

SIFTING & RECKONING

UW-MADISON'S HISTORY OF EXCLUSION AND RESISTANCE

Reckoning with Our History: Putting History to Work in Higher Education

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Center for Campus History
UNIVERSITY OF WISCONSIN-MADISON

Kacie Lucchini Butcher

Public Historian

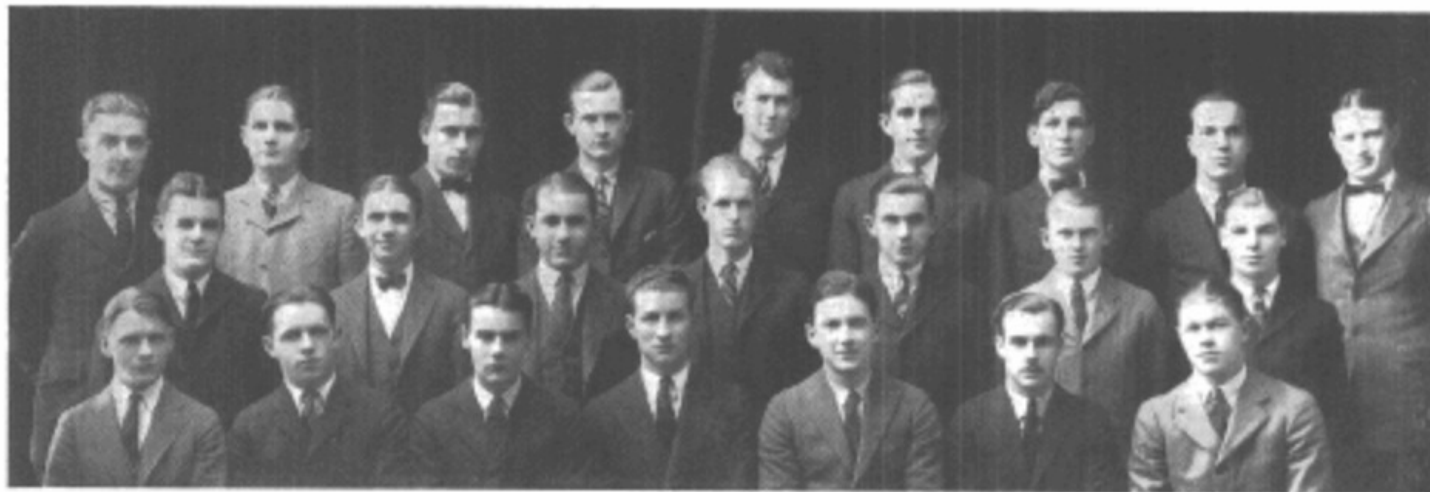
Romance Novel Enthusiast

Cat Lady

Sports Fan



The Badger



Top Row: Baell, Ardiel, Tak, Jones, Bell, Paige, Thompson, Ristion, Frawley
Second Row: Fairbanks, Vorsegat, Stegeman, Blossom, Fraitzsch, Butts, Hink
Third Row: Oakford, Murphy, Clark, Warner (Pres.), Schae, Townsend, Crans

Ku Klux Klan





Final Products



Rebecca M. Blank Center for Campus History



[EXPLORE TOPICS](#) [COVID-19 RESPONSE](#) [CAMPUS NEWS](#) [UW IN THE NEWS](#) [FOR MEDIA](#)

New center will build on work of university's Public History Project

January 26, 2023 | By Doug Erickson | [For news media](#)



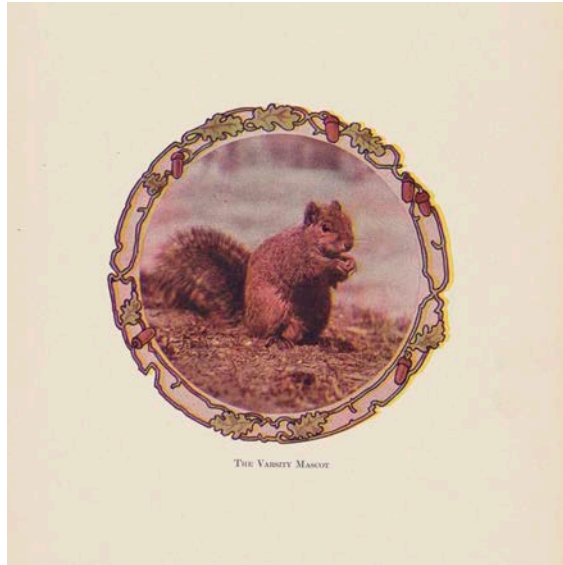
The University of Wisconsin–Madison will establish a permanent center with a full-time staff to continue and expand on the work of its well-received Public History Project, Chancellor Jennifer Mnookin announced today.

The UW-Madison Public History Project aims to recover and acknowledge the history of exclusion on campus through the voices of those who experienced and resisted it.

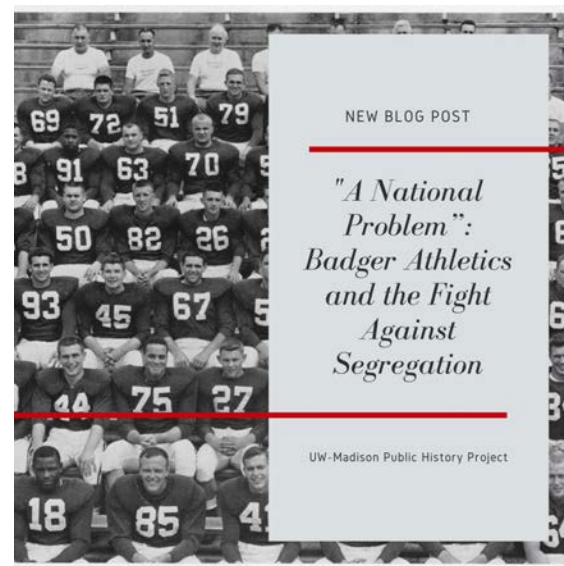
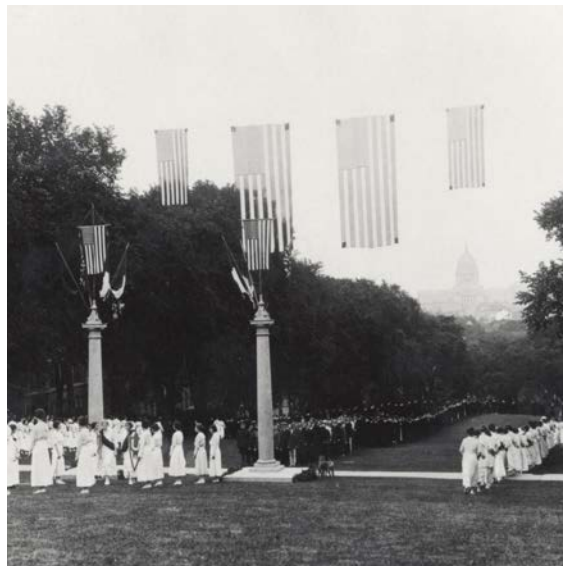
The Rebecca M. Blank Center for Campus History (CCH) seeks to expand and enrich UW-Madison's historical narrative by centering the voices, experiences, and struggles of marginalized groups.



Center for Campus History Instagram



@UWCampusHistory



Center for Campus History Newsletter



Center for Campus History UNIVERSITY OF WISCONSIN-MADISON

Greetings from the Center for Campus History! Summer may be winding down, but honestly, we're excited to get things rolling for the new semester, our first since becoming [a permanent center](#) on campus!

Our August newsletter has updates on Center research, events, archival finds, new book and podcast recommendations, and more!

The University of Wisconsin-Madison's Rebecca M. Blank Center For Campus History is an ongoing university effort to uncover and give voice to those who experienced, challenged, and overcame prejudice on campus. As always, if you have a story to share, an event you think should be researched, or a person you think has been overlooked, please email us at publichistoryproject@wisc.edu.



Center for Campus History Publication - *Siftings*

“A National Problem”: Badger Athletics and the Fight Against Segregation

Posted on February 11, 2020

The 2020
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“Successful Beyond Expectation:” Blackface, Minstrelsy, and Racist Entertainment at the University of Wisconsin–Madison

Posted on October 1, 2020

In 1909, student
Madison on the
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versatility, and
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entertainment

Surviving Conditions and Competing Visions: The Fight for a Chicano Studies Department

Posted on October 5, 2020

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The Rise and Fall of “Ethnic Centers” at UW–Madison (1968–1974)

Posted on May 12, 2020

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officials an


Access Denied: Brigid McGuire vs. the University of Wisconsin–Madison

Posted on April 1, 2020

“I’d like to take my place among you as your classmate,” UW law student Brigid McGuire announced to her civil procedure class on September 7, 1994, before revving up her circular power saw and cutting off a portion of her desk to make room for her motorized wheelchair. Amid applause, she added, “My hope for this action today is for this law school to get a carpenter in here and do the right thing.”






Events & Public Programming


Diversity Forum

RECKONING WITH HISTORICAL MEMORY:
A Conversation between UW–Madison’s Public History Project & NPR’s Throughline



Join Kacie Lucchini Butcher of the Public History Project & Rund Abdelfatah and Ramtin Arablouei of Throughline for a discussion on the impact of history on our current moment, utilizing history as a tool to shape a better future, and the importance of critical engagement with historical memory.

Monday, November 14, 2022
4:30-7:30 PM

Exclusive tour of Sifting & Reckoning
6-7 PM

Chazen Museum of Art
750 University Avenue | Auditorium

Public History Project
UNIVERSITY OF WISCONSIN-MADISON

You must have pre-registered to attend this reception because space is limited.
Food and beverages will be provided.
Transportation will be available between Union South and the Chazen Museum.
Please email events@cdo.wisc.edu with any questions or accommodation requests for this special event.


DIGGING UP OUR ROOTS

October 9, 2023
5:30 PM
MSC Lounge/Classroom


Come and take part in an interactive visual exhibit on the history of the Latinx community and activism at UW-Madison.

Learn about this important history and its current effects on campus.


Refreshments will be provided!



For accommodations, please contact lcc@studentaffairs.wisc.edu



Center for Campus History
UNIVERSITY OF WISCONSIN-MADISON



Center for Campus History
UNIVERSITY OF WISCONSIN-MADISON

HOW
THE WORD
IS
PASSED

A RECKONING WITH
THE HISTORY OF SLAVERY
ACROSS AMERICA

CLINT SMITH

AN EVENING WITH CLINT SMITH

AUTHOR OF NEW YORK TIMES BESTSELLER
HOW THE WORD IS PASSED

TUESDAY, NOVEMBER 1, 2022
7:00 PM
MEMORIAL UNION THEATER | SHANNON HALL

No tickets or pre-registration required.

WE ARE HERE

80'S TO NOW



A JOURNEY THROUGH
ACTIVISM WITH
AND FOR **LGBTQ+**
COMMUNITIES
AT UW-MADISON

TUES, OCTOBER 18TH, 6-8PM
WISCONSIN HISTORICAL SOCIETY
PANEL AND RECEPTION

ACCOMMODATIONS OR QUESTIONS?
CALL US AT 608-265-3344 OR EMAIL
LGBTQ@STUDENTAFFAIRS.WISC.EDU



Curricular Materials

UNIVERSITY of WISCONSIN-MADISON



Center for Campus History

History makes us. We make history.

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[Resources](#)

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Resources

[Teaching Guides](#) | [Oral Histories](#) | [History Resources](#) | [Campus Resources](#) | [Research Guides](#)



Center for Campus History

UNIVERSITY OF WISCONSIN-MADISON

Curricular Materials

Teaching Guides

The Center for Campus History developed these teaching guides to provide educators with resources about historical moments of discrimination and resistance at the University of Wisconsin–Madison campus. Almost all of the primary sources in these teaching guides come from archival research conducted by historians working at the center. We encourage educators to modify and adapt these guides and courses to best fit the needs of their particular lesson plans, students, and classrooms. Instructors can also

Each teaching guide includes:

- Recommended primary sources with a description
- Recommended secondary readings to help students
- Additional primary sources with descriptions and
- Discussion questions for all recommended primary
- Suggestions for a Socratic seminar discussion
- Citations for all the primary sources.



[Asian-American Students at UW-Madison](#)



[Black Student Strike and Black Power Movement on Campus](#)



[Discrimination and Resistance in Athletics at UW-Madison](#)



Final Report

University of Wisconsin–Madison
PUBLIC HISTORY PROJECT



Center for Campus History
UNIVERSITY OF WISCONSIN–MADISON

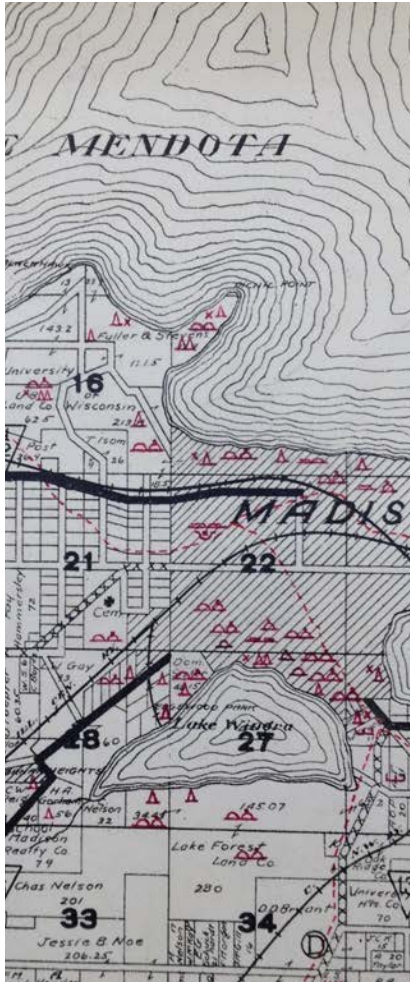
SIFTING & RECKONING

UW-MADISON'S HISTORY OF EXCLUSION AND RESISTANCE

Exhibition on view at the Chazen Museum of Art | September 12 – December 23, 2022



Teejope



Housing

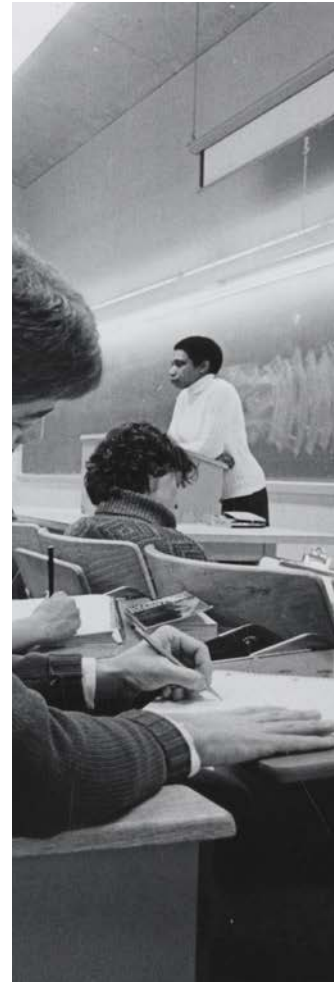


Social
Life

Athletics



Academics



Student
Activism

Reckoning.wisc.edu



Center for Campus History
UNIVERSITY OF WISCONSIN-MADISON

Reckoning (noun)

1. The action or process of calculating or estimating something
2. A person's view, opinion, or judgement
3. A bill or account, or its settlement



Notable “Firsts”

First African American male graduate



William Noland (1875)

First African American female graduate



Mable Watson Raimey (1918)



Notable “Firsts” and Access

First women to graduate



The First Six (1865)

First African American female graduate



Mable Watson Raimey (1918)

First Native American person and first Native American woman to graduate



Geraldine Harvey (1950)

53 years
←→

32 years
←→

85 years
←→



The Medical School

Confidential to President Fred

Conference re Bill No. 589,A - May 3, 1945, held at the request
of Mr. W. W. Clark, Chairman, Assembly Education Committee

President's Office - 8 P.M.

Present: Assemblymen W. W. Clark, Greene, Wheelock, Christman, Rundell, Harper
(From the Assembly Committee on Education); President Fred; Deans
Ingraham, Meek, Rundell, and Troxell; Professor Curti, Mr. Halverson,
and Mr. Peterson.

Question was raised about admissions to the Medical School. Dr. Meek explained that the University Medical School has graduated three negroes, the last one in 1929. He stated also that we never have had an application to enter the Medical School from a negro student from Wisconsin. A negro was denied admission to the Medical School recently because he had a poor academic record. He had not had his training in Wisconsin high schools. His total record from New York and University of Wisconsin premedical studies was 1.34. The number of admissions to the Medical School is limited to approximately 70 by reason of the number of patients in the hospital. Admissions are on basis of scholarship in the following order: (1) From Wisconsin high schools who (a) have taken their premedic work at the University of Wisconsin, (b) have taken their premedic work elsewhere, and (2) from out of state who have attended the University of Wisconsin. (Usually not more than three from out of state in each class.) Girls have equal chance with boys. Dr. Meek referred to the problem of clinical practice for colored medical students, but said we always would see the student through.

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“Protectionist” Policies

Policy. Miss Emanuel, Director of the Nursing School, has stated that it has been her policy, in at least one instance, to attempt to influence a colored girl not to enter the school and the nurses' dormitories. Miss Emanuel explained to the girl that, while she has a right to enter, she would be the only colored girl there and that the other students might resent her presence, which would result in discomfort and embarrassment to the colored girl. Miss Emanuel explained that her staff did not have time to spend straightening out the emotional disturbances which might result. This girl did not apply. No other Negroes have applied. The above incident occurred when Miss Emanuel was a supervisor. She does not know of the experiences of other supervisors.

Excerpt from a Student Board
Report on Discrimination, May
1949, Courtesy of UW Archives.



“Protectionist” Policies

Conclusions. The Committee feels that race relations will not be improved by sheltering minority groups.

Members of minority groups have felt discrimination too often to be shocked on meeting it face to face. While we realize that the policy of "protection" is often used for well-meaning purposes and that problems will arise as racial problems are met, we feel that refusing to recognize the problem and to deal with it directly will not help, but that improvement will come when people work with and live with minority groups. We wish to further emphasize that we are not asking that special rights or privileges be granted minority groups. We only ask that equal treatment be accorded all persons and that stress be laid on individual, not group, qualifications.

We therefore recommend that the Nursing School abandon any "protectionist" policy it may have and that applicants be allowed to stand on their own feet as individuals in the future. We further recommend that the Nursing School declare a positive policy of non-discrimination so that in the future no applicant need fear she may be unwelcome because of race, creed or color.

Excerpt from a Student Board
Report on Discrimination, May
1949, Courtesy of UW Archives.



The Culture of UW-Madison

”A sea of white!”

-- a Black student asked about UW in 1969



March 13, 1964

REC'D
SEP 8 1964
Student Personnel Office

Recently you and thirty-eight other American Negro students on the Madison campus of the University of Wisconsin responded to a request to fill out a questionnaire designed to provide general information regarding Negro students, and, more especially, to broaden their post-graduate employment opportunities.

It is my feeling that we have fallen short of a complete census of Negro students, and I am therefore asking your further cooperation.

Attached below are the names of those students who have thus far responded. I would like to know of any Negro students whose names are not included in the stamped envelope, both of which are enclosed?

Help extend and complete this census as soon as possible. If you would prefer that I contact other Negro students, please give me their names, addresses, and/or telephone numbers.

Mr. John McGrath
416 Russell Walk
Madison, Wisconsin 53703

Three stamped envelopes are enclosed-- if you need them.

Sincerely,

John McGrath

Students who have responded to the census:

- | | |
|--------------------|---------------------|
| Leo Howard | Alvinnetto Roberson |
| Diane Jarrell | Ada Skyles |
| Norge Jerome | Daniel Savage |
| Klesie Kelly | Reggie Stalling |
| Rosemary Kinney | Sandy Taylor |
| Jane Laster | Christine Taylor |
| Richard Laster | Cathy Toliver |
| Jacqueline Madison | Kathleen Turner |
| Brown McGhee | Judith Walker |
| Richard McGriff | Gwen Walker |
| Joyce Mims | Ronald Wilkes |
| Charles Peevey | Judith Willis |
| Veronica Pollard | Neredith Wilson |

Richard Harris
Wendell Haynes
Thomas Futrell

1964/1965 Negro Census

I first called together for a luncheon meeting a half dozen or so Negro students whom I either knew personally or who had been recommended to me. All of these students were leaders in civil rights or other student organizations. I had no idea in advance what their reaction might be to my conducting what in essence is a racial census. When I explained the purposes behind it, there was unanimous agreement that this would be a good thing to do, and they all said that they would cooperate.

The next step was to draft a form, a copy of which is attached. The wording of the introductory paragraphs was approved by all of the students initiating the census. Several hundred of these forms were printed, and a stamped envelope addressed to myself was supplied with each printed form. The forms were to be distributed by the Negro students to other Negro students that they knew. Then the second round of students would be provided forms which they could in turn distribute to other Negroes whom they knew who had not been reached on the first round. The idea was that by making the distribution on a "Negro to Negro" basis we would eventually locate all or practically all of the Negroes attending the University.



1964/1965 Negro Census

80 Black Undergraduates; 38 Black Graduate Students

Undergraduate Findings:

- Black students tend to have parents who are in professional trades – teachers, doctors, professors – or public employment – social work, postal service, IRS, etc.
- Very few came from “disadvantaged” backgrounds; many had experienced travel, had private education, integrated neighborhoods.
 - “Disadvantaged? I suppose, by the standards we customarily apply, she certainly is. But, somehow, this tragic pair of parents gave their children two advantages that many rich people can’t provide: brains and determination.”



1964/1965 Negro Census

Undergraduate Findings:

- Students report being the only Black person in their dorm or house
- The girls report a lack of social life. “Negro boys like other boys move into wider social circles” through interracial dating.
- They report homesickness and difficulty forming meaningful friendships
- Reports that Black women are being segregated from white women in the dorms (later verified)

“The truly culturally deprived - i.e. the completely unmotivated Negro student is probably not attempting college. The motivated but deprived student who overcomes his obstacles is obviously a person of intelligence, judgement, and persistence.”



1964/1965 Negro Census

Graduate Findings:

- 38 Black graduate students; 28 male, 10 female.
- While 9 of the 80 undergraduate students are from Southern states; 26 of 36 graduate students are from the South.
- Many are seeking academic careers and hope to return to the South to support their communities
- Most of the students' parents are not college educated or permanently employed
- Many report unpleasant, racist incidents (mostly in housing)



1964/1965 Negro Census

Overall Findings:

“Wisconsin, with the exception of Milwaukee, is an all-white state. The vast majority of our students come to college without ever having met or talked to a Negro. Most of them finish college without this experience. Twentieth century educational institutions cannot pretend to offer well-rounded education while this gap in social and cultural experience continues, as it does in most northern colleges and universities. What to do?

Increase Negro enrollment. Increased financial help is needed to bring out of state students here. The fact that so many of our undergraduates come from high level economic groups is no accident.”





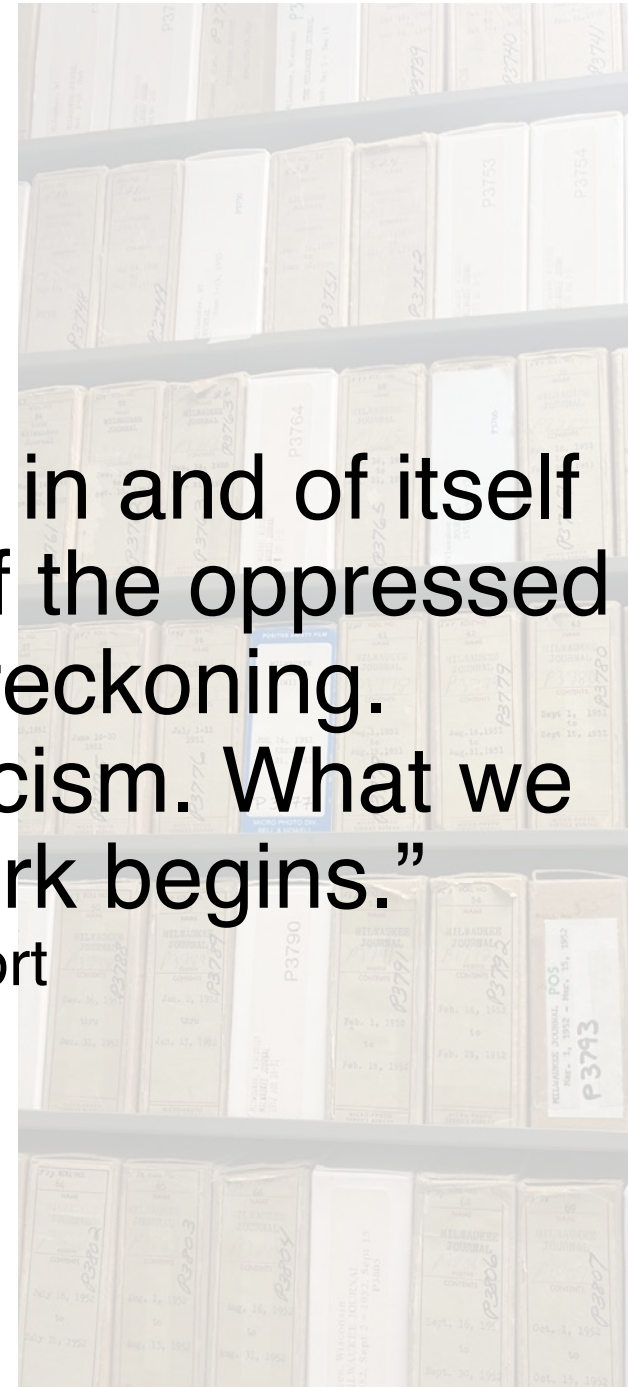
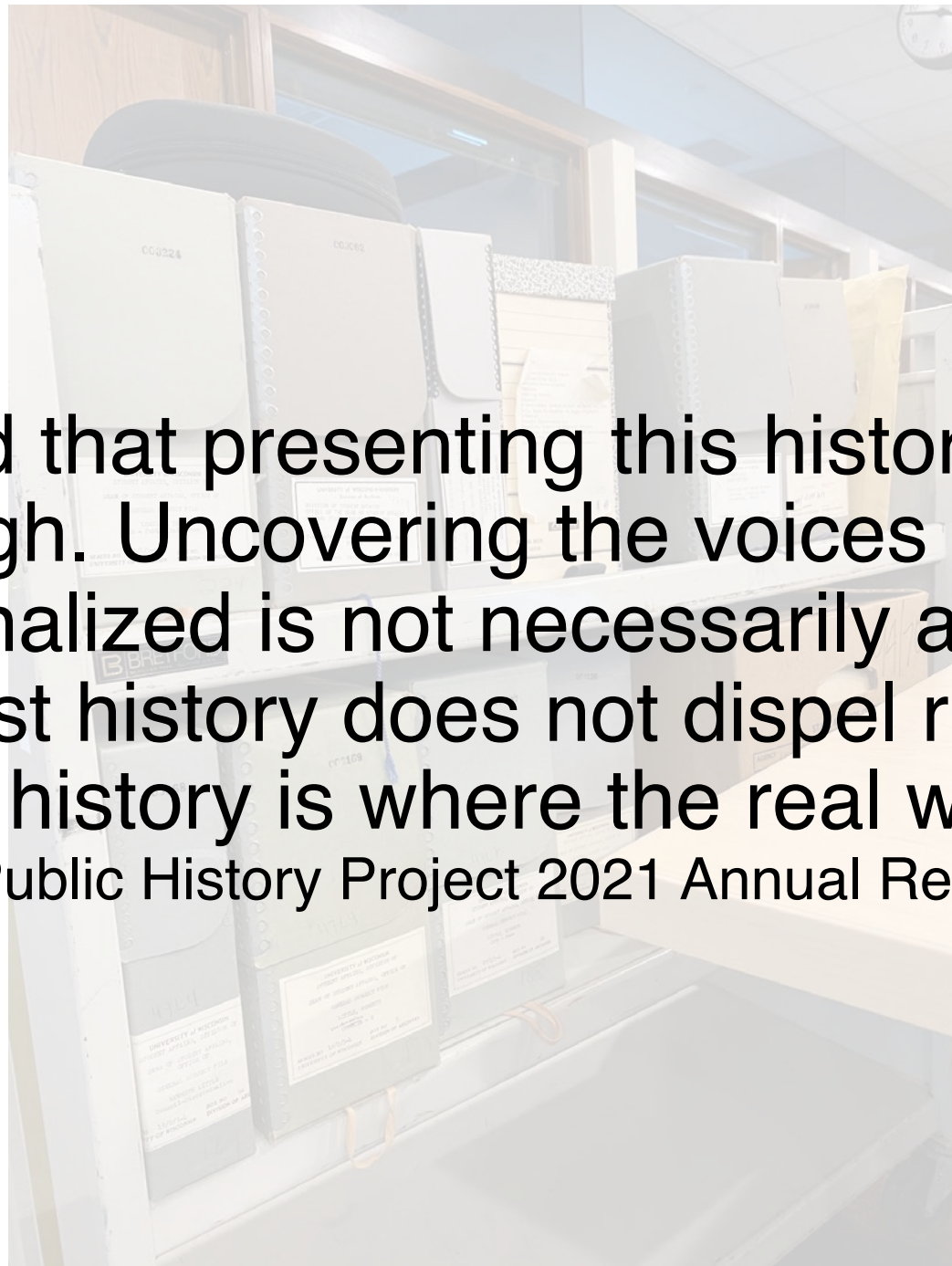
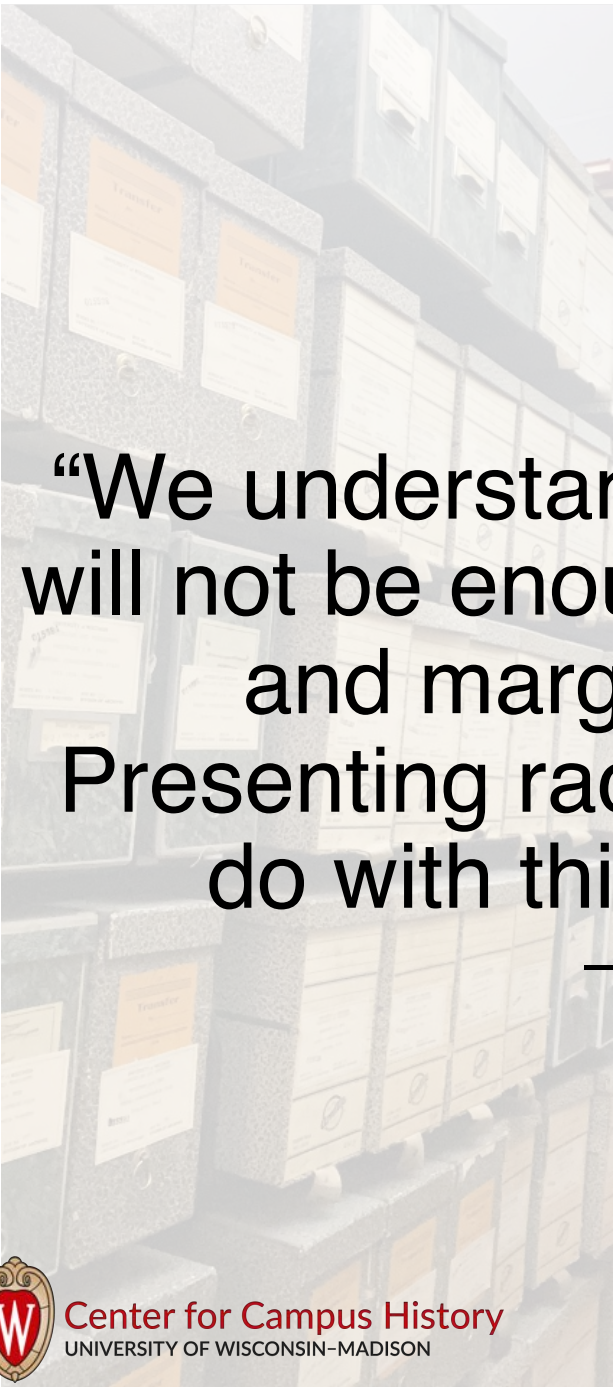
WHAT?

SO WHAT?



NOW WHAT?





“We understand that presenting this history in and of itself will not be enough. Uncovering the voices of the oppressed and marginalized is not necessarily a reckoning. Presenting racist history does not dispel racism. What we do with this history is where the real work begins.”

– Public History Project 2021 Annual Report



Reckoning



Reckoning

Personal and Interpersonal



Reckoning

Personal and Interpersonal

Departmental, Unit, and/or Committee



Reckoning

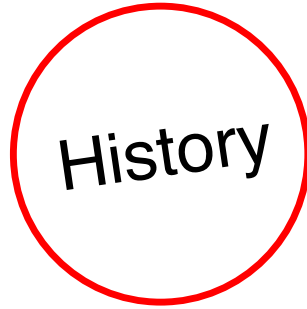
Personal and Interpersonal

Departmental, Unit, and/or Committee

The University



Art



Networks and Coalitions

Voting

Protest

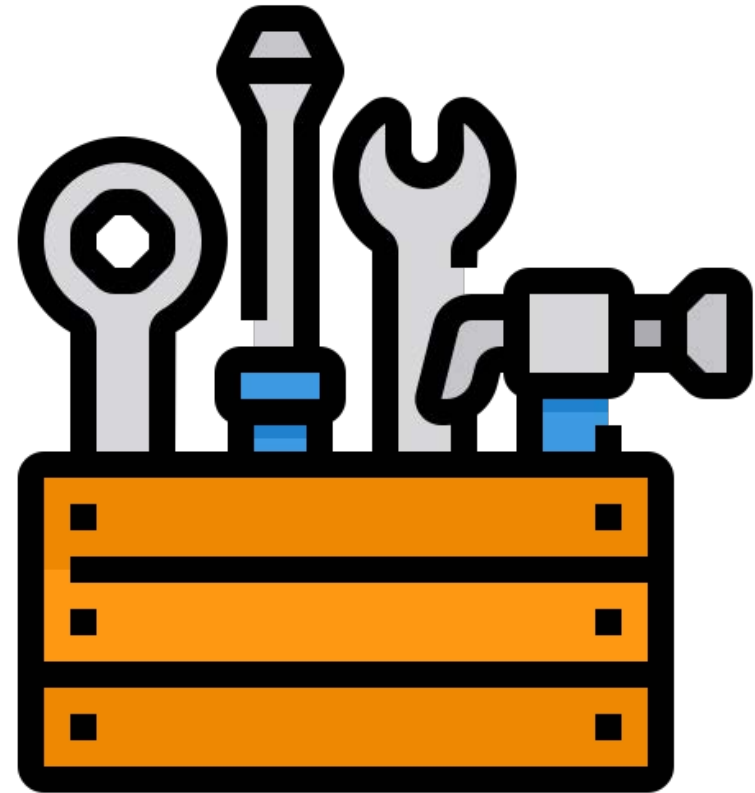
Law

Data & Research

Storytelling

Policies and Procedures

Media



Art

Networks and
Coalitions

Voting

History

Protest

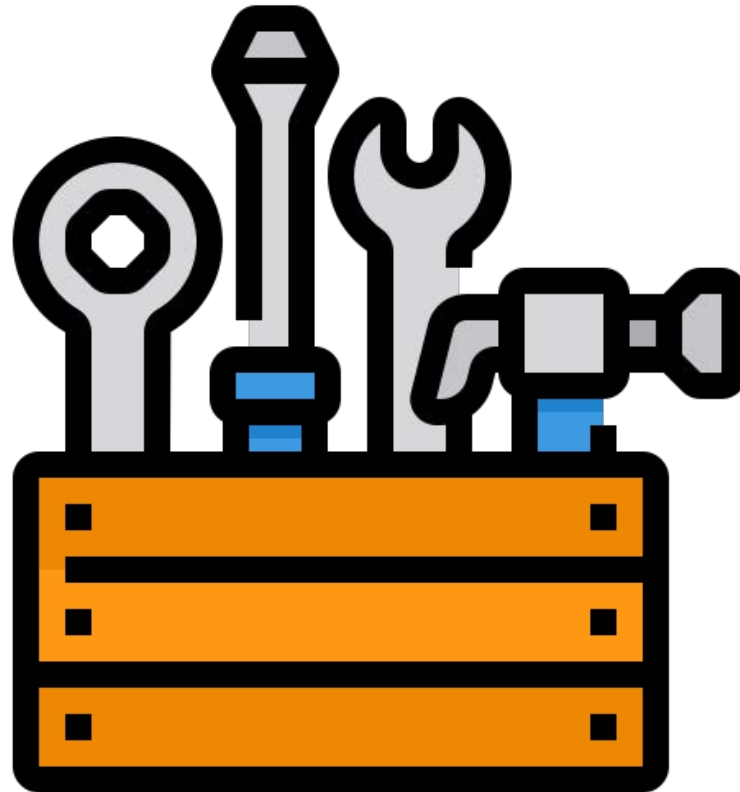
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Art

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Protest

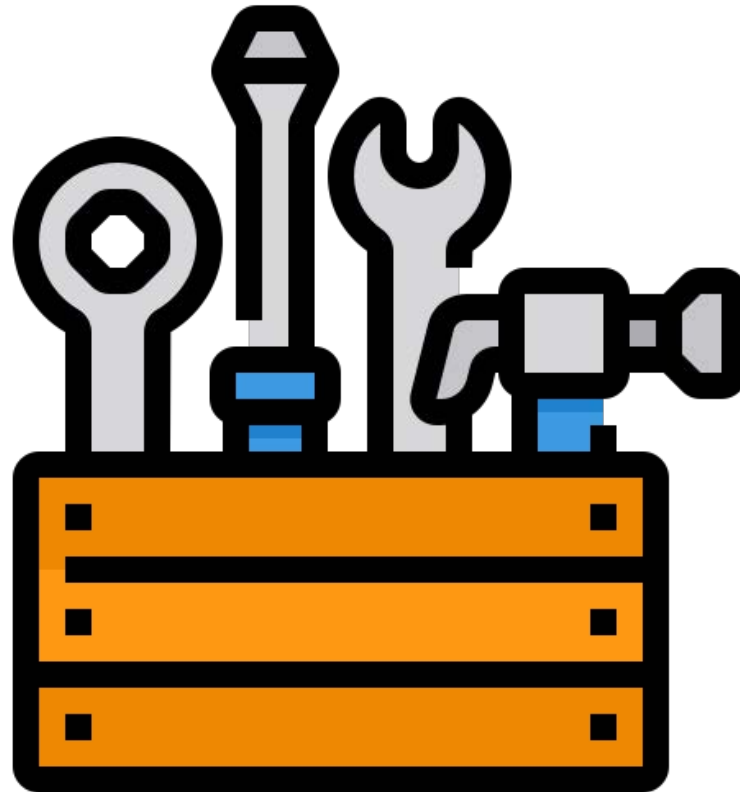
Data &
Research

Law

Policies and
Procedures

Storytelling

Media



It is *easy* to opt out.



Abilene Christian University
 Allegany College of Maryland (ACM)
 Amherst College
 Appalachian State University
 Athens State University
 Bard College
 Brown University (Center for the Study of Slavery and Justice)
 Bryn Mawr College
 Centre College
 The Citadel (South Carolina)
 Clemson University
 College of Charleston
 College of William & Mary (Lemon Project)
 Columbia University
 Community College of Baltimore County
 Dalhousie University (Canada)
 Davidson College
 Dickinson College
 Elon University
 Emory University
 Francis Marion University
 Franklin & Marshall College
 Furman University
 Georgetown University
 George Mason University
 Goucher College
 Guilford College
 Hampden-Sydney College
 Hampton University
 Harvard University
 Hollins University
 James Madison University
 John Jay College of Criminal Justice
 Johns Hopkins University
 LaGrange College
 Liverpool John Moores University (United Kingdom)
 Longwood University
 Loomis Chaffee School

Louisiana State University
 Loyola University Maryland
 Mars Hill University
 McGill University (Canada)
 Mercer University
 Meredith College
 Morgan State University
 Norfolk State University
 Phillips Academy
 Princeton Theological Seminary
 Queens University (North Carolina)
 Randolph-Macon College
 Rice University
 Roanoke College
 Rutgers University Scarlet & Black Project
 Saint Louis University
 Salem Academy and College
 Southern Illinois University Edwardsville
 Southern University Law Center
 Southwestern University
 Stanford University
 Stillman College
 Sweet Briar College
 Texas Christian University
 Tougaloo College
 Towson University
 Trinity College (Connecticut)
 Trinity University (Texas)
 Tufts University
 Tulane University
 Universidad del Rosario (Colombia)
 University of Aberdeen (United Kingdom)
 University of Bristol (United Kingdom)
 University College Cork (Ireland)
 University of Cambridge (United Kingdom)
 University of Cincinnati
 University of Delaware
 University of Durham (United Kingdom)
 University of Georgia
 University of Glasgow

University of King's College (Canada)
 University of Liverpool
 University of Manchester (United Kingdom)
 University of Maryland
 University of Michigan
 University of Minnesota
 University of Mississippi
 University of New Brunswick (Canada)
 University of North Carolina at Chapel Hill
 University of Nottingham (United Kingdom)
 University of Pennsylvania
 University of Richmond
 University of South Carolina
 University of the South (Sewanee)
 University of Virginia (PCSU)
 University of Warwick
 University of Wisconsin–Madison
 Vanderbilt University
 Virginia Commonwealth University
 Virginia Military Institute
 Virginia State University
 Virginia Tech
 Wake Forest University
 Washington & Lee University
 Washington University in St. Louis
 Wesleyan College (Georgia)
 Western Kentucky University
 Wofford College
 Xavier University
 Yale University



Things to remember...

- It's okay to be uncomfortable.
- It's okay to have feelings.
- It's okay to not know something or know how you feel about something.
- It's okay to be wrong.
- It's okay to change your mind.
- **This is a process. We are not going to solve all the worlds problems today... or this week... or the next!**



Questions?

