ARNOLD DINING CENTER
BUILDING EVALUATION WORKSHOP

October 11, 2017
MU Ballroom Room
Welcome and Introductions

• Who are we?
• What are our roles?
• Who else is in the room?
Roadmap

• Intentions and expectations for today’s workshop
• Criteria for evaluation
• Historical information on building and namesake
• Table discussions on building and namesake
Intentions and Expectations

• What is the intent of today’s workshop?
• What can you expect from this process?
• What we expect from our community during this process?
What happens next?

• Now through Week 5:
  • Historical reports on the buildings and namesakes
  • Community engagement workshops to discuss the process and the four building names under review – Arnold Dining Center, Avery Lodge, Benton Hall and Annex, Gill Coliseum
  • Meetings with community stakeholder groups
• Week 6-9: Deliberation by workgroup, Architectural Naming Committee and President Ray
• Week 10: President Ray announces decision

• Full timeline and report publications schedule available at: http://leadership.oregonstate.edu/building-and-place-names
What happens next?

• What happens if we decide to rename a building?
  • OSU will engage in a process to select a new name for the building
  • The university will create permanent educational information so that current and future community members will be able to learn about the building’s previous name and namesake, how and why the decision to change the building’s name was made, and why the new name was chosen.
  • Permanent education could be in the form of a plaque, exhibit, website or other mediums.
What happens next?

• What happens if we decide **not to rename** a building?
  • The name of the building will remain
  • The university will create and place permanent educational information so that current and future community members will be able to learn about the building’s name and history of its namesake, why the name was evaluated, and why a decision was made to leave the name.
  • This permanent education could be in the form of a plaque, exhibit, website or other mediums.
How did we get here?

• National context
  • Conversations about race, exclusion, history, and reconciliation
  • Conversations about memorials, statues, buildings and names
  • States, cities, universities and colleges
How did we get here?

• Oregon State
  • Pre-2000s - Examining building and place names; renaming buildings
    • Articles exploring the origin of OSU building names
    • Buildings named for a variety of reasons – function, donors, alumni, students, faculty/staff
    • Long history of renaming buildings at Oregon State for a variety of reasons, including buildings under evaluation
  • 2000s – Concern regarding whether names reflect Oregon State’s values
  • 2015 – Committee to establish criteria for examination of building names
  • 2017 – Student demonstration regarding building names
  • 2017 – Process announced to evaluate the names of four buildings on Corvallis campus
How did we get here?

• Why examine the names of buildings? Why now?
  • We continually reflect Oregon State’s values and mission
  • We also reflect on our history and learn from it
  • Reconciliation means talking about history, our values and taking action as a community to move forward
    • E.g. Naming Tebeau Hall after a Bill Tebeau, an OSU student who was excluded from the residence halls while he was a student because of his race
  • Necessary to be intentional about how we remember history and how we revere the figures associated with OSU
How did we get here?

• Why examine the names of buildings? Why now?
  • The names of buildings speak to our core values as a public, land grant university serving the well being of the citizens of Oregon

• OSU’s core values:
  • Accountability
  • Diversity
  • Integrity
  • Respect
  • Social responsibility
Building and Place Name Evaluation Criteria

• Should a building be renamed because the “context” of an individual’s life and legacy is inconsistent with OSU’s contemporary mission and values?

• “Context” is evaluated by the following criteria:
  • Actions taken by an individual vs. viewpoints held by an individual
  • The individual’s public vs. private persona
  • The progression of an individual’s viewpoints and life as a whole
  • Whether and how an individual’s actions and viewpoints aligned with OSU’s mission and OSU’s and society’s values at the time
  • How the current OSU community engages with the “context” of an individual’s life
Historical Review

• Conducted by a team of five scholars
  • Four historians, three from OSU and an emeritus professor from Lewis & Clark College; one sociologist from OSU

• Purpose
  • Gather and analyze historical evidence to explore, reveal, and contextualize the lives and viewpoints of the namesakes, and the histories of the buildings.
  • Not answering the question of whether to rename; providing history and context

• Process
  • Research in archives and our primary sources
  • Extensive documentation of sources
  • Oral histories, where available
Quick Facts:
Born in 1837/39, died in office in 1892 as 2\textsuperscript{nd} President of Corvallis College/OAC (1872-1892). Born & educated in Mecklenburg County, Virginia. His father held slaves before the Civil War and he studied slavery at college. Arnold served in the Confederate Army between 1862-1865. He began his career in higher education after the war, and apparently never wrote publicly about his views on slavery or race. Twice married and had one son, Harry L. Arnold (Class of 1889).
Mecklenburg County, Virginia

• Prior to the Civil War
  • 1850-1860 – county total population of between 20,000 and 21,000
  • 1850-1860 – slave population around 12,400
  • 760 slaveholders in the county in 1860
  • Mecklenburg County was a society structured on slavery – a slave society
Early Life and Family Slaveholding

• Parents Jonathan & Elizabeth Arnold in Mecklenburg County, Virginia
  • 1850: Recorded in census as owning 7 slaves
  • 1860: No slaves recorded

• Other family (Hartwell Arnold, Methodist preacher, uncle?) also in Mecklenburg County, Virginia
  • 1850: Recorded in census as owning 14 slaves
  • 1860: Recorded in census as owning 8 slaves

• Arnold families were middling ("middle class") slaveholders, owning a few more slaves than most.
1850 Federal Census Slave Schedule for Mecklenburg County, Virginia, showing Jno J. Arnold (Benjamin’s father) owning 7 slaves: one 30 year-old man, two women aged 22 and 20, and four girls aged 8, 6, 3, 1.
Studies Slavery in College

• Studied at Randolph Macon College in Mecklenburg County (Methodist-affiliated)
• Obtained a “proficiency” in “Political Economic and Domestic Slavery,” taught by slavery apologist and college president William Smith.
• Arnold apparently never wrote publicly about his views on slavery or race.
The textbook for William A. Smith’s course on “Political Economy and Domestic Slavery” at Randolph Macon College was his own book, *Lectures on the Philosophy and Practice of Slavery, as exhibited in the institution of domestic slavery in the United States: with the Duties of Masters to Slaves* (Nashville, TN: Stevenson and Evans, 1856).
The United States in 1860
• 33 states & 7 territories
• Total population – 31,400,000 (including 3,900,000 slaves)
• Free states – 18,944,000
• Slave states – 12,240,000
• Territories & District of Columbia – 295,000
Virginia Ordinance of Secession, June 14, 1861

- Special state convention voted for secession on April 17, 1861
- Basis for secession – the federal government had perverted its powers, injuring not only Virginia’s citizens, “but to the oppression of the Southern slaveholding States“
- All portions of the U.S. constitution that brought Virginia into the nation “are hereby repealed and abrogated”
- Ordinance was ratified by citizens of Virginia on May 23, 1861 and document to the left signed on June 14.
- Virginia joined the Confederate States of America immediately after May 23 ratification.

*Image courtesy of the Library of Virginia*
The Civil War

- April 12, 1861 – May 9, 1865
- Union Army – apx. 2,000,000 soldiers served
- Confederate Army – apx. 750,000 soldiers served
  - 155,000 Virginians
- Apx. 620,000 soldiers on both sides died from combat, accident, starvation and disease (2% of the total U.S. population)

*Image courtesy of thomaslegion.net*
Arnold’s Confederate Civil War Service, 1862-1865

• Served in two Confederate units:
  • Epes’ Battery, Johnson Artillery (Nov. 1862-March/April 1864)
  • 14th Virginia Infantry, Co. F (March/April 1864-April 1865)

• Spent at least 5-7 months in hospital, and perhaps a period of illness at home.

• Arnold did not serve in the 38th Virginia Infantry, and did not serve with Oregon Agricultural College faculty member Benjamin Hawthorne at Gettysburg as claimed in some publications.
Institutional Affiliations, 1865-1872

• Between 1865-1867, he may have taught at an academy or preparatory school, but sources are vague.
• Professor of physical sciences, West Tennessee College, 1867?-1869? (affiliated with Tennessee Baptist Convention)
• Principal, Bolivar Male Academy, Bolivar Tennessee, 1869?-1872
• Selected as president in 1872 by trustees of Corvallis College, all members of the Columbia Conference of the Methodist Episcopal Church, South (MECS).
Corvallis College, 1872

• Enrollment
  • 98 students at all levels (collegiate, primary, preparatory)
  • Collegiate level included 27 agricultural students

• Campus – one building in downtown Corvallis and college farm west of downtown, apx. 35 acres (Lower Campus today)

• Faculty – 5 members, including Arnold

• Alumni – 14 collegiate level graduates, including 5 in class of 1872
President of Corvallis College/OAC

• Guided the institution through financial difficulties in the 1870s and 1880s.

• Guided the institution through split with MECS in the 1880s and transformation of Corvallis College into the state’s agriculture college. Retained as president by new board of regents after split.

• Toward the end of his tenure as president – oversaw expansion of faculty, curriculum, campus and student enrollment.
President of Corvallis College/OAC

• “Cadet grey” uniforms for cadet corps not an overt reference to Confederacy. Board of Education of MECS seems to have had ultimate control of uniform requirements.

• Arnold was apparently not a strict enforcer of religious rules imposed by the MECS, despite his previous affiliations with religious institutions.

• Did not institute orange and black as school colors – his successor, John Bloss, first suggested those colors in July 1892.
Naming of Arnold Dining Center

• Initial plans as early as mid-1960s, construction delayed until 1971-1972 academic year.

• Part of a planned “President’s Complex” for south campus, including Finley and Bloss Halls.

• No clear indication that information about Arnold’s pre-OAC past was known at the time of naming.
Summary

- Benjamin Arnold came from a slaveholding family, but probably did not hold slaves himself. He studied slavery at college, but we do not know his opinions or thoughts.
- Arnold joined the Confederate army during the Civil War, but details of his service remain unknown.
- As second president of Corvallis College/OAC, Arnold oversaw the growth of the university in its public form and separation from the Columbia Conference of the MECS. He guided the college through financial difficulties and was widely admired and respected when he died in office in 1892.
- Arnold Dining Hall/Center was built in 1971-72 as part of a complex of buildings named after OAC presidents.
What happens next?

- Workshop plan
  - Intentions of RESPECT
  - Table introductions
  - Facilitated table conversations and gathering input
Intentions of RESPECT

- Intentions of RESPECT
  - R ecognize your communication style
  - E xamine your own perceptions and assumptions
  - S peak from your own experiences
  - P articipate honestly / Pass openly
  - E ngage in the learning process
  - C onsider confidentiality, seek curiosity
  - T ake responsibility for your actions
Table introductions

• Introduce yourself and why you came to this workshop today
• Note your community affiliation on sign-in sheet for purposes of evaluation only
Dialogue Session

• Facilitators at your tables will lead you in a dialogue
• Remaining time is allotted for dialogue
• You can also provide input on comments cards
Closing

• Note-takers will summarize input and it will be considered in evaluation

• Upcoming sessions:
  • October 16 – Avery Lodge
  • October 17 – Benton Hall and Annex
  • October 19 – Gill Coliseum

• More information and full schedule available at:
  • http://leadership.oregonstate.edu/building-and-place-names