

# WashU & Slavery Project Annual Report

Fall 2022

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## *Summary*

The WashU and Slavery Project began in Spring 2021 when Washington University in St. Louis joined the global consortium of Universities Studying Slavery. Over the past year the project has focused on an initial phase of research and teaching to uncover and share ways our institution is entangled with the history and legacy of slavery. In partnership with our university libraries, archives, and museum, WashU faculty, student, and staff contributors have made substantial progress towards key goals of developing foundational research, organizing university collections for sustained research and teaching, creating a digital project infrastructure, and facilitating an array of campus and community engagements.

This report reviews progress to date and briefly notes several connections to the university's strategic plan. We will elaborate on these in a later proposal for a second phase of the WashU & Slavery Project. Most important, we feel, is how the project facilitates truth-telling about the ways our institution has from its founding "fallen short" of its highest ideals, not only with respect to the interests of Black St. Louisans, but with broad implications for the region. Our role in the institutionalization of racism, as a legacy of our entanglement with slavery and settler colonialism, has compromised advances in knowledge, health and wellness, education, the arts, science, and every other field of endeavor, with implications still today. By facilitating greater acknowledgment and understanding of this history and legacy, we can build a stronger foundation of trust and cooperation in St. Louis while inspiring and supporting the efforts of WashU faculty and administrators, physicians, staff, students, and alumni to make informed and impactful contributions to societal advancement in St. Louis and beyond. Ultimately, as legacies of slavery and colonialism are among the world's most pressing problems, the WashU & Slavery Project can play a key role in establishing WashU as a leading model of university partnership with local communities for global impact.

## *Project Research & Teaching*

This section highlights ongoing research on Washington University's connections to enslavement and its wake, focusing on key figures, academic initiatives, and campus landscapes. We also highlight some of the ways students and others have been engaged in research, teaching, and learning.

### *Founders, Early Officials and Benefactors*

It is clear from ongoing research that many WashU founders, early officials and key benefactors were enslavers and connected to enterprises that profited from and sustained slavery. These include Wayman Crow, John O'Fallon, Henry Shaw, James H. Lucas, Charles A. Pope, and Derrick A. January, among others, and we have not yet begun to examine slave ownership among early faculty and students. We

are also working to identify the hundreds of people these Washington University officials and benefactors enslaved, including their names and details of their lived experience when possible. Some of the people identified thus far are Jordan Johnson, enslaved by Wayman Crow, Esther and her children, enslaved by Henry Shaw, and Mary Hoppins, enslaved by James H. Lucas.

Several of these entanglements are introduced in brief articles on the WashU & Slavery Project [website](#), and through other project platforms (i.e., an exhibit and self-guided tour discussed below). While further research will be needed to develop a complete understanding of these institutional entanglements, we are approaching a point where an initial assessment can be shared in summary form. To that end, we are developing a summary table of implicated figures identified to date, where we also document their memorialization through building names, professorships, and so on, and we identify those they enslaved, to initiate campus community reflection on these relationships and how we might address them. We expect this summary to be released this (2022-2023) academic year.

It is further apparent from ongoing research that several WashU figures who have been portrayed as abolitionists - such as Eliot, Yeatman, and Crow - have more complex and troubling relationships to slavery and the struggle for freedom. We have not yet identified any WashU officials or benefactors who were aligned with radical abolitionism, a movement that grew in prominence in St. Louis over the first decade of WashU's existence (1853-1863). Eliot and others were aligned with a more mainstream, moderate branch of abolitionism, whose advocacy reflected various racist accommodations of the slaveholding class and white supremacy, including a gradual end to slavery, payment of reparations to enslavers, and banishment of free Black people from the United States (what was termed "colonization"). Eliot, Yeatman and Crow were all registered as slave owners in Missouri or other states where slavery was legal, prior to or concurrent with their affiliation with WashU. The meaning of this ownership in Eliot's case is less clear than in the case of Yeatman and Crow, who clearly enslaved people for purposes of exploitation and the generation of wealth. Though Eliot appears to have purchased enslaved people with the intention of freeing them, the historical record affords little ability to confirm this practice or the details of such arrangements.

The role of WashU affiliates in the leadership of the Western Sanitary Commission (WSC) may be the most inspiring aspect of our institution's relationship to the struggle for freedom. Organized in 1861, the WSC engaged in relief work throughout the Civil War-ravaged Mississippi River valley, operating field hospitals and orphanages, improving sanitary conditions in freedmen's settlements, military camps, and prisons, and supporting thousands of those wounded and displaced by the war. The WSC relied on private donations of resources and funds. Four of the five founding WSC commissioners were officials of WashU (Yeatman, Eliot, Greeley, and Partridge). President Abraham Lincoln was so impressed by Yeatman's leadership of the WSC that he was asked to lead the Freedman's Bureau. ([more](#); [more](#)).

#### *Origins of Academic Units and Initiatives*

Our research to date also highlights numerous connections to the establishment of academic units and broader research and applied endeavors. Initial research has focused on the following areas:

**Schools of Law & Medicine:** James H. Lucas, a member of St. Louis' slaveholding elite and early director of WashU, played a central role in the founding of early WashU Schools of Law and Medicine ([more](#)). Lucas and other WashU figures (O'Fallon, Eliot, Pope, and Yeatman) were directors of the St. Louis Medical College established in 1842, which later became part of the WashU Medical Department. The Missouri Medical College, which would also later become part of WUSM, was founded and led by

prominent slaveholders and white supremacists, Drs. John Gano Bryan and Joseph Nash McDowell. Dr. McDowell, a former Confederate surgeon general, was honored by the Chancellor and Dean of WUSM at a ceremony in 1942, where they celebrated his service to the Confederacy. Recent research co-authored by project director Ward critically engages the Robert J. Terry Anatomical Skeletal Collection, compiled by a WashU Anatomy professor who preyed upon poor and marginalized St. Louisans in these nonconsensual dissections ([more](#)).

Early WashU yearbooks illustrate the normative anti-Blackness among law and medical students and presumably school officials in the early 1900s, in the decades after the law school stopped admitting African American students ([more](#)). Publication of these racist caricatures in public-facing yearbooks, including their advertising sections, illustrates that university leaders not only accommodated white supremacist discourse in these professional schools and elsewhere, but understood these values and their violence to be aligned with efforts to build WashU's prestige and distinction at the turn of the 20<sup>th</sup> century.

We are hopeful that students, faculty, and staff in these schools will help extend and apply this research in furtherance of key elements of our strategic plan (e.g., trust-building, addressing disparities in health, education and economic opportunity). To these ends, the project has been in consultation with the Becker Archive at the WUSM Library about slavery and its legacies of racism in connection with the School of Medicine and we are collaborating in the development of related programming. We are also working with the Medical Humanities in A&S to develop the Medicine, Race, and Ethnicity area of the minor. To engage more closely with the School of Law, we have begun conversations with new WashU Law faculty member Rafael Pardo about ways to connect his valuable work on slavery and bankruptcy law – including a planned digital archive – to the research, teaching, and engagement objectives of the WashU & Slavery Project. Similarly, we are in conversation with University Libraries about helping to sustain the St. Louis Freedom Suits digital archive, an important campus and broader community resource for research, teaching and other engagement with slavery and the struggle for freedom.

**School of Botany, Plant Sciences, and the Academy of Science of St. Louis:** Ongoing research on Henry Shaw and his ties to WashU and the School of Botany (later Biology) suggests that plant science will be another important area to address our entanglements with histories and legacies of slavery. While initially focused on the enslaver and benefactor Henry Shaw, who founded the School of Botany, our research has grown to consider connections to the botanist George Engelmann and his son, a former WashU student, both of whom were outspoken defenders of slavery, white supremacist ideology, and the Confederacy. Engelmann Sr. developed the Missouri Botanical Garden's collection, the research and teaching foundation of WashU's Henry Shaw School of Botany. Engelmann worked closely with Harvard botanist Louis Agassiz, a key contributor to the development and spread of scientific racism, who has recently been denounced by Harvard libraries and museums, and professional botanical and natural history communities ([more](#)). Engelmann was also a founder and first president of the Academy of Science of St. Louis, whose leadership included several other enslavers, and whose proceedings contributed to the circulation of scientific racism in various fields. At an 1898 meeting, for example, "Mr. O.M. Wood addressed the Academy on the Sociology of the Negro, emphasizing the negro's faithfulness...and in speaking of the prospects of the negro race for the future he laid stress on the fact that the negro is ever grateful for the assistance from the white man, and fully realizes that his advancement is impossible without such assistance." Wood's pseudo-scientific presentation to the

Academy of Science of St. Louis, including Academy president Edmund A. Engler (WashU alum, 1876, and professor and Dean of the School of Engineering, 1881-1901) and recording secretary William Trelease (Engelmann Professor of Botany at WashU, 1885-1913, and director of Missouri Botanical Garden, 1899-1912) was, “illustrated by lantern slides showing typical negroes in the savage state” ([more](#)).

Archivists in WashU Libraries have indicated that the first 12-15 PhDs granted at WashU were in Botany, and there are records of the Academy of Science of St. Louis in Special Collections awaiting further research. As we note below (see collaborations), the WashU & Slavery Project has begun working with partners at the Missouri Botanical Garden around our shared interests in recontextualizing Henry Shaw, slavery in St. Louis, and the broader history and legacy of scientific racism.

**School of Fine Arts and University Museum:** In Spring 2022, the WashU & Slavery Project worked with the director of the Mildred Lane Kemper Art Museum to establish a Curatorial Research Internship at the Kemper Art Museum supporting initial research on the development of arts education at WashU. The curatorial intern examined the 19th century founding of the St. Louis School and Museum of Fine Arts, established by Washington University’s board in 1879, and placed under the direction of Halsey Ives. The university co-founder and enslaver Wayman Crow was key to the growth of the art school and museum. The research intern conducted archival research at Olin Library’s Special Collections, which houses the College of Arts Records, and at the St. Louis Art Museum’s Richardson Library, which houses the Halsey C. Ives Papers, and developed a timeline and annotated biography to support further research. Halsey C. Ives was not only founding director of the St. Louis School and Museum of Fine Arts but also the director of the Fine Arts Departments at the 1893 Columbian Exposition and the 1904 Louisiana Purchase Exposition, all of which played roles in the circulation of white supremacist ideology. While research is at an early stage, it is clear from each of these institutional contexts and arts initiatives that liberal notions of the role of arts education in an enlightened democratic culture were circumscribed by the racial project of white dominance, with implications for the collections, educational programs, and campus and community impacts of the arts in the history of WashU.

We found a *Student Life* article from 1951 titled, “WU Tells St. Louis Negro Girl: Take Your Scholarship Elsewhere,” where an aspiring artist who won a scholarship in recognition of her artistic ability, shares in her own words how our university’s exclusion of Black students limited her ability to pursue a career fine art. This is the history of estrangement, in the arts and sciences, medicine, law and other fields, that has limited our local and global impact, and that our university must continue to work to overcome.

#### *Research on the campus and commemorative landscapes*

The project has also begun to consider how the WashU campuses relate to the history of slavery in St. Louis. Dr. Schmidt has written about the Lucas Place neighborhood where the early downtown campus was established ([more](#)). We have also learned that the southern section of what became the Danforth Campus, including part of the South 40, occupies land where African Americans were once enslaved by the Skinker and Forsyth families. Here we are also interested in WashU’s connections to the racist spectacles of the 1904 World’s Fair and Olympic games, a shameful element that is unaddressed by existing memorials. We are developing maps and tours (discussed below) to share some of these stories and facilitate commemoration. As noted above, our summary of foundational figures associated with slavery will also facilitate consideration of current namesakes of campus spaces and initiatives.

### *Teaching and Learning Opportunities*

Much of the research developed to date has been student-led and assisted, which is a priority from a project teaching and learning perspective. Student participation in the WashU & Slavery Project helps seed our institution's guiding principles and promote their local and global expression. We highlight briefly some of the forms and results of student involvement developed over the first year plus of the WashU & Slavery Project.

**Courses:** Professors Iver Bernstein (History) and Carl Craver (Philosophy) have led the Ampersand course, *Rethinking WashU's Relation to Enslavement*, where teams of students have investigated various aspects of this entanglement. These include a critical reassessment of co-founder W. G. Eliot's mischaracterization as an abolitionist. This important work, "WashU's founder was not an abolitionist: Who was William Greenleaf Eliot?," coauthored by a team of students, was published in the student newspaper and covered by St. Louis media outlets. This course is expected to resume in Fall 2023.

Professor Ward has included modules on Universities Studying Slavery in his courses *Monumental Antiracism* (a first-year seminar in A&S) and *Memory for the Future* (a yearlong studio lab through the Redefining Doctoral Education Initiative of the Center for Humanities). Students in these courses have contributed to the project by developing case studies of USS initiatives at other academic institutions and exploring exhibitions and other commemorative strategies of reckoning with enslavement and its wake. Next semester (Spring 2023), Dr. Schmidt will offer a new project-based course on *Slavery and Public Memory*, where students will conceptualize and develop public history approaches to remembrance of slavery in St. Louis, in partnership with community institutions including St. Louis County Parks.

**Workshops, Internships, Assistantships:** Student contributions to the WashU & Slavery Project have also been facilitated by workshops and individual research assistantships. Multiple teams of undergraduate and graduate students have worked on the development of the St. Louis Integrated Database on Enslavement through the Humanities Digital Workshop, for example. Above we note the Curatorial Research Internship with Kemper Art Museum, which offered more in-depth project participation. Several additional students who expressed interest in project participation have been hired as research assistants, and in some cases volunteered, assisting in a wide range of research and creative work (e.g., database development for mapping projects and archival research on key figures).

### *Collections & Digital Infrastructure Development*

A primary aim of the initial phase of the project has been to identify and organize key university collections and build a digital project infrastructure that will support research, teaching, and broader engagement on an ongoing basis. Development of collections related to slavery in St. Louis, the Mississippi Valley, and beyond, is also critical to identifying and contextualizing relationships between WashU and the history and legacy of slavery. Finally, building relevant collections and institutionalizing preservation and accessibility (e.g., through university libraries) will help position our institution as a valuable community partner and leading model in the broader reckoning with slavery and its wake, in St. Louis and beyond.

Project contributors have made substantial progress developing relevant collections and a digital infrastructure. We highlight some of these below:

**Project Website and Digital Archive:** The WashU & Slavery Project website was built by project director Ward with support from A&S Computing, University Libraries, and the project organizing committee. The website was launched in Dec. 2021, creating a platform to share project news, events, and resources. Initial work has begun with WashU Digital Libraries to create a digital project archive, which is expected to become the primary, enduring digital platform of the project.

**St. Louis Integrated Database on Enslavement (SLIDE):** Initiated by Prof. Carl Craver with support from students and the Humanities Digital Workshop, and developed further under the guidance of Dr. Schmidt, **SLIDE** makes key records of enslavement in St. Louis searchable online. SLIDE includes a growing collection of Freedom Licenses filed in the county of St. Louis, emancipations registered in the St. Louis Circuit Court, official St. Louis court sales of enslaved people, and slave schedules of the U.S. Census (St. Louis residents). This has been a tremendous resource for project research, as well as a valuable platform for teaching and learning (e.g., digital humanities training), and broader community engagement. For example, the Clayton Mayor's Commemorative Landscape Taskforce was able to utilize the tool in its deliberations over various memorials to Clayton figures, including city namesake Ralph Clayton. SLIDE will be an enduring resource for research and teaching on slavery and freedom in St. Louis, and there are aspirations to extend the collection to include other cities in the region.

**W.G. Eliot Journals:** University Libraries have prioritized further digitization of co-founder William Greenleaf Eliot's papers to support research and teaching. The libraries recently completed the digitization of Eliot's personal daily journals and began recruiting students to assist in their transcription. We are hopeful that a future Humanities Digital Workshop team will work with this collection to develop AI-powered text recognition and transcription of these and other historical documents.

**Mapping Slavery and Freedom in St. Louis:** The project is mapping aspects of the history of slavery and the struggle for freedom in St. Louis to support research, teaching, and broader community engagement. This includes developing a database of geolocated sites in St. Louis related to enslavement and the struggle for freedom, beginning with one hundred places of interest, mapping St. Louis streets whose namesakes are associated with slavery and colonialism, and georeferencing historical maps to recover landscape backstories. These will eventually be merged to map aspects of slavery and the struggle for freedom, for use in online interactive maps, guided and self-guided tours, and other ways. We developed an initial walking tour titled **Enslavement and its Wake: A Walking Tour of Washington University**, self-guided by mobile device, to coincide with our 2022 Juneteenth Celebration.

**Slave Voyages:** WashU joined the Slave Voyages consortium in Spring 2022 and our participation is facilitated by the WashU & Slavery Project. Provided sufficient capacity, we envision deeper engagement with this project in future years through research focused on the trade and connecting with neighboring institutions such as the Mercantile Library, who can help us further our understanding and documentation of the slave trade in the Mississippi River Valley.

As noted above, we are hopeful that additional digital collections important to the study of slavery and the struggle for freedom in St. Louis (i.e., Freedom Suits; Slavery & Bankruptcy; Slave Voyages – MS Valley) will deepen our university collections, expanding our contributions to research and teaching.

### *St. Louis Community Collaborations*

Another primary object of the initial phase of the project has been to build St. Louis community connections facilitating the development of the project, as well as its visibility, use and impact. This is essential to our research, particularly because our connections to slavery and the struggle for freedom are often less direct than at other institutions (i.e., the university did not itself own enslaved people, as far as we know, but greatly benefited from the contributions of St. Louis's slaveholding elite). This is also critical to ensuring that the WashU & Slavery Project reflects the voices of our community and is undertaken in ways that inform and advance the university along with our community.

Over the first year plus of the project we have cultivated several fruitful partnerships, including:

#### **Missouri Botanical Garden**

The Project has begun collaborating with the Missouri Botanical Garden to reinterpret Henry Shaw's history as an enslaver and the lives of the people he enslaved, and to consider a broader reckoning with the history and legacy of scientific racism. Garden leadership and staff from various departments share an interest in understanding and addressing these entanglements, and we have worked together on a few occasions, and remain in conversation about ways to continue doing so.

#### **Challenging History**

WashU & Slavery Project leaders Ward and Schmidt have been active in the organizing committee of Challenging History, a St. Louis collaborative whose mission is to challenge traditional historical narratives to build more inclusive, place-based storytelling about St. Louis' pasts, especially through support of teachers in greater St. Louis schools ([more](#)).

#### **Remembrances of Archer Alexander**

The project is collaborating with local historian and genealogist Dorris Keeven-Franke to nominate sites related to Archer Alexander for inclusion in the National Park Service' Network to Freedom (NTF) Registry. There are very few Missouri sites in this registry of places significant to the struggle for freedom from enslavement, where sites also become eligible for federal grants supporting preservation and programming. As an element of our engagement agenda, the project has worked to increase remembrance of these Missouri stories, beginning with Archer Alexander, who bravely thwarted a Confederate attack in St. Charles before escaping to St. Louis with the assistance of Abigail and William G. Eliot. The WashU & Slavery Project has helped prepare nominations of two sites related to Alexander's story for NTF recognition, including Washington Metropolitan A.M.E. Zion Church in the City of St. Louis, where Alexander was a congregant, and his 1880 funeral was held. The project also facilitated the WashU student a capella group the Evergreens (formerly the Greenleaves) invitation to perform at a recent community ceremony in St. Charles honoring Archer Alexander ([more](#)).

#### **First Unitarian Church**

Faculty and students involved in the WashU & Slavery Project have also partnered with First Unitarian Church (Rev. W. G. Eliot's former church), which is working to acknowledge its relationship to the history and legacy of slavery. Rev. Kim Mason and members of the congregation examining Eliot's history and legacy also participated in a tour of the *Counter/Narratives* exhibition with co-curator Ward and remain in discussion with the WashU & Slavery Project about our related research efforts, and possibilities for further collaboration.

### *Campus and Community Conversations & Events*

It has also been important during this initial phase of the project to engage the campus and broader community through various conversations and events. This has been a secondary objective as we've prioritized initiation of foundational research, intending to build conversation around some of the initial insights of the project, and grow participation around further research development (e.g., deepening study of related figures, academic units, and initiatives) and eventually the development of meaningful responses to what we are learning through the WashU & Slavery Project.

Over the first year plus of the project we have organized or participated in numerous forums and other events facilitating campus and community engagement with the WashU & Slavery Project, including:

#### **Washington University**

- Americanist Dinner Forum: A Discussion about "The Neutral Ground." The film "documents New Orleans' fight over monuments and America's troubled romance with the Lost Cause," project director Ward was a panelist and helped organize the event. Spring 2022
- Americanist Dinner Forum: Confronting Slavery & Higher Education in St. Louis. Project director Ward joined postdoc Schmidt and SIUE Prof. Bryan Jack (director of its USS initiative) in a discussion of St. Louis-area Universities Studying Slavery. Fall 2021
- Counter/Narratives: (Re)presenting Race & Ethnicity: An exhibition at Olin Library examining how counter-narratives emerge through contemporary artwork and critical reinterpretations of historic objects, featuring research on WashU & Slavery. Various groups from the community (e.g., Missouri Botanical Garden staff; members of First Unitarian Church) and campus arranged tours of the exhibit and conversations with the co-curators. Olin Library, Spring-Summer 2022
- Counter/Narratives of Independence: Juneteenth Celebration: Organized with University Libraries and the Department of African and African American Studies, a special Juneteenth celebration where the community learned more about the holiday, engaged ongoing work on slavery and remembrance, and enjoyed refreshments, Olin Library. Summer 2022
- The Declaration of Independence and Missouri Statehood: Debates Over Slavery. Virtual panel discussion moderated by project director Ward. Summer 2021
- Day of Dialogue and Action - Session on WashU & Slavery: Students Nkemjika Emenike, Adam Teich, and Cecilia Wright and professors Bernstein, Craver, and Ward discussed WashU & Slavery, the Ampersand course, and Universities Studying Slavery.
- WashU & Slavery on Everywhere with CRE2 Podcast: CRE2 Co-Director William Acree spoke with project director Geoff Ward and postdoctoral fellow Kelly Schmidt about initial research goals, student engagement, and how the WashU & Slavery Project hopes to contribute to a greater understanding of the legacies of enslavement in St. Louis and the broader region. Spring 2022
- Slavery and WashU: A Conversation a student-faculty conversation between Nkemjika Emenike and Geoff Ward facilitated by and then published in *The Record*. Spring 2022
- Additionally, we have given various informal presentations and project updates, including invitations to become involved, with campus organizations and stakeholders, including: African American/Black Faculty and Staff Cabinet; Women's Society of Washington University, University College, and others.



## St. Louis and Missouri

- **Missouri History Museum, St. Louis, MO:** [Rethinking Monuments & Memorials](#), Dr. Ward was a panelist for this discussion of St. Louis's shifting commemorative landscape, and Dr. Schmidt staffed a table on the WashU & Slavery Project and Universities Studying Slavery in a showcase of commemorative efforts in St. Louis. Spring 2022
- **Missouri Conference on History, Jefferson City, MO:** "Anti-slavery Myths and Pro-Slavery Realities: Washington University, William Jewell College, and [Revising Narratives of Slavery's Influence on Higher Education in Missouri](#)." WashU students Nkemjika Emenike and Adam Teich joined students from William Jewell College to discuss their contributions to shifting university narratives around slavery and its legacies. Spring 2022
- **St. Louis Art Museum, St. Louis, MO:** In his capacity as Director of the WashU & Slavery Project, Dr. Ward was invited to contribute to the audio guide for the exhibition *Global Threads: The Art and Fashion of Indian Chintz* (Oct. 2022 – Jan. 2023). He provided the audio guide for the section of the exhibit titled "Cotton and the Consequences of Desire" ([more](#)).

## National

- **American Historical Association Conference:** Dr. Schmidt represented the WashU & Slavery Project for a roundtable discussing the future of Universities Studying Slavery.
- **National Council on Public History:** Dr. Schmidt represented the WashU & Slavery Project in a working group on reparative work at universities engaged by archivists, public historians, and digital humanists.
- **Universities Studying Slavery Fall Conference:** Drs. Ward and Schmidt participated in the Fall conference of Universities Studying Slavery, hosted at the University of Virginia in Fall 2022.

### *Sustaining and Expanding the WashU & Slavery Project*

We have accomplished a lot in this brief period but far more remains to be done. To maintain the momentum summarized and realize potential project impacts, including contributions to advancing our university's strategic plan, we feel it is critical to solidify the staffing of the initiative, and increase active project participation by interested faculty, staff, and students. It will also be critical to expand project connections across the many schools and relevant initiatives of Washington University and develop more explicit tie-ins with our university strategic plan.

It will be especially beneficial to increase connections between graduate, professional, and postdoctoral education and the WashU & Slavery Project. This might include the development of fellowships focused on research, creative, and applied contributions to the WashU & Slavery Project. The opportunity would help recruit, train, and place diverse graduate and professional students (across schools) who would benefit from and help expand project collections, opportunities, and relationships. Matriculation of participating graduate, professional and postdoctoral fellows, and the impacts of their training, research, creative and applied work, would advance our mission of establishing WashU and St. Louis as a global hub for transformative solutions to the deepest societal challenges ([more](#)).

In Spring 2023, as Phase One draws to a close, we will reconvene the project organizing committee – inviting new faculty and staff participation – and develop in consultation with this group a proposal for the next phase of the project, focused on sustaining momentum and expanding project insights, participation, and impacts.