

The Wellspring

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Inclusion is the Wellspring of Democracy

Robert M. Hearin Support Foundation to give \$1.25 Million to Winter Institute

by Deidra Jackson

OXFORD, Miss. – The successful work of the William Winter Institute for Racial Reconciliation at The University of Mississippi has received a big boost thanks to a multi-year \$1.25 million grant from the Robert M. Hearin Support Foundation of Jackson.

This gift will help the institute continue its ambitious mission throughout the region that helps promote community development, public service and educational advancement through collaborations with civic leaders and community residents of all races and cultures.

Half of this grant will be provided outright to support operational funds, additional staff support, and an expansion of services by the Institute over the next five years, whereas the remaining amount is given as a challenge grant to help establish an endowment for the Institute's benefit. UM will be responsible for securing funds for each of the next five years to match the grant funds earmarked by the Robert M. Hearin Support Foundation for operations. A key component of the challenge grant is to continue increasing awareness and grassroots private support from individuals, corporations, and foundations across our state and region.

"[The funding] represents the basis on which we will be able to proceed to accomplish the very important mission that has been defined for us," said former Gov. William Winter, the Institute's namesake. "These resources will enable us to get into communities throughout this region

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Answering the Call

by William F. Winter

The Institute has just experienced its most productive and rewarding series of events since its inception. Of major significance is the \$1,250,000 challenge grant from the Hearin Foundation. This does much to put the Institute on a stable financial footing for the next five years while we continue to build a solid record of accomplishment and gain additional support.



In the meantime under the tireless efforts of Executive Director Susan Glisson the Institute has demonstrated its capacity to work effectively with

local citizens to help heal old wounds in places like Neshoba County. This is but one of many communities which have sought and welcomed our role as an “honest broker” in bringing people together. This will remain one of our top priorities.

At this time the Institute is working on most of the state’s university and college campuses and in a number of high schools to provide opportunities for students of all racial backgrounds to work together on common goals.

So far the response to our efforts has been nothing short of overwhelming. That response demonstrates how important the work of the Institute is and how much more support is needed. To the many who have answered the call so far we express our gratitude.

A Moment of Recognition

by Susan M. Glisson

“Why open old wounds?” This question is often asked in discussions about race relations, and I have had time to ponder an answer over the last three months in drives down to Neshoba County. The Institute is helping a broad-based tri-racial task force implement plans to commemorate the deaths of three civil rights workers murdered in the area at the start of Freedom Summer forty years ago. A new leadership in the county is building on the efforts of committed local advocates who have long memorialized the lives of the three young men. These groups have come together through the task force and are building bridges in this haunted community. We are honored to support their efforts.

Still, this question of the past and how it should be addressed lingers. This April marked the tenth anniversary of the Rwandan genocide. In a three-month period, approximately ten percent of the population was murdered in a state-sponsored onslaught that targeted members of minority groups in the country. There has been no history education in Rwanda since the 1994 genocide.

According to Facing History and Ourselves, one of our new partners who is working in Rwanda, this June, “a team of scholars, curriculum specialists, parents, students, teachers and representatives from the ministry of education will gather to discuss the history curriculum. They will work toward the development of teaching methodologies that reflect democrat-



ic practice.” For Rwanda, it is crucial to investigate the ways in which education can prevent the stereotypes and assumptions that lead a people to believe so strongly in the inferiority of another that they sanction murder.

It is for these pragmatic reasons that we must engage in honest appraisals of the past, so that we can educate new generations to live in a democratic, nonviolent world. This justification alone is valuable, and yet there are deeper, more hallowed reasons to examine our past. Theologian Stanley Hauerwas has argued boldly that societies cannot have peace if they forget the wrongs committed in the past. He understands the great challenge of this assertion, asking “[A]fter all, what do you do when what has been done is so wrong there is nothing you can do to make it right?”

One strategy has been silence—the refusal to speak of or acknowledge the wounds that exist—a tactic that allows the guilt associated with them to fester. In this silence, we cannot truly know each other; instead we can relate to each other only through assumptions and prejudices that prevent meaningful dialogue and action. Our identities become ironically tied to each other, yet within our own webs of misunderstanding.

In the midst of such confusion lies the moral emotion that infuses the desire for revenge. As historian Michael Ignatieff observed in an analysis of the Serbian-Croatian conflict, “[R]evenge—morally considered—is a desire to keep

faith with the dead, to honor their memory by taking up their cause where they left off. Reconciliation has no chance against vengeance,” he argues, “unless it respects the emotions that sustain vengeance, unless it can replace the respect entailed in vengeance with the rituals in which communities once at war learn to mourn their dead together.”

On June 20, the people of Neshoba County—black, white, and Choctaw—honored the memories of James Chaney, Andrew Goodman, and Michael Schwerner. In an appropriate healing ritual, a new coalition of leaders in the community publicly acknowledged the injustice of their deaths and the righteousness of their cause. It was a ceremony that ultimately took decades to plan, as the community has dealt with the legacies of violence and freedom in their midst. We join with Neshoba County to honor these noble dead and applaud a torn community rebuilding and healing itself.

In the end, such ceremonies can help us to re-evaluate who we are and what values we should hold. Writer James Baldwin said, “If I am not who you say I am, then you are not who you think you are.” Reconciliation is the courageous task of reconsidering who our neighbors are as well as ourselves. As Ignatieff suggests, “It is not a sense of radical difference that leads to conflict with others, but the refusal to admit a moment of recognition.” We invite you to join us in this reconciling journey of rediscovery.



PHOTO BY C. TODD SHERMAN/DAILY JOURNAL

Philadelphia Coalition

The broad-based, multi-racial task force is charged with planning the public commemoration on June 20, 2004, planning an appropriate public memorial to the civil rights workers in Neshoba County and establishing a perpetual structure that will foster racial harmony and reconciliation.

On May 26, the Coalition, pictured here, called for justice in the murders of the three workers killed in their community.

Different Methods for Dialogue and Action Employed Throughout the State

by Nash Molpus

Over the course of this last winter and spring, the Institute has visited several new communities, using different methods of dialogue to initiate discussion on race relations. In January, University counselors Billy Barrios, Susannah Dakin, and Dean Worsham, along with director Susan Glisson, conducted a one-day workshop in Mathiston, Mississippi. The Way of the Heart program trains people to attain true human community by healing past and present wounds of racial separateness. The workshop was given as a part of the Leadership Plenty Statewide training program for four counties: Carroll,



PHOTO BY NASH MOLPUS

Clarksdale students in the CURET program interview a local resident.

Choctaw, Montgomery, and Webster.

In March, residents from Sharkey and Issaquena Counties participated in a story circle led by Susan Glisson. The story circle process brings members of the community together to strengthen their understanding of each other and their heritage. Each member of the circle tells a story on an agreed topic while the rest of the circle listens and reflects. Twenty people attended the story circle that was initiated by Sharkey and Issaquena Academy. The two counties are coming together to identify common projects. Linda Dick said, “There was a point in time when we couldn’t move forward. The Institute was able to give us perspective, keep us going, and energize us. It could not have been more helpful.”

Also in March, Dr. Glisson conducted a cultural mapping exercise with the Cleveland Youth Council. Students from two public high schools and a private academy participated in the event. The exercise moves students around the room as they answer questions. These questions lead to discussion about differences and commonalities. Sarah Leonard, coordinator of the

Cleveland Youth Council said, “The cultural mapping exercise was great for my group, which is very diverse. They saw themselves and each other in ways they hadn’t thought about before. For some, they had never considered their socio-economic background and were unsure of how to categorize themselves. For others, they were shocked to learn that while everyone in the group was Christian, there were multiple denominations.”

Reflecting on the activity, East Side High School junior Narissa said, “We’re all living in little boxes and you never know what’s outside the box until you go find it.” While there were differences of opinion everyone learned something. Bayou Academy junior Ellie Brown summed up her observations of the exercise by saying, “We’re all in our little groups, but we’re united as the Cleveland Youth Council.”

Neshoba County is using an examination of the tragic deaths of three civil rights workers on June 21, 1964, to bring communities together. A broad-based, multi-ethnic local task force is working to commemorate the lives of the three workers, James Chaney, Andrew Goodman, and Michael Schwerner, to try and acknowledge the wrongs of the past so they are not repeated. Since February, the Winter Institute has acted as a special liaison to the task force, helping conduct meetings and carrying out planning for commemorative services on June 20. The Institute also helped the tourism council produce an African American history and civil rights tour brochure and is conducting oral histories of residents of Philadelphia. Leroy Clemons, president of the Neshoba NAACP and co-chair of the Philadelphia Coalition task



PHOTO BY SUSAN GLISSON

Philadelphia Coalition meets in Neshoba County.

force said, “Without the Winter Institute this community group would not have been possible because they have been the glue. The services of the Institute are invaluable.” For more information on the Philadelphia events, visit www.neshobajustice.com.

Creative Writing Course Offers Hope, Rehabilitation to Inmates

by D. Allan Mitchell

Mississippi's prison population currently hovers around 21,000, 70 percent of whom are African American. As a state, we have the second highest per capita rates of incarceration in the United States. This state currently spends an approximate average of \$17,000 to \$30,000 on each inmate. In comparison, Mississippi spends approximately \$6,000 on the average school pupil in this state.

Through the support of the William Winter Institute, the Mississippi Arts Commission and UM's Department

“Writing can play a role in penitence and redemption.”

of English, two Master of Fine Arts graduate students, Georgia-native Whitney Hubbard and Mississippi-native D. Allan Mitchell, have offered a writing course to eleven Marshall County Correctional Facility (MCCF) inmates.

MCCF is one of the five largest correctional facilities in the state and is privately run by the GEO Corporation. It is the home of between 900 and 1,000 minimum and medium security inmates for the state of Mississippi.

The instructors offer writing exercises for fiction and non-fiction and have helped conduct two training sessions on self and community interaction with the assistance of Dr. Billy Barrios, Susanna Dakin and Dean Worsham of UM's Counseling Center.

The course began three years ago under the auspices of the Department of English. It embraced the notion that writing and particularly creative writing, whether it is fiction, non-fiction, poetry or drama, can play a role in penitence and redemption. The course has since successfully graduated three cadres of students and donated approximately 2,000 books to the prison library.

Reconciliation does not just occur between college classmates and friends and neighbors. Reconciliation efforts must reach out to those on the margins of society. In the fall, we will share writing from the program.

Landmark Supreme Court Case Commemorated by Mississippi Youth

by Susan M. Glisson

This year marks the fiftieth anniversary of the historic *Brown v. Board of Education* decision which held that segregated schools are unconstitutional. Brown was composed of five cases from the locations of Delaware, Kansas, South Carolina, Virginia and Washington, D.C. There were almost 200 total plaintiffs, community activists at each site, and more than a dozen



attorneys involved in these historic cases.

In conjunction with the the Brown v. Board of Education 50th Anniversary Commission and National History Day, students in Mississippi in grades 6-12 were invited to write historical essays related to the Supreme Court's 1954 landmark decision in *Brown v.*

Board of Education. Essays had to relate to the theme *Exploration, Encounter, Exchange in History*.

Deiondra Lee, a sixteen-year old student from Columbia High School won the winning essay for “Encountering Civil Rights—Brown v. Board of Education.” We are pleased to commemorate this important court case and its legacy of inclusion as well as celebrating the accomplishment of this talented young person by printing Ms. Lee's essay on the following pages.

Encountering Civil Rights — Brown v. Board of Education

by Deiondrea Lee

In today's society, when most people think about attending school they think of joining people of different backgrounds and races to receive a solid education. However, going to school and receiving an education with another race has not always been so easy. During the 1950s, racial segregation among public schools was normal for America. Although each school in a district was presumed to be equal, white schools were above the level of most black schools. The segregation of schools, however, was ended when the landmark case of *Brown vs. Board of Education* caused the integration of public schools.

In 1951, an African American girl, Linda Brown, attended third grade at Monroe Elementary School in Topeka, Kansas. Each day she had to travel a mile to get to the Black elementary school, crossing a railroad yard and a busy street to wait for a rickety bus that would carry her to the segregated school. Although she endured such a long journey to get to her school, there was a White elementary school, Sumner Elementary School, only seven blocks away from her home. However, like schools in the Southern states, those in Topeka, Kansas, had been segregated since the 1890s when the Supreme Court's decision in *Plessy vs. Ferguson* set the legal precedent for the concept of "separate but equal." Nevertheless, Oliver Brown, Linda's father, tried to get Linda enrolled in Sumner Elementary School, and yet his effort was rejected when the principal of the school refused her enrollment. However, that did not cease Oliver Brown's attempt to get his daughter enrolled in the all white school.

Although the *Plessy vs. Ferguson* decision set the concept of "separate but equal" schools, the schools were far from equal but indeed separate. The parents of black students in the states of South Carolina, Delaware, and Virginia, also were trying to challenge the "separate but equal" principle during the same time that Oliver Brown looked to Topeka's branch of the National Association for the Advancement of Colored People (NAACP) for assistance. The NAACP had wanted to attack segregation for many years, but this case especially gave them reason to intervene. Imbalances in public schools were common in the South where black children sustained problems such as overcrowded classrooms, untrained teachers, and a lack of indoor plumbing and lighting. The NAACP's scheme was to demand that local governments provide African American children with facilities that were equal to those of the white children. On the other hand, Brown specifically went to McKinley Burnett, head of Topeka's branch of the NAACP, with his problem. Since the NAACP had long desired to challenge school segregation, it was more than avid to help the Browns. With

the complaint of Brown, it had "the right plaintiff at the right time" (Knappman 467). On June 25-26, 1951, the United States District Court for the District of Kansas heard Mr. Brown's case. Other black parents also joined Brown, and the NAACP requested a remedy that was an injunction to deter the segregation of public schools in Topeka. During the trial, the NAACP argued that the separation of black children and white children in public schools was sending the message to black children that they were inferior to the white children. Therefore, the education that the black and white children was receiving was not equal. Dr. Hugh W. Speer, one of the adept witnesses, testified that "...if the colored children are denied the experience in school of associating with white children, who represent 90 percent of our national society in which these colored children must live, then the colored child's curriculum is being greatly curtailed...any school curriculum cannot be equal under segregation" (Knappman 467). However, some others did not give credence to Dr. Speer's words.

On the other hand, the Board of Education argued that segregation in Kansas and in other states where the children attended school helped to prepare black children for the reality of what their adult lives would be like with segregation (Robinson 1). Another argument presented by the Board of Education was that segregation was not damaging to African American children since other well-known African Americans (for instance, Booker T. Washington and Frederick Douglass) gained achievements without attending a desegregated school. In August 1951, a federal panel consisting of three judges decided that the segregation of public schools had a "detrimental effect" on colored children (Knappman 468). Nevertheless, the judges also ruled that segregation was not illegal because Topeka schools had equal facilities and programs. They believed that the precedent of the *Plessy vs. Ferguson* case prevented them from issuing the injunction that was requested; therefore, they felt constrained to rule in favor of Topeka's Board of Education (Robinson 1). On October 1, 1951, the NAACP and Oliver Brown appealed the case, and their case was joined with similar cases of segregation in schools in Delaware, South Carolina, the District of Columbia, and Virginia. To show that racial segregation in public schools was not unique to the Southern states, the case was named after the case in Kansas. Although the case was first heard by the Supreme Court on December 9, 1952, it was left unsettled for a long period of time. They had a discussion over whether the *Plessy vs. Ferguson* case had debauched the interpretations of the Fourteenth Amendment. When the case

ard of Education

was heard again during December 7-8, 1953, the Court requested that “the circumstances surrounding the adoption of the Fourteenth Amendment in 1868” be discussed by both sides (Ziegler 76). When the case was heard again during this time, little was done to settle it. Therefore, in 1954 the Supreme Court made its decision based on whether or not desegregated schools deprived black students of equal protection before the law rather than whether or not the authors of the Fourteenth Amendment had schools with no segregation in mind when they wrote the amendment in 1868 (Zieger 78).

Brown and the NAACP had remarkable people supporting them. One of those people was special counsel Thurgood Marshall. He argued that segregation of schools was unconstitutional because it disgraced African Americans, therefore denying them the equal protection guaranteed by the Fourteenth Amendment (*We Shall Overcome* 1). [Thurgood Marshall later went on to become the first African American Supreme Court Justice.] Chief Justice Earl Warren agreed with Marshall and also argued for Brown and the NAACP. Ultimately, on May 17, 1954, a decision of the Court was read by Warren. The decision was “... Does segregation of children in public schools solely on the basis of race, even though the physical facilities may be equal, deprive the children of the minority group of equal educational opportunities? We believe that it does.... We conclude that in

the field of public education the doctrine of “separate but equal” has no place....” (Robinson 2). With the “separate but equal” doctrine struck down for public education, the desegregation of schools in America was required.



*NAACP special counsel
Thurgood Marshall*

The *Brown vs. Board of Education* decision did not solve the issue of segregation in other public places. Segregation was still very present in restaurants, bathrooms, and other such places. Although the case was over the desegregation of public schools, the decision oddly did not require public schools to be desegregated by a particular time. However, the *Brown vs.*

Board of Education decision did proclaim the permissive or required segregation that existed in twenty-one states unconstitutional (Huston). This notable case was a significant step towards the hope of public schools becoming completely desegregated. Nevertheless, with the desegregation of public schools, segregationists in the Southern states responded to the new issue violently. They tried to prevent the assembly of black and white children in public schools. Some states passed state laws to sustain segregation of schools. This had to be

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September 8, 1954 — Desegregated school in Fort Myer, VA

Institute Co-sponsors New Grassroots Project in the State

by Annette Hollowell

Last fall the Southern Education Foundation awarded the Institute a \$20,000 grant to work in four communities throughout the state supporting a national initiative called the Color Line Project (CLP). The CLP is an initiative created by Junebug Productions in New Orleans and attempts to involve the artists, educators, and organizers of a certain community in the collection and archiving of oral histories centered around themes of the Civil Rights Movement.

Every community has a story, and the Color Line Project creates a space where individuals who were directly involved or affected by the Movement can share stories about what they encountered, observed, and experienced. To assist this process we use a tool called the story circle, where a small group of people sit in a circle and receive an equal amount of uninterrupted time to tell a story centered around a chosen theme. These circles are extremely enlightening and usually very emotional as the participants share tales of struggle, violence, and overcoming adversity and discrimination.

When high school age youth are trained to conduct story circles and participate in the actual process, they achieve a better understanding of the great strides that their community has made since the civil rights era. They also formulate a clear vision of what has yet to be achieved in their hometowns and gain the necessary strategies to implement that vision.

To date, the Mississippi Color Line Project activities have taken place in Clarksdale, Greenwood, Hattiesburg, Jackson, McComb, Oxford, and Tunica. In Clarksdale, 12 high school participants took cameras into the downtown area and captured different buildings, businesses, and other establishments they felt were significant to their town's history and culture. After developing a list of questions, the students then broke into

groups with tape recorders and conducted one-on-one interviews with local townspeople. In a concluding story circle, the students expressed a common sentiment of amazement at how much they had in common with their elders as well as how they could work with them to improve Clarksdale.



PHOTO BY ANNETTE HOLLOWELL

Emma Lumm

In Tunica, a reoccurring theme is the integration of the public school system. Tunica's strong group of participants range from some of the first people to attend or teach at the schools after integration to librarians, historians, and local activists. Having already conducted several successful story circles in Tunica, the CLP is presently attempting to partner with the Boys and Girls Club, the local churches, and public schools to secure youth participants. Emma Lumm, a CLP participant in Tunica said, "I see a strong need in the community for preserving the quickly disappearing histories and memories. I think the value will be known in future generations who will utilize them." Ms. Lumm was especially hopeful about how the process could be used to shape important issues of community concern. She added, "I would like to see a compilation for easy use in the community. I would like to see a forum where people are asked, 'What would it take to get you to send your child to public school?'"

Just breaking ground in Oxford, this particular site promises to be strong and exciting as we work with this community and its surrounding areas to collect the many stories of Lafayette County. In other communities, the CLP is continuing to make progress as the story circles expand to include more diverse participants, offering new slants on familiar historical accounts.

Hearin Support Foundation *continued from page 1*

and be a catalyst for bringing people together so that we can break down the barriers that have separated us in the past."

From spearheading an effort in Drew to renovate a local landmark to helping the Delta community of Rome acquire its first sewer system, the Winter Institute since its founding on the Oxford campus in 1999 is engaged in various projects to assure better communication and understanding

between and among people of all races. The Institute now has a presence in 15 communities, said Susan Glisson, Institute director.

"There are a number of communities that have come to us to seek help in areas of racial reconciliation," Glisson said. "This grant will enable us to meet their needs. I hope this will help us identify new partners from the community for the work we're doing."

Encountering Civil Rights

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objected by the government in court; therefore, the days were deferred when black children would be accepted to the schools where the white children presently attended. On many occasions, councils were founded by white segregationists to fight against the black children being admitted to the white schools. One of the most disturbing scenes involving the white segregationists' disapproval of desegregation occurred in Little Rock, Arkansas, during 1957. President Dwight D. Eisenhower was forced to send National Guard troops to Little Rock High School to protect the first nine black students who were trying hard to enter the school when white mobs attacked them. *Brown* strengthened resistance by the Ku Klux Klan, white citizens' councils, and other white supremacist groups, but it managed to empower African Americans. Nevertheless, there were people who hated the idea of integration years after the *Brown vs. Board of Education* decision. For example, one of the key spokesmen for the segregation of public schools, George Wallace, a former governor of Alabama, remarked, "I draw the line in the dust and toss the gauntlet before the feet of tyranny and I say segregation now, segregation tomorrow, segregation forever" (Inaugural address, Jan. 14, 1963). He also blocked the door of Alabama's state university when the first African American students tried to enter the university in 1962.

Although victory occurred for the *Brown vs. Board of Education* case in the Supreme Court, school desegregation did not occur immediately and it did not come as easily as it should have. The change from segregated schools to desegregated

*Brown vs. Board of
Education helped change
America forever.*

schools did not come without a fight. Although the struggle was hard and lengthy, integration finally came. Linda Brown had already progressed to middle school when the decision was handed down by the Supreme Court in 1954. The work of the NAACP and all of the families in the significant Brown case are continuously acknowledged. Children from many races are allowed to attend school together and received an equal education. The decision of the Supreme Court on May 17, 1954, at 1252 p.m. threw a gauntlet down to America. *Brown vs. Board of Education* helped change America forever.

Institute Co-produces Documentary Film

by April Grayson

The Winter Institute is teaming with Oxford-based arts nonprofit PieceWorks and The University of Mississippi's Media Services to produce a 30-minute documentary film about the 1961 Freedom Rides. The film will be distributed free to every high school in the state of Mississippi, along with a curriculum plan and a companion web site.

*"The bravery of the young
Freedom Riders is a
stirring example of the ability
of youth to combat prejudice."*

In the Fall of 2001, Winter Institute director Susan Glisson accompanied graduate students from the Center for the Study of Southern Culture to the Freedom Rider 40th reunion in Jackson, Mississippi. The group collected about 50 videotaped oral histories of Freedom Riders, who helped to end the system of segregation on interstate travel in the South, bringing the civil rights movement to the deep South.

The interviews collected at the reunion will be combined with archival footage, as well as additional interviews, to tell the story of the courageous young people who undertook the dangerous journey. The Freedom Riders risked their safety by volunteering to ride buses or trains through the South. They integrated restrooms, lunch counters, and waiting rooms in terminals along the way, inspiring local people throughout the region to join the freedom struggle.

Dr. Glisson said, "The bravery of the young Freedom Riders is a stirring example of the ability of youth to combat prejudice. We hope that the little known story of their efforts will inspire students today to take up the challenge of improving their communities too."

The projected date of completion for the film is summer 2004.

Drew Restoration Project Continues with Additional New Funding

by Richard Glisson

Restoration of the future community center in Drew is well underway. In February, the Institute helped the community secure an additional grant of \$50,000 from the Mississippi Arts Commission Building Fund. In the summer, the Holly Grove Community Development Corporation, which owns the school, will commence a matching funds campaign for the MAC grant. Bill Burris of Wagon and Associates, the firm overseeing the restoration of the historic Rosenwald building, was kind



PHOTO BY MICHELLE LOMBARDO

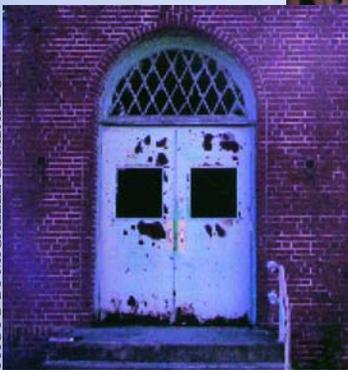


PHOTO BY MICHELLE LOMBARDO

enough to lend us a few minutes of his time to provide an update on the status of the building. Wagon just returned from a conference sponsored by the National Trust for Historic Preservation that focused on

the restoration of Rosenwald buildings. One of our students, Richard Glisson, had the opportunity to interview him.

Q: *What is the current status of the building? What specifically has been completed?*

A: The first step in restoring the building was to stabilize the exterior. The school had suffered not only damage from vandalism and vacancy for many years, but a tornado had opened the south wing up to the elements. Due to extensive deterioration of framing in

the roof, interior walls and floors, this area had to be practically rebuilt, including the addition of steel beams to support the roof in the cafeteria, and new concrete piers below the floors in the classrooms. In addition to these problem areas, the entire building received a new roof, gutters and downspouts, and new / restored wood fascia and trim. The Rosenwald portion of the building will receive a thorough restoration of its masonry walls, and new / restored exterior doors and transoms. The other portions of the building will be “mothballed” until future funding comes available.

Q: *What are the short term goals and long term goals? How is this project taking shape?*

A: The next step will be to complete the restoration of the interior of the original Rosenwald School, including new, plumbing, electrical and mechanical systems, and reworking the windows, providing the natural light that was so important in the original design.

Q: *When do you foresee completion of the project?*

A: The exterior stabilization project should finish up near the end of June. Future phases depend completely on available funding.



PHOTO BY MICHELLE LOMBARDO

Three Southern Universities Collaborate to Enhance Race Relations

by Deidra Jackson

Three months after The University of Mississippi concluded Open Doors—a year-long observance of its 40th anniversary of integration—administrators, faculty, and students joined two other Southern universities with similar histories in a collaboration to further enhance race relations.

An interactive video conference in January between UM, the University of Alabama and the University of Georgia featured a discussion of ways to continue improving race relations in the South and in higher education. All three institutions have held commemorations of desegregation in the last three years. The Winter Institute coordinated UM's participation in the event.

chancellor for multicultural affairs, suggested ways the three Southern universities might partner: "There is much we can learn from each other. A lecture series and other programming are things that all the schools could benefit from."

Gloria Kellum, UM vice chancellor for university relations, proposed that the schools engage in a university exchange, including regular campus visits. "We need to come to each other's campuses and see the best practices at work," Kellum said. "Racial reconciliation is a societal change. We all need to work together. I suspect that we have a lot to learn from each other."

The program, which was hosted by the University of Alabama, was moderated by E. Culpepper Clark, dean of the

It proved that the three campuses can conceive of and execute an event together on a topic that is sensitive yet crucial. It shows a commitment to exhibiting leadership and a willingness to figure out ways to make our region a better place together.

Panelists in the event appeared live in the telecast airing from each campus about their experiences and promised to partner and continue talks that might lead to institutional next steps.

"I'm especially excited about what the three universities can do together," said Susan Glisson, Institute director. "It proved that the three campuses can conceive of and execute an event together on a topic that is sensitive yet crucial. It shows a commitment to exhibiting leadership and a willingness to figure out ways to make our region a better place together."

Donald Cole, UM assistant provost and assistant to the

UA College of Communication and Information Sciences.

UM's Black Student Union president Kezia Pigford, a student in the Sally McDonnell Barksdale Honors College, issued a special call for all student leaders to "come together to share their experiences and problems and to network with each other to find some comfort, support, or answers to their problems."

The video conference, which was held at UM in the National Food Service Management Institute's auditorium, concluded with a 10-minute video presentation illustrating the various commemorations at each campus.

Check out our updated website
www.olemiss.edu/winterinstitute/



Winter Institute Database of Friends

If you are interested in the work of the William Winter Institute for Racial Reconciliation and would like to be added to our mailing list, please send your information to:

The William Winter Institute
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Winter Institute Mission Statement

The Institute for Racial Reconciliation fosters reconciliation and civic renewal wherever people suffer as a result of discrimination or alienation. The Institute identifies and disseminates information on effective models of cooperation. It supports leadership and community development through outreach projects in partnerships spanning local communities, policy-makers and education institutions. The Institute's non-partisan work is grounded in the equal participation of University representatives and local community members to discover and apply constructive responses to past and continuing inequities caused by exclusion.