compulsory sterilization of patients at state institutions deemed to be “mental defectives.”

**WHEREAS**, in 2001 the Virginia General Assembly passed a Joint Resolution expressing profound regret for Virginia’s experience with eugenics through the 1924 Acts approved by Governor Trinkle and the incalculable human damage they caused; and

**WHEREAS**, Maury Hall on the VIMS campus was established in 1950 and named after Matthew Fontaine Maury, a native of Spotsylvania County, colloquially known as the “Father of Modern Oceanography” for his work with what is now the U.S. Naval Observatory; and

**WHEREAS**, in 1861 Maury resigned his commission as an officer in the U.S. Navy to return to Virginia and assume a leadership post in the Confederate Navy. In 1865, he became the “imperial commissioner of immigration” for the Emperor Maximilian attempting to establish a colony of former Confederates in Mexico; and

**WHEREAS**, neither Trinkle nor Maury had a special connection to William & Mary; and

**WHEREAS**, the VIMS Diversity and Inclusion Committee has recommended renaming Maury Hall and the Lemon Project has identified Trinkle Hall as a candidate for renaming;

**THEREFORE BE IT RESOLVED**, that the Board of Visitors hereby renames Trinkle Hall to be Unity Hall and Maury Hall to be York River Hall.



# Appendix II

## Examples of Contextualization – National Founders at William & Mary

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### SAMPLE 1

#### Thomas Jefferson

##### I. Jefferson at William & Mary

Thomas Jefferson's relationship with W&M has many facets. The goal of this contextualization exercise is to establish separate types of contextualization for each site, in other words, each place Jefferson is invoked gets its own contextualization specific to that use of Jefferson:

- Student 1760-1762
- (younger brother Randolph attends W&M 1771-1772)
- Designed addition to College 1772
- Author of Declaration of Independence 1776
- BOV/curricular reforms/law school 1779
- Governor of Virginia (his enslaved families stayed at the university) 1779-1781
- *Notes on the State of Virginia* 1785
- U.S. president 1801-1809
- Founder of University of Virginia 1819

He is named or commemorated on W&M's campus in multiple ways:

1. Jefferson Hall – opened as a women's dormitory, 1921
2. In the College (Wren) Building:
  - a. Tablet, "Priorities of the College of William and Mary." Jefferson is not named but the 1779 events are his curricular reforms. (APVA 1914)
  - b. Tablet, "ALUMNI OF THE COLLEGE OF WILLIAM AND MARY PROMINENT IN ESTABLISHING THE AMERICAN UNION" "THOMAS JEFFERSON, student in 1760-1762, Author of the Declaration of Independence, July 4, 1776. (APVA 1916)
  - c. Portrait bust, Great Hall, Wren Building – reflects 1789 revolutionary, gift of France, 1949
  - d. Portrait, Great Hall, Wren Building – U.S. presidents, 1990s
3. Academic and service medals/awards, 1963, 1970, 1998
4. Statue of young Jefferson, 1993

##### II. Language for Contextualization

1. Jefferson Hall – opened as women's dormitory, 1921

*Jefferson Hall, 1921, Charles Robinson, architect (burned and rebuilt, 1984)*

*Jefferson Hall is named for Thomas Jefferson '62, enslaver, author of the Declaration of Independence, third president of the United States.*

*Following the admission of women in 1918, William & Mary expanded campus to serve the needs of a modern coeducational institution. As part of its fundraising campaign, the first new dormitories were named for U.S. presidents who attended William & Mary: Jefferson Hall, on Jamestown Road, the women's side of campus, and Monroe Hall on the men's side facing Richmond Road.*

-OR-

*Following the admission of women in 1918, William & Mary expanded campus to serve the needs of a modern coeducational institution. As part of its fundraising campaign, the first new buildings were named for U.S. presidents associated with William & Mary: Jefferson, Monroe, Washington and Tyler.*

*In 1967 Jefferson Hall became the freshman residence of the first full-time, fully residential African American students at W&M: Lynn Briley, Karen Ely and Janet Strafer. The Legacy Garden on the east end of the residence hall commemorates the 50th anniversary of William & Mary's African American residential students.*

*William & Mary acknowledges Thomas Jefferson's failure to live up to his own ideals in his lifetime. Despite that, Jefferson's words in the Declaration of Independence have provided the means to extend freedoms and increase equality and opportunity in the long and ongoing history of American Democracy. Jefferson Hall reflects that role in real and symbolic firsts in bringing white women and later Black women to the promises of a liberal arts university and an educated citizenry.*

2. In the Wren Building:

Suggestions here address Jefferson, specifically, but point to the larger project of contextualizing both the content and phases of interpretation in the Wren Building.

The two tablets on the Piazza don't cry for attention immediately but should be acknowledged as part of the larger project. The avowedly white supremacist origins of the early Association for the Preservation of Virginia Antiquities (APVA) should be contextualized.

- a. Tablet, "Priorities of the College of William and Mary." Jefferson is not named but the 1779 events are his curricular reforms (APVA 1914)
- b. Tablet, "ALUMNI OF THE COLLEGE OF WILLIAM AND MARY PROMINENT IN ESTABLISHING THE AMERICAN UNION" "THOMAS JEFFERSON, student in 1760-1762, Author of the Declaration of Independence, July 4, 1776. (APVA 1916)



Two options stand for the Great Hall portraits: treat them as a group or individually.

- c. Portrait bust, Great Hall, Wren Building – reflects 1789 revolutionary, gift of France, 1949
- d. Portrait, Great Hall, Wren Building – U.S. presidents, 1990s

### Option 1. Treat portraits as group

The Great Hall displays portraits of William & Mary's founders and U.S. presidents associated with W&M. The portraits include King William and Queen Mary II, of England, namesakes of the university, who signed the royal charter establishing the "The College of William and Mary in Virginia" on February 8, 1693. The Reverend James Blair served as W&M's president for its first fifty years. The portrait of Queen Anne acknowledges her role in funding the rebuilding of the Wren Building following the 1705 fire.

Three U.S. presidents attended William & Mary: Thomas Jefferson, James Monroe and John Tyler. George Washington received his surveyor's license from W&M and served as its first American chancellor.

Everyone depicted in this room owned slaves or profited from the slave trade. John Tyler served as a delegate to the Virginia Convention that voted for secession and was elected to the Confederate Congress.

William & Mary acknowledges its long history as an institution that enslaved men, women and children and that benefitted from economic and social structures built on slavery.

Clockwise around the room:

King William III of England, c. 1689, studio of William Wissing.

James Blair (copy), c. 1735-1743, Charles Bridges (original in collection of Muscarelle Museum of Art).

Queen Mary II of England, c. 1689, studio of William Wissing.

Queen Anne of England, c. 1702-1714, Sir Godfrey Kneller. (Gift of the Drapers Company of London, 1960).

George Washington (reproduction of 19th century copy).

Thomas Jefferson (copy), Gilbert Stuart (original in collection of Colonial Williamsburg).

James Monroe (copy), John Vanderlyn (original in collection of Colonial Williamsburg).

John Tyler, artist unknown, 19th century copy by John Adams Elder.

Thomas Jefferson, Sèvres porcelain 1940s, copy of Jean Antoine Houdon 1789 bust reflects 1789 revolutionary, gift of France 1949.

### Option 2. Treat portraits individually

**Thomas Jefferson**, Reproduction, original by Gilbert Stuart (American, 1755–1828)

Thomas Jefferson (1743-1826) attended William & Mary where,

he said, professor of natural philosophy William Small, "fixed the destinies of my life." In 1762 he left William & Mary to read law with George Wythe. Jefferson's later contributions to William & Mary included designing an addition to the Wren Building that would have doubled its size (begun but not completed because of the Revolution). In 1779, when serving on William & Mary's Board of Visitors, he proposed important curricular reforms, including adding the school of law. William & Mary awarded Jefferson an honorary doctorate of civil law in 1783.

Jefferson represented Virginia in the Continental Congress, where he wrote the Declaration of Independence. He was the second governor of Virginia after independence. He served as George Washington's Secretary of State, John Adams's vice president, and then served as president of the U.S. for two terms.

Thomas Jefferson relied on slavery from cradle to grave, owning at least 600 human beings during his lifetime, including Sally Hemings and the children she bore by him. Despite initial attempts to include provisions for ending slavery in the Declaration of Independence, Jefferson evaded responsibility for ending this injustice to the people he owned and to the republic he helped create. In his book, *Notes on the State of Virginia*, Jefferson laid out what he saw as a scientific argument for the supremacy of whites over Africans and Native Americans. Jefferson was fascinated with Native Americans – his records provide some of the only information still in existence about now-extinct Indian languages – but he ultimately supported policies that promoted extermination of Native Americans.

W&M acknowledges the complex challenge that pits Jefferson's writings on individual freedom and natural rights against his actions that enslaved Blacks and determined harmful policies for Native Americans. Among Jefferson's many legacies are how his own failure to secure universal human rights at the Nation's founding created political, legal and economic inequalities that have defined American society throughout history. In his own time, as today, the promise of education is key to "Life, Liberty and the Pursuit of Happiness."

**Thomas Jefferson**, Sèvres porcelain 1940s, copy of Jean Antoine Houdon. Houdon's 1789 portrait bust depicts Jefferson as a revolutionary. Jefferson personally and politically supported the French Revolution and his writings on individual freedoms and constitutional government influenced their ideas of liberty. The French government gave the bust to W&M in 1949 as a sign of friendship and gratitude following WWII.

See Appendix IV in this subsection for texts accompanying other Wren Building portraits.

- 3. Academic and service medals/awards  
William & Mary has three awards named for Thomas Jefferson that should be addressed.
- 4. Statue of young Jefferson 1992 – currently marked with small brass plaque by statue:

Thomas Jefferson  
"I look to the diffusion of light and education as the resource most to be relied on for ameliorating the condition, promoting the virtue and advancing the happiness of man"



*This statue is a gift of the University of Virginia to Jefferson's alma mater on the occasion of its 300th anniversary, 1993. Dedicated November 11, 1992*

New contextualization could add:

*This statue, a gift from University of Virginia to mark W&M's 300<sup>th</sup> birthday in 1993, represents Jefferson during his student years. Thomas Jefferson (1743-1826) arrived at William & Mary in 1760, where, he said, Professor of Natural Philosophy William Small "fixed the destinies of my life." In 1762 he left William & Mary to read law with George Wythe.*

*Jefferson owned people as slaves his entire life. There is no evidence that Jefferson brought enslaved servants to W&M with him, as other wealthy students did in the eighteenth century, however, during his years reading law, his enslaved body servant Jupiter (Evans) lived in Williamsburg with him. Despite being at William & Mary and in the Virginia House of Burgesses at a time when Virginians debated slavery, Jefferson acknowledged its immorality but neglected to use the power of his position to find legal solutions to end slavery.*

+ quotations to reflect the complexity of W&M's Jefferson inheritance

### III. Jefferson by his own words:

The following quotes may be used in the contextualization process.

Note: The Jefferson canon, of course, holds many more useful quotations about education, freedom, slavery, rights, etc. This is a beginning to setting up a narrative tension around Jefferson's complex legacy and how W&M manages it. The university needs to decide if it is setting up the debates that Jefferson had, or the debates that we have around his writings.

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain inalienable Rights, that among these are Life, Liberty, and the pursuit of Happiness. [Declaration of Independence, 1776]

From Jefferson's *Notes on the State of Virginia*:

#### Notes XIV

Deep rooted prejudices entertained by the whites; ten thousand recollections, by the blacks, of the injuries they have sustained; new provocations...will probably never end but in the extermination of the one or the other race.

[The people] are the ultimate, guardians of their own liberty.

Their whole education is proposed to be chiefly historical. History will enable [people] to judge the future; it will avail them of the experiences of other times and other nations, it will qualify them as judges of the actions and designs of men;

The people are the only safe depositories of government.

Public education will ensure that influence over government will be shared among all the people.

#### Notes XVII

It does me no injury for my neighbor to say there are twenty gods, or no god. It neither picks my pocket nor breaks my leg.

Reason and free enquiry are the only effectual agents against error.

Reason and experiment have been indulged, and error has fled before them.

#### Notes XVIII

There must doubtless be an unhappy influence on the manners of our people produced by the existence of slavery among us.

I tremble for my country when I reflect that God is just: that his justice cannot sleep forever.

And can the liberties of a nation be thought secure when we have removed their only firm basis, a conviction in the minds of the people that these liberties are a gift of God?

Since the origin of the present revolution, the spirit of the master is abating, that of the slave rising from the dust, his condition mollifying...for a total emancipation.

#### Notes Appendix III.

Truth is great and will prevail if left to herself.

That enterprise [abolishing slavery] is for the young; for those who can follow it up, and bear it through to its consummation. It shall have all my prayers, & these are the only weapons of an old man. [TJ to Edward Coles, August 25, 1814]

It is to them [the students at the College] I look, to the rising generation, and not to the one now in power, for these great reformations. [TJ to Marquis De Chastellux, June 7, 1785]

(Great reformations = emancipation of the slaves and settlement of the constitution)

Experience hath shewn, that even under the best forms, those entrusted with power have, in time, and by slow operations, perverted it into tyranny; and it is believed that the most effectual means of preventing this would be, to illuminate, as far as practicable, the minds of the people at large, and more especially to give them knowledge of those facts, which history exhibiteth, that, possessed thereby of the experience of other ages and countries, they may be enabled to know ambition under all its shapes, and prompt to exert their natural powers to defeat its purposes ... whence it becomes expedient for promoting the publick happiness that those persons, whom nature hath endowed with genius and virtue, should be rendered by liberal education worthy to receive, and able to guard the sacred deposit of the rights and liberties of their fellow citizens, and that they should be called to that charge without regard to wealth, birth or other accidental condition or circumstance.

["Bill for the More General Diffusion of Knowledge." Printed text (Dixon & Holt, 1784); *Papers of Thomas Jefferson*, 2:526-35.]



Our new institution [law school] at the college has had a success which has gained it universal applause. Wythe's school is numerous. They hold weekly courts and assemblies in the capitol. The professors join in it; and the young men dispute with elegance, method and learning. This single school by throwing from time to time new hands well principled and well informed into the legislature will be of infinite value. [TJ to James Madison July 26, 1780]

What are the objects of a useful American education? classical knowlege, modern languages & chiefly French, Spanish, & Italian; Mathematics; Natural philosophy; Natural History; Civil History; Ethics. [TJ to John Banister, Oct. 15, 1785]

Besides the comfort of knowlege, every science is auxiliary to every other.

[TJ to Thomas Mann Randolph, Aug. 27, 1786]

No one more sincerely wishes the spread of information among mankind than I do, and none has greater confidence in its effect towards supporting free & good government. [TJ to Trustees of the Lottery for East Tennessee College, May 6, 1810]

If a nation expects to be ignorant & free, in a state of civilisation, it expects what never was & never will be. The functionaries of every government have propensities to command at will the liberty & property of their constituents. There is no safe deposit for these but with the people themselves; nor can they be safe with them without information. Where the press is free and every man able to read, all is safe. [TJ to Charles Yancey, Jan. 6, 1816]

This institution will be based on the illimitable freedom of the human mind. For here we are not afraid to follow truth wherever it may lead, nor to tolerate any error so long as reason is left free to combat it. [TJ to William Roscoe, Dec. 27, 1820]

I look to the diffusion of light and education as the resource most to be relied on for ameliorating the condition, promoting the virtue and advancing the happiness of man. [TJ to Cornelius C. Blatchly, Oct. 21, 1822]

No republic can maintain itself in strength [without] general education, to enable every man to judge for himself that what will secure or endanger his freedom. [TJ to John Tyler, May 26, 1810]

'The earth belongs in usufruct to the living': that the dead have neither powers nor rights over it. The portion occupied by any individual ceases to be his when himself ceases to be, and reverts to the society. [TJ to James Madison, Sept. 6, 1789]

What is true of every member of the society individually, is true of them all collectively, since the rights of the whole can be no more than the sum of the rights of the individuals.

[TJ to James Madison, Sept. 6, 1789]

No body wishes more than I do to see such proofs as you exhibit, that nature has given to our black brethren, talents equal to those of the other colors of men. [TJ to Benjamin Banneker, Aug 30, 1791]

Virginia, of which I am myself a native and resident, was not only the first of the States, but, I believe I may say, the first of the

nations of the earth, which assembled its wise men peaceably together to form a fundamental constitution, to commit it to writing, and place it among their archives, where every one should be free to appeal to its text. [TJ to Major John Cartwright, June 5, 1824]

Sources:

The Papers of Thomas Jefferson Digital Edition, The University of Virginia Press, <https://rotunda.upress.virginia.edu/founders/TSJN.html>

Merrill Peterson, *The Political Writings of Thomas Jefferson*, (Charlottesville: TJMF, 1993).

Thomas Jefferson, *Notes on the State of Virginia* (1785) ed. Frank Shuffelton, (New York: Penguin, 1999).

IV. Appendix – Text of 2019 contextualizing project in the Great Hall.

The Office of Historic Campus displayed these labels on portraits in the Wren Building Great Hall between March and September 2019, to coincide with the meetings on site of Universities Studying Slavery and the Association for Study of the Worldwide African Diaspora. The panels follow the three-paragraph contextualization model, with specific attention to the subject's contributions to W&M. The panel about Thomas Dew still hangs by his portrait on the second floor.

**George Washington**, Reproduction of nineteenth-century copy

George Washington (1732-1799) earned his surveying license from William & Mary. He served as William & Mary's first American chancellor from 1788 until his death.

Washington inherited plantation lands and slaves. His own will listed over three hundred people. Enslaved men accompanied Washington to war and enslaved men and women staffed the president's house during his administration. While he famously made provisions to free the enslaved he owned upon the death of his wife Martha, the provision only applied to 133 people whose lives remained intertwined with their family members and friends still held in bondage by Martha or other members of the Washington and Custis families at Mount Vernon.

**Thomas Jefferson**, Reproduction, original by Gilbert Stuart (American, 1755–1828)

Thomas Jefferson (1743-1826) attended William & Mary where, he said, professor of natural philosophy William Small, "fixed the destinies of my life." In 1762 he left William & Mary to read law with George Wythe. Jefferson's later contributions to William & Mary included designing an addition to the College (now Wren) Building that would have doubled its size (begun but not completed because of the Revolution). In 1779, when serving on William & Mary's Board of Visitors, he proposed important curricular reforms, including adding the school of law. William & Mary awarded Jefferson an honorary doctorate of civil law in 1783.

Thomas Jefferson relied on slavery from cradle to grave, owning at least 600 human beings during his lifetime, including Sally Hemings and the children she bore by him. Despite



initial attempts to include provisions for ending slavery in the Declaration of Independence, Jefferson evaded responsibility for ending this injustice to the people he owned and to the republic he helped create. In his book, *Notes on the State of Virginia*, Jefferson laid out what he saw as a scientific argument for the supremacy of whites over Africans and Native Americans. Jefferson was fascinated with Native Americans – his records provide some of the only information we have about now-extinct Indian languages – but he ultimately supported policies that promoted extermination of Native Americans.

**James Monroe**, Reproduction, original oil portrait by John Vanderlyn (American, 1775–1852)

James Monroe (1758-1831) began his studies at William & Mary in 1774 and left in 1776 to enlist in the Continental Army Third Virginia Infantry Regiment. He studied law with Thomas Jefferson and went on to a distinguished career in public service to the state and the nation, ultimately serving as U.S. president from 1817-1825. Monroe negotiated the Louisiana Purchase in 1803 and made a sweeping statement of geopolitical independence in the western hemisphere that became the “Monroe Doctrine.”

Monroe was raised in a slaveholding family and claimed ownership of approximately 250 people in his lifetime. As governor of Virginia in 1800, Monroe presided over racial unrest after Gabriel Prosser’s unsuccessful slave uprising. Monroe supported the American Colonization Society, which advocated an African nation for Blacks freed through gradual emancipation. Monrovia, the capital of Liberia is named for Monroe. The Louisiana Purchase, Missouri Compromise, and Monroe Doctrine established strong national identity for white Americans, just as they brought upheaval and displacement for African and Native Americans.

**John Tyler**, copy of an original by an unknown artist painted by John Adams Elder (American, 1833–1895)

John Tyler (1790-1862) attended William & Mary and later received an honorary Doctor of Laws from the College in 1854 and served as chancellor from 1859-1862. He was elected to the U.S. House of Representatives, then governor of Virginia, then senator, before becoming 10<sup>th</sup> president of the United States.

Tyler was raised a slave owner and continued his family’s plantations, keeping about 70 enslaved people at Sherwood Forest in Charles City County, Virginia. Tyler presided over an unsuccessful peace conference between Northern and Southern states in 1861, then served as a delegate to the Virginia convention and voted for secession. He was elected to the Confederate House of Representatives, but died before its first session.

**James Blair**, reproduction. Original oil portrait by Charles Bridges (English, 1670–1747) collection of the Muscarelle Museum of Art

The Reverend James Blair (1655-1743), the commissary of the Church of England in Virginia, was sent to London in 1691 by the General Assembly to secure a charter for a college. The historic campus you see today – College (Wren) Building (1695-1699, rebuilt 1716), Brafferton (1723), and President’s House (1732) – was built under Blair’s leadership. Blair was named president for life in the charter and served as the College’s first president for fifty years until his death in 1743.

Blair secured funding for the new College from taxes on Virginia and Maryland tobacco, a crop whose profits relied on increasing slave labor in the colonies. Blair’s administration purchased plantation land where College-owned slaves grew tobacco to support scholarships for white students. He also established precedents for institutional slaveholding by the Church of England and the College of William & Mary.

**King William III and Queen Mary II of England**, portraits by William Wissing (Dutch, English, 1656–1687), c. 1689

King William (1650-1702) and Queen Mary (1662-1694) granted a royal charter on February 8, 1693 to the colony of Virginia for the establishment of a College, “a certain Place of universal Study, a perpetual College of Divinity, Philosophy, Languages, and other good Arts and Sciences, consisting of one President, six Masters or Professors, and an hundred Scholars more or less.” They committed revenue from taxes and from rents on royal land to support the school.

The monarchs’ plan to fund the College with taxes on tobacco from Virginia and Maryland drew on a crop whose profitability increasingly relied on the labor of enslaved Africans. When William and Mary came to the throne, the Royal African Company held a crown monopoly that had been granted under Charles II. In 1698 William answered to the entreaties of England’s merchants who also wanted to participate in the African trade. Merchants from England’s port cities soon turned a profit carrying manufactured goods to Africa, where they traded for human cargo to deliver to other Atlantic ports.

**Queen Anne of England**, oil on canvas, portrait by Sir Godfrey Kneller (German-English, 1646–1723) (Gift to the College by the Drapers Company of London, 1960)

Queen Anne (reigned 1702–1714) provided significant funds for the rebuilding of the College after the fire of 1705. The Board of Visitors noted in 1726 that “her late Majesty Queen Anne of blessed memory was graciously pleased to contribute her Assistance towards rebuilding the College out of her Revenue or Quitt Rents in this Colony.”

On slavery Queen Anne followed her predecessors’ model of support of Britain’s role in the African slave trade. In 1711 she approved the charter for the South Sea Company, a public-private trading company that established British firms as the exclusive partner supplying enslaved Africans to the Spanish West Indies. Queen Anne retained 20% of the stock in the company, whose initial contract was worth £7.5 million.

**Thomas R. Dew**, Attributed to George P.A. Healy (1813-1894)

Thomas R. Dew (1802-1846) earned both his bachelor and master of arts from William & Mary, then returned to the College as a professor. He became president of the College in 1836 and led a decade of financial stability and increased enrollment.

Dew rose to national prominence as a professor and as a public intellectual of political economy, opposing tariffs and women’s suffrage. He became even more famous following Nat Turner’s slave rebellion in 1831, when he published his *Review of the Debate in the Virginia Legislature of 1831 and 1832* (1832), which



argued against legislative proposals for gradual emancipation. His defense of slavery as beneficial to Africans and to Virginia's economy identified William & Mary as a southern proponent amid growing sectional tensions.

Highland's truthful interpretation of history. The Council believes in dialogue in settings where real change occurs in thinking about the legacies of slavery.

## **SAMPLE 2**

### **James Monroe**

James Monroe was the 5<sup>th</sup> U.S. President (1817-1825). Prior, he fought in the American Revolution, served as Virginia Governor, U.S. Senator, Secretary of State and Secretary of War, and U.S. minister to France, Great Britain and briefly Spain. Monroe was born in Westmoreland County, Virginia in 1758 and studied at William & Mary between 1774 and 1776. His family were landowners and slaveholders. At age 16 upon the death of his father, Monroe also became a lifelong slaveholder.

Monroe's political legacy includes the strengthening of national borders, developing U.S. foreign policy and presiding over national expansion. At the forefront of early partisan politics, Monroe's presidential legacy included unifying contributions that sought to preserve the democratic "experiment in government" through a period of national expansion. This commitment to the ideals framed in the founding of the United States led to his tremendous popularity and unopposed re-election to his second term as President.

After his service in the Revolution, Monroe trained in law with then-Governor Thomas Jefferson. He went on to practice law around his service in political offices. Throughout his life, Monroe owned multiple properties including plantations intended for his personal and family economic benefit through agricultural endeavors based on enslaved labor.

Monroe bought and sold enslaved Americans to suit his finances and operational needs. During his lifetime he enslaved 250 individuals, though he recognized that slavery was "one of the evils still remaining, incident to our Colonial system" (Monroe to John Mason, 31 August 1829). Abolition, he thought, should be gradual, to avoid disruption of the social order and economy. Like the majority of white landowners in Virginia, Monroe's vision of emancipation did not include a nation of equal Black and white citizens. He, like many others at the time, supported the removal of formerly enslaved people to the western coast of Africa through the American Colonization Society.

William & Mary has a close connection to its alumnus James Monroe through his studies in Williamsburg, and also through the university's ownership of Highland, the plantation he owned in Albemarle County, Virginia from 1793 to 1828. Highland is a historic site open to the public, and was deeded to William & Mary by the property's last private owner in 1974. Highland's current initiatives include collaboration with a Council of Descendant Advisors. This Council is composed of individuals whose ancestors were enslaved at Highland. The Council advises on museum interpretation and direction of research, and conducts community presentations about this shared work as well as the interpretation of difficult histories. They are committed to



# Appendix III

## List of Prioritized Names, and Biographies, as Proposed Candidates for Naming and Renaming

(See also Table, Appendix IV)

The following list is accompanied by the candidates' respective biographies. The Working Group researched and vetted these names that rose to the top of the choices studied. These are names of individuals who most clearly rose to the highest standard of our scrutiny during our deliberation period and represent the values we are seeking.

### John Boswell

- Scholar, mentor, advocate, teacher
- 1947-1994. Passed from AIDS-related complications.<sup>1</sup>
- John Eastburn Boswell (Jeb) was a gay man who graduated from William & Mary in 1969. He went on to reshape the field of Medieval History by locating LGBTQ people and traditions in that period. He taught History at Yale from 1975 until his death. In addition to teaching, he founded the Lesbian and Gay Studies Center at Yale in 1987.
- Though William & Mary has become more inclusive of the LGBTQ population in the last 20 years, it was generally hostile to this population until recently. The LGBTQ population is racially and gender diverse and is an integral part of the university.
- Boswell dedicated his life to education, scholarship and service to the field. He was a brilliant scholar and attentive mentor and much-beloved teacher. By commemorating Boswell, W&M would demonstrate inclusion, equity and justice, attention. Further, Boswell's life exemplifies the university's present values of belonging, curiosity, excellence, flourishing, integrity, respect and service.
- There are no spaces named for openly LGBTQ people or people with (or who died from complications of) HIV/AIDS on campus, though the Boswell Initiative is named for him. The preponderance of straight men named across campus means that Boswell would increase diversity of commemoration.
- As, quite literally, the founder of an entirely new area of research [queer middle ages] whose book was path-defining, Boswell's work has been scrutinized and written about extensively by journalists, historians, students, friends and family.
- After earning a degree from William & Mary in 1969, he earned a master's and PhD from Harvard in 1975. He moved to New Haven, CT for a position at Yale. He was made a full professor in 1982 and served as the chair of the history department from 1990 to 1992. In 1987, he helped found the Lesbian and Gay Studies Center at Yale.
- Outspoken advocate for LGBTQ existence and a place in the present. Boswell argued that for gay people to have a place in the present they must have a place in the past and vice versa. According to Paul Halsall of Fordham University, "for many gay people who did not read the book, the book's existence became immensely important - here was an important historian, one who taught at Yale, who had put forth a book \*with footnotes\*, a book which made it clear that \*we\* have a past."<sup>2</sup>
- Martin Duberman, historian, founder and former executive director of the Center for Lesbian and Gay Studies at the City University of New York, said of Boswell that, "I regard him as one of the major innovative figures in gay and lesbian scholarship... John was very brave and pioneering. And very brilliant."<sup>3</sup>
- "He was also a much-beloved teacher, with many of his undergraduate classes ranking in the top ten for highest enrollment. He took time to mentor students individually, and in some cases, used his wide knowledge of lesser-known languages to translate sources for his students."<sup>4</sup>
- Patricia (sister): "Jeb's love of God was the driving force in his life and the driving passion behind his work. He did not set out to shake up the straight world but rather to include the gay world in the love of Christ... to acquaint all with the fearsome power of that love, the wildness, the "not tameness" of it. When asked just before his death about possible speakers for his funeral service, Jeb requested that either my mother or I deliver his eulogy. 'But Jeb,' I argued, 'you need someone who can talk about your life's achievements.' 'No,' he responded, 'I need someone who can talk about my faith.'"<sup>5</sup>
- Aaron Laushway (friend): "Jeb warmed the spaces around him. His heart was as large as his lanky frame and permeated the environment in which he lived. I was never his student, but I

<sup>1</sup> David W. Dunlap, "John E. Boswell, 47, Historian Of Medieval Gay Culture, Dies," *New York Times*, December 25, 1994, Section 1, p. 44.

<sup>2</sup> Paul Halsall, "People with a History: An Online Guide to Lesbian, Gay, Bisexual, and Trans\* History, John Boswell Page," Internet History Sourcebook Project, Fordham University History Department, rev. January 2020 [<https://sourcebooks.fordham.edu/pwh/index-bos.asp>]

<sup>3</sup> Yale AIDS Memorial Project Profiles, John Boswell

<sup>4</sup> Dunlap, "John E. Boswell."

<sup>5</sup> Patricia Boswell, YAMP.



longed to learn from him, and did often enough. He disarmed one with his, at times, child-like charm, but always treating the other with nearly exquisite empathy. So, the pews at his funeral brimmed with all those whose lives he bettered, among them four Yale presidents...Among Jeb's topmost gifts was endowing others. His mentorship was legendary. His scholarship is meaningfully contributive. He advanced the rigorous study of homosexuality in history, literature, and religion. But, I wager, his legacy to us all is the good and proper use of our natural God-given gifts and persistent work to hone our other talents."<sup>6</sup>

- Given that Boswell is a public figure in academia and widely remembered fondly, extensive research has been conducted into his life. Given the time constraints, extensive research was not possible by the Working Group. With that caveat in mind, no negative publicity or reason to exclude Boswell.
- It should be noted that as a gay man, he faced homophobia and a legal system that did not recognize his right to a full life. Virginia did not decriminalize sodomy until 2003 or decriminalize fornication between unmarried persons until 2005. Massachusetts, where he attended graduate school after William & Mary, still has not repealed its sodomy statutes, though these were invalidated by *Lawrence v. Texas* in 2003. Connecticut repealed their sodomy statutes in 1971. Though this researcher was unable to find any, there may be arrests or other brushes with the law that result from the criminalization of his sex and love life.
- His scholarship drew critique from some who accused him of seeing what he wanted to and using his scholarship to advance identity politics. There is debate about this. Paul Robinson, a Stanford Historian called his work "revolutionary." Brent Shaw, a University of Lethbridge scholar, said he "raised interesting questions but failed to prove his case."<sup>7</sup>
- James Blair Hall would make an ideal candidate. There is a Blair statue beside the building so the university wouldn't be hiding Blair. The History department is already named for Lyon Gardiner Tyler and there is the Tyler garden flanking the building. Naming the building for Boswell makes perfect sense.

#### Main sources consulted:

Cisneros, Jeffrey. "John Boswell: Posting Historical Landmarks at the Leading Edge of the Culture Wars" *Journal of the National Collegiate Honors Council*, Spring/Summer 2013, [<https://files.eric.ed.gov/fulltext/EJ1082027.pdf>]

Dunlap, David. "John E. Boswell, 47, Historian Of Medieval Gay Culture, Dies," *New York Times*, December 25, 1994, Section 1, page 44.

Halsall, Paul "People with a History: An Online Guide to Lesbian, Gay, Bisexual, and Trans\* History, John Boswell Page," *Internet History Sourcebook Project*, Fordham University History Department, rev. January 2020 [<https://sourcebooks.fordham.edu/pwh/index-bos.asp>]

"About John Boswell," John Boswell Initiative, [<https://www.wm.edu/as/dean/boswell/about/index.php>]

"John Boswell," Yale AIDS Memorial Project

"John Boswell," GLBT History Month Profile, [<http://www.lgbthistorymonth.com/john-boswell?tab=video>]

#### David Brown

- Military Officer, Astronaut and Distinguished W&M Alumnus
- 1956-2003. Perished on the reentry of Space Shuttle Columbia.
- Educated in the Virginia public school system, William & Mary (1978 B.S. in Biology and student-athlete on the gymnastics team), MD from Eastern Virginia Medical School
- U.S. Navy Captain and NASA Astronaut – Experienced naval aviator and military flight surgeon
- Among numerous recognitions and honors, Dr. Brown was awarded the Congressional Space Medal of Honor and the NASA Distinguished Service Medal
- Active in several professional and civic organizations, including serving as President of the International Association of Military Flight Surgeon Pilots
- First person to be posthumously awarded the W&M Alumni Association Alumni Medallion
- Various scholarships, buildings, spaces and other tributes across the United States are named in Dr. Brown's honor
- In recognition of his educational background and lifetime service, appropriate spaces for naming could include the medical complex on North Henry Street or a building/space at the Integrated Science Center

#### Main sources consulted:

[spaceflight.nasa.gov/shuttle/archives/sts-107/memorial/brown.html](https://spaceflight.nasa.gov/shuttle/archives/sts-107/memorial/brown.html)

[history.nasa.gov](https://history.nasa.gov)

Kershaw, Sarah "Loss of the Shuttle: The Mood", *New York Times* (Feb. 16, 2003)

[Wm.edu](https://www.wm.edu)

[En.wikipedia.org](https://en.wikipedia.org)

<sup>6</sup> Aaron Laushway, YAMP.

<sup>7</sup> David W. Dunlap, "John E. Boswell, 47, Historian Of Medieval Gay Culture, Dies," *New York Times*, December 25, 1994, Section 1, page 44.]



## Miriam Johnson Carter

- First African American woman admitted to W&M when she was accepted to the Law School in 1955. She was rejected from other programs at W&M.
- She spent her life dedicated to education and justice.
- Miriam Johnson Carter was an African American woman and represents some of the university's diverse constituencies.
- Carter faced discrimination and harassment before and during her time at W&M she persevered. She also dedicated her life to exploration and service.
- Given the preponderance of straight, white men represented on campus Carter would represent an increase in diversity.
- Born in Gloucester, her family relocated to Pennsylvania. She enrolled at Philadelphia Normal School and then began teaching in 1929. She moved to Gloucester to be with her husband and help in the family business. When her husband helped with the Irene Morgan case that desegregated interstate buses in 1947, the business was boycotted. The couple also worked tirelessly for equal education in Gloucester. In order to support the family, she returned to Philadelphia to earn more money than was possible in Gloucester. She became involved in progressive causes and despite risk to herself helped friends who were members of the Communist Party. She later received her B.S. in Education from Temple University by attending night classes.
- While on sabbatical from her school in Philadelphia she was admitted to study law at William & Mary on September 20, 1955, after being rejected from graduate programs in Education, Aquatic Biology and Early American History and Culture. She attended until the end of the academic year. According to reports at the time, she resigned because of poor grades and her fellow students made her life miserable with nearly constant harassment and ostracization.<sup>8</sup> According to an interview with her grandson, "because my grandmother had already attained her undergraduate degree from Temple University with good grades, and was allowed sabbatical from her teaching job in Philadelphia, it was decided that she would be a model candidate to apply for admission. The purpose was to force compliance with the new national *Brown v. Board of Education* decision, not to actually receive a degree.
- She continued teaching though retired in 1957 for medical reasons. She spent the rest of her life travelling and helping with the family business.
- Her grandson graduated from William & Mary Law and her granddaughter completed her undergraduate degree in 1988.
- Johnson has been researched because of her status as the first African American woman admitted to W&M. Given the time constraints, more extensive research by the Working Group was not possible. With that caveat in mind, no negative publicity, though that possibility is always present.

- A space at the Law School would make the most sense.

Main sources consulted:

"African American Students," W&M Libraries Wiki, [[https://scdbwiki.swem.wm.edu/wiki/index.php/African\\_American\\_Students#Miriam\\_Johnson\\_Carter](https://scdbwiki.swem.wm.edu/wiki/index.php/African_American_Students#Miriam_Johnson_Carter)]

"Brave Enough to be First: Exploring 50 Years of African Americans in Residence at William & Mary" [<https://exhibits.libraries.wm.edu/exhibits/show/brave-enough/unfortunate-history/desegregation-begins>]

"Gloucester native Miriam Theresa Carter opened doors through fight for admission to W&M," *Daily Press* (March 28, 2013)

Lipford, Jessica, "Miriam Carter," undergraduate capstone paper (December 22, 2013)

McLendon, Jacquelyn Y. *Building on the Legacy: African Americans at William & Mary: An Illustrated History of 50 Years and Beyond* (2019)

## Pu-Kao Chen

- William & Mary's first Asian student
- Graduated in 1923 with an A.B.
- From Shanghai, China
- Believed to be the first student of color
- Believed to be the first international student
- Pu-Kao's biography in the Colonial Echo (yearbook) in 1923 stated he "came from the land of 'blue gowns'" and was a "shark in the books." It was further highlighted that he and fellow Asian students were not welcome to stay in the U.S. past their time here as students.

Main sources consulted:

The Flat Hat, "[Special Collections finds records of first person of color at the college](#)" (Nov. 18, 2019)

WY Daily, "[William & Mary prepares to commemorate first students of color](#)" (Nov. 17, 2019)

## John Wallace DeRozarro

- In 1807, John Wallace DeRozarro, a free black man, approached Bishop James Madison, then president of William & Mary, "in strongest Solicitude to attend the Lectures in College." It appears that he was not allowed to join lectures.
- In 1806 a group of 30-32 white men petitioned the government on his behalf. They referred to him as "an excellent gunsmith

<sup>8</sup> McLendon, *Building on the Legacy*, 24.



and stocker.” They were asking for a license for him so he could continue in his trade.

- An 1807 letter from Bishop Madison, president of W&M at the time, to the head of the armory in Richmond suggested that DeRozarro be hired to work at the armory.

Main sources consulted:

“Petition to the State Legislature on behalf of John Wallace DeRozarro” (1806). York County (Va.) Free Negro and Slave Records 1806-1861. Local government records collection, York County Court Records. The Library of Virginia

Transcription of a Letter from Bishop James Madison to William H. Cabell. Special Collections Research Center. [https://scrcguides.libraries.wm.edu/repositories/2/digital\\_objects/2758](https://scrcguides.libraries.wm.edu/repositories/2/digital_objects/2758)

### Robert Francis Engs

- Intellectual Leader, Educator and Author
- 1943-2013
- Visiting Distinguished Professor of History at W&M, Consulting Scholar of the Lemon Project: A Journey of Reconciliation, Professor of History Emeritus at the University of Pennsylvania
- Educated at Princeton (BA) and Yale (PhD)
- Professor Engs came to W&M in 2008 to teach a course that explored the Civil War experience as described by Black and White Southerners. Dr. Engs’s work at W&M led to the creation of The Lemon Project, following his research and writing of the report on what was known about the history of African Americans at the university, and the steps that needed to be taken to complete that history [*The College, Race and Slavery: Report to the Provost and Faculty*].
- After retiring from the University of Pennsylvania, Professor Engs returned to W&M in 2009 to bring together local and university efforts exploring slavery, Jim Crow, integration and efforts toward university/community reconciliation, and acted as the initial consulting scholar for The Lemon Project.
- Expert on the post-Civil War American South, particularly the responses of freed people and white Southerners to emancipation, with a special interest in the roles of education, religion and the missionaries in the emancipation process
- Author and editor of numerous publications, including *Freedom’s First Generation: Black Hampton* (1979), *Educating the Disfranchised and Disinherited: Samuel Chapman Armstrong and Hampton Institute* (1999), and *The Birth of the Grand Old Party* (2002)
- Former Guggenheim and William Penn Fellow, and undergraduate director for the history department and co-chair of the Afro-American Studies Program at the University of Pennsylvania

- Civic service and associations included The Historical Society of the Episcopal Church, Pennsylvania Sesquicentennial Commission, Trustee of the Abraham Lincoln Foundation and Consultant to the School System of Philadelphia and to the Fort Monroe Restoration and Preservation Project.
- Grew up in Williamsburg and came from a socially active family whose efforts would also be honored by using Engs’s name on campus.

Main sources consulted:

The Lemon Project: A Journey of Reconciliation, Report of the First Eight Years (February 2019)

“A Leader on Recent Racial History: Robert Francis Engs ’65”, [paw.princeton.edu](http://paw.princeton.edu) (September 2020)

Message from the William & Mary Provost (January 17, 2013)

### Samuel and Joanna Harris

- Successful African American Entrepreneurs and Business/Community Leaders
- 1852-1904 (Samuel) and 1858-1920 (Joanna)
- Both Samuel and Joanna were born in Richmond and married there in 1872, arriving in Williamsburg in 1873. In 1874 they opened “Harris’ Cheap Store” at the corner of Duke of Gloucester and Botetourt streets. It became an extremely successful general store described as a “mammoth establishment,” patronized by both black and white local residents.
- In addition to his business acumen, Samuel Harris provided civic service as the Commissioner of Revenue and School Board Trustee.
- Through the success of the store and subsequent land purchases, the Harris family accumulated significant wealth. Because no bank was established in Williamsburg until 1897, the Harris family and other wealthy persons loaned money to individuals. On March 3, 1897, Harris purchased 10 shares as one of the founding shareholders of The Peninsula Bank of Williamsburg.
- While there is no evidence yet determined that the Harris family loaned or gave money to William & Mary, Samuel Harris did loan money to university president Benjamin Ewell in 1889 after his retirement in 1888. The loan was made to enable Ewell to plant crops on his farm in James City County, and a lien was placed on the crops to secure the debt.
- After Samuel’s death in 1904, Joanna continued to run the business as a general store and then through rentals to furniture stores.

Main sources consulted:

Oxreider, Julia Woodbrige. *Rich, Black, and Southern: The Harris Family of Williamsburg* (1998)



Daily Press articles on the Harris Family, Nov. 13, 1998 and Feb. 3, 2013 Godson, Susan et al. *The College of William and Mary: A History* (1993)

Additional information provided by Dr. Jody Allen, based on her research at the Library of Virginia and other sources.

### Katherine Johnson

- Solidified as a legendary figure in the early days of NASA with her trusted mathematical abilities and hard-working nature. Spanning her career, she was entrusted to validate the calculations necessary for space travel and orbital missions. Not only would Johnson be representative of the university's diverse constituencies, but she would be a source of inspiration for students, and well within the present Mission and Values at William & Mary. Depending on location, she could be an applicable and admirable namesake on academic buildings.
- 1918-2020
- Skilled mathematician who skipped grades to begin high school at 13, later matriculating to West Virginia University (WVU). She was the first to integrate WVU graduate math program.
- 1952: joined NACA's (National Advisory Committee for Aeronautics) Langley laboratory and moved to the Newport News region in 1953. She spent four years there, analyzing flight data, with NACA becoming NASA in 1958.
- 1962: Johnson was relied on to confirm calculations around John Glenn's orbital mission, a success, which was a turning point in the space race between the US and USSR.
- Johnson retired in 1986, after 33 years, saying she loved going to work every day.
- 2015: awarded the Presidential Medal of Freedom by President Barack Obama

Main sources consulted:  
Encyclopaedia Britannica  
<https://www.britannica.com/biography/Katherine-Johnson-mathematician>

National Aeronautics and Space Administration  
<https://www.nasa.gov/content/katherine-johnson-biography> (2020)

### James Armistead Lafayette

- Enslaved African American serving as a double agent for the Continental Army. Born in New Kent County, James Lafayette got his enslaver's consent before joining the resistance.
- In 1781, James Lafayette joined the American Revolution serving under General Marquis de Lafayette, who tasked him to spy on then-defected Benedict Arnold. As a double agent,

James Lafayette provided valuable information on British military strategies. He later renamed himself to honor the general he served.

- Though James Lafayette does not seem to have a specific William & Mary connection, he was prevalent in the Williamsburg region, brave in his duty to the country and ambitiously hard-set on achieving well-deserved freedom. W&M makes abundant claims about its role in the American Revolution; adding James Lafayette demonstrates the commitment of Black Americans to Independence and broadens the conversation.
- 1748-1832
- In 1782, Virginia passed a "manumission act" freeing all slaves who had fought with the Revolutionary Army. However, because James Lafayette had been a spy, not a soldier, he was not freed.
- Finally, in 1787, the General Assembly (GA) allowed James Lafayette's freedom, with help from William Armistead, then a legislator, and a letter of support from General Lafayette himself. He went on to become a wealthy farmer and even received relief payment from the GA in 1818 (\$60, plus \$40 annually)

Main sources consulted:  
American Battlefield Trust  
<https://www.battlefields.org/learn/biographies/james-armistead-lafayette>  
[https://en.wikipedia.org/wiki/James\\_Armistead\\_Lafayette](https://en.wikipedia.org/wiki/James_Armistead_Lafayette)

### John Robert Lewis

- Civil Rights Leader, Statesman and Author
- 1940-2020
- W&M Honorary Degree recipient (2003), Hunter Andrews Fellow (2004) and Convocation speaker (2005)
- Member of the U.S. House of Representatives (1987–2020)
- Educated at American Baptist College and Fisk University
- One of the original Freedom Riders in 1961; organized the 1963 March on Washington; and led the first of three marches from Selma to Montgomery, which became known as Bloody Sunday in 1965. Founding member and chairman of SNCC (Student Nonviolent Coordinating Committee); director of the Voter Education Project.
- Among his publications is the 1998 acclaimed autobiography *Walking with the Wind: A Memoir of the Movement*
- Recipient of more than 50 honorary degrees and numerous awards, including the Presidential Medal of Freedom in 2011



Main sources consulted:

"John Lewis, Towering Figure of Civil Rights Era",  
*New York Times* (July 17, 2020)

Lewis, John and D'Orso, Mike. *Walking with the Wind: A Memoir of the Movement* (1998)

Haskins, Jim and Benson, Kathleen. *John Lewis in the Lead: A Story of the Civil Rights Movement* (2006)

Other: [wm.edu](http://wm.edu); [en.wikipedia.org](http://en.wikipedia.org)

## Thurgood Marshall

- Jurist, advocate, civil rights icon
- 1908-1993
- Thurgood Marshall dedicated his life to civil rights and through the NAACP, the Legal Defense Fund, and as a Justice on the Supreme Court of the United States (SCOTUS) from 1967-1991. Though called a radical by some his overwhelming legacy is one of justice and service.
- Marshall was African American and represents some of the university's diverse constituencies.
- Marshall's life's work was dedicated to justice, equity and inclusion. His record of service for the NAACP and SCOTUS justice embodies the values of belonging, curiosity, excellence, flourishing, integrity, respect and service.
- The addition of Marshall would add to the diversity of commemorations across campus. However, as a famous person, there is quite a bit of commemoration for Justice Marshall in the United States. Because of this, and his lack of connection to the College, he should not be considered at the top of the list.
- After graduating from Lincoln University in 1930 he tried unsuccessfully to attend the then segregated University of Maryland Law School. He instead studied law at Howard University Law School where he graduated first in his class. Almost immediately after graduation he represented the NAACP in a desegregation case against the University of Maryland.
- Founded NAACP Legal Defense Fund in 1940. He dedicated his energies to challenging *Plessy v. Ferguson*, the 1896 SCOTUS decision that sanctioned "separate but equal." Through the 1940s and into the 1950s he won a series of battles that led to *Brown v. Board of Education*, which he argued before the Supreme Court. Though subsequent cases articulated just what was meant by desegregation, *Brown v. Board* marked the fundamental undercutting of the "separate but equal" doctrine showing that separate was always unequal.
- Appointed to the U.S. Court of Appeals in 1961 by President John F. Kennedy, and he was appointed by President Lyndon B. Johnson as Solicitor General in 1965.

- Nominated to SCOTUS in 1967 by President Johnson who said it was "the right thing to do, the right time to do it, the right man and the right place."<sup>9</sup> Marshall was sworn into the Warren court on October 2, 1967. Though a strident advocate for upholding strong protections for individual rights and liberal interpretations of social issues, he was increasingly isolated as the lone liberal justice as subsequent conservative administrations appointed conservative justices.

Main sources consulted:

"Thurgood Marshall." Oyez. [https://www.oyez.org/justices/thurgood\\_marshall](https://www.oyez.org/justices/thurgood_marshall)

Legal Defense Fund Director-Counsels, "Thurgood Marshall, 1940 - 1961," [<https://www.naacpldf.org/about-us/history/thurgood-marshall/>]

Thurgood Marshall: Supreme Court Justice and Civil Rights Advocate, [<http://thurgoodmarshall.com>]

## Sandra Day O'Connor

- Jurist, Attorney, Politician and Author
- 1930-Present
- W&M's 23<sup>rd</sup> Chancellor (2005-2012), keynote speaker at academic conferences and Law School Commencement speaker in 2006 and 2010
- Associate Justice of the Supreme Court of the United States (1981-2006); and Judge of the Arizona Court of Appeals; and Member of the Arizona Senate
- Educated at Stanford University – BA and LLB (third in law school class)
- Known for "firsts": first woman Associate Justice of SCOTUS, first female majority leader of a state senate in the U.S. and first American woman Chancellor of W&M.
- Among other publications, wrote *Lazy B* (2002) (autobiography of her early years on an Arizona cattle ranch) and *Out of Order: Stories from the History of the Supreme Court* (2013).
- Civic service included chair of the Jamestown 2007 celebration, Rockefeller Foundation board trustee, National Constitution Center board trustee, founding co-chair of the National Advisory Board at the National Institute for Civil Discourse and founder of the Sandra Day O'Connor Institute for civics education.
- Recipient of numerous honorary degrees, Hall of Fame inductions, named institutions and buildings and awards – including Presidential Medal of Freedom (2009) and honorary PBK membership at W&M (2008).

Main sources consulted:

"Sandra Day O'Connor", Oyez, [www.oyez.org/justices/sandra\\_day\\_oconnor](http://www.oyez.org/justices/sandra_day_oconnor)

<sup>9</sup> Legal Defense Fund Director-Counsels, "Thurgood Marshall, 1940 - 1961," [<https://www.naacpldf.org/about-us/history/thurgood-marshall/>]



O'Connor, Sandra Day and Day, H. Alan. *Lazy B: Growing up on a Cattle Ranch in the American West* (2002)

O'Connor, Sandra Day. *The Majesty of the Law: Reflections of a Supreme Court Justice* (2003)

Other: [npr.org](https://www.npr.org/); [oconnorinstitute.org](https://oconnorinstitute.org/); [en.wikipedia.org](https://en.wikipedia.org/)

### John Charles Thomas

- Jurist and Attorney
- 1950-Present
- Long-serving member of W&M Board of Visitors (2006–2017), Law School Commencement speaker (2012), Opening Convocation speaker (2017), panelist on the state of diversity at W&M, speaker at the Law School's first African American Alumni Celebration and lecturer on the science of persuasion and other topics
- First black Justice on the Virginia Supreme Court and, at age 32, the youngest person to be appointed to that position (1983-1989)
- Educated at the University of Virginia – BA (with distinction) and JD
- Currently Senior Partner at Hunton Andrews Kurth in Richmond, focusing on mediation and appellate matters, and was the first African American to join that firm and first black partner in 1982
- Selected as a Best Lawyer for Appellate Practice in Virginia (2007 – 2020) and named among the Legal Elite for Appellate Law (2011-2019)
- Trustee emeritus of The Thomas Jefferson Foundation, Hampton University Commencement speaker (2014), instructor at UVA Law School, Jurist in Residence at Gonzaga Law School and frequent speaker on legal topics in the US and internationally
- Recipient of the 2016 Baliles Distinguished Service Award, the highest honor of the Virginia Bar Association, for exceptional service and contributions to the bar and public at large
- Recited his works of published poetry at Carnegie Hall

Main sources consulted:

"Former Virginia Supreme Court Justice John Charles Thomas to speak at Convocation," William & Mary News (June 6, 2017)

"Thomas Accepts Top VBA Honor," Virginia Bar Association News (February 2, 2016)

"John Charles Thomas," Blackpast.org, P. Besel (March 3, 2018)

Other: [huntonak.com](https://www.huntonak.com/); [superlawyers.com](https://superlawyers.com/); [en.wikipedia.org](https://en.wikipedia.org/)

### Edward Travis

- Edward Travis was the first African American to graduate from both W&M and the Law School. Travis was not allowed to live on campus during his time as a student, though he persisted through this setback despite little welcoming support. Travis contributes to both the Mission of W&M and diversity of campus. Through his connections to the Law School, Travis's name could be relevant to spaces in the graduate school.
- 1911-1960
- He entered W&M's Law School 1951 and graduated with a B.C.L. in 1954
- Graduated from Florida A&M in 1940
- W&M Board of Visitors member Barbara Johnson spoke at an unveiling of a portrait of Travis at W&M Law School in 2018, describing Travis "as a life-long educator and a successful businessman who forged a legacy rooted in service and as a builder of other people's lives. As the only African American law student in the segregated early 1950s, he was not allowed to live on campus and had no support group to make him feel welcome. Still, he persisted."

Main sources consulted:

[W&M Law School unveils portrait of first African-American graduate](#), W&M News (March 13, 2018)

### Unnamed

- There are 90 named people and 98 unnamed people on W&M's rolls of the enslaved, as of summer 2020. While this literal dehumanization is abhorrent, the university has an opportunity to both honor those who went "unnamed" while helping to build the university and provide a building with an unforgettable namesake. While the inspiration behind namesakes can ultimately fade from common knowledge, it would be impossible for this to happen with a building dedicated to Unnamed.

### Hulon Willis

- First African American student to enroll at W&M, though not the first to receive a degree. He began a summer graduate program in Education focused on Physical Education in 1951, from which he received a Master's in Education in 1956.
- Widely remembered fondly as a servant of his community and a life-long devotee of education and service.
- Amanda Cirillo: "Hulon Willis' legacy lives on in the many ways he impacted the lives of others, whether it was as a soldier, teacher, coach, sensei, or husband and father."<sup>10</sup>
- The addition of Willis will increase the diversity of named entities that honor alumni. He does have a space dedicated to him at the School of Education.

<sup>10</sup> Cirillo, Amanda, M.Ed. '18, "A Pioneer and a Legacy that Keeps on Giving," *William & Mary School of Education News*, January 25, 2018. [<https://education.wm.edu/news/news-archive/2018/a-pioneer-and-a-legacy-that-keeps-on-giving.php>]



- Research has been conducted into Willis's life by the faculty, The Lemon Project, the School of Education and Swem.
- Born in Pittsburgh in 1922. He played football and was captain of his high school team, "a team with only two black players in a school with just three black students out of a graduating class of 200."<sup>11</sup> Willis started his education at Virginia State University in 1941 on a football scholarship but delayed his education to serve in the U.S. Army during World War II. He returned to earn his undergraduate degree in physical education in 1949.
- Applied, reluctantly according to his wife,<sup>12</sup> and was accepted to William & Mary in 1951, a process facilitated by two recent U.S. Supreme Court decisions (helped by another nominee Thurgood Marshall).<sup>13</sup> He began his degree in June 1951. His assigned advisor was Bernard E. Wilson, Chairman of the Department of Physical Education for Men. He finished his master's degree in 1956 after attending over four summers. Because of this, he was not the first African American to graduate from W&M. That title is held by Edward Travis, who graduated with a Bachelor's in Civil Law in 1954 in a fully racially integrated ceremony followed by a fully racially integrated reception at the Wren Building.<sup>14</sup>

According to Willis's wife Alyce, he was a constant trailblazer. "When he was invited to become a member of Kappa Delta Pi, one of the members told the director that he refused to be a member of an organization with a Negro...he was told that they regretted to lose him and Hulon was initiated in 1956." She also added that she and Hulon sat in the student section rather than in the end zone where other black spectators were segregated.<sup>15</sup> Further, Willis was asked to speak regularly in subsequent years and Black staff "greeted him with pride and joy and supported him 100 percent plus."<sup>16</sup>

- Returned to Virginia State after graduation and served as a professor of health and physical education as well as director of campus police.

He is also credited with bringing martial arts to the area. "He served as the first — and at the time, the only — Black man on the board of directors for the United States Karate Association. He taught karate to law enforcement, which caused some friction in the black community. "They thought I was giving the police a weapon to use against us," recalled Willis in a contemporary article in *Ebony* magazine, and he was branded a traitor by local civil rights workers."<sup>17</sup> This caused quite a bit of consternation at the time, but according to Willis this training led to a decrease in police violence.

- "Willis stayed actively involved in the William & Mary community after graduation, becoming a member of the local Alumni Association chapter, the Parents' Association Steering

Committee, and the university's STEP program, a precursor to current minority student recruitment initiatives."<sup>18</sup>

His son Hulon L. Willis Jr. '77 and granddaughter Mica Willis '13 are also alums.

- Given that Willis is such a public figure in William & Mary's history, research has been conducted into his life. However, given the time constraints, additional research before the publication of this report was not possible. With that caveat in mind, to date no negative publicity about Willis has been discovered, though that possibility is always present.
- Something in athletics, recreation or physical education would make the most sense to rename for Willis.

Main sources consulted:

"Brave Enough to be First: Exploring 50 Years of African Americans in Residence at William & Mary" [<https://exhibits.libraries.wm.edu/exhibits/show/brave-enough/unfortunate-history/desegregation-begins>]

Cirillo, Amanda, M.Ed. '18, "A Pioneer and a Legacy that Keeps on Giving," *William & Mary School of Education News* (January 25, 2018) [<https://education.wm.edu/news/news-archive/2018/a-pioneer-and-a-legacy-that-keeps-on-giving.php>]

McLendon, Jacquelyn Y. *Building on the Legacy: African Americans at William & Mary: An Illustrated History of 50 Years and Beyond* (2019)

Willis, Sr., Hulon "Prejudice in the Martial Arts," *Black Belt* (December 1968)

"Hulon Willis, Founder of Phoenix Karatedo" [<http://www.australiankyokushin.com/biographies/hwillis.htm>]

Zagursky, Erin "University Collection named for Hulon Willis, Sr.," *William & Mary News* (October 27, 2010) [<https://www.wm.edu/news/stories/2010/university-collection-named-for-hulon-willis-sr.-123.php>]

## Hatsuye Yamasaki

- From Washington, D.C.
- First Asian woman to enroll at W&M in 1933. Graduated 1937.
- An active student leader, she was the president of Brown Hall and was a member of the Judicial Council and the Women's Sophomore Tribunal, Spanish Club Secretary, an Intramural Sports Representative and on the Indian Handbook staff.

<sup>11</sup> Crillo, "Pioneer and Legacy."

<sup>12</sup> McLendon, *Building on the Legacy*, 23.

<sup>13</sup> Sweatt v. Painter, 339 U.S. 629; McLaurin v. Oklahoma State Regents, 339 U.S. 637.

<sup>14</sup> J.H. Knight, "First Negro is Awarded William & Mary Degree," *New Journal and Guide*, 28 August 1954.

<sup>15</sup> Crillo, "Pioneer and Legacy."

<sup>16</sup> McLendon, *Building on the Legacy*, 23.

<sup>17</sup> Crillo, "Pioneer and Legacy."

<sup>18</sup> Crillo, "Pioneer and Legacy."



**Appendix IV**  
Table with List of Prioritized Names and Biographies



<b>Name</b>  [Sources for each entry are detailed in the full bios, Appendix III]	<b>Principal Legacy</b>	<b>Represent W&amp;M's diverse constituencies?</b>	<b>Represent mission and values of W&amp;M?</b>	<b>Increase diversity of honors across campus?</b>	<b>Decision to rename should meet a high standard.</b>	<b>Relevant to space, program, or unit where it is being used?</b>
<b>Boswell, John Eastburn</b> (1947-1994) -Alum, '69. -Historian of sexuality in Medieval Period. -Beloved History Professor, Yale 1975-1994. -Founded Lesbian and Gay Studies Center, 1987. -Died of AIDS in 1994.	Scholar, mentor, advocate, teacher	LGBTQ	Yes	Yes. There are no spaces named for an LGBTQ person or person with AIDS.	Boswell is a public figure in academia whose work has been scrutinized heavily.	James Blair Hall is ideal given existing Blair statue and Tyler Garden.
<b>Brown, David M.</b> (1956-2003) -Alum, '78 -Educated VA public school system, W&M (B.S. Biology), student-athlete (gymnastics), MD Eastern VA Med School. -U.S. Navy Captain, aviator, flight surgeon, NASA Astronaut (killed in line of duty, Space Shuttle Columbia). -awarded Congressional Space Medal of Honor and the NASA Distinguished Service Medal. -First posthumous award W&M Alumni Association Alumni Medallion	Military Officer, Astronaut, Distinguished W&M Alumnus	White male, military	Yes	No	Brown's life and service has been scrutinized heavily.	In recognition of his educational background and lifetime service, appropriate spaces for naming could include the medical complex on North Henry Street or a building/space at the Integrated Science Center
<b>Carter, Miriam Johnson</b> (1909-1990) -Gloucester native. -1947 worked to desegregate busses in VA. -1955 admitted to W&M Law whilst on sabbatical making her first Black woman admitted to W&M. -grandchildren graduated from W&M.	Student, integrator, activist, teacher	BIPOC Woman	Yes	Yes	Carter's life has been researched by faculty at W&M.	
<b>Chen, Pu-Kao</b> (unknown) -Alum, '23. -From Shanghai, China.	Student, Integrator	Asian-American , BIPOC	Yes	Yes	More research ongoing.	



-First intl., Asian-American, and student of color.						
<b>DeRozarro, John Wallace</b> (1787- ?) -Free Black man, Williamsburg and Richmond resident. -1806 Recommended as “an excellent gunsmith and stocker.” -1807 asked “in strongest Solicitude to attend the Lectures in College.”	Local, eager learner, worker	BIPOC, of African descent.	It appears so from extant sources.	Yes	More research ongoing by Lemon Project.	
<b>Engs, Robert Francis</b> (1943-2013) -Visiting Distinguished Professor of History, W&M. -Consulting Scholar, Lemon Project: A Journey of Reconciliation. -Emeritus Professor of History, University of Pennsylvania.	Intellectual leader, Educator, Author	BIPOC	Yes	Yes	Public figure, thoroughly researched.	Most relevant to History, Lemon Project, or Memorial to the Enslaved
<b>Harris, Samuel and Joanna</b> Samuel (1852-1904) Joanna (1858-1920) -Both born in Richmond. -1873, relocated to Williamsburg. -1874, opened “Harris’ Cheap Store.” -Samuel served as Commissioner of Revenue and School Board Trustee. -1897, purchased shares to found Peninsula Bank of Williamsburg. -Loaned money to former President Ewell. No evidence to suggest loaning money to College.	Entrepreneurs and Business/Community Leaders	BIPOC	Yes	Yes	Yes, and research ongoing.	Building or space aligned with the School of Business.
<b>Johnson, Katherine</b> (1918-2020) -Skilled mathematician, began high school at 13. -First to racially integrate WVU graduate math program. -1952 joined NACA’s (renamed NASA) Langley laboratory and spent four years analyzing flight	Mathematician, activist, local	BIPOC	Yes	Yes	Johnson is a public figure and has been thoroughly researched.	Integrated Science Center or spaces associated with Mathematics.



<p>data. Relocated to Newport News, 1953.</p> <p>-1962, confirmed calculations leading to success for John Glenn's orbital mission, turning point in the space race.</p> <p>-2015, awarded the Presidential Medal of Freedom by President Obama.</p>						
<p><b>Lafayette, James</b> (1748-1832)</p> <p>-Born enslaved in New Kent County.</p> <p>-1781, served under General Lafayette, tasked with spying on Benedict Arnold. Supplied valuable information on British military strategies.</p> <p>-1782, Virginia "manumission act" freeing all slaves who fought for Revolutionary Army. As spy, not soldier, James was not freed.</p> <p>-1787, General Assembly granted James' freedom after support from William Armistead (delegate) and General Lafayette.</p> <p>-James became wealthy farmer.</p>	Patriot	BIPOC	Yes	Yes	Research ongoing.	
<p><b>Lewis, John Robert</b> (1940-2020)</p> <p>-1961, Freedom Rider.</p> <p>-1963, helped organize March on Washington.</p> <p>-Founding member of Student Nonviolent Coordinating Committee.</p> <p>-1987-2020, U.S. House of Representatives.</p> <p>-2003, Honorary W&amp;M degree.</p> <p>-2005, Convocation speaker.</p> <p>-2011, Presidential Medal of Freedom.</p>	Civil Rights Leader, Statesman, Author	BIPOC	Yes	Yes	Public figure, thoroughly researched.	Extensively recognized across the country. Renaming for Lewis should not be prioritized above other lesser-known people on this list.



<b>Marshall, Thurgood</b> (1908-1993) -1940, NAACP Legal Defense Fund. -1954, argued Brown v. Board before SCOTUS. -1967, first Black SCOTUS Justice.	Jurist, attorney, advocate, civil rights icon	BIPOC	Yes	Yes	Marshall is a very public figure whose life and career has been researched extensively.	Law School. Marshall is honored extensively, should not be prioritized above lesser-known people on this list.
<b>O'Connor, Sandra Day</b> (1930-Present) -2005-2012, W&M's 23 <sup>rd</sup> Chancellor. -2006, 2010, W&M Law School Commencement speaker. - 1981-2006, Associate Justice SCOTUS. -2007, Chair of Jamestown Celebration. -2009 Presidential Medal of Freedom. -2008 PBK Membership W&M.	Jurist, Attorney, Politician and Author	Woman	Yes	Yes	O'Connor is a very public figure and has been researched extensively.	Law School. O'Connor is honored extensively across the US. She should not be prioritized over other lesser-known people on this list.
<b>Thomas, John Charles</b> (1950-Present) -1983-1989, First Black Justice, VA Supreme Court. -2006-2017, W&M BOV. -2007 – 2020, Best Lawyer, Appellate Practice in Virginia. -2011-2019 named among Legal Elite, Appellate Law. -2012, W&M Law School Commencement speaker. -2017, W&M Convocation Speaker.	Jurist, Attorney	BIPOC	Yes	Yes	Thomas is a public figure and has been researched extensively	Law School has most relevance.
<b>Travis, Edward</b> (1911-1960) -1940 Graduate Florida A&M -1954 First Black graduate of W&M's law school.	Educator, Businessman, Integrator	BIPOC	Yes	Yes	Travis has been researched thoroughly by faculty at W&M	Law School has most relevance.
<b>Unnamed</b> -98 unnamed people on W&M's roles of the enslaved.		Assumed African descent	Perhaps, though little is known about the lives of those unnamed.	Yes	Little research is possible, though the process continues via the Lemon Project.	An "unnamed" space would provide an unforgettable namesake, but would need signage and contextualization to explain "unnamed."



<b>Willis, Hulon</b> (1922-1989) -1951 First Black student enrolled W&M -1956 MA in Education from W&M. -Professor of Health Education and Director of Campus Police at VA State University. - Son ('77) and granddaughter ('13) are alums.	Student, athlete, integrator, Sensei, educator, activist	BIPOC	Yes	Yes	Willis has been researched by faculty, Lemon Project, School of Ed, and Swem.	School of Ed or a space related to Athletics
<b>Yamasaki, Hatsuye</b> (unknown) -alum, '37 -First Asian woman enrolled at W&M. -active student leader, she was the president of Brown Hall and was a member of the Judicial Council and the Women's Sophomore Tribunal, Spanish Club Secretary, an Intramural Sports Representative, and on the Indian Handbook staff.	Student leader	Asian woman	Tentatively, yes. Little is known about her life and more research is needed.	Yes	More research is needed.	



# Appendix V

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The following lists include additional names that might be considered for naming and renaming and need further research. The Asian Pacific Islander American names are the result of the work of Francis Tanglo Aguas and associates. The selection of Native American names on campus should be undertaken in consultation with the wider indigenous community. W&M's Mattachine Society project should be consulted for LGBTQIA+ leaders and representatives. The list of individuals enslaved by William & Mary come from research conducted by the Lemon Project: A Journey of Reconciliation.

**List 1: Possible Names To Be Considered** (The university, through the Campus Design Review Board, invites submissions to the list and will consult the list when opportunities for naming and renaming arise. All must be vetted based on criteria developed by the PNR Working Group and Design Imperatives and Principles approved by the Board of Visitors.)

## **African Americans Associated with William & Mary**

Henry Billups – worked at W&M from ca. 1888–1954

Mike Tomlin '95 '08 – head coach NFL, Pittsburgh Steelers, youngest coach to win a Super Bowl

## **Native American Names Associated with William & Mary**

Thomasina E. Jordan – Wampanoag tribal member/Red Hawk Woman. The 2028 tribal federal recognition bill for six Virginia tribes was named in her honor.

Tsenacommacah – The Powhatan word for homeland or this area where W&M is sited.

Powhatan

Algonquain

## **Asian Pacific Islander American Names Associated with William & Mary**

Art Matsu – (class of 1928) is generally believed to be the first Asian American student to attend William & Mary

## **African Americans with Ties to Williamsburg**

Recognizing individuals who served the Greater Williamsburg community would send a strong message about William & Mary's commitment to becoming a good neighbor. These are a few ideas, but if this idea is accepted, the Greater Williamsburg community should be invited to suggest names.

Clara Byrd Baker – Williamsburg teacher and civic leader

Dr. James Blaine Blayton – physician and Alleyne Houser Blayton – children's and civil rights activist

John Cary – first African American on the Williamsburg City Council served from 1888-1890 (appointed); owned a barbershop located on Duke of Gloucester St.

Gowan Pamphlet – preacher and founder of First Baptist Church, Scotland St. Williamsburg, VA

Cleve (Cleveland) Francis – W&M alumnus, Doctor and musician

## **African Americans with Ties to Virginia**

Ella Baker – civil rights leader; SNCC, SCLC, NAACP

Frank Baker, Shepard Mallory and James Townsend – self-emancipated May 24, 1861, and forced the hand of the United States as Contraband became an instrument of leverage in the war.

Ella Fitzgerald – singer, born in Newport News, Virginia

Oliver Hill Sr. – civil rights attorney

Barbara Johns – led student strike for a better school for Black students in Prince Edward County; led to county's involvement with *Brown v. Board*

Robert Russa Moton – educator; administrator at Hampton Institute and Tuskegee Institute

J. Rupert Picott – educator, Virginia Teachers Association

Gabriel Prosser – enslaved blacksmith and leader of thwarted "rebellion"

Thomas Tucker – Petersburg possibly descendant St. George Tucker first law professor

Nat Turner – leader of a rebellion in Southampton County

Charles Sherrod – Virginian; civil rights leader; one of SNCC founders

Carter G. Woodson – historian; author of *The Miseducation of the Negro*, Association for the Study of Afro-American Life and History

## **African Americans with National Ties**

Benjamin Banneker – almanac author, surveyor, farmer

Dr. Roosevelt Calbert – first to make large NSF awards to African American scientists

Elijah McCoy – Canadian born inventor, patented a self-oiling device for locomotives

Rosa Parks – civil rights leader; Montgomery Bus Boycott



General Colin Powell – Four-star general; first African American Secretary of State; alumni parent

William Monroe Trotter – Black descendant of Thomas Jefferson, newspaper editor, civil rights leader

### White Americans

Robert Gates '65 – former U.S. Secretary of Defense; Chancellor from 2012 until the present

Justice Ruth Bader Ginsberg – Justice of the United States Supreme Court

William Small – professor of natural philosophy and mathematics at William & Mary (1734-1775), mentor to Thomas Jefferson. At present, the Department of Physics is housed in Small Hall. There is a suggestion to rename it William Small Hall, to be more specific regarding which Small is being recognized. A number of buildings on campus have a single name associated with them; and this is a contextualization example.

Joel Elias Spingarn – American educator, literary critic and civil rights activist

Ellen Stofan '83 – Chief Scientist NASA. Director of the Air & Space Museum of the Smithsonian

Margaret Thatcher – former Prime Minister of the United Kingdom; first female Chancellor of William & Mary from 1993 until 2000.

### Permanent and/or Placeholder Names

Legacy

Emancipation

Laborers

Workers

Freedom

Independence Hall

Change Makers Hall (or variant)

Justice

Hope

Unity

Equality

Chancellor's Hall

### List 2: Chronological List of Enslaved People at William & Mary as of May 7, 2020

The Working Group also calls attention to the enslaved individuals who labored at William & Mary. Many of their names appeared in a chronological list from 2019 in *The Lemon Project: A Journey of Reconciliation Report of the First Eight Years*. Since publication of that report, ongoing W&M research brings the total number to 188 enslaved individuals.

NAME	YEAR
Unnamed man	1702
Unnamed woman	1702
Price	1704
Unnamed person	1705
Unnamed person	1716
Unnamed person	1718
Unnamed person	1718
Unnamed person	1718
Unnamed person	1718
Unnamed person	1718
Unnamed person	1718
Unnamed person	1718
Unnamed person	1718
Unnamed person	1718
Unnamed person	1718
Unnamed person	1718
Unnamed person	1718
Unnamed person	1718
Unnamed person	1718
Unnamed person	1718
Ben	1734
Glasgow	1749
Margaret	1749
Andrew	1753
Catherine	1753
Elizabeth	1753
James	1753
Unnamed man	1754
Unnamed man	1754
Unnamed man	1754
Unnamed man	1754
Unnamed man	1754
Unnamed man	1754
Unnamed man	1754
Unnamed man	1754
Unnamed man	1755
Unnamed man	1755
Unnamed man	1757
Unnamed man	1760
Unnamed man	1760
Unnamed man	1761
Unnamed man	1761
Unnamed man	1762
Unnamed man	1762
Molly	1763
Molly's son	1763



Unnamed man	1763	Unnamed person sold	1777	Annis	1821
William	1765	Unnamed person sold	1777	Betsy	1821
Belinda	1766	Unnamed person sold	1777	Harriet	1821
Daniel	1766	Unnamed person sold	1777	Abram	1828
Elizabeth	1766	Unnamed person sold	1777	Peyton	1829
Fanny	1766	Unnamed person sold	1777	Unnamed Man	1829
Jenny	1766	Unnamed person sold	1777	Canady	1838
Molly	1766	Unnamed person sold	1777	Kennedy?	1838
Peggy	1766	Unnamed person sold	1777	Guthrie	1838
Phyllis	1766	Unnamed person sold	1777	Hunt	1838
Robin	1766	Unnamed person sold	1777	Joe	1838
Sharlot	1766	Unnamed person sold	1777	William	1838
Tom Mask	1766	Unnamed person sold	1777	Unnamed man	1851
William	1766	Unnamed person sold	1777	Unnamed man	1852
Charlotte	1768	Unnamed person sold	1777	John	1854
Elizabeth	1768	Unnamed person sold	1777	Greenough	1854
Ephra	1768	Unnamed person sold	1777	Unnamed person	1857
Frank Addison	1768	Unnamed person sold	1777		
Frankey	1768	Unnamed person sold	1777		
Lucy	1768	Unnamed person sold	1777		
Nanny	1768	Unnamed person sold	1777		
Priscilla	1768	Unnamed person sold	1777		
Suckey	1768	Unnamed person sold	1777		
Unnamed cooper	1768	Adam	1777		
Unnamed man	1768	Bob	1777		
Unnamed man	1768	Nero	1777		
Unnamed man	1770	Unnamed person	1777		
Unnamed man	1770	Unnamed person	1777		
Unnamed man	1770	Unnamed person	1777		
Unnamed wheelwright	1770	Unnamed man	1777		
Unnamed wood cutter	1770	Unnamed man	1777		
Unnamed 'glaziers'	1770	Unnamed man	1777		
Unnamed wood cutter	1770	Joshua	1779		
Unnamed man	1772	Betty	1780		
Frank	1772	Daniel	1780		
Jack	1773	Dick	1780		
Unnamed woman	1773	Effy	1780		
Unnamed man	1773	Gerrel	1780		
Amy	1774	Gerrel	1780		
Isaac Bee	1774	James	1780		
Unnamed woman	1774	Kate	1780		
Unnamed woman	1774	Lemon	1780		
Unnamed person	1774	Letty	1780		
Lamb (deceased)	1775	Lucy	1780		
Wilson	1775	Mass	1780		
Unnamed man	1775	Nanny	1780		
Unnamed man	1775	Nedd	1780		
Unnamed woman	1775	Pompey	1780		
Unnamed person	1775	Winkfield	1780		
Unnamed person	1775	Andrew	1782		
Unnamed woman	1775	Molly	1782		
Unnamed person	1775	Antony	1785		
Unnamed person	1775	Franky	1785		
Unnamed person sold	1777	Charles	1805		
Unnamed person sold	1777	Marcia	1808		
Unnamed person sold	1777	Cato	1808		
Unnamed person sold	1777	Lewis	1808		
Unnamed person sold	1777	Phill	1809		
Unnamed person sold	1777	Edy	1812		
Unnamed person sold	1777	Kitt	1820		



## REFERENCES

The Lemon Project: A Journey of Reconciliation, named after one of those enslaved by William & Mary, is a research effort established by the Board of Visitors through a [Resolution](#) in 2009. That Resolution acknowledged “the institution’s role as a slaveholder and proponent of Jim Crow.” The Working Group on Naming and Renaming referenced findings and recommendations reported on by The Lemon Project; especially options for names to be considered for naming or renaming.

Moretti-Langholtz, Danielle & Woodard, Buck. *Building the Brafferton: The Founding, Funding, and Legacy of America’s Indian School* (William & Mary, 2019)

*Record Book of William and Mary College, 1846-1879:*

January 18th 1859 Regular Meeting of the Faculty  
Resolved - That the portion of the College land in the rear of the Presidents garden ... be set apart as a burying ground for the Professors of the College, their families & the Students, and be called the College Cemetery.  
Resolved - That Mr. Ewell be allowed to transfer the remains of his father and of such other members of his family as he may think proper to College Cemetery.

The Papers of Thomas Jefferson Digital Edition, The University of Virginia Press, <https://rotunda.upress.virginia.edu/founders/TSJN.html>

Merrill Peterson, *The Political Writings of Thomas Jefferson*, (Charlottesville: TJMF, 1993)

Thomas Jefferson, *Notes on the State of Virginia* (1785) ed. Frank Shuffelton, (New York: Penguin, 1999)

Clemson University Policy: Naming of Facilities and Erecting Plaques, Monuments, Major Markers and Artwork <https://www.clemson.edu/administration/bot/Policies/naming-erecting.html>

University of Virginia President’s Commission on the University in the Age of Segregation <https://segregation.virginia.edu/>

Yale University Committee to Establish Principles on Renaming [https://president.yale.edu/sites/default/files/files/CEPR\\_FINAL\\_12-2-16.pdf](https://president.yale.edu/sites/default/files/files/CEPR_FINAL_12-2-16.pdf)

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WILLIAM & MARY

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COVER ART

Title: "All of Us" by Warren W. Buck III  
*Watercolor and pencil on paper.*