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2-23-2022

### Removing Confederate Statues, Now What?: Sustainability and Reimagining Space

Tonya Thames Taylor

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# SUSTAINABILITY RESEARCH and PRACTICE SEMINAR

February 23, 2022

## *Removing Confederate Statues, Now What?: Sustainability and Reimagining Space*



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Photo: 40,000 pound Confederate Statue at the University of Mississippi, stood in the Circle of the Campus in Oxford. Removed in July 2020. Photo Credit: Bruce Newman





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## *Removing Confederate Statues, Now What?: Sustainability and Reimagining Space*

The 1960s and  
Counterintelligence  
Program (COINTELPRO)





My beautiful hometown of Gulfport, Mississippi, 80 mile was of New Orleans, Louisiana.

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Feed by water, played in water,  
smelled water, Choctaw heritage,  
Black sharecropper/farmers



PIC-COLLAGE



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Built in 1911, 25-foot Bronze and Granite Confederate Statue in my beautiful hometown of Gulfport, Mississippi. The second largest town in Mississippi. Mississippi has roughly three (3) million. Gulfport has 72 thousand. Image Credit: WLOX





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On December 14, 2020, the headline on WLOX read, "Vote split on whether to remove Confederate statue from outside Harrison Co. Courthouse." The subtitle is: "The monument will stay in its current location for now until a tiebreaker vote can be cast."





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On the north side of the marker is a message that lets people know the monument was erected by the Daughters of the Confederacy and the Board of Supervisors of Harrison County. The Daughters reportedly paid \$1,500 and the supervisors chipped in an additional \$1,000 for its construction.





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# United Daughters of the Confederacy (UDC), (1894-today)

Aim of UDC:  
Praise & preserve Confederate  
History





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Printed on the front of the postcard, "And twill live in song and story though its folds are in the dust." In 1907, 600 school children formed the Confederate flag in Richmond, Va. during a reunion of Confederate veterans and the unveiling of the J.E.B. Stuart and Jefferson Davis Monuments.

Why is this important? Well, the UDC focused on curriculum.



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## Key Tenets of the Lost Cause Narrative:

- (1) The Civil War was not about Slavery;
- (2) Enslaved People were Happy (Popularizing Mammy);
- (3) Minimizes slavery;
- (4) How History is taught; and,
- (5) Creation of Space in spaces (head-curriculum; heart-Charlottesville; and landscape-iconography).



Stone Mountain in Stone Mountain, Georgia;. Stone Mountain Confederate Memorial features General Robert E. Lee, Stonewall Jackson and Jefferson Davis—and has stirred up controversy in Georgia for years. *Credit: Greg Balfour Evans/Alamy*





## U. D. C. CATECHISM FOR CHILDREN

[1] What causes led to the war between the States, from 1861 to 1865?

The disregard, on the part of States of the North, for the rights of the Southern or slave-holding States.

[2] How was this shown?

By the passage of laws in the Northern States annulling the rights of the people of the South—rights that were given to them by the Constitution of the United States.

[3] What were these rights?

The rights to regulate their own affairs and to hold slaves as property.

[10] When the Northern States had sold their slaves to the South, what did they then do?

They organized a party to oppose slavery, called the “Abolition Party,” which advocated all means to abolish slavery, with no intention of paying the people of the South for their property.

[11] When did the South become alarmed?

At the election of Abraham Lincoln by this party, which was pledged to take away the slaves and offer no terms of payment to the owners.

[12] Did the people of the South believe that slavery was right?

No, not as a principle; and the colonies of Virginia and Georgia had strongly opposed its first introduction, but after the Constitution of the United States had recognized the slaves as property, and the wealth of the South was largely invested in negroes, they did not feel it was just to submit to wholesale robbery.

Source: In this *U. D. C. Catechism for Children*, published in 1904 for a Texas chapter of the United Daughters of the Confederacy and later republished in Staunton, Cornelia Branch Stone provides a Lost Cause interpretation of the American Civil War (1861–1865) through a question-and-answer format intended for rote memorization.





## U. D. C. CATECHISM FOR CHILDREN

[13] How were the slaves treated?

With great kindness and care in nearly all cases, a cruel master being rare, and lost the respect of his neighbors if he treated his slaves badly. Self interest would have prompted good treatment if a higher feeling of humanity had not.

[14] What was the feeling of the slaves towards their masters?

They were faithful and devoted and were always ready and willing to serve them.

[15] How did they behave during the war?

They nobly protected and cared for the wives of soldiers in the field, and widows without protectors; though often prompted by the enemies of the South to burn and plunder the homes of their masters, they were always true and loyal.

Source: In this *U. D. C. Catechism for Children*, published in 1904 for a Texas chapter of the United Daughters of the Confederacy and later republished in Staunton, Cornelia Branch Stone provides a Lost Cause interpretation of the American Civil War (1861–1865) through a question-and-answer format intended for rote memorization.





Rutherford, Mildred Lewis, 1852-1928. "A Measuring Rod to test Textbooks, and reference books in schools, colleges and libraries Prepared...at the request of the United Confederate Veterans. Athens, Ga [1920?]

- Reject a text-book that does not give the principles for which the South fought in 1861, and does not clearly outline the interferences with the rights guaranteed to the South by the Constitution, and which caused secession.
- Reject a book that calls the Confederate soldier a traitor or rebel, and the war a rebellion. Reject a book that says the South fought to hold her slaves.
- Reject a book that speaks of the slaveholder of the South as cruel and unjust to his slaves.
- Reject a text-book that glorifies Abraham Lincoln and villifies Jefferson Davis, unless a truthful cause can be found for such glorification and villification before 1865.
- Reject a text-book that omits to tell of the South's heroes and their deeds when the North's heroes and their deeds are made prominent.
- Refuse to adopt any text-book, or endorse any set of books, upon the promise of changes being made to omit the objection able features.



## Facts



Frederick Douglass Statue, West Chester University

- Four Million enslaved in America
- America slavery was the second largest slave population in the world, only second to Russian Serfdom
- Slavery is worth \$3.5B in 1860, now worth \$110 B (to make it plain: American Slavery was worth more than America's manufacturing and productive capacity. Slavery as the single largest asset of property American economy).





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What can the strategies of UDC show us?

The power of narrative in public space (Arlington National Cemetery).

The power of divisive narratives.

The force of history... it is always in the history!

The power of individuals.

The power of collective action.

The power of legislation.



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Dylann Roof, American [white supremacist](#), [neo-Nazi](#), [mass murderer](#), and [domestic terrorist](#) convicted for perpetrating the [Charleston church shooting](#) on June 17, 2015, in the [U.S. state](#) of [South Carolina](#). After worshipping with Black people at a Bible study at [Emanuel African Methodist Episcopal Church](#), Roof killed nine people and injured one.







Unite the Right Rally  
Charlottesville, VA,  
August, 2017





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What is the consensus among historians?

How do people treat their local histories?

What are possible uses?

How other nations treat space?

Collective Action