

Klanwatch Reports Record Rise in Hate Groups

MONTGOMERY, AL — A record number of white supremacist groups were active throughout the United States in 1991, with the most significant increases appearing in the number of traditional Ku Klux Klan and neo-Nazi organizations.

Hate group totals jumped from 273 in 1990 to 346 in 1991, a 27 percent increase. And for the

fourth consecutive year, the Klanwatch Project of the Southern Poverty Law Center recorded a surge in hate violence.

Klanwatch Director Danny Welch said the growth in the number of hate groups is closely linked to increasing racial tensions in the nation and the rise of hate crime incidents.

"Hate groups feed on strife and violence," Welch

said. "Although most hate crimes are not committed by organized white supremacists, the ranks of hate groups tend to swell as violent acts increase."

In recent years, the traditional Klan has remained stagnant as Skinhead groups have multiplied. But in 1991, Klan groups increased from 69 to 97. Neo-Nazi organizations, which encompass

some Skinhead groups and other white supremacists who sport Nazi uniforms and symbols, rose from 160 in 1990 to 203 in 1991.

Skinheads remain the largest faction within the white supremacist movement. In 1991, 144 Skinhead groups were active, an increase of 12 percent from 1990.

48 HOURS ON HATE STREET

Colorado white supremacist Shawn Slater is one example of a former Skinhead who made the transition to a supposedly "kinder and gentler" Klansman, preaching a

love of the white race as opposed to hatred of other races. Being groomed to become a Klan leader in his home state by Knights of the KK National Director Thom Robb, Slater was profiled in a segment of the Feb. 26 CBS special *48 Hours on Hate Street*, which took an hour-long look at the "white-right" movement and racial unrest in today's society.

Klanwatch Director Welch appeared in that segment, explaining the reality of white supremacist groups as they exist in America today and how

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Educators Find Innovative Uses for Award-Winning Teaching Tolerance Materials

■ *Teaching Tolerance*, the Center's new educational magazine, and *America's Civil Rights Movement*, the curriculum kit, are both winners in the 1992 Educational Press Association of America awards. *Teaching Tolerance* won a Distinguished Achievement Award in the article graphics category. *America's Civil Rights Movement* won a Distinguished Achievement Award in the special publications category.

In thousands of letters received by *Teaching Tolerance*, educators around the country have expressed their support and gratitude for the magazine and film kit. Letter writers included a U.S. Senator, the president of

the National Education Association, countless classroom teachers, and many students (see p. 5).

"...in going through [*Teaching Tolerance*] I was tremendously impressed," wrote Sen. Paul Simon (D-IL). "It is simply basic in our system of government that we have to learn to understand each other more. Your magazine is the finest thing along that line that I have seen in a long time."

"We believe that these are exemplary educational materials, of great value to educators of all grades and subjects," wrote National Education Association President Keith Geiger. "Both the magazine and the video package provide

a wealth of ideas for helping understand and promote tolerance in our society. It is also wonderful that they are free — so that financially-strapped schools can have top quality materials without assuming a financial burden."

As of March 27, the Center had received more than 16,000 orders from schools for the civil rights kit; and more than 17,000 magazine subscriptions.

Articles about *Teaching Tolerance* materials have appeared in such educational publications as *NEA Today*, *The International Educator*, and *Phi Delta Kappan*, resulting in a flood of letters from educators worldwide.

"For obvious reasons we are looking for such material for our schools in South Africa," wrote Richard R. Hawkins, National Director of the

(continued on page 4)



Holland Convicted of Perjury

Dave Holland

ATLANTA, Ga., — Southern White Knights leader Dave Holland, one of the principal defendants in a successful 1988 lawsuit brought by Klanwatch, was found guilty on three counts of perjury March 13 in U.S. District Court. Holland was convicted of making false claims in connection with his appeal of the 1988 verdict against him, and of lying under oath during a deposition in the case.

In the 1988 lawsuit, Holland was among those found liable for \$1 million

in damages for a Klan attack on civil rights marchers in Forsyth County, Ga. The marchers were represented by Morris Dees, Chief Trial Counsel for the Center, and other Center attorneys.

In his appeal of that verdict, Holland falsely claimed that he had no income or assets.

In addition to Holland, two Klan organizations — the Southern White Knights and the Invisible Empire — and 10 other individuals were ordered to pay damages for their roles in the attack.

Sentencing in Holland's perjury conviction is set for May 20. ●

HATE ON TRIAL

Last night I watched "Moyers: Hate on Trial." I am so proud of your organization and the values you stand for. I once had a history teacher who impressed upon us this statement: "You cannot legislate out of existence human frailties." You, however, have found a way to legislate responsibility for these frailties.

J. Guttman
Ohio

Your letter was first thrown away. I get so many pleas for support, and my financial abilities are really limited. But that same evening I watched on public broadcasting Bill Moyers' program, "Hate on Trial." I went to my paper basket and withdrew the SPLC envelope. The program was very educational. I admired your courage, your sense of fairness and justice.

T. Banon
Illinois

TEACHING TOLERANCE

I think your magazine [*Teaching Tolerance*] is superb and the video (plus teacher's guide) is one of the best I've ever seen for students 5th grade and up. I plan to make good use of it.

Vivian Weiss, Librarian
Public School No. 19
Albany, NY

This is a letter of sincere congratulations to you and your staff for preparing such an important publication, *Teaching*

Tolerance. I have long believed that educators must be proactive in seeking harmony in classrooms and in our society. Your publication represents a giant step toward that goal. It is written with care and intelligence. The ideas and strategies are outstanding.

Clement A. Seldin
Associate Professor
School of Education
University of Massachusetts at Amherst

I was much impressed with your new magazine. It's the right thing, done with flair and love.

Wolfgang H. Rosenberg
San Francisco, CA

As a graduate student who intends to teach philosophy and theology, I was glad to receive your publication *Teaching Tolerance*. This is a brilliant piece of work, especially the sections which bring in actual suggestions from teachers out there teaching. In many "how to" books, this is missing: we read about experts and their suggestions, but little from the 'troops on the front lines.'

Joseph "Mike" Fedel
Berkeley, CA

Your new *Tolerance* education project and the mailing of that wonderful publication *Teaching Tolerance* to elementary and secondary school teachers is without a doubt the most exciting and innovative attempt to reform our

racist society that I have ever been made aware of.

Betty Honey
Williamston, MI

I am impressed by the vision of your magazine and the quality of thought evident in the articles. Your magazine has been the subject of discussion among myself and several local citizens in exploring ways to incorporate teaching of tolerance into our grades K-12 social studies and English curricula. This summer, a committee will be meeting to decide upon the long range philosophy and objectives that will guide the writing of our new curriculum. Again, thank you.

Stephen P. McGrath,
Social Studies Coordinator
New Milford Schools
New Milford, CT

CIVIL RIGHTS FILM KIT

America's Civil Rights Movement...is absolutely marvelous! I took the video home to view it and was moved to tears throughout the entire film! The text *Free at Last* is beautifully structured with photos and text that are poignant and inspiring. As an educator, I also appreciate the comprehensive Teacher's Guide. The lessons are flexible and easily adapted to today's civil rights issues. I would highly recommend this kit to any school district, principal and individual classroom teacher.

On behalf of the Princeton Center, and

myself, thank you again for helping us to obtain such wonderful educational material.

Linnell N. Wright
Director of Educational Programs
Princeton Center for Leadership Training
Princeton, NJ

Thank you very much for providing our school with excellent information. If there were more individuals less interested in profit and more interested in transmitting values to our children, I think our schools could be immensely improved.

Clara H. Cobb, Media Specialist
Garden Hills Elementary School
Atlanta, GA

I have used the video with a couple of the Human Relations classes and it is an excellent teaching tool.

Margaret Corkle, Ed. D.
University of Nebraska at Omaha

I've previewed the video and read the lesson plan guide and am extremely impressed. I teach 5th and 6th graders, and I know this video will make a lasting impression on them. The lessons on values and conflict resolution are very applicable to our small classroom environment.

Nilah Cote
Sheldon Elementary School
Sheldon, VT

**PARTNERS
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FUTURE**

*A Way To Help More Than You
Thought You Could*

The Southern Poverty Law Center has established a planned giving program called Partners for the Future. By participating in Partners for the Future through wills and other means of planned giving, Center donors can extend their support for equality and justice beyond their own lifetimes.

With the goal of eventually freeing itself from the uncertainties of fundraising, the Center decided to establish a permanent endowment large enough to sustain the Center's operations for many years to come.

Through wills, trusts and other arrangements, Center supporters can help ensure that the Center is there to help the victims of injustice and racial violence well into the next century.

If you would like more information about planned giving, please write the Center at:

Partners for the Future
The Southern Poverty Law Center
P.O. Box 548 • 400 Washington Avenue
Montgomery, AL 36104

Please specify if you are interested in information about wills, revocable trusts, life income trusts, real estate gifts, retirement plans, charitable remainder trusts, insurance policies, or securities.

If you plan to, or have already remembered the Center in your will or established a trust, please help the Center update its records by sending a letter to the above address.



**S P L C
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KLANWATCH REPORTS

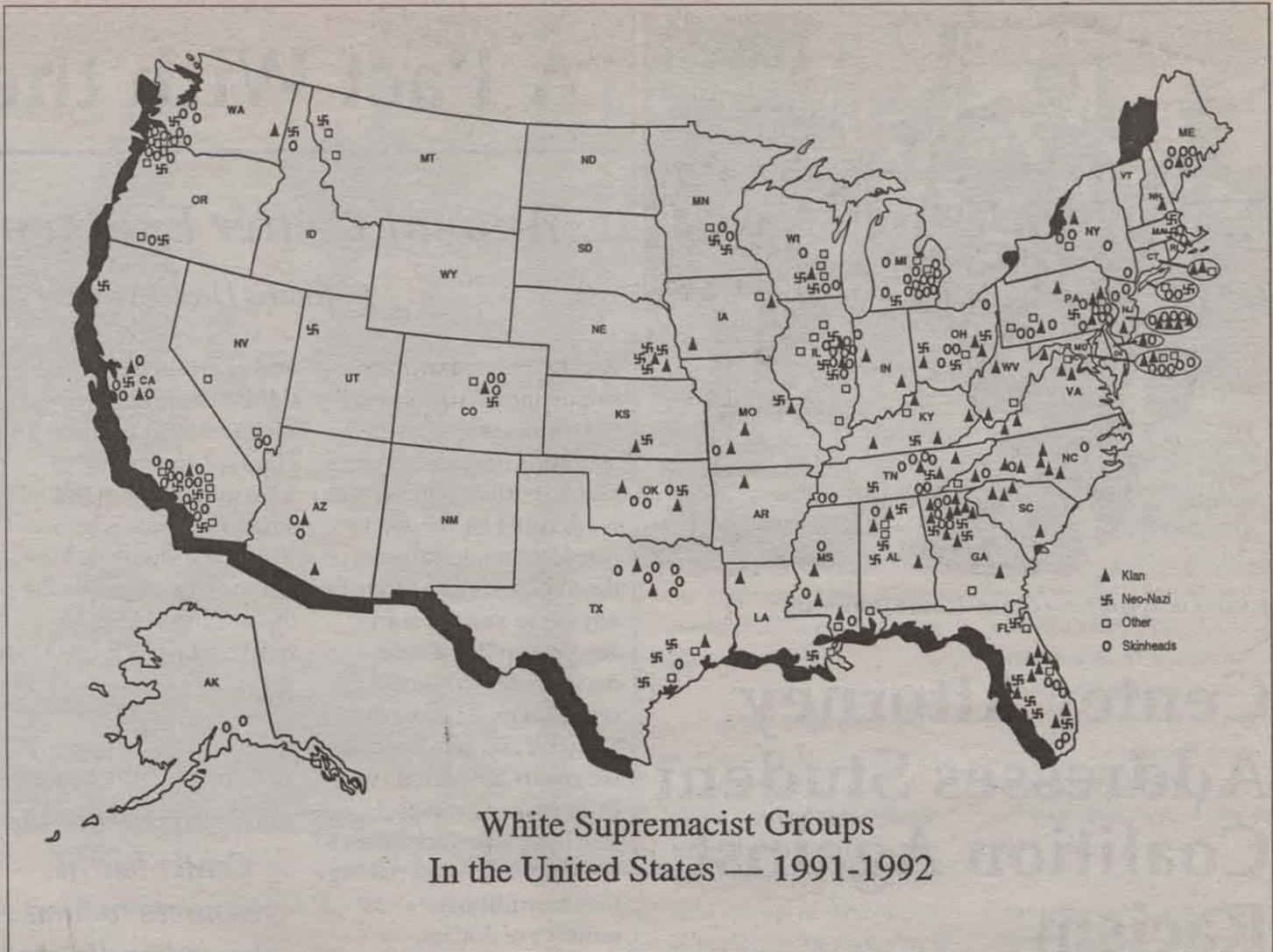
(continued from page 1)

the Klan seeks to recruit new blood to join the forefront of the movement.

HATE GROUP CENSUS

In its annual census of active hate groups, Klanwatch found most hate group activity continued to be clustered in heavily-populated areas on the east and west coasts. But no region of the United States was immune to the presence of hate groups. North Georgia and Florida had the heaviest concentrations of Klan activity while most neo-Nazi and Skinhead activity occurred along the east coast corridor, southern California and the areas in the midwest around Chicago and Detroit.

New Klan groups sprang up in 19 states, representing every region of the country. The nation's two largest Klan groups — the Invisible Empire, Knights of the Ku Klux Klan, headquartered in Gulf, NC, and the Knights of the Ku Klux Klan, based in Harrison, AR —



**White Supremacist Groups
In the United States — 1991-1992**

accounted for most of the growth within the Klan.

The Klanwatch hate group census includes only hate groups known to have been active in 1991.

The symbols on the accompanying map repre-

sent the types of groups found in each state. The map does not include individual chapters of white supremacist organizations within the same state.

Welch cautioned that the census compiled by

Klanwatch represents a "modest count at best. Alarming as these figures are, they actually understate the true level of white supremacist activity in the United States." ●

Symbols represent the majority of hate groups active in 1991.



**Metzger Released from Jail,
Judge Warns Him About Threats**

LOS ANGELES, CA — White supremacist Tom Metzger, convicted in October for unlawful misdemeanor assembly in connection with a 1983

cross burning, served 46 days of a six-month jail sentence before being released on Feb. 22 to care for his critically ill wife. Mrs. Metzger died March

4 of lung cancer.

In approving the release, Superior Court Judge J.D. Smith warned Metzger that he would be held accountable for com-

Metzger, second from right, watched as his pickup truck was auctioned off to satisfy part of the \$12.5 million judgment against him. His son John videotaped the Nov. 8 proceedings.

ments made during an interview at the Los Angeles County Jail that the judge interpreted as threats directed toward him. In the interview, Metzger said he had a "long, long memory" and would never forgive the people responsible for his incarceration. Comparing himself to a wounded bear, Metzger warned that "the hunter better run, because the bear is very dangerous."

Metzger received the jail sentence, three years of probation and was ordered to perform 300 hours of community service for his participation in the December 1983 cross burning, which was held in a predominately black

neighborhood in the San Fernando Valley. Metzger also was ordered not to associate with any organized white supremacist groups.

Metzger seems unwilling to stop spreading his hate-filled rhetoric, despite his time behind bars and last year's crippling \$12.5 million judgment against Metzger, his son John and WAR. That judgement has resulted in the seizure of Metzger's home, truck, trailer and tools of his television repair business.

Only days after his release from jail, Metzger claimed in a newspaper interview that he had resumed writing political tracts for the white supremacist movement. And in a March 2 message on the WAR telephone hotline, Metzger boasted the Southern Poverty Law Center's efforts would never shut down "a truly dedicated underground." ●



Student activists from George Mason University

Center Attorney Addresses Student Coalition Against Racism

■ On February 4, 1992, Center Staff Attorney Elizabeth Johnson delivered a speech entitled "Winning Against Racism in the Courtroom" to a diverse group of students at George Mason University in northern Virginia. Ms. Johnson's speech was sponsored by the George Mason University Student Coalition Against Apartheid and Racism (SCAR) and George Mason Minority Student Services. The speech was part of the groups' Black history month program called "A Kaleidoscope of Diversity."

Ms. Johnson challenged the group to first fight racism on an individ-

ual level and as a community before resorting to the courtroom. Ms. Johnson told the students that "education, not litigation, is the first step in solving the racial problems that plague our nation."

The George Mason University SCAR group has been following the Center's work for many years. Last fall, the group held a benefit multicultural music festival that ultimately raised hundreds of dollars to support the Center's work. SCAR has been able to use Center newsletters, magazines, and videos as reference materials for college papers and reports dealing with racism. ●

TEACHING TOLERANCE

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New Era Schools Trust, a group of integrated schools in South Africa.

BEYOND THE CLASSROOM

Educators are using Teaching Tolerance materials in a variety of innovative ways, beyond the "typical" classroom setting:

- At Indiana University of Pennsylvania, the magazine will become part of regular workshops on tolerance in the residence halls.

- At Hillsborough Community College in Florida, the magazine is being used in a college readiness program for economically and socially disadvantaged people of all races.

- At Berkshire County House of Correction in

Massachusetts, the film kit is being used in an Enrichment Class. "My students are male and female, black and white, young and old, and each and every one was in some way touched by this film," wrote Jo-Ann M. Mongue.

- In Harlem, a guidance center for African-American youth is using the film kit in its afterschool program.

- At the Princeton Center for Leadership Train-

A Pact With the Future

Annual Center Endowment Report

by Morris Dees, Executive Director

■ The Center started its Endowment Trust in 1971 to ensure that its expensive and complicated cases and important educational work could be funded to completion regardless of the ability to raise funds in any given year. History has proven this a wise decision. Many Center cases have cost more than \$500,000 and remained in the courts for periods up to 20 years. Our new Teaching Tolerance Project is a long-term undertaking that may ultimately cost millions of dollars.

It has been the Board's policy to operate the Center on current fundraising and not use either principal or earnings from the Endowment Trust. Only with this policy can the Endowment Trust grow. Bequests left to the Center from estates of deceased Center supporters have contributed to a major growth in the Endowment Trust. Bequests totaled over \$250,000 in the last twelve months alone. The Board of Directors is proud to announce that the Center's Endowment Trust now stands at slightly over \$42 million. It was built over the past 21 years through wise investment management.

Colleges have seen the wisdom of building sizeable endowments as a cushion against inflation

and to ensure high standards. These endowments range from \$4.5 billion for Harvard University to \$200 million for many smaller schools with less than 5,000 students. Now, nonprofit groups like the Sierra Club, ACLU, NAACP Legal Defense

■
The endowment will help ensure the Center has the resources to fund its work well into the next century.
■

and Education Fund, and Common Cause are building endowments.

The Center believes that its educational work is comparable to that of colleges and universities. Our materials are offered to all elementary and secondary schools in the nation. Hundreds of thousands of students are taught each year from Center educational kits. Providing this free material to such a large school base will cost the Center millions of dollars in the years to come.

The Center has made a substantial contribution in gaining legal rights for

the poor, in curbing racial violence, and, more recently, in helping to introduce the teaching of tolerance into schools.

But history has taught us that violence spawned by intolerance is a recurring and dangerous event against which eternal vigilance must be maintained. Our goal for the Endowment Trust is \$100 million by the year 2000. This will establish a dependable financial base that will allow the Center to cease the costly and often unreliable task of fundraising. The Endowment Trust is a kind of "pact with future generations" that will help ensure the Center has the resources to fund its work well into the next century. It is our hope that our legacy will be a permanent organization poised to move quickly on both the legal and educational fronts against racial violence, prejudice, and intolerance.

I urge Center supporters who are making estate plans to consider leaving a bequest to help ensure that our work continues. And, I urge each supporter to maintain their current donations both to help meet daily operating costs and to allow us to build the Center's Endowment Trust. ●

YMCA's, and by churches of all denominations.

"It's encouraging to see the great mix of organizations that are interested in teaching tolerance," said Center Education Director Sara Bullard. "It indicates that our concern about racial and ethnic tensions is shared by a great many Americans in all aspects of education. They will be instrumental in reversing the tide of bigotry." ●



Brigadoon Elementary Students used the Center's new curriculum kit to learn about civil rights history.

Taking Civil Rights Into the Classroom

■ Lori Punske took a break in her teaching career to spend a year with Teaching Tolerance, the education project of the Southern Poverty Law Center. She developed the teacher's guide that accompanies *A Time for Justice*, the film by Charles Guggenheim included in the education project's first curriculum kit. Here, she shares her experience using that curriculum in Montgomery classrooms.

Even experienced teachers feel a flutter of anxiety the first day of class. I am a high school English teacher by trade, yet each time I speak to a new group of students, I experience the first-day jitters. The fact that I was teaching about the civil rights movement in its birthplace added to both my excitement and my concern.

My first lesson on civil rights to a Montgomery classroom ended with the regular classroom teacher bursting into tears. While I was discussing the courage of the nine students who desegregated Little Rock's Central High School, the teacher suddenly remembered the desegregation of her own high school and a violent attack at a water fountain on one of the black female students. Her integrated class immediately, and unforgettably, learned the emotional connection between the world then and the world now. The civil rights movement was more than history.

Since then, I have taught a diverse mix of students in Montgomery — ranging from an all-white youth group to an all-black college class, to an integrated "at-risk" group of junior high schoolers. Each group was mesmerized by *A Time for Justice*, the film included in our *America's Civil Rights Movement* teaching kit. Each group was surprised

at the difficulty of practicing nonviolence, at the extraordinary self-control exhibited by participants in the movement. And each group was repulsed by the flamboyant racism of the time.

The all-white youth group at a local Catholic church wanted to know how such discrimination was possible, given our constitution. They had hit on the central question that the film raises, and one of the most difficult to answer. Afterward, two teen-age girls asked me why people have different skin colors.

The junior high class was very quiet, but after the film, they designed their own memorials for the civil rights movement: a free-standing segment of Pettus Bridge, black and white ancestors linking hands.

At a local historically black university, I was surprised to find that most of the students had learned very little about the civil rights movement before entering college. One young man asked whether *A Time for Justice* had been suppressed by the media: he had never been taught the scope of the racial injustice nor the heroic perseverance of the movement participants.

I have always done a great deal of learning through teaching. This time, I learned that too many students had no background in nonviolent civil disobedience. They could not respect nonviolent protest, because they could not define it. They could not respect the courage of the civil rights participants, because they could not understand the danger. I was privy to a metamorphosis each time I showed *A Time for Justice*. By the end of the film, students understood nonviolent protest, courage, and as a result, democracy. They were ready, as citizens, to get involved. ●

Students React to Civil Rights Education Kit

■ The Center's *America's Civil Rights Movement* teaching kit has drawn enthusiastic reactions from students in classrooms across the country. Several teachers have written to share with us their students' comments.

At St. Mary's School in Janesville, Wisc., teacher Mary Kelly said, "The 8th grade students who used the video *A Time for Justice* were completely engrossed in the video for its full showing." Her class wrote "film reviews" for homework one day. One student wrote that the film, "described things I had never seen or heard of before. It put many things into perspective."

Another student wrote, "It was a very good program, even though it was very sad. I liked how the blacks tried to solve their problems by not fighting when others were hurting them."

In James T. Maston's 11th grade social studies

class at Beekmantown Central Central High in New York, students wrote diary accounts of the day Jimmie Lee Jackson was buried. (Jackson, who was killed by state troopers during a civil rights march in Alabama, is profiled in the film.)

One student wrote: "Today Jimmie Lee Jackson was laid to rest. He died to protect what he believed in. He died for his family and for the rights of all of us... He did not have to die."

In response to a homework question from the curriculum kit, Maston's students were able to bring ideals of social activism up to date. Asked "If you were going on a freedom ride today, where would you go?" one student responded: "It would have to be an 'airplane' freedom ride. I would fly all over the world protesting the destruction of the rainforests and the animals therein."

Another wrote: "I

would go to South Africa."

The youngest reviewers were 5th and 6th graders at Brigadoon Elementary School in Federal Way, Wash. One child wrote:

"The film *A Time for Justice* was about the racism that occurred when blacks weren't free. It showed the hate, torture and injustice that blacks had to go through. It was horrible to watch some of the clips of blacks being hosed down with extra-powerful hoses. And in some cases killed because of their protests. It talked about the boycott Martin Luther King had started and won. And Rosa Parks and how brave she was not giving up her seat on a bus. And how unfair it was that blacks got paid less for doing the same job as a white man and because of their color weren't given the proper education. I give [the film five stars] because it got to the point; it wasn't boring, and because I like to know about history." ●



Sheila Autrey-Rhodes, with Central State University President Dr. Arthur E. Thomas, (left) keynote speaker for the commemoration ceremony; and Christopher Jehn, (right) Assistant Secretary of Defense.

Klanwatch Secretary Gives Magnificent Performance at Pentagon

■ In her four years as Klanwatch secretary, Sheila Autrey-Rhodes has been known for the quality of her voice. Even the most difficult of telephone callers — including irate Klansmen from time to time — are disarmed when they hear Sheila speak.

Yet it is after working hours when her voice really shines, in rich soprano tones that carry with them years of operatic training. Sheila's vocal talent earned her the honor of appearing at the Pentagon in Washington, D.C. during a Feb. 3 program sponsored by the Secretary of

Defense to commemorate Black History Month. Surrounded by national dignitaries, she performed the National Anthem accompanied by piano and harp for a capacity crowd of about 500 people. Back in her home state, Sheila also was recognized with a certificate of commendation from Alabama Gov. Guy Hunt.

A 1979 honor graduate of Alabama State University with a major in vocal music, Sheila is continuing her training as a student of Jason Oby, a graduate of the Manhattan School of Music in New York City. In addition to performing at local events, Sheila has her sights set on future performances throughout the country. ●

Mail Operations Meets the Challenge

■ The enthusiastic response to the Center's new Teaching Tolerance education project brought with it an unexpectedly busy season for the Mail Operations Department.

Mamie Jackson, Director of Mail Operations, reports that her department has handled orders for more than

16,000 teaching kits, 11,000 magazines, and 17,000 subscription orders since the beginning of the year.

Mamie, who has been with SPLC almost 20 years, supervises ten employees who receive, sort and distribute the incoming mail; record donations and maintain a database; process outgoing mail; and



Mamie Jackson, Director of Mail Operations

NEW FACES

Spring Brings New Staffers to the Law Center

■ Attorney Helen Lee has joined the Legal Department on a temporary basis to assist Center attorneys with their current caseload. Prior to joining the Center, Helen was an



Helen Lee

associate with the New York law firm of Frank & Aronow, P.C.

Helen received her law degree from Brooklyn Law School in New York

and her B.S. in Journalism from New York University. While in law school Helen served as the Associate Editor of the *Justinian* and Editor of the Brooklyn Law School Yearbook. She was active with the Student Bar Association, the Asian American Law Students Association, and was a founding member of the Asian American Bar Association of New York.

Helen said she came to the Center because she wanted to practice law that would be "personally rewarding."

"Civil rights law and constitutional law have always fascinated me, partly because I am not a native born American," she said. "My perspective growing up in New York

City has always been that of the immigrant. I believe that learning about American constitutional law has left an indelible and profound mark upon my life that has inspired me to seek this experience in civil rights law."



Paula Geier

Paula Geier and Deirdre O'Connor are second-year law students at Northeastern University School of Law who share an interest in civil rights, a desire to work towards peace, and a willingness to help people in need.



Deirdre O'Connor

Paula double majored in Women's Studies and American Studies at Wellesley College, and graduated cum laude in 1989. She has spent her free time researching peace issues with the Greenham Women Against the Cruise Missile in London, England, and providing legal services to victims of AIDS as an intern with Jamaica Plain Legal Services in Jamaica Plain, Massachusetts.

"I'm thrilled to have the chance to work on

some of the most important cases currently being litigated in the area of civil rights," Paula said of her internship with the Center. "It is a rare and valuable opportunity."

Deirdre earned her B.S. in 1990 from Empire State College S.U.N.Y. with a major in Human Development: Family, Parenting & Children and a minor in Labor Studies. Prior to earning her degree, she worked with the American Postal Workers Union Local #390 in Albany, New York. Deirdre's interests include criminal law and children's rights, especially the rights of abused children. She is active with volunteer organizations such as Big Brothers/Big Sisters and looks forward to continuing her volunteer work with other children's agencies.

Deirdre said that



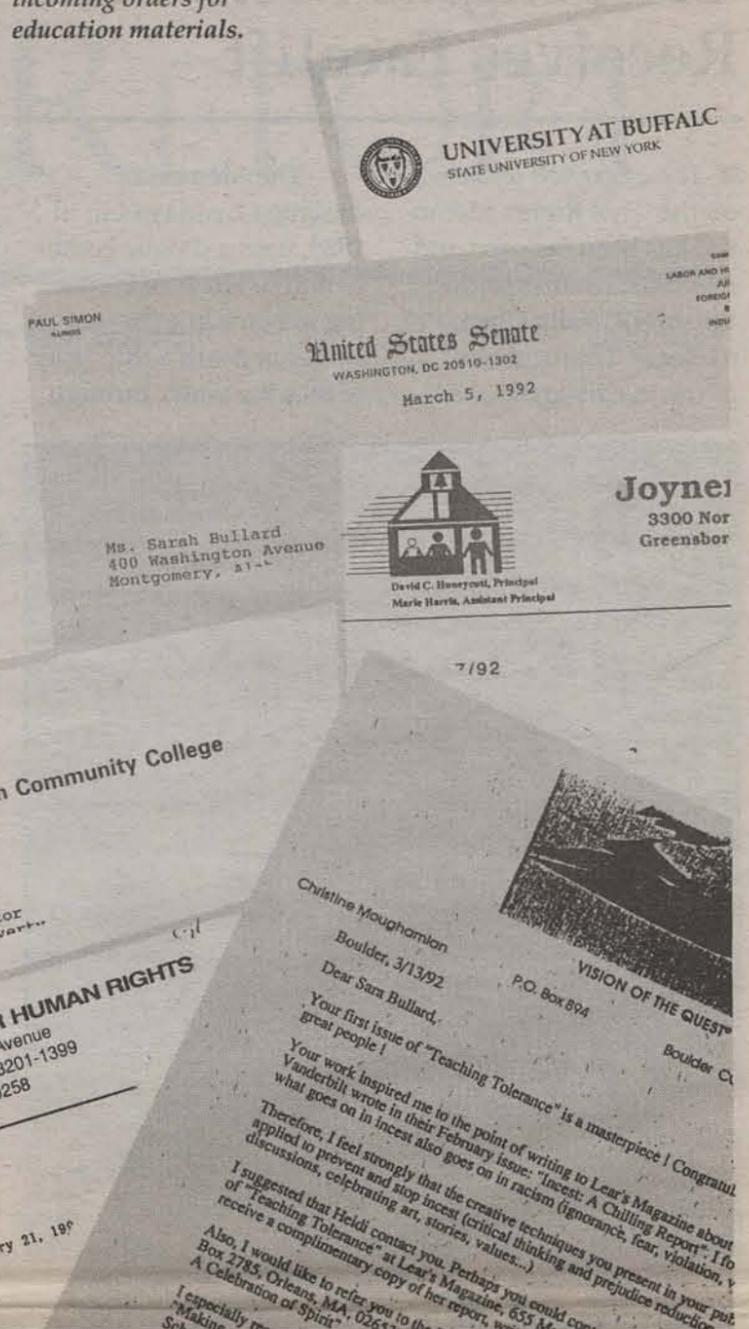
Valerie Lacy (left) and Carolyn Perdue process incoming orders for education materials.

maintain a supply of educational materials.

These industrious employees process an average of 2,000 letters, cards, and packages a day. On one recent day, they handled 12,000 pieces of mail. Monday mornings are especially heavy, and it might take several hours to sort and distribute the mail to the administrative, legal, accounting, education and Klanwatch departments.

"Mail Operations is

the core of operations for every department in the Law Center," said Center Executive Director Morris Dees. "Its staff has responded admirably to the new responsibilities that arise as our education efforts expand." ●



when she first heard of the Center's case against Tom Metzger and the White Aryan Resistance, she was shocked by the level of hatred. Yet, "I was relieved that there was a place like SPLC, a place filled with dedicated and talented people who worked end-



Keri Chaney

lessly to vindicate the rights of us all. I feel privileged to work at the Center."

Paula and Deirdre are working on several important cases, including fighting the appeal by Tom



Kimberly Bryant

Metzger, and challenging the Woodmen of the World Life Insurance Society for its racially discriminatory practices.

MAIL OPERATIONS

Keri Chaney and Kimberly Bryant are the latest additions to the Mail Operations staff. Both graduated from Robert E. Lee High School in Montgomery.

Keri is a data entry operator responsible for entering donations received from Friends of

the Center. She attended Troy State University at Montgomery and enjoys reading, sketching, and sewing.

Kimberly processes orders for *Teaching Tolerance* magazine. She attended Alabama A & M University and plans to resume her college career this fall. She is active in her church youth group and Phi Beta Kappa.

DESIGN DIRECTOR JOINS CENTER

Eye-catching graphics and an abundant use of color helped make the first issue of *Teaching Tolerance*, the Center's new educational magazine, a resounding success. The person responsible for the graphic life of the magazine is Susan Hulme/Wright, a former freelance designer who joined the Center as Design Director in January.

Susan's design work in *Teaching Tolerance* and *America's Civil Rights Movement*, the Center's popular curriculum kit, earned her two awards from Education Press Association recently. Her earlier work for the Center included the publication *Free at Last*, winner of the



Susan Hulme/Wright

American Bar Association's Silver Gavel Award in 1989. Susan was chosen 1991 Designer of the Year by the Montgomery Advertising Federation.

Susan attended the University of Tennessee and O'More School of Design. As a freelance designer in New York and Nashville, Susan designed many popular magazines, including *American Heritage*.

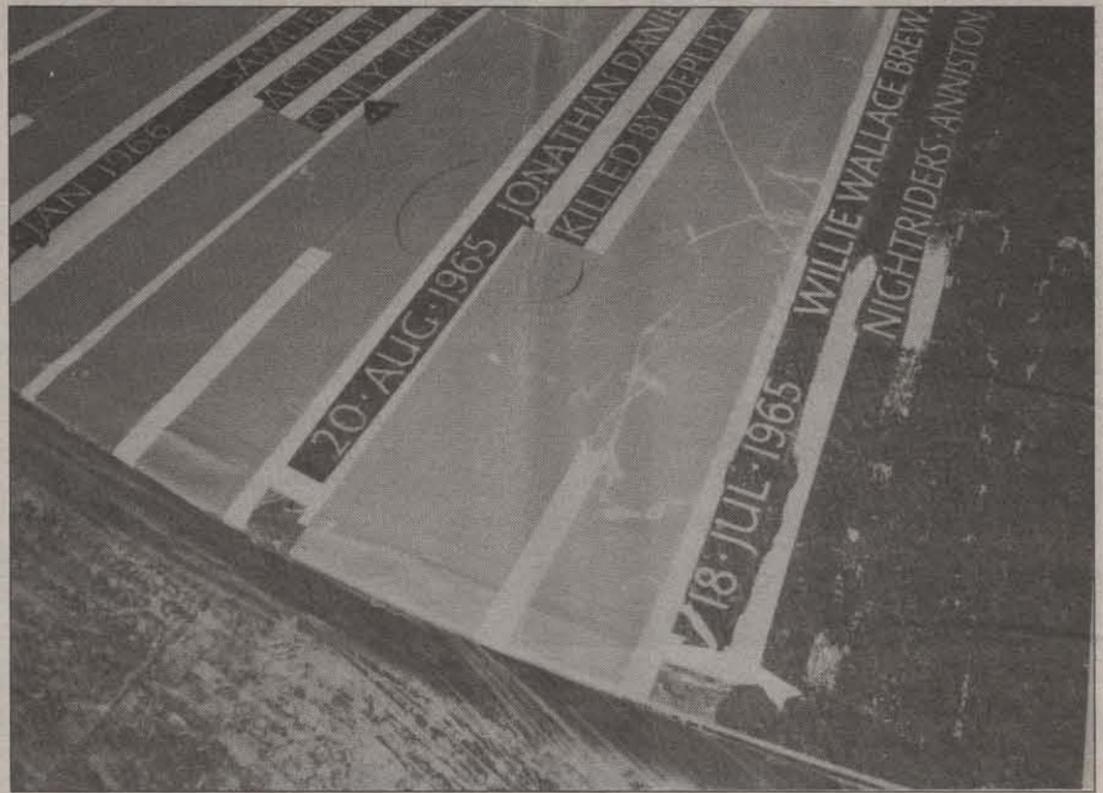
"I needed the challenge of top-quality work demanded by *Teaching Tolerance*" Susan said. "I find it very rewarding to bring exciting graphics to teachers who often have limited resources."

"We're fortunate to have Susan on board," said Center Education Director Sara Bullard. "Her vision and her creativity, and her deep concern for our work, have helped bring national attention to the Center's education project." ●

Civil Rights Memorial Receives Facelift

■ The engraved lettering on the Civil Rights Memorial has been restored and enhanced, thanks to the artistry of Wally Chen, a native of Thailand now living in Chicago.

The Memorial, designed by Maya Lin in 1989, uses a unique combination of engraved lettering in black granite that shines beneath a thin layer of moving water through



Wally Chen (right) used a new technique to restore the lettering on the Civil Rights Memorial.

the use of a silver white paint. Because the Memorial is the first structure known to use this combination of elements, it was uncertain how much maintenance it would require.

Mr. Chen did the original silver epoxy treatment of the water table's etched lettering prior to the dedication of the Memorial in November, 1989. He was asked to return for the restoration assignment. During the recent restoration, Mr. Chen used a new technique designed to last longer and require less

maintenance.

The Memorial is located on a plaza in front of the Southern Poverty Law Center offices and continues to have large numbers of visitors. During the months of February, May, and July, visitors total more than 15,000. The annual average visitor total is 200,000. ●

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SPLC REPORT



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SPLC Eligible for Combined Federal Campaign Funds

■ This fall, federal employees will be able to designate the Southern Poverty Law Center as a recipient of charitable donations through the Combined Federal Campaign.

The annual Combined Federal Campaign is the sole authorized charitable solicitation drive permitted in the federal workplace. Only those non-profit organizations which have met strict eligibility requirements are authorized to receive contributions through the Campaign.

During the solicitation, federal personnel receive a listing of the eligible agencies and a brief description of their work. The employees are encouraged, but not required, to participate. They are given a pledge card to designate the recipient or recipients they choose to receive their donations. Gifts may

be contributed directly by the employee or pledged through a payroll allotment program administered by the CFC.

In compliance with CFC regulations for approval on a national level, the Law Center had to demonstrate sound fiscal policies and procedures and prove that its programs and services benefit citizens of 15 or more states. (The Law Center actively participates in all 50 states.) In addition, documentation was required affirming the Center's tax-exempt status under IRS guidelines and certifying that the organization does not engage in political lobbying.

Over the years, Center supporters have indicated a desire to contribute through the CFC. Now all federal employees will have a special opportunity to be involved with SPLC efforts to eradicate hate crimes and intolerance through its Teaching Tolerance, Klanwatch and litigation programs. ●