

Student Life & AmeriCorps/VISTA

Sponsor the

1st Annual Rockingham Community College

Black History Month Poster Showcase



February 21, 2019

Rockingham Community College Black History Month Activity 2019

Overview: The basic concept of an event in recognition of this annual February observance was promoted by the AmeriCorps/Members to the Student Life Director, Maggie Murray and to staff member, Quintessa Stevenson, Media Specialist. The original proposal was a Poster Competition, open to all members of the RCC community. Posters would feature any individual who was considered memorable/significant, be they a family member or other public, historic personage. A short subject statement would also be included with the entry.

Poster submissions would be in an electronic format and would be printed by RCC to be included in a showcase exhibit which would include an opening reception intended for the entire campus. Student Life would assume the direct responsibility for hosting and promotion with assistance from SGA.

The initial discussion with Maggie and Quintessa took place on February 5th.

Final Poster submission date: February 18, 2019.

Poster Showcase Opening: February 21, 2019.

Changes to original concept: Posters could be submitted in any format. Competition was dropped.

AmeriCorps/VISTA assumed responsibility for refreshments and hanging the show.

This event was the first of its kind on this campus. Close to 30 submissions were received, most electronically submitted, but which did include one mixed media poster.

The reception was very well attended throughout the day with students, faculty, staff. Poster submissions also reflected participation by both students and staff and provided a new context for Student visibility and participation.

Observations: The biggest challenge of this joint activity with Student Life and the AmeriCorps/VISTA members was the short time of execution, beginning with the first conversation to the exhibit date. Planning should take place well in advance. In the absence of AmeriCorps/VISTA members organizational considerations need to be considered as well as having viable ideas.

Creative partnering also needs to be considered, as well as hosting areas best suited to the event. Communication is everything. Thinking globally about the campus as your contextual canvas is also recommended.

I. Research and develop Program

- a. RECOMMENDATION: start planning by November
- b. RECOMMENDATION: Any campus-wide MLK event is under Maggie Murray's Student Life Directorship. When you start planning, draw her into the process
- c. RECOMMENDATION: speak with Deirdre Kearney in planning phase to see if she and/or her history club are interested in collaborating
- d. Our Program:
 - i. Showed "The Witness: From the Balcony of Room 306," YouTube
 1. **Other movies available:** You can access Films on Demand through the library webpage at <http://library.rockinghamcc.edu> under the "Resources" tab. All films from Films on Demand come with performance rights for RCC.
 - ii. Had outside speakers from the community come in, and faculty/staff speak
 1. See program attached
- e. Other Ideas
 - i. CNCS will be in contact with you about a MLK Program, but recommend that you start planning much before that
 - ii. A panel discussion around a movie
 - iii. An actual RCC Day of Service (See <https://www.vistacampus.gov/> for MLK day of service ideas)
 - iv. <https://peacelearner.org> is interesting and instructive
 1. See attached Privilege Walk Activity
 - v. A Community Breakfast or Lunch Program (Maggie would need to be asked as to funding for that)
 - vi. Concert/sporting event/etc.

II. Space Requisition

- a. RECOMMENDATION: for whichever space you are using, provide a typed schedule with dates and times to the person in charge of that space
 - i. Gym = Maggie Murray
 - ii. James Library = Mary Gomez
- b. What we did to secure the James Library as our space
 - i. Met with **Mary Gomez** to make an initial inquiry about using the James Library space for our event.
 - ii. After speaking with **Valencia Abbott** (history faculty, Rockingham Early College High School) and **Deirdre Kearney** (history faculty RCC), went back to **Mary Gomez** with specific dates/times for the event

III. **Event Promotion**

- a. **RECOMMENDATION:** If possible, speak in person to humanities, art faculty and to faculty club advisors (relying on email as main means of communication was unsuccessful for us)
 - i. **RECOMMENDATION:** Keep a log of who you spoke to and what was said in each meeting
- b. **SGA (Maggie Murray)** will help you with event promotion
- c. **Quintessa Stevenson** will help you with Social Media, web, and newspaper promotion as well as poster graphic design
 - i. She suggests using Canva for poster designing
- d. **SUGGESTION:** See if the art club would like to be involved in a promo poster design contest for the event. Ray Martin and Phil Haralam are the faculty advisors for that club.

IV. **Build Program**

- a. Invite any speakers
 - i. (See the speakers we invited on attached Program)
- b. Tech Support will require a work order request (Contact Louis McIntyre)
- c. Talk with Maggie about refreshments
- d. Keep Louis McIntyre apprised of the planning process

V. **Thank You Notes**

- a. Admissions has Envelopes
- b. Letterhead paper is found on the RCC website under Employee Portal (username: employee, Password: portal)
- c. **Nancy Norwood** will mail out thank you notes to any community members involved
- d. Inter-campus mail can be used to distribute to any faculty/staff who were involved

MLK LEGACY OF SERVICE 2019
PROMOTIONAL MATERIALS

JAMES LIBRARY

01.24.2019 10:00 A.M.



LEGACY OF
SERVICE

MLK

MLK
Legacy of Service

Rockingham Community College
January 24, 2019

Program Introduction
Mary Martin, Board Director

Chelsea Cromartie, Assistant Director of Counseling

Dr. Mark Kinlaw, RCC President
Address

Louis McIntyre, Title III Project Director
RCC Civic Engagement Directory

Maggie Murray, Student Life Director

Pedro Lopez, **SGA Vice President**
Hetal Patel, **Eden Boys and Girls Club**
Trenton Phelps, **Community Organizer**

Amy Bell/Correy Bouldin, TRIO
THE WITNESS: From the Balcony of Room 306

Mary Martin

Refreshments

PROGRAM
MLK Legacy of Service 2019



*...only when
it is dark
enough
can you see
the stars.
~Dr. King*



*The time is
always ripe
to do what is
right.
-Dr. King*

Keepsake Bookmarks
MLK Legacy of Service 2019



Rockingham
COMMUNITY COLLEGE

BOARD OF TRUSTEES

For the Month of January 2019

President's Report

**"The advancement and diffusion of
knowledge is the only guardian of
true liberty."**

**-President James Madison (1809-
1817)**

Board meeting, and we plan to make a presentation to the Commissioners at one of their meetings in March.

◆ **MLK CELEBRATION HELD AT RCC**

On January 24, the college celebrated the work and legacy of Dr. Martin Luther King, Jr. The event was called, "MLK Legacy of Service." The college's two Americorps Vistas, Elizabeth Treadwell and Emma Cooper, coordinated the event with the assistance of many including Maggie Murray, Director of Student Life. Ms. Mary Martin, one of our Foundation Board members, provided the program introduction and closing remarks. Ms. Chelsea Cromartie, Assistant Director of Counseling, provided some comments. I presented the address and focused my comments on Dr. King's emphasis on service, which our MLK program was designed to do. Mr. Louis McIntyre, Title III Project Director, made comments about civic engagement and displayed a spreadsheet showing how our student clubs were connecting with community clubs and outreach projects to get our students connected to the community. Ms. Maggie Murray made comments from a student life perspective and how we are trying to get our students more connected to service projects. Ms. Hetal Lopez, Eden Boys and Girls Club, talked about what they were doing to reach out to serve youth in Eden. Mr. Trenton Phelps, Community Organizer, talked about projects he was involved in regarding service. Finally, our TRIO staff, Ms. Amy Bell and Mr. Correy Bouldin, discussed how they interact to reach out to students and serve their needs here at RCC, and projects TRIO students were involved in. The event also included the showing of a documentary about Dr. King that focused on his work with sanitation workers in Memphis and the events surrounding his assassination. The documentary was very moving. The event was held in the James Library and was well attended. It was one of the better MLK events I have attended.

Factoid:

Unemployment Stats for Rockingham County

- **Dec. 31, 2014:**
6.20%
- **Dec. 31, 2015:**
6.00%
- **Dec. 31, 2016:**
5.40%
- **Dec. 31, 2017:**
5.00%
- **Dec. 31, 2018:**
4.30%

◆ **NEW COUNTY ECONOMIC DEVELOPMENT DIRECTOR ANNOUNCED**

As you know, Jan Critz-Yokeley recently resigned as the Rockingham County Director for Economic Development, Small Business and Tourism. The county recently announced her replacement. She is Leigh Cockram. The following is the announcement from Lance Metzler, County Manager.

Rockingham County Manager Lance Metzler appointed Leigh H. Cockram as the new director of Economic Development, Small Business & Tourism today. He welcomed Cockram, who is from Collinsville, VA, to the Rockingham County family and explained, "She is extremely qualified for this critical leadership position due to years of management, planning, business development, and high-quality program coordination. Her successful career illustrates her leadership with an award-winning start-up business, a regional economic development organization, and the recipient of multiple patents." Cockram begins her tenure on Tuesday, Feb. 5th, and said: "I am honored to be joining Rockingham County's team. I see incredible potential to build upon the great work being done to increase the economic health of the county and create jobs for its citizens. I am eager to start working and look forward to this opportunity." She is the founder and chief executive officer of RaesWear, LLC, where she invented and patented the 360 degree waistband pocket for leggings and other athleisure wear clothing. Since the company's founding in 2013, Cockram increased sales by 178 percent through the development and implementation of an independent workforce of women across the United States. She led the business to win the Under Armour Future Show Innovation Challenge in 2015, with mentions in Good Housekeeping, Women's Running, WWD, Women's World, Runner's World, NBC News, and others. Prior to that, Cockram served as director of Research and Business Development for the Institute for Advanced Learning and Research in Virginia. While there, she was recognized for handling a departmental budget of \$1.2 million, managing the Virginia Governor's Office on the first Virginia AgBio Conference, and serving as a member of the Virginia Bio Board. She was also founder

T. Dianne Bellamy-Small, vice-chairwoman of the Guilford County Board of Education, will serve as speaker.

The theme of Bellamy-Small's message will focus on how now is the time to make justice a reality.

MLK Jr. Community Fellowship Service, 7 p.m.

Hosted by Eden Ministerial Fellowship, this years' service will be held at Morning Star Baptist Church, located at 607 Burton St.

Overseer Stephon Brown, pastor of Noah's Ark Full Gospel Church in Reidsville, will preach. A MLK Community Choir, under the direction of Minister Jamey Galloway and Jason Martin will also provide music.

Residents looking for rides to the service can call 336-253-8385.

The Witness: From the Balcony of Room 306, Jan. 24, 10 a.m.

- PUBLICITY ROCKINGHAM NOW

Rockingham Community College, in partnership with AmeriCorps VISTA, will be hosting a viewing Academy Award winning documentary, "The Witness: From the Balcony of Room 306" on Wednesday at the Gerald James Library on RCC's Wentworth campus.

The 30-minute film focuses on the weeks and days leading up to Martin Luther King's assassination on April 4, 1968.

It also features insight from Samuel "Billy" Kyles, a friend of King, who stood just feet away from the civil rights leader as he was assassinated on the balcony of room 306 of the Lorraine Motel in Memphis.

The event will also feature guest speakers and discussion about the different ways students can get involved in the community.

Some of Martin Luther King Jr.'s favorite deserts will also be served.

Peace Learner

Cultivating Peace and Nonviolence in the Field of Education

March 14, 2016

Privilege Walk Lesson Plan

[Leave a comment](#)

Privilege Walk Lesson Plan

Introduction:

Many educators and activists use privilege walks as an experiential activity to highlight how people benefit or are marginalized by systems in our society. There are many iterations of such walks with several focusing on a single issue, such as race, gender, or sexuality. This particular walk is designed with questions spanning many different areas of marginalization, because the goal of this walk is to understand intersectionality. People of one shared demographic might move together for one question but end up separating due to other questions as some move forward and others move back. This iteration of the privilege walk is especially recommended for a high school classroom in which the students have had time to bond with each other, but have never taken the time in a slightly more formal setting, i.e., led by a facilitator, to explore this theme. It is a good tool for classes learning about privilege or social justice and could also be used to discuss intersectionality in classes that have the danger of singling out a single aspect of social injustice. It is important that the students or group members are already acquainted and are not doing this activity as strangers, since an immense amount of trust in the people and the environment are needed to help people feel comfortable with acknowledging that certain statements apply to them.

Many people with certain privileges never notice them, because they are so woven into the mainstream that those who have them cannot see them. For youth, understanding and acknowledging privileges is key to understanding why and how they react and perceive their surroundings. The capacity for youth to objectively reflect on their interactions with the world will be invaluable. The focus on intersectionality in this practice will allow practitioners and students alike to understand that having one privilege does not make up for another marginalization and that every privilege or marginalization exists on a different but intersecting plane from another. This focus will help to avoid having positive developments being derailed by debates over who is more oppressed. It also helps youth understand ideas of intersectionality and be aware of marginalized groups within the marginalized group. Privilege walks have previously been criticized for being most beneficial to straight, white, able-bodied men, since it is supposed that they learn the most and that more

marginalized students are made to feel vulnerable. The particular walk posted on this page works to avoid falling into these issues and has given detailed reasoning for recommended debrief questions, since the nature of the debrief discussion can either exacerbate or alleviate some of these issues. Even though it is not a perfect exercise, the privilege walk is a less confrontational way to discuss privilege and promote reflection. It helps people to open up, literally, in steps instead of difficult to articulate words and relate to each other in a different way.

Goal:

To discuss the complicated intersections of privileges and marginalizations in a less confrontational and more reflective way.

Time:

15~20 minutes for the Privilege Walk

45~60 minutes for the debrief

Materials:

- A wide open space, e.g., a classroom with all chairs and tables pushed back, an auditorium, or a gymnasium
- Chairs to form a circle for the debrief
- Painter's tape to make an initial line for participants
- Optional: tape or other materials to draw lines to indicate where to step back or forth

Procedures:

- Have participants line up in a straight line across the middle of the room with plenty of space to move forward and backward as the exercise proceeds.
- Have participants hold hands or place one hand on the shoulder of the person to their left or right depending on space constraints. Important: Make sure to ask participants if they are comfortable touching and being touched by others. If some are not, do not make them and do not make a big deal out of it.
- You may give an explanation about the activity, how it is intended to educate about privilege, and what exactly is privilege, or you can send students into the activity with no such background.
- Read the following to participants:
- I will read statements aloud. Please move if a statement applies to you. If you do not feel comfortable acknowledging a statement that applies to you, simply do not move when it is read. No one else will know whether it applies to you.
- Begin reading statements aloud in a clear voice, pausing slightly after each one. The pause can be as long or as short as desired as appropriate.
- When you have finished the statements, ask participants to take note of where they are in the room in relation to others.

- Have everyone gather into a circle for debriefing and discussion.

Privilege Walk Statements:

1. If you are right-handed, take one step forward.
2. If English is your first language, take one step forward.
3. If one or both of your parents have a college degree, take one step forward.
4. If you can find Band-Aids at mainstream stores designed to blend in with or match your skin tone, take one step forward.
5. If you rely, or have relied, primarily on public transportation, take one step back.
6. If you have attended previous schools with people you felt were like yourself, take one step forward.
7. If you constantly feel unsafe walking alone at night, take one step back.
8. If your household employs help as servants, gardeners, etc., take one step forward.
9. If you are able to move through the world without fear of sexual assault, take one step forward.
10. If you studied the culture of your ancestors in elementary school, take one step forward.
11. If you often feel that your parents are too busy to spend time with you, take one step back.
12. If you were ever made fun of or bullied for something you could not change or was beyond your control, take one step back.
13. If your family has ever left your homeland or entered another country not of your own free will, take one step back.
14. If you would never think twice about calling the police when trouble occurs, take one step forward.
15. If your family owns a computer, take one step forward.
16. If you have ever been able to play a significant role in a project or activity because of a talent you gained previously, take one step forward.
17. If you can show affection for your romantic partner in public without fear of ridicule or violence, take one step forward.
18. If you ever had to skip a meal or were hungry because there was not enough money to buy food, take one step back.
19. If you feel respected for your academic performance, take one step forward.
20. If you have a physically visible disability, take one step back.
21. If you have an invisible illness or disability, take one step back.
22. If you were ever discouraged from an activity because of race, class, ethnicity, gender, disability, or sexual orientation, take one step back.
23. If you ever tried to change your appearance, mannerisms, or behavior to fit in more, take one step back.
24. If you have ever been profiled by someone else using stereotypes, take one step back.
25. If you feel good about how your identities are portrayed by the media, take one step forward.
26. If you were ever accepted for something you applied to because of your association with a friend or family member, take one step forward.
27. If your family has health insurance take one step forward.
28. If you have ever been spoken over because you could not articulate your thoughts fast enough, take one step back.
29. If someone has ever spoken for you when you did not want them to do so, take one step back.
30. If there was ever substance abuse in your household, take one step back.

31. If you come from a single-parent household, take one step back.
32. If you live in an area with crime and drug activity, take one step back.
33. If someone in your household suffered or suffers from mental illness, take one step back.
34. If you have been a victim of sexual harassment, take one step back.
35. If you were ever uncomfortable about a joke related to your race, religion, ethnicity, gender, disability, or sexual orientation but felt unsafe to confront the situation, take one step back.
36. If you are never asked to speak on behalf of a group of people who share an identity with you, take one step forward.
37. If you can make mistakes and not have people attribute your behavior to flaws in your racial or gender group, take one step forward.
38. If you have always assumed you'll go to college, take one step forward.
39. If you have more than fifty books in your household, take one step forward.
40. If your parents have told you that you can be anything you want to be, take one step forward.

Debrief Questions:

During and after the Privilege Walk, participants might experience an array of intense feelings no matter their position in the front or the back. While the point of the Privilege Walk is indeed to promote understanding and acknowledgment of privileges and marginalization, it would be detrimental to end the activity with potentially traumatic or destructive emotions. The point of the debrief session is twofold. First, through the reflection provoking questions, help participants realize what exactly they were feeling and muster the courage to articulate it to each participant's acceptable level. This process will relieve possible negative emotions, preventing possible damage. Second, as negative emotions are relieved, the debrief will help participants realize that either privileges or marginalizations are integral to the person's being. Instead of casting off either privilege or marginalization, participants can learn how to reconcile with themselves, and through the utilization of newfound knowledge of the self, have a better relationship with themselves and others around them.

1. What did you feel like being in the front of the group? In the back? In the middle?

At the end of the exercise, students were asked to observe where they were in the room. This is a common question to use to lead into the discussion and allows people to reflect on what happened before starting to work with those ideas in possibly more abstract ways. It keeps the activity very experience-near and in the moment.

2. What were some factors that you have never thought of before?

This asks students to reflect in a broader sense about the experiences they might not think about in the way they were presented in this activity. It opens up a space to begin to discuss their perceptions of aspects of themselves and others that they might have never discussed before.

3. If you broke contact with the person beside you, how did you feel in that moment?

This question focuses on the concrete experience of separation that can happen during the activity. For some students, a physical aspect like this can be quite powerful. There are many iterations of the privilege walk that do not involve physical contact, but this extra piece can add another layer of experience and be an opening for very rich student responses.

4. What question made you think most? If you could add a question, what would it be?

The first part of this question asks students to reflect more on the activity and the thoughts behind it. The second part of this question is very important for creating knowledge. Students might suggest a question about which instructors had not thought. Asking students how they would change the activity and then working to incorporate those changes is an important part of collaborative learning.

5. What do you wish people knew about one of the identities, situations, or disadvantages that caused you to take a step back?

This question invites people who would like to share about the ways they experience marginalization. It is a good question to ensure that this part of the conversation is had. That being said, it is also important to not expect or push certain students to speak, since that would be further marginalizing them and could cause them to feel unsafe. It is not a marginalized person's job to educate others on their marginality. If they would like to do so, listen. If they would not like to do so, respect their wishes.

6. How can your understanding of your privileges or marginalizations improve your existing relationships with yourself and others?

This question is based on the idea that people can always use knowledge and awareness of the self to improve how one lives with oneself and those existing within one's life. It also invites students to think about ways that this understanding can create positive change. This is not only for the most privileged students but also for marginalized students to understand those in their group who may experience other marginalizations. This can bring the discussion from the first question, which asks about how they are standing apart to this last question, which can ask how can they work to stand together.

This activity was developed by Rebecca Layne and Ryan Chiu for Dr. Arthur Romano's Conflict Resolution Pedagogy class at George Mason's School for Conflict Analysis and Resolution. Some walk activity questions are commonly seen on other privilege walks while others were written by these students for this specific walk. Procedures were written from experiences participating in other walks. Debrief questions, excepting question one, were written by these students with the goal of this walk in mind. Question one is fairly universal for this activity.

[An Example of the Critiques that Influenced Us \(https://inequalitybyinteriordesign.wordpress.com/2012/08/31/teaching-privilege-without-perpetuating-privilege/\)](https://inequalitybyinteriordesign.wordpress.com/2012/08/31/teaching-privilege-without-perpetuating-privilege/)

[Another Privilege Walk Example from Buzzfeed \(http://www.buzzfeed.com/dayshavedewi/what-is-privilege?#.evVgPq6EY\)](http://www.buzzfeed.com/dayshavedewi/what-is-privilege?#.evVgPq6EY)

Posted by [Rebecca Layne](#) in [Community Building](#), [Conflict Resolution](#), [High School](#), [Lesson Plan](#), [Pedagogy](#)

[Blog at WordPress.com.](#)

MLK LEGACY OF SERVICE 2019
RESOURCE MATERIALS

Helpful Resources

Legislative Long Session

2019 marks the beginning of the the NC General Assembly's long legislative session, which traditionally runs through the summer. Now is the time to plan how you want to be involved in fighting for affirmative policies that help voters, including independent redistricting, voter registration reform, and expanding who can vote and when.

For the latest on our pro-democracy legislative agenda and how to get involved, visit democracync.org.

Municipal Elections

Participating in local, municipal elections in 2019 is where voters can have the most immediate impact on their daily lives and shape future political leadership. Races include: mayors, city or town councils, county offices, and school boards.

For more information about upcoming municipal elections in your county, including how to register, what you need to vote, and what's on the ballot, visit ncvoter.org.

**“The time is
always right to do
what is right.”**

Dr. Martin Luther King, Jr.



“Faith is taking the first step even when you don't see the whole staircase.” Dr. Martin Luther King, Jr.

In the wake of challenges in our way, Dr. King encouraged us to remain steadfast in our cause and believe in our ability to make positive change. A new North Carolina law “requires” voters to show an acceptable photo ID beginning in 2019 — but it has exceptions so people can vote without one. This year, we must help protect voters by assisting them to overcome confusion about this complex law, get an acceptable ID to vote, and fight these anti-voting laws with more voting.

3 Tips for Protecting Voters in 2019

1. Follow court challenges to the photo ID law. The ID law accepts some photo IDs but not others and has biases that will harm certain people — just like the last ID law. As a result, voting advocates will challenge the law in court.

2. Advocate for voter-friendly ID rules. The State Board of Elections must write guidelines to implement the ID law through a rule-making process that is open to the public. Even as the law is

challenged in court, we must advocate for better rules.

3. Educate our fellow voters. We must begin educating voters now about their rights and what the latest ID requirement really means.

To keep up with legal challenges, learn where and how to engage in the rule-making process, and help educate voters in your community, visit demnc.co/protectvoters.

SAVE THIS HELPFUL HOTLINE: Call 888-OUR-VOTE (888-687-8683)

if you have questions about voting, including voter ID requirements and exceptions, or have problems at the polls (or know someone who has).



3 WAYS TO Fight for Voters IN 2019

1 Democracy Summer 20th Anniversary

Dr. King teaches us, "A genuine leader is not a searcher for consensus but a molder of consensus." He knew the power we have as leaders is to listen and bring people together.

In 2019, Democracy Summer — Democracy North Carolina's innovative paid internship program that exposes young leaders to new ideas and movements — celebrates its 20th anniversary year. Recruitment begins now for this special class of students, who will be equipped with lifelong skills that they can use to work for positive social change in their communities. Their nine-week internship will take them from the halls of state government to the neighborhoods of their local communities, teaching them how to organize people around a shared vision for a better democracy.



To share or apply for this internship opportunity, visit demnc.co/demsummer.

2 Nonprofit Voter Engagement Grants Are Available

Dr. King said, "All labor that uplifts humanity has dignity and importance and should be undertaken with painstaking excellence." He tells us transformational leaders are found at every part of our communities — they find meaning and purpose and a higher calling in their daily endeavors.

North Carolina's nonprofit services providers are some of the most important resources in our communities — and serve many of the same

populations who most need information and resources to make their votes count. Our Nonprofit Voter Engagement Program is a nonpartisan initiative of Democracy North Carolina to engage, support, and evaluate the role of nonprofit service providers doing voter engagement. We can provide training, voter education materials, up-to-date information on election laws — all tailored to fit the needs of your organization.

To apply for Democracy North Carolina's NPVE grant, visit demnc.co/nonprofit.

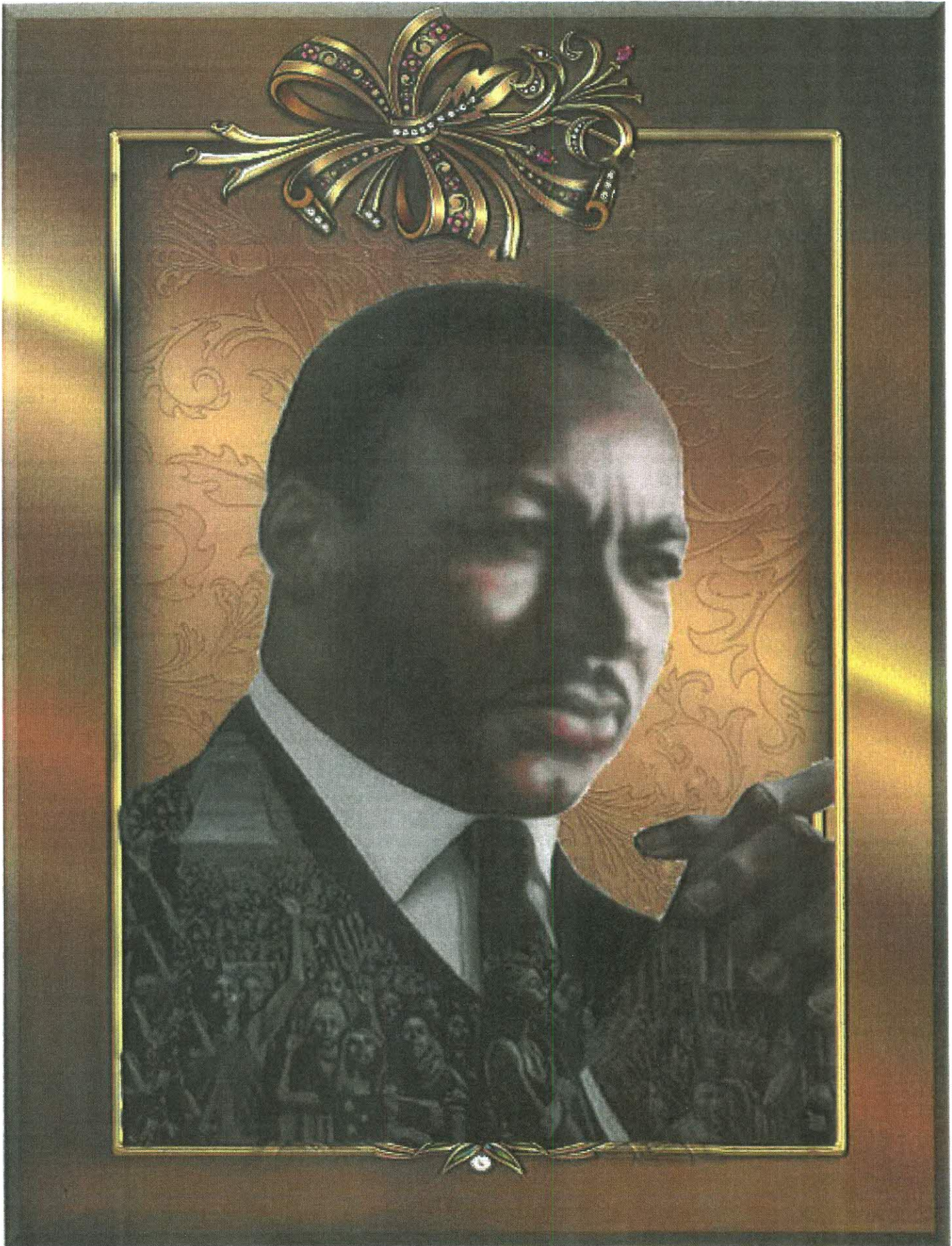
3 Board of Elections Monitor

Dr. King said, "Every step toward the goal of justice requires [the] passionate concern of dedicated individuals." We are reminded that our fight isn't just during the election season, but is a year-round call to make sure our rights are protected.

The way voting laws are applied in North Carolina is often decided at the local level. Now that county boards of elections shoulder much of responsibility for implementing and facilitating new photo ID requirements, we need to understand how the election system operates locally to make sure it works for all. That means watching the actions of the County Board of Elections year round, attending its monthly meetings, developing relationships with the members, and raising our voices at crucial times.

To sign up to be a 2019 Board of Elections Monitor, visit demnc.co/boe.





MLK Unity Breakfast 2019

Name: MLK Unity Breakfast
2019

Date: January 21, 2019

Time: 8:00 AM - 10:00 AM
EST



Event Description:

Reidsville Branch NAACP
Reidsville Chamber of Commerce
Reidsville Human Relations Commission

Present The 21st Annual
Dr. Martin Luther King, Jr.
Unity Breakfast



Location:

Zion Baptist Church Multi-Purpose Center
807 Piedmont Street, Reidsville NC
[View a Map](#)

Date/Time Information:

Monday, January 21, 2019 at 8:00AM

Contact Information:

Reidsville Chamber of Commerce - 336-
349-8481

[Send an Email](#)

[info@reidsvillechamber.org]

Fees/Admission:

Tickets \$10.00
No Tickets Sold At The Door

Set a Reminder:

Enter your email address below to receive a
reminder message.

Enter Email Address

-- Select Days Before Event --

[Business Directory](#) [News Releases](#) [Events Calendar](#) [Hot Deals](#) [Job Postings](#) [Contact Us](#) [Weather](#) [Join The Chamber](#)

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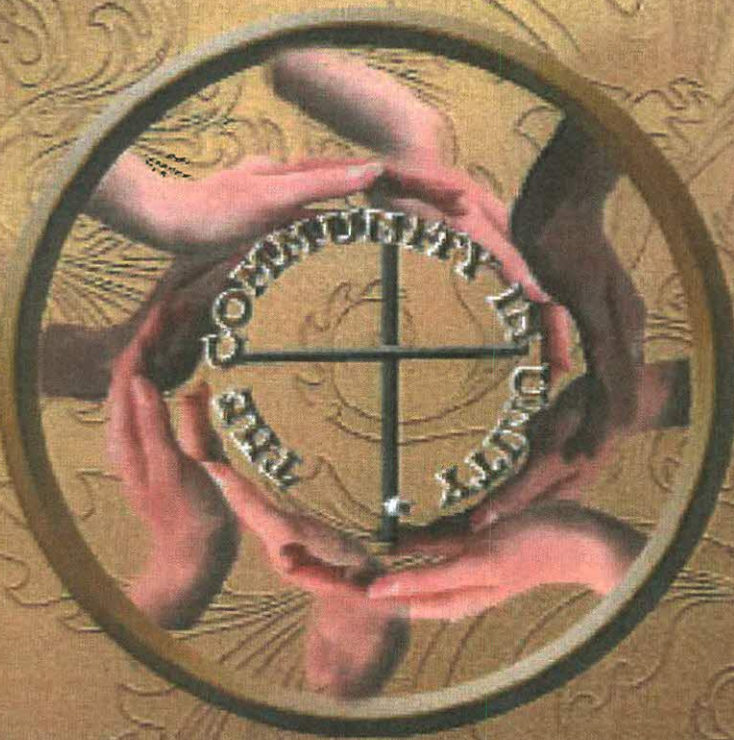
Printed courtesy of www.reidsvillechamber.org – Contact the Reidsville Chamber of Commerce for more information.
140 S. Scales Street, Reidsville, NC 27323 – 336-349-8481 – info@reidsvillechamber.org

WHO
HAS
REAL
TICKETS?

THE TWENTY-FIRST ANNUAL
DR. MARTIN LUTHER KING, JR.
UNITY BREAKFAST

"KEEPING THE DREAM ALIVE THROUGH UNITY"

BY UNDERSTANDING AND WORKING WITH EACH OTHER.

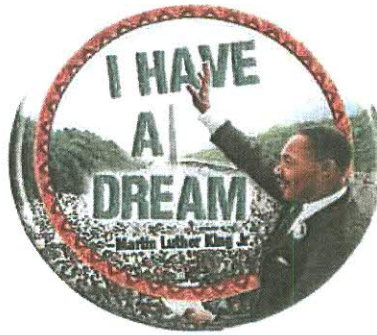


SPONSORED BY

REIDSVILLE BRANCH NAACP
REIDSVILLE CHAMBER OF COMMERCE
REIDSVILLE HUMAN RELATIONS COMMISSION

MONDAY, JANUARY 21, 2019
EIGHT O'CLOCK IN THE MORNING

ZION BAPTIST CHURCH MULTI-PURPOSE CENTER
807 PIEDMONT STREET
REIDSVILLE, NORTH CAROLINA



OUR UNITY SONG

Written by Jennifer Watlington

VERSE I

My child is your child. Your child is mine.
If we work together, a solution we'll find.
Children learn hatred from those that they love.
Let's make sure our teachings come from above.

VERSE II

It doesn't matter the color of your skin,
Or the conditions that you live in.
We must move past how things use to be.
And live our lives in harmony.

VERSE III

The world's in a bad way. What can we do?
Children killing children, it's up to me and you.
To erase bigotry and so much hate.
If we start today it won't be too late.

CHORUS:

**Unity, Unity. We must all live as one in harmony.
Unity, Unity. We must love one another
Each sister and each brother.
We must all live as one in unity.**



Order of Program

OPENING REMARKS ROCHELLE TUCKER

INVOCATION REV. MICHAEL LONG

PLEDGE OF ALLEGIANCE REIDSVILLE POLICE HONOR GUARD

"THE STAR SPANGLED BANNER" JACQUELINE FLORENCE

GREETINGS FROM THE MAYOR DR. JOHN (JAY) DONECKER

GRACE MARICARMEN GARDUNE

Serving of Meal

SELECTION WILBERT REAVES

INTRODUCTION OF SPEAKER CHIEF ROBERT HASSELL

SPEAKER REV. PETER DODGE

REIDSVILLE ALLIANCE CHURCH, 1300 FREEWAY DRIVE REIDSVILLE



THE COMMUNITY UNITY AWARDS PRESENTATIONS

HUMAN RELATIONS COMMISSION

-REV. EDDIE C. HUGHES MEMORIAL AWARD

TO: TAMEKA MULLINS GOODS By: WANDA HARLEY

REIDSVILLE BRANCH NAACP

-J. ARTHUR GRIGGS CIVIL RIGHTS MEMORIAL AWARD

TO: ELRETHA PERKINS By: MARJORIE WILLIAMSON

REIDSVILLE CHAMBER OF COMMERCE

-JAMES W. DANIEL MEMORIAL UNITY AWARD

TO: MAYOR DR. JOHN (JAY) DONECKER. By: ROBERT "ROBBIE" B. CITY, III

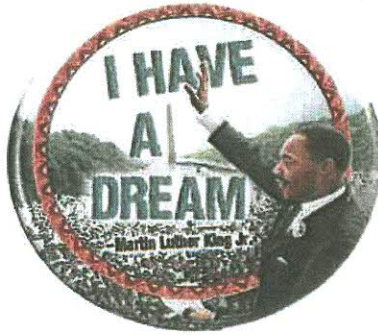
JULIUS J. GWYN MEMORIAL YOUTH AWARD

TO: TEARRA ALLEN By: DICK FROHOCK

TO: HELEN THORN By: DICK FROHOCK

OUR UNITY SONG By: JENNIFER WATLINGTON, COMPOSER

BENEDICTION By: ELDER BERNARD FLORENCE



I HAVE A DREAM

I have a dream that one day every valley shall be exalted, every hill and mountain shall be made low, the rough places will be made plain, and the crooked places will be made straight, and the glory of the Lord shall be revealed, and all flesh shall see it together. I have a dream that one day on the red hills of Georgia the sons of former slaves and the sons of former slave owners will be able to sit down together at the table of brotherhood. I have a dream that one day even the state of Mississippi, a state sweltering with the heat of injustice, sweltering with the heat of oppression, will be transformed into an oasis of freedom and justice.

I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character. I have a dream that one day down in Alabama, with its vicious racists, with its governor having his lips dripping with the words of interposition and nullification, that one day right down in Alabama little black boys and black girls will be able to join hands with little white boys and white girls as sisters and brothers.

This is our hope. This is the faith that I will go back to the South with. With this faith we will be able to hew out of the mountain of despair a stone of hope. With this faith we will be able to transform the jangling discords of our nation into a beautiful symphony of brotherhood. With this faith we will be able to work together, to pray together, to struggle together, to go to jail together, to stand up for freedom together, knowing that we will be free one day. This will be the day when all of God's children will be able to sing with new meaning, "My country 'tis of thee, sweet land of liberty, of thee I sing. Land where my fathers died, land of the Pilgrims' pride, from every mountainside, let freedom ring." And if America is to be a great nation, this must become true. So let freedom ring from the prodigious hilltops of New Hampshire. Let freedom ring from the mighty mountains of New York. Let freedom ring from the heightening Alleghenies of Pennsylvania.

Let freedom ring from the snow-capped Rockies of Colorado. Let freedom ring from the curvaceous slopes of California. But not only that; let freedom ring from the Stone Mountain of Georgia. Let freedom ring from Lookout Mountain of Tennessee. Let freedom ring from every hill and molehill of Mississippi. From every mountainside, let freedom ring. And when this happens, and when we allow freedom ring, when we let it ring from every village and every hamlet, from every state and every city, we will be able to speed up that day when all of God's children, black men and white men, Jews and gentiles, Protestants and Catholics, will be able to join hands and sing in the words of the old Negro spiritual, "Free at last! Free at last! Thank God Almighty, we are free at last!"

This is our hope. This is the faith that I will go back to the South with. With this faith we will be able to hew out of the mountain of despair a stone of hope. With this faith we will be able to transform the jangling discords of our nation into a beautiful symphony of brotherhood.

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Let freedom ring from every hill and molehill of Mississippi. From every mountainside, let freedom ring.

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•

The Martin Luther King, Jr. Unity Committee extends immense gratitude to the following sponsors and for supporting this event, as we celebrate the life of this extraordinary leader and recognize exceptional individuals within our community.

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DECORATIONS

COMPLIMENTS
OF ZION BAPTIST CHURCH HOSPITALITY COMMITTEE

Program Designed & Printed by
MOORE'S ENTERPRISE

Corporation for National and Community Service

2019 MLK Day of Service

Communications Toolkit

2019 MLK DAY COMMUNICATIONS TOOLKIT

Contents

Things to Know	2
Key Messages and Talking Points	3
Template Media Advisory	6
Template Press Release	7
Sample Social Media Messages	9
Template Email Message or Blog Post	10
Additional Resources	11

2019 MLK DAY COMMUNICATIONS TOOLKIT

Things to Know

Thank you for helping to make the 2019 Martin Luther King Jr. Day of Service a success!
Below are a few helpful updates, tips, and reminders.

- Please direct questions regarding media or communications to the CNCS press office at pressoffice@cns.gov.
- Add your project to the volunteer opportunities listed in the search engine at mlkday.gov.
- We love to hear about your media successes (and challenges). Share them with us at pressoffice@cns.gov.
- Follow [@MLKDay](https://twitter.com/MLKDay) on Twitter and [MLK Day](https://www.facebook.com/MLKDay) on Facebook.
- Use the hashtag #MLKDay when talking about your service activities on social media.
- Report your successes at MLKday@cns.gov.

2019 MLK DAY COMMUNICATIONS TOOLKIT

2019 MLK Day of Service Key Messages and Talking Points

TOPLINE MESSAGES

- Dr. Martin Luther King Jr. once said, “Life’s most persistent and urgent question is, ‘What are you doing for others?’” Against what seemed impossible odds, Dr. King and scores of his fellow citizens of all races came together and ultimately helped bend the moral arc of the universe toward justice.
- In recognition of Dr. King’s incredible legacy of service to all, Congress designated the Martin Luther King Jr. Federal Holiday as the first ever national day of service in 1994, and charged the Corporation for National and Community Service, the federal agency for service, with leading this effort.
- Taking place each year on the third Monday in January, the MLK Day of Service is the only federal holiday observed as a national day of service – a “day on, not a day off.”
- The upcoming commemoration of the MLK Day of Service on Monday, January 21 is an opportunity to remember that history and re-commit ourselves as citizens by volunteering in service to one another. It is also time to consider how much work remains to fulfill Dr. King’s dream. Service is a powerful tool for strengthening our communities, but it is only a start.
- An appropriate way to honor Dr. King is through service and volunteering in our communities. Dr. King devoted his life to advancing equality, social justice, and economic opportunity for all. He challenged us to build a more perfect union and taught us that everyone has a role to play. Five decades later, we still have more work to do.
- In 2019, Americans in all 50 states will honor Dr. King through acts of service that renew our communities and nation.

WHAT IS THE MLK DAY OF SERVICE?

- After a long struggle, legislation was signed in 1983 creating a federal holiday marking the birthday of Rev. Dr. Martin Luther King, Jr. and the federal holiday was first observed in 1986.
- In 1994, Congress designated the Martin Luther King Jr. federal holiday as the nation’s first day of service and charged the Corporation for National and Community Service, the federal agency for volunteering and service, with leading this effort.
- Taking place each year on the third Monday in January, the MLK Day of Service is the only federal holiday observed as a national day of service – a “day on, not a day off.”

2019 MLK DAY COMMUNICATIONS TOOLKIT

- Participation in the MLK Day of Service has grown each year as more Americans are inspired by Dr. King's legacy to help their communities and the King Holiday has become synonymous with service.

WHY SERVE ON MLK DAY?

- Rev. Dr. Martin Luther King Jr. devoted his life to advancing equality, social justice, an opportunity for all. He challenged us to build a more perfect union and taught us that everyone has a role to play in making American what it ought to be. Fifty years after Dr. King's death, we still have more work to do to realize his dream.
- The MLK Day of Service is a way to transform Rev. Dr. Martin Luther King Jr.'s life and teachings into community service that helps solve social problems. That service may meet a tangible need, such as fixing up a school or senior center, or it may meet a need of the spirit, such as building a sense of community or mutual responsibility. The MLK Day of Service empowers individuals, strengthens communities, bridges barriers, creates solutions, and moves us closer to Dr. King's vision of a beloved community.
- Service is a solution – on MLK Day and throughout the year. The most effective intervention in a troubled child's life is a mentor; tutors help children reach and graduate from high school; volunteers provide critical health and independent living services and help people find jobs, gain hope, and reach their potential.
- Service breaks down barriers by bringing people from different backgrounds together. And service benefits those who serve: youth do better in school, seniors are healthier, families are closer, and all gain fulfillment and a sense of purpose.
- Coretta Scott King said, "The greatest birthday gift my husband could receive is if people of all racial and ethnic backgrounds celebrated the holiday by performing individual acts of kindness through service to others."

HOW IS THE MLK DAY OF SERVICE ORGANIZED?

- The Corporation for National and Community Service, the federal agency responsible for national service programs such as AmeriCorps and the nation's volunteer efforts, leads the MLK Day of Service.
- Each year, thousands of nonprofit and community groups, faith-based organizations, and schools and businesses nationwide lead or participate in the MLK Day of Service projects. For nonprofit and community groups, participating in MLK Day is an opportunity to bring in new volunteers, partners, and funders that can provide resources to support their work throughout the year.

2019 MLK DAY COMMUNICATIONS TOOLKIT

ABOUT DR. KING

- During his lifetime, Rev. Dr. Martin Luther King, Jr. worked tirelessly toward a dream of equality and opportunity for all. He challenged all citizens to help build a more perfect union and live up to the purpose and potential of America.
- Dr. King recognized the power of service to strengthen communities and achieve common goals. Through his words and examples, Dr. King challenged individuals to take action and lift up their neighbors and communities through service.
- During his lifetime, Dr. King set big goals, focused relentlessly on results, and achieved historic change. Today, as our nation faces challenges ranging from poverty to the dropout crisis, we need a similar sustained citizen movement focused on our critical national challenges.
- “Everybody can be great, because everybody can serve,” Dr. King said. He believed each individual possessed the power to lift himself or herself up no matter what this or her circumstances – rich or poor, black or white, man or woman.

2019 MLK DAY COMMUNICATIONS TOOLKIT

Template Media Advisory

FOR IMMEDIATE RELEASE

January XX, 2019

CONTACT: [YOUR NAME]
[PHONE, EMAIL]

** MEDIA ADVISORY **

[NAME OF ORGANIZATION] Mobilizes Area Residents to Serve on King Holiday

Volunteers [DESCRIBE LOCAL PROJECT] as part of National Day of Service

[CITY, STATE]— [HUNDREDS, THOUSANDS] of [CITY] residents will step up to serve as volunteers on the annual Martin Luther King Jr. Holiday. Volunteers will [INSERT SHORT DESCRIPTION OF PROJECT], joining hundreds of thousands of Americans across the country in volunteer service.

[ORGANIZATION] has planned a day of service that will leverage the strength of local citizens to help tackle local problems and advance Dr. King's dream of opportunity for all. [DESCRIBE SERVICE EVENTS].

The annual event honors Dr. King's legacy and is an opportunity for Americans to renew their own personal vows of citizenship through service to others and engage in conversations to advance community goals.

WHO: [LOCAL ELECTED OFFICIALS, NATIONAL SERVICE PARTICIPANTS,
COMMUNITY VOLUNTEERS, etc.]
WHAT: [NAME OF EVENT/ACTIVITY]
WHERE: [ADDRESS WHERE EVENT WILL TAKE PLACE]
WHEN: [DATE, START & END TIME FOR EVENT]

The Corporation for National and Community Service is a federal agency that leads the annual MLK Day of Service, working with thousands of nonprofit groups, faith-based organizations, schools, and businesses nationwide. For further information about the MLK Day of Service and what's taking place across the country, visit MLKDay.gov.

###

[ORGANIZATION BOILERPLATE]

The MLK Day of Service is led by the Corporation for National and Community Service, a federal agency that engages millions of Americans in service through its AmeriCorps and Senior Corps programs and leads the nation's volunteer efforts. For more information, visit nationalservice.gov.

2019 MLK DAY COMMUNICATIONS TOOLKIT

Template Press Release

FOR IMMEDIATE RELEASE
January XX, 2019

CONTACT: [YOUR NAME]
[PHONE, EMAIL]

[CITY/COMMUNITY] Puts Citizenship and Service in Action

*Volunteers [DESCRIBE LOCAL PROJECT (for example: paint/muck/plant trees)] as
part of MLK Day*

[CITY, STATE] – [NAME OF ORGANIZATION] today led [NUMBER] [CITY] residents in [BRIEF DESCRIPTION OF THE PROJECT] in volunteer service to honor Dr. Martin Luther King’s legacy. [CITY NAME] residents were joined by hundreds of thousands of volunteers across the country on this national day of service.

“Today we answer Dr. King’s call to serve and are making a difference in the lives of [COMMUNITY] residents,” said [ORGANIZER NAME], the [TITLE] of [ORGANIZATION.] “A resourceful way to meet local needs, volunteer service is a powerful tool that builds strong communities. We are putting the core American principles of citizenship and service into action.”

[PROJECT-SPECIFIC INFORMATION].

The Corporation for National and Community Service (CNCS) is a federal agency that leads the annual MLK Day of Service, working with the King Center in Atlanta and thousands of nonprofit groups, faith-based organizations, schools, and businesses nationwide.

These projects include delivering meals, refurbishing schools and community centers, collecting food and clothing, signing up mentors, reading to children, promoting nonviolence, and more. The MLK Day of Service shines a spotlight on service as a powerful force to bridge econom

2019 MLK DAY COMMUNICATIONS TOOLKIT

and social divides – today and throughout the year. Many communities will also engage in dialogue to explore ways they can address important issues. National Days of Service provide each of us with an opportunity to join neighbors and local leaders to tackle community challenges and strengthen the nation.

###

[ORGANIZATION BOILERPLATE]

The MLK Day of Service is led by the Corporation for National and Community Service, a federal agency that engages millions of Americans in service through its AmeriCorps and Senior Corps programs and leads the nation's volunteer efforts. For more information, visit nationalservice.gov.

2019 MLK DAY COMMUNICATIONS TOOLKIT

Sample Social Media Messages

Social media messaging is a vital tool for amplifying MLK Day of service nationwide. Several platforms, including Twitter, Facebook, and Instagram will be used to tell the MLK Day of Service story. Below are customizable social media messages for you to use on your accounts. Click [here](#) for graphics to accompany your posts.

Sample Tweets

- #DYK #MLKDay is a day of service? Join millions of Americans in making it a Day ON, Not a Day Off! Visit [MLKDay.gov](#) to learn more.
- Service is a great way to create solutions to social problems. That's why I'm volunteering this #MLKDay. Visit [MLKDay.gov](#) to learn how you can give back!
- On #MLKDay, I'm volunteering with _____ to help improve _____. Visit [MLKDay.gov](#) to learn how you can help others.
- Dr. King said, "Life's most persistent and urgent question is, 'What are you doing for others?'" Start helping others by serving on #MLKDay. [MLKDay.gov](#)

Sample Facebook Posts

- This #MLKDay, I'm _____ to help strengthen my community. How do you plan to help others? Visit [MLKDay.gov](#) to find volunteer opportunities or register your own project!
- Service breaks down barriers by bringing people from different circumstances together. Visit [MLKDay.gov](#) and commit to serving others this #MLKDay.
- Volunteering unites Americans of all ages and backgrounds, and builds stronger communities. This #MLKDay, join others in giving back through service. Visit [MLKDay.gov](#) to learn how.
- In the words of Dr. King, "Everybody can be great because everybody can serve." Visit [MLKDay.gov](#) to find local service opportunities for #MLKDay and beyond!

Photo Guidance

Do you plan on taking pictures of service on MLK Day? If so, send them our way so we can amplify them on Flickr, Instagram, Twitter, and Facebook! E-mail your photos to iokparanta@cns.gov with a caption including location, project name, and any other details you think are important.

2019 MLK DAY COMMUNICATIONS TOOLKIT

Template Email Message or Blog Post

Headline: Serve on MLK Day 2019

The 2019 MLK Day of Service is almost here – and Americans across the country are rolling up their sleeves in service. Are you ready to get out and serve?

Making time to volunteer for the 2019 MLK Day of Service is a great way to engage with your community while honoring the legacy of Dr. King. Whether you plan on grabbing a paintbrush, mentoring a young person, or helping to clean up a public space in the next few days, know that what you do makes a world of difference.

Honor Dr. King’s legacy all year. Pledge to serve in his honor.

Still looking for a way to participate? Sign up to volunteer with a project in your area.

[DETAILS ON ORGANIZATION PROJECTS]

Be sure to share your thoughts and photos from your volunteer service that day:

- Tweet using the hashtag #MLKDay
- Connect with other volunteers on [FACEBOOK PAGE]
- [OTHER SOCIAL MEDIA NETWORKS]

2019 MLK DAY COMMUNICATIONS TOOLKIT

Additional Resources

CNCS also has a number of digital and printed resources available for use by grantees and project organizers. Below are just a few that may be helpful in your communications efforts.

- [Project Toolkits and Resources](#)
- [Project Registration Link](#)
- [Logos](#)
- [Social and Digital Graphics](#)
- [Radio and TV PSAs](#)
- [MLK Day Legacy of Service Videos](#)

Introduction and the History of the Kerner Report

AMERICA'S SUMMER OF 1967 was, indeed, a ferociously long, hot summer. Riots, looting, and burning devastated the black sections of many of America's cities. Police and the National Guard—virtually all white, mostly poorly trained, and tragically overreacting and deadly—struggled to contain the violence in the urban neighborhoods where it began, but for a frighteningly long time, they were unable to do so.

The worst disorders occurred in Newark and Detroit. These were not finally quelled until, in each city, President Lyndon Johnson finally sent in U.S. Army soldiers to replace state National Guard troops. By the time order was restored in Newark, twenty-six people had been killed there—twenty-one of them civilians, including six women and several children, all African Americans.¹ A total of 1,324 persons were charged with crimes growing out of the Newark riot. There were whole blocks of burned-out ruins, and estimates of property damage ran into the multiple millions.

By the end of the disorders in Detroit, thirty-three African Americans and ten whites had been killed, seventeen of whom—fifteen African Americans and two white men—were looters. Two of the Detroit deaths resulted from a fallen power line. Seventeen people were shot by accident or were murdered. One police officer was accidentally killed during a scuffle with a looter by a shot from a gun held by another officer. One white man was killed by a looter. Two hundred seventy-nine persons were injured, including eighty-five police officers. Property damage was horrendous—682 buildings burned, 412 of them completely destroyed—and 7,231 persons were arrested.

But that was only part of what happened during that summer. Major riots—with numbers of deaths, injuries, and arrests and great property

damage—also occurred during that time in Plainfield, New Jersey; Atlanta; Buffalo; Cambridge, Maryland; Cincinnati; Grand Rapids, Michigan; Milwaukee; Minneapolis; and Tampa. Twenty-eight more cities had serious disorders, lasting one or two days, and ninety-two cities had smaller outbreaks of violence that lasted a day or less.

All this terrible disorder caused enormous shock, fear, alarm, outrage, bewilderment, and anxiety throughout the country. Reacting to this and to restore calm, a solemn President Lyndon Johnson went on national television on the evening of July 27, 1967, in an address to the nation, and announced, partly at the suggestion of Senator Fred Harris of Oklahoma, the appointment of a blue-ribbon citizens commission, the President's National Advisory Commission on Civil Disorders (soon to be called the Kerner Commission, after its chairman, Governor Otto Kerner of Illinois), the purpose of which was not only to investigate and report concerning the riots from a law-and-order standpoint but also to deal with basic causes, the president declaring, "The only genuine, long-range solution for what has happened lies in an attack—mounted at every level—upon the conditions that breed despair and violence. All of us know what those conditions are: ignorance, discrimination, slums, poverty, disease, not enough jobs. We should attack those problems—not because we are fired by conscience. We should attack them because there is simply no other way to achieve a decent and orderly society in America."²

The eleven members appointed to the commission by the president were a kind of two-by-two Noah's ark of diversity: a Democrat, Kerner, as chairman, and a Republican, New York City mayor John Lindsay as vice chair; two U.S. senators as members, a Democrat, Fred Harris of Oklahoma, and a Republican, Edward Brooke of Massachusetts; two House representatives, a Democrat, James Corman of California, and a Republican, William McCulloch of Ohio; two African American leaders, Senator Brooke and Roy Wilkins, executive director of the NAACP; two public officials, Herbert Jenkins, Atlanta chief of police, and Katherine Peden, Kentucky secretary of state; and, finally, a labor leader, I. W. Abel, president of the United Steelworkers of America, and a business leader, Charles Thornton, chairman of the board and chief executive officer of Litton Industries. (A few years later, of course, there surely would have been a stronger level of gender and racial diversity in the appointments.)

A couple of progressive white leaders, as well as certain young African American activists, criticized the appointments as being a middle-of-the-road and bland group whose findings and recommendations would never amount to much. (Later, when the commission's report, dated March 1, 1968, was issued, these early critics seemed to be as surprised and pleased to have been wrong as President Johnson seemed as surprised and *displeased* that they had not been right.)

The mood was unusually somber in the Cabinet Room in the White House, where President Johnson had urgently called together, by telegram, the members of the new commission for the first time—on a Saturday morning, July 29, 1968. Underscoring the seriousness and importance of the task that was to be undertaken, there were also present at the meeting Vice President Hubert Humphrey, Attorney General Ramsey Clark, Budget Director Charles Schultze, Cyrus Vance, whom the president had earlier named as a special consultant to supervise federal riot-control efforts in Newark and Detroit, and several senior White House staff members.

After calling the meeting to order and making brief opening remarks, President Johnson introduced Cyrus Vance to report on the still-continuing Detroit disorders. Then, the president read aloud his executive order creating the commission and charging it to answer three basic questions about the riots: What happened? Why did it happen? What can be done to prevent it from happening again and again?

That same day, commission members alone met briefly again, and in that short session and in two later, longer organizational meetings with its new, presidentially appointed executive director, David Ginsberg, a caring, sensitive, distinguished Washington attorney with a background of government service, the Kerner Commission began its work.³ A large staff was hired. Contracts were entered into for studies by academic and other experts.

The commission then commenced twenty days, from August to December 1967, of formal Washington hearings, held in the Treaty Room of the Executive Office Building, adjacent to the White House, and involving 130 witnesses ranging from civil rights leader Dr. Martin Luther King, Jr., to Federal Bureau of Investigation director J. Edgar Hoover.

Staff members and consultants conducted field surveys for the commission in twenty-three cities, including more than twelve hundred interviews, attitude or opinion surveys, and other serious studies of conditions and causes. Commission members divided up into teams for site visits to eight riot cities and personally observed there, close up, the human cost of wretched poverty and harsh racism. (One of these teams, made up of Senator Fred Harris, today the only living member of the Kerner Commission, and Mayor John Lindsay, walked the streets of Cincinnati and Milwaukee, spontaneously engaging there with groups of teenage and young-adult black men, typical of the rioters, whose uniform cry was always something like "Jobs, man; get us a job, baby!")⁴

THE REPORT

Returning to Washington, sobered and moved, commission members met, in room S. 211 on the Senate side of the Capitol, for forty-four days—

from December 1967 until near the end of February 1968—to actually write the Kerner Report, every paragraph of which was read aloud, then discussed and revised, before being approved by majority vote of commission members. If there was division on the harder questions, sometimes decisions would turn on a vote of six to five.

In these deliberations, the commission concentrated on the three questions the president had asked them to answer, having first decided, early on, to answer each question in order before moving on to the next one:

What Happened?

The commission was convinced that the riots had not been the result of a conspiracy, as President Johnson and some others believed—and they decided to say so, straight out: “The Urban Disorders of the summer of 1967 were not caused by, nor were they the consequence of, any organized plan or ‘conspiracy.’”⁵

The commission detailed how, for two decades following World War II, roughly 1945 to 1965, African Americans began to migrate into the nation’s cities, many being refugees from the desperate poverty and terrible degradation of the rural and small-town South. They came to places like Newark, Detroit, and Milwaukee looking for jobs—just when the better jobs were moving outside the city limits or to foreign countries or disappearing altogether because of automation. These new residents found northern-city segregation that was as rigid as in the southern states they had left. Three and four families might move into the rented rooms of what had once been an old single-family house, maybe turned away from already packed housing projects—as white flight began to rapidly turn the central city black. There were unresolved conflicts with nearly all-white police departments. Hostilities grew to the extent that almost any spark could set off an explosion.

The commission then truthfully laid out the facts in detail about the riots and about the way they had been handled, and mishandled, by the police and National Guard.

Why Did It Happen?

The commission condemned violence in strong terms: “Violence cannot build a better society. Disruption and disorder nourish repression, not justice. The community cannot—it will not—tolerate coercion and mob rule. . . . Violence and destruction must be ended.”⁶

The commission, after all its hearings and studies, could not say for sure why violence occurred in once place and not another—why there had been a riot in the Watts section of Los Angeles in 1965, for example, but

not in 1967, or why no 1967 riots occurred in Washington, D.C., or Baltimore. But the commission could, and did, describe with particularity the conditions that existed in the places where riots had occurred, and they declared that those conditions and “white racism” were the root causes of the riots.⁷

The commission report’s basic conclusion was that “our Nation is moving toward two societies, one black, one white—separate and unequal.”⁸ “Segregation and poverty,” the report continued, “have created in the racial ghetto a destructive environment totally unknown to most white Americans. What white Americans have never fully understood—but what the Negro can never forget—is that white society is deeply implicated in the ghetto. White institutions created it, white institutions maintain it, and white society condones it.”⁹

What Can Be Done to Prevent It from Happening Again and Again?

When the commission arrived at this last question, it was clear to its members, including the more conservative ones, that the answers to the first two questions had already locked them into the answer to the third and final question: great and sustained national efforts were required, not only to combat racism but also to greatly expand social programs, including those against unemployment and low wages, poverty, inferior or inadequate education and training, lack of health care, and bad or nonexistent housing.

The commission was honest in saying, “These programs will require unprecedented levels of funding.”¹⁰

The report also made strong recommendations to improve the conduct of the media and the police, as well as the hostile, toxic police-community relations that existed throughout the country.

While the commission understood that just dealing with economic-class issues, without special attention to the problems of racism and discrimination (and today, we would add women’s rights), would be fundamentally inadequate, the commission also knew that their recommended solutions would not apply only to black people or city people. Instead, the report declared, quite broadly, “It is time to make good the promises of American democracy to all citizens—urban and rural, white and black, Spanish-surname, American Indian and every minority group.”¹¹

THE RELEASE OF THE REPORT

The commission met for the last time in a large ceremonial room, S. 201, on the Senate side of the Capitol Building. There was a last-minute

flare-up around a discussion, led by a conservative member, about the possibility of minority reports by individual commissioners. But after this unsettling disruption was quickly squelched, the commission confirmed its earlier adoption of the report by unanimous vote, and all the commission members then affixed their signatures to the official federal document.

March 1, 1968, was set as the official date for the report's release, Members and staff shook hands all around, congratulated one another, and left, expecting to see each other soon at the White House, where they expected to formally deliver the report to President Johnson and ask him, as they had earlier agreed to do, for an additional six months of life for the commission, so that members and principal staff could lobby and advocate for the report's recommendations.

And they all knew that a great deal of lobbying and advocacy was going to be necessary. The commission had made a mistake in not opening its extensive hearings to the media and the public and in not working to foster media coverage of its field trips and riot-city visits. So no way had been provided for the media and the public to see the great racial problems and terrible living conditions that existed in the country in the same way and in the same depth as commission members had seen them. Members and staff of the commission had become worried that the long and expectedly sensational report—using the term “white racism” and calling for great new federal spending—would suddenly burst on the national consciousness with little context and with inadequate explanation and justification. So arrangements had already been made for the entire and lengthy report to be published in paperback by Bantam Books simultaneously with the March 1 release of the report's U.S. Printing Office version. (The Bantam Books edition proved to be a huge and sustained best seller, which bookstores could barely keep on the shelves as it was rushed through twenty-one separate printings.)

Careful arrangements were also made to get advance, embargoed copies of the report into the hands of reporters, columnists, television and radio commentators, and other selected writers in the fields of urban affairs, poverty, and race relations, so they would have the opportunity, with backgrounding by commission members and staff, to study the entire report and fully understand the bases for its findings and recommendations.

But it turned out that not enough of the right kind of early and late, complete backgrounding about the commission's work and report had been done with President Johnson himself. In fact, the president, it was learned, had been getting frequent, fragmentary, and often slanted back-door reports from inside the commission, reports that made him increasingly apprehensive that the commission, particularly, as he was told, led by Senator Harris and Mayor Lindsay, was going “too far and too fast”—

and the president had complained to commission members and others about this from time to time.¹²

Then, commission staff learned from White House staff that a congressman friend of President Johnson, who was acting on the word of a conservative member of the Kerner Commission, had told the president that the Kerner Report was going to be a “disaster” for him because it “condoned and encouraged riots” and had “not one good thing” to say about all the president had already done for civil rights and against poverty.¹³

This was totally untrue, but President Johnson believed it. He cancelled the formal meeting with the commission, rejected its report, and summarily discarded the congratulatory thank-you letters that had already been prepared for signature and mailing to the individual commission members—actions especially sad because, on the basis of false information, they came from a president who had achieved greater progress in the fight against racism and poverty than any of his predecessors or successors to date.

But there was more. Someone, most likely a White House staff member,¹⁴ hoping to greatly lessen the report’s impact, leaked a copy of the full Kerner Report to the *Washington Post*, whose editor called the commission’s executive director, David Ginsberg, to tell him that the *Post* would run a front-page story about the report in its next-morning, February 29, issue—before sufficient planned backgrounding had been done with the media people who had been given embargoed copies of the report. The *Post* editor could not be dissuaded from this course, even after Ginsberg told him that if the newspaper would not relent, Ginsberg would himself immediately release the full report to all media at once—which Ginsberg then did. (This is the reason that, while the official date on the Kerner Report is March 1, 1968, the actual release date is recorded as February 29.)

Chaos reigned in the commission’s office that evening, as swarms of reporters with thirty-minute deadlines frantically sought capsulizations of the six-hundred-plus-page report. Newspaper headlines the next morning were mostly something like “White Racism Cause of Black Riots, Commission Says.” Many people never learned the rest of the story.

There was considerable backlash in the country. The comment of one white farmer—who viewed the report as saying that he, out of the goodness of his heart, should pay more taxes to help poor black people rioting in Detroit—was typical of many: “To hell with that! I’ve got enough troubles of my own. I’m barely making a living, and I’m already paying too much tax.”¹⁵ He and a lot of others were never to believe that the Kerner Commission was on their side, too, or fully understand the way so many of their fellow citizens had to live.

But a lot of leaders supported the Kerner Report—leaders like Vice President Hubert Humphrey; Senator Robert Kennedy of New York;

Dr. Martin Luther King, Jr., who called the report “a physician’s warning of approaching death, with a prescription for life”¹⁶; Secretary of Health, Education, and Welfare John Gardner, who said, “We are in deep trouble as a people, and history will not deal kindly with any nation which will not tax itself to cure its miseries”¹⁷; and Secretary of Labor Willard Wirtz, who said, “The Kerner Report can be summarized in the words of that great American philosopher, Pogo, who said, ‘We have met the enemy, and he is us!’”¹⁸

And despite the opposition, following the Kerner Report, America made progress on virtually every aspect of race and poverty for nearly ten years. Then, with burgeoning globalization, increasing automation, conservative political change, and eventually, unfriendly Supreme Court decisions, progress was slowed or stopped and, finally, reversed. With some improvement during each of the Bill Clinton and Barack Obama administrations, regression has been the trend since about the mid-1970s—and that is true today.

This is why we, Fred Harris and Alan Curtis, and the Milton S. Eisenhower Foundation, the private-sector follow-on and keeper of the flame for both the Kerner Commission and the Milton S. Eisenhower Violence Commission, have joined, as we have done before,¹⁹ to organize and produce a fiftieth-anniversary *Kerner Report* update, the most important of all, with the hope that the issues of racism and poverty, income inequality, jobs, wages, education, housing, health, women’s and children’s rights, and police-community relations can be put back on the public agenda and that a broad coalition—urban and rural, men and women, white, black, Hispanic,²⁰ and other—can be mobilized for action on their common problems, because everybody does better when everybody does better.

This is not another study. It is a call to action. We know what works. Now, we must build the will to do it.

About Dr. Martin Luther King, Jr.



Dr. Martin Luther King, Jr. was a vital figure of the modern era. His lectures and dialogues stirred the concern and sparked the conscience of a generation. The movements and marches he led brought significant changes in the fabric of American life. Dr. King gave direction to 13 years of civil rights activities. His charismatic leadership inspired men and women, young and old, in this nation and around the world. Dr. King's concept of "somebodiness," which symbolized the celebration of human worth and the conquest of subjugation, sought to give black and poor people hope and a sense of dignity. His philosophy of nonviolent direct action and his strategies for rational and non-destructive social change, galvanized the conscience of this nation and helped to reorder its priorities.

Martin Luther King, Jr. was born on Tuesday, January 15, 1929 in Atlanta, Georgia. Martin was the first son and second child born to the Reverend Martin Luther King, Sr. and Alberta Williams King.

Dr. King was a pivotal figure in the Civil Rights Movement. He was elected President of the Montgomery Improvement Association, the organization that was responsible for the successful Montgomery Bus Boycott from 1955 to 1956 (381 days). He was arrested thirty times for his participation in civil rights activities. He was a member of several national and local boards of directors and served on the boards of trustees of numerous institutions and agencies.

Dr. King wrote six books and numerous articles. His volumes include:

- Stride Toward Freedom, (New York: Harper & Row, 1958). The story of the Montgomery Bus Boycott.
- The Measure of a Man, (Philadelphia: Pilgrim Press, 1959). A selection of sermons.
- Why We Can't Wait, (New York: Harper & Row, 1963). The story of the Birmingham Campaign.
- Strength to Love, (New York: Harper & Row, 1963). A selection of sermons.
- Where Do We Go From Here: Chaos or Community? (New York: Harper & Row, 1967). Reflections on the problems of today's world, the nuclear arms race, etc.
- The Trumpet of Conscience, (New York: Harper & Row, 1968). The Massey Lectures. Sponsored by the Canadian Broadcasting Corporation. (Posthumously).

Dr. King was shot while standing on the balcony of the Lorraine Motel in Memphis, Tennessee on April 4, 1968. Dr. King was in Memphis to help lead sanitation workers in a protest against low wages and poor working conditions.

*(Biography of Martin Luther King, Jr. from The King Center Web site at www.thekingcenter.org/mlk/bio.html.)



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Martin Luther King Day: Renewing a Spirit of Empowerment

Harry Boyte writes about how universities might use MLK Day as a launching point for “We the People” activities for the ADP Blog. Below is his description of how this might be done.

By Harry C. Boyte, Center for Democracy and Citizenship

December 3, 2010

I am writing from South Africa after two days of remarkable conversation with students, staff, and faculty at the University of the Free State in Blomfontein. I was impressed yet again with the similarity between the spirit of empowerment that infused the freedom movement against apartheid in South Africa and the same spirit in freedom movement which shaped me as a college student in the 1960s at Duke University.

Parallels extend to the present. The “We the People” movement for citizenship and citizen empowerment has parallels here in South Africa. “Students have a very strong desire to become effective agents of change,” said Moses, a student leader in the University of the Free State. Alan Boesak, a legendary religious leader during the anti-apartheid years now meets regularly with students at the University of the Free State. He echoed Moses’ thought. “I have not had such conversations with students about the need to make change the 1980s.”

With these conversation fresh on my mind, I’ve been thinking about how Martin Luther King Day might be more than a commemoration of past history or occasions for service projects. **How can it become a time for laying groundwork for *movement building* that reclaims democracy as the work of the people?**

Here are four possible activities in the vein of “We the People” movement building for Martin Luther King Day:

- Use the day to hold discussions, reading groups, forums, and debates on the deep and often overlooked themes of organizing for empowerment that infused the freedom movement, themes that are as fresh and relevant today as in the 1960s. Sources include Martin Luther King’s “Letter from a Birmingham Jail” – note especially the conclusion, where King argues that the movement is calling the whole nation back to “the great wells of democracy dug deep” at the nation’s founding – what do you think he meant? Also Charles Payne, *I’ve Got the Light of Freedom* (which describes the distinction between “mobilizing” and “organizing” in the movement); and Barbara Ransby, *Ella Baker and the Black Freedom Struggle* (which tells the story of the remarkable Ella Baker, who went south with the charge to help create a sense of overall movement out of scattered islands of discontent).
- Hold a debate on “populism.” In a conversation I had as a young college student with Dr. King in St. Augustine in 1964, told me he was a “populist,” by which he meant something very different than the way the term is used today to describe figures like Sarah Palin or disgruntled protestors like the Tea Party. King meant the movements for democratic change that stretched from the black and white farmers coalitions of the 1880s through the farmer

and labor movements of the 1930s to the freedom movement of the sixties. The debate: what is populism?

- Martin Luther King and the freedom movement held a view of government very different than the “pro” and “anti” government politics of today. Government was a complicated but essential resource for the movement, that need to be challenged but also that required effective partnership building work. Sometimes politicians and government workers deeply disappointed us in the movement, when they turned a blind eye to brutality; sometimes (as with the case of Hubert Humphrey or elements of the Justice Department) they were partners who exposed injustices and worked with us to pass historic civic rights legislation. But the idea of “We the People” government was alive and well, and the civil rights movement inspired a generation of public policies called “maximum feasible participation,” in which citizens participated extensively in the design and implement of government programs. Find examples of “We the People” government still alive in your community, or discuss how they might be created between young people and government agencies.
- Public Achievement, the youth empowerment and organizing initiative which several ADP campuses have adopted, descends from the citizenship schools of the Southern Christian Leadership Conference. Explore the possibilities of Public Achievement as a living “citizenship school” in the tradition of the freedom movement for your campus. For more information about Public Achievement, visit [this website](#).

Why Engage?

With a steadfast belief in a nation of freedom and justice for all, Dr. Martin Luther King, Jr. worked tirelessly to fulfill his dream of equality. He encouraged all citizens to unite and take action to make the United States a better place to live. The MLK Day of Service honors Dr. Martin Luther King, Jr.'s life and teachings through community service that helps to improve social problems. Service may meet a tangible need, such as fixing up a school or senior center, or it may meet a need of the spirit, such as building a sense of community or mutual responsibility. On this day, Americans of every age and background celebrate Dr. King through service projects that:

- **Strengthen Communities**

Dr. King recognized the power of service to strengthen communities and achieve common goals. Through his words and examples, Dr. King challenged individuals to take action and uplift their neighbors and communities.

- **Empower Individuals**

Dr. King believed each individual possessed the power to uplift him or herself no matter what the circumstance. Whether teaching literacy skills, helping an older adult surf the Web, or helping an individual build the skills needed to acquire a job, acts of service can help others improve their own lives.

- **Bridge Barriers**

In his fight for civil rights, Dr. King inspired Americans to think beyond themselves, look past differences and work toward equality. Serving side by side, community service bridges barriers between people and teaches us that in the end, we are more alike than we are different.

These ideas of unity and purpose—and the great things that can happen when we work together toward a common goal—are just some of the many reasons we honor Dr. King through service on this special holiday.



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