

SPECIAL EDITION: TEACHING TOLERANCE

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SPLC REPORT

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A PUBLICATION OF THE SOUTHERN POVERTY LAW CENTER
KLANWATCH • TEACHING TOLERANCE

New Kit Ready For U.S. Schools

■ MONTGOMERY, Ala.—The Teaching Tolerance project of the Southern Poverty Law Center has begun distributing its second curriculum kit, *The Shadow of Hate: A History of Intolerance in America*, to schools across the nation. Fifty thousand copies of the video-and-text package are being produced and distributed at a cost of more than \$1 million. They will be sent free to middle and high school principals and college history department chairs upon written request.

The Shadow of Hate chronicles the haunting legacy of prejudice toward Native Americans, African Americans, religious minorities, European and Asian immigrants, and other groups.

"Our history books are full of gaps," said Morris Dees, SPLC Executive Committee Chair. "This new curriculum package tells the forgotten stories of Americans who were hated by others simply for who they were, what they looked like or what they believed."

Washington, D.C., filmmaker Charles Guggenheim produced the 40-minute documentary video included in the kit. Guggenheim is a three-time Academy Award winner who was recently nominated for a fourth Academy Award for the docu-



Teaching Tolerance's new *Shadow of Hate* kit includes a video, a classroom text and a teacher's guide.

mentary film *A Time for Justice*, the video component of the first Teaching Tolerance curriculum kit, *America's Civil Rights Movement*. (See story at right.)

The *Shadow of Hate* video spans 300 years to illuminate the dark corners of American history. Using archival footage, evocative still photographs and the voices of witnesses, the film brings to life such events as the Wounded Knee Massacre, the lynching of Jewish businessman Leo Frank, and the internment of Japanese Americans during World War II.

The text component of the kit, *Us and Them*, recounts 14 episodes of intolerance in U.S. history. Written by Teaching Tolerance Research Associate Jim Carnes, the 128-page text examines such well-known occurrences as slavery and the subjugation of Native Americans, as well as "forgotten" examples
(continued on page 6)

Center Film Is Academy Nominee

■ The Teaching Tolerance film *A Time for Justice* has been nominated for an Academy Award in the short documentary category by the Academy of Motion Picture Arts and Sciences.

The film was the video component of *America's Civil Rights Movement*, the first curriculum kit produced by Teaching Tolerance and distributed to more than 50,000 schools nationwide. The moving 38-minute documentary captures the struggle and heroism of the movement through historic news footage and the voices of participants.

Charles Guggenheim, the film's director and producer, says he is delighted by the nomination. "While I'm honored by this recognition, I think the Academy is actually paying tribute to the courage and sacrifice of the people in the film, the ordinary people who gave their lives for justice," he said. "I hope the nomination will
(continued on page 2)

Documentary Producer Begins Work on Early Childhood Video



Margie McGovern

■ The staff of Teaching Tolerance has begun work on its third video-and-text kit for schools. Tentatively entitled *Sharing, Caring and Fairplaying*, the kit will focus on strategies early childhood teachers are using to prepare young children for a diverse and democratic future.

"We often think of childhood as an age of innocence,

but research has shown that children begin learning prejudice as early as age 3," says Teaching Tolerance Director Sara Bullard. "You can't teach small children complicated lessons about civics or the history of racism, but you can foster those emotions and attitudes that are essential to a healthy democracy: a sense of fairness, compas-

sion, responsibility and respect."

Teaching Tolerance has hired filmmaker Margie McGovern to develop the video for the kit. McGovern is a San Francisco-based filmmaker whose previous work includes documentaries that address educational and social issues.

Mathematics: What Are

You Teaching My Child?, produced for Scholastic, Inc., deals with cooperative learning techniques in mathematics, and *What's the Deal About Yucca Mountain?* produced for the State of Nevada, focuses on nuclear waste storage and the potential dangers it poses to the citizens of the state.

Assistant Director of
(continued on page 5)

I would like to express the tremendous satisfaction the staff and students of our school have experienced with the use of the *America's Civil Rights Movement* kit. The curriculum has been instrumental in preventing students' random acts of violence. Thank you for this excellent educational tool.

L.W., Teacher
Buffalo, N.Y.

Teaching Tolerance is always the bright spot in my year. Without it, I would feel very isolated and stumped. Your accomplishments as a positive force in education are remarkable.

P.P., Teacher
Escondido, Calif.

As a longtime contributor to the Southern Poverty Law Center, I have been pleased to watch the growth



**SPLC
REPORT**

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and expanding sphere of influence of *Teaching Tolerance*. It is perhaps the most valuable single reference for multicultural materials and teaching strategies available to educators.

L.B., Language/Speech Specialist
Oxnard, Calif.

I am so impressed with your magazine, *Teaching Tolerance*. ... I always learn so much or get my own beliefs and ideas reinforced. I especially value (and use!) the resources and contacts. Thanks for making such a valuable resource available at no cost. What a gift!

W.M.
Hillsborough, N.C.

Our school received your publication and we think it is wonderful! How nice it is to know that others believe our children need to learn about all histories and cultures in order to move into a better tomorrow. The magazine is beautifully done, inspiring and thought-provoking — please, please send us future issues.

L.B., Teacher
Houston, Texas

I was impressed with the *America's Civil Rights Movement* teaching kit and used it in my 8th grade U.S. history class. Afterwards, I asked the students to evaluate the material. Every one of my 24 students felt it was a valuable lesson. Most students could not believe the indignities suffered by Black Americans even though they had recently read about it.

S.J., Teacher
Portland, Ore.

Thank you for promoting progress, open-mindedness and peace. Your materials are of tremendous help, and I always enjoy reading them and utilizing them with my students.

G.R.R., Counselor
Landrum, S.C.

We welcome letters from all Southern Poverty Law Center supporters. Send your comments and suggestions to:

SPLC Mailbox
400 Washington Ave.
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Teaching Tolerance Three Years Later

by Morris Dees
Chair, Executive Committee

When the 7th and 8th graders arrive at Crete-Monee Middle School just south of Chicago every morning, one of the first things they see is a poster that reads: "We share a world. For all our differences of politics, race, economics, abilities, culture and language — we share one world. To be tolerant is to welcome the differences and delight in the sharing."



Dees

The poster, created from the first issue of *Teaching Tolerance* magazine, is there to "help remind us what we're all about," says Crete-Monee Middle School principal J.T. Crawford.

Crawford, whose school has twice been named a National School of Excellence, credits *Teaching Tolerance* for "the help it has given us in becoming who we are." By using *Teaching Tolerance*

materials in conjunction with its "Building a Community of Friends" program, the school has been able to strengthen

relationships between black and white children from separate neighborhoods.

When *Teaching Tolerance* was established in 1991, some people questioned whether its

materials would be put to use in American schools. Certainly, it is not easy to measure the success of efforts to increase civility in our diverse society.

But there is no longer any doubt that *Teaching Tolerance* is making a difference. In fact, the demand for tolerance education materials has far exceeded our initial estimates. Since the first issue of *Teaching Tolerance* magazine went out to 150,000 educators in January of 1992, much has happened:

- *Teaching Tolerance* curriculum kits are being used in 54,000 schools.

- *Teaching Tolerance* magazine is being sent to 500,000 teachers twice a year.

- The project has received 14 national awards.

- The *Teaching Tolerance* program was included in a Senate subcommittee hearing on hate crime and anti-bias education.

- *Teaching Tolerance* was chosen as one of the first *Family Life Award* recipients because "through the tolerance and civil rights curricula and teaching aids offered to schools, *Teaching Tolerance* is making it possible — perhaps for the first time in history — to raise a generation that is bias free."

- *Teaching Tolerance* has been featured at numerous national educational conferences.

- *Teaching Tolerance* has been promoted by countless local and national educational journals, magazines and newsletters.

The quick rise of *Teaching Tolerance* to a position of national prominence in the field of education is a testament to the strength of SPLC supporters who are responsible for getting tolerance education into American schools.

Would You Like to Help Promote Teaching Tolerance?



If you would like to help schools, churches, synagogues, libraries and other institutions in your community obtain the free *Teaching Tolerance* materials, encourage them to write to:

TEACHING TOLERANCE
400 WASHINGTON AVE.
MONTGOMERY, AL 36104
FAX: (334) 264-3121

Academy Award Nomination

(continued from page 1)

increase the film's visibility so that more people will know the story of this sad segment of our history."

A Time for Justice has received numerous awards, including ones from the Educational Press Association of America (EdPress), the Council on International Nontheatrical Events (CINE), the Chicago International Film Festival, the Birmingham International Educational Film Festival, and the Young Adult Library Services Association.

Sara Bullard, the Director of *Teaching Tolerance*, says the Academy's nomination

"confirms what thousands of schoolteachers have already told us about the film — that it is not only a stirring history lesson but a powerful call for all of us to renew our commitment to democratic ideals. We are pleased and humbled by the Academy's recognition."

Guggenheim, who has been nominated eight times and won three Academy Awards in the past, was also nominated in the feature documentary category this year for *D-Day Remembered*, which was produced for the National D-Day Museum.

This marks the first time since Walt Disney in 1958 that a documentary filmmaker has



Guggenheim

been nominated in both the short and the feature categories in the same year.

Four other films have been nominated in the short documentary category. The Oscar winner will be announced March 27 in Los Angeles.

Teaching Tolerance Far and Wide

■ Teaching Tolerance materials are making an impact in ways never anticipated when the project began.

The magazine and curriculum kits are used in all 50 states and in 56 foreign countries. In addition to international schools and schools serving American military families overseas, the materials are used by such organizations as the Institute for Multi-Party Democracy in Durban, South Africa; the Swedish Committee Against Anti-Semitism; the Department of Islamic Learning at the University of Karachi, Pakistan; and the Jewish Education Council of Montreal, Canada.

In the U.S., educators are developing unique and innovative ways to use Teaching Tolerance resources both inside and outside the classroom:

- At Ipalook Elementary School at Barrow, Alaska, teacher Mary Ann Holmquist

shares ideas and resources from the magazine with her 3rd grade class — predominantly Inupiak Eskimo, with small Filipino, Arab and "Lower 48" minorities.

- Newcomer High School in San Francisco offers immigrant youths a year of transition into American life.

The faculty uses strategies from *Teaching Tolerance* to promote interaction and understanding in the community of 600 young people who speak 40 different languages.

- Many scouting organizations nationwide use Teaching Tolerance resources.

Deena Strauss, program specialist for Girl Scouts in San Diego, has reprinted articles and activities from the magazine in the monthly newsletter that reaches 5,000 volunteer scout leaders in her area.

- At the Holocaust Resource Center in Sylvania,



Teachers at Ipalook Elementary School in Barrow, Alaska, are the northernmost readers of *Teaching Tolerance*.

Ohio, the *America's Civil Rights Movement* teaching kit is made available to groups and individuals who are promoting racial and religious tolerance. The director feels that "the lessons of the civil rights movement will rein-

force those of the Holocaust — and vice versa."

- At the Center for Peace and Conflict Studies, sponsored by the Detroit Council for World Affairs, human rights advisor Lillian Genser used Teaching Tolerance resources in a symposium on Children's Rights and Responsibilities.

- Every day, hundreds of international visitors tour the Statue of Liberty and Ellis Island under the guidance of National Park Service interpreters. Trainers use *Teaching Tolerance* to help interpreters learn to "read the audience instead of prejudging."

- In Dr. Susy Duckworth's core curriculum classes for pre-service education majors at Winthrop University (Rock Hill, S.C.), *Teaching Tolerance* is required reading.

She reports that the

"Teaching Tools" column is especially helpful in guiding new teachers through the maze of multicultural resources.

- At Ervin's All-American Youth Club, founder Ervin Harris' "Dream Builders" program uses the *America's Civil Rights Movement* teaching kit to encourage responsible citizenship. At the club, located in one of the roughest neighborhoods of Clearwater, Fla., some of the city's leading professionals volunteer their time and talents to help members of the club become productive citizens.

According to Sara Bullard, Director of Teaching Tolerance, "The project began as a forum and resource for classroom teachers. As it has grown, we've come to recognize that there are concerned and committed educators in every walk of life."



Joseph, Van, Elise and Ria attend San Francisco's Newcomer High School, a "transition school" for immigrant youth.

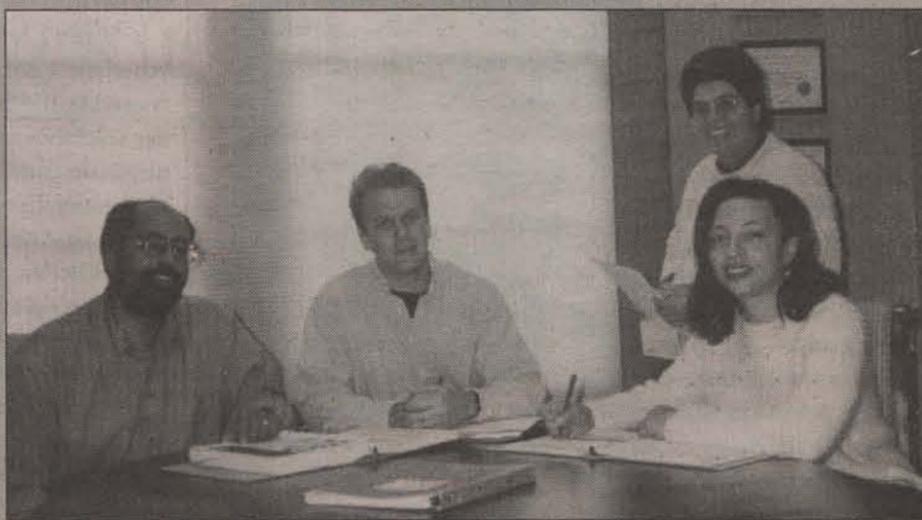
Clark and Hawkins Bring Expertise to Project

■ SPLC Board of Directors member Pat Clark and former Teaching Tolerance Research Fellow Joseph Hawkins visited the Center recently to discuss ideas for enhancing the Teaching Tolerance project.

Clark, former Klanwatch director, is now a National Criminal Justice Representative with American Friends Service Committee in Philadelphia, Pa. Hawkins is an Evaluation Specialist with Montgomery County (Md.) Public Schools. In addition to their professional expertise, both Hawkins and Clark have decades of accumulated experience with their own school-aged children.

The visitors met with the Teaching Tolerance staff to brainstorm ideas on how the project might take a more active role in training teachers to promote tolerance in our nation's schools.

Shown at right are: Clark (standing) and Hawkins (left) with Teaching Tolerance Assistant Director David Aronson and Research Associate Glenda Valentine.



Teaching Tolerance Reaches Out to Educators

■ Last November, **Myrlie Evers-Williams**, widow of slain civil rights worker Medgar Evers and the newly elected chairperson of the NAACP, spoke about Teaching Tolerance at the National Council for the Social Studies conference in Phoenix, Ariz.

In her keynote address to over 500 social studies educators, Evers-Williams praised the project so highly that NCSS President Robert Stahl says he is "still getting calls from attendees" about Teaching Tolerance material.

Evers-Williams had been



Evers-Williams

the subject of a *Teaching Tolerance* interview in the Fall '94 issue of the magazine. In the interview, she spoke eloquently about overcoming the anger and grief she had felt upon her husband's murder, and about the resolution she experienced last year when his killer was finally convicted — 31 years after Evers' death.

Having a spokesperson at a national education conference is one way Teaching Tolerance reaches out to educators.

"We try to visit as many classrooms, teacher in-service programs and educational conferences as we can," says Teaching Tolerance Assistant Director David Aronson.

"But with our small staff, we're extremely fortunate to have former staffers, colleagues and friends — people like Evers-Williams — making presentations on our behalf."

Joseph Hawkins, a former Teaching Tolerance Research Fellow,

believed so strongly in the project that he became a spokesperson for it after returning to his job with the public school system in Montgomery County, Md. (See "Talking to Teachers," this page)

In February, Hawkins conducted a film festival at the National Association for Multicultural Education (NAME) convention in Washington, D.C., where he showed the video from *The Shadow of Hate* teaching kit.

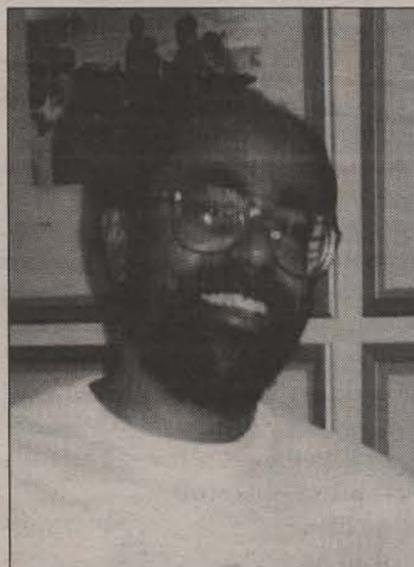
Peggi Cornelius, a donor in Arizona, volunteers her time to promote the project at schools in her area and at conferences. A former teacher who is now a paralegal, Cornelius spent several days at the Center in 1993 learning about the work of the SPLC and Teaching Tolerance.

Last August, Cornelius spoke about the project at the annual meeting of the American Psychological Association at California Polytechnic Institute in Los Angeles, which was attended by 20,000 mental health professionals and educators.

She facilitated a symposium on "Managing Conflict: Promising Interventions for Children and Youth." In September, she addressed the Coalition for Justice and Peace seminar at Arizona State University.

Teaching Tolerance staff members also make presentations at schools, workshops and conferences when their schedules allow.

Last October, **Houston Roberson**, Research Fellow, and **Elsie Williams**, Teaching



Hawkins



Cornelius

Tolerance Editorial Assistant and *SPLC Report* Editor, conducted a teacher in-service

meeting at Hard Elementary School in Bessemer, Ala.

Roberson and Williams are former teachers of high school history and English, respectively.

Hard Elementary, which serves four housing projects, has a homogeneous African American student population. Teaching Tolerance unofficially adopted the school two years ago and shares extra multicultural education resources with the faculty and students.

In February, Williams and **Glenda Valentine**, Teaching Tolerance Research Associate, spoke to the social studies faculty at Simmons Middle School in Hoover, Ala., about implementing a multicultural social studies curriculum.

Later in the month, Williams and **Sophia Seals**, Education Secretary, participated in a Family Connection Day at Enterprise High School in Enterprise, Ala. In two workshops on "Tolerance," they challenged students to work for stronger families and communities by embracing and appreciating diversity.

Talking to Teachers: A Former Staffer's Perspective

by Joseph A. Hawkins

Joseph Hawkins was a research fellow with Teaching Tolerance for one year in 1992-93. Since he returned to his job as Evaluation Specialist with the Montgomery County, Md., public school system, Hawkins has spoken about Teaching Tolerance at education conferences and workshops in several states, including Arkansas, Ohio, Maryland, Pennsylvania, Virginia and New York. Here he shares his impressions of how the project contributes to the national education scene.

■ As I travel around the country talking with teachers and other educators about Teaching Tolerance, I get feedback that convinces me the project is playing a significant role in helping teachers deal with the tough issues facing our nation today. The comments generally fall into these categories:

"I can't believe it's free!"

Wherever I go, educators are floored by the fact that Teaching Tolerance materials — the magazine and the curriculum kits — are free, without any strings attached. Most school systems across the nation are operating on such tight budgets that teachers don't dare ask for anything extra.

Putting useful, current information in the hands of every teacher in the nation without cost to them is rare,

and teachers appreciate this unique gift. I've had principals ask if it's appropriate for all teachers in their school to receive their own magazines. When I assure them that is indeed the case, I get responses such as, "I can't believe such a high quality resource is free. Thank you! I want every teacher in my school to receive it."

"There is no better resource on the issues." Teachers also appreciate the fact that *Teaching Tolerance* magazine addresses all the major manifestations of intolerance in our society today. Nowhere else can they find practical strategies and resources for addressing the "isms" that divide our schools and communities.

As one educator put it, "It's great to find such great resources in one place. The magazine is full of workable ideas to help teachers meet the demands of the diverse population being served in our schools today."

"I like the teacher-to-teacher messages." As we approach the 21st century, one of the biggest professional challenges for teachers is that they have few opportunities to share their ideas with their colleagues, much less with a larger public. From its inception, Teaching Tolerance has been committed to being a forum for teachers to share ideas on how they can create

learning environments that recognize and respect the beliefs and practices of others.

And teachers appreciate being given a voice. As one told me recently, "It's reassuring to find out that I'm not alone in this struggle. Keep finding those shining examples of how teachers and schools are doing good things."

"Teaching Tolerance inspires a search for the goodness in human beings." I end many of my presentations to educators by showing the video *A Time for Justice* [from the *America's Civil Rights Movement* teaching kit]. Workshop participants are always touched by this moving portrayal, and many are brought to tears. But the film also causes another response: It inspires action. Many teachers have shared with me their new commitment to engage their students in a deeper dialogue about prejudice and discrimination.

Knowing that I'm a part of a project that is making a difference in our schools and communities keeps me committed to Teaching Tolerance. Seeing teachers, educators and other concerned individuals connecting and coming to a better understanding of the issues and how to solve them is a challenge I can't pass up.

Freelance Writers, Illustrators Bring Diverse Backgrounds to *Teaching Tolerance* Magazine

■ When New York City freelancer **Jeffrey Zuckerman** arrived in Plainfield, Ind., he was greeted by the worst snowstorm the town had seen in 10 years. Zuckerman was in Plainfield on a *Teaching Tolerance* assignment to report on the local junior high school's "no-cut" policy, which enables students of all ability levels to participate in most of the school's extra-curricular activities.



Zuckerman

The schools being closed, Zuckerman was left with little to do but wander through the snow drifts, talk to townspeople and plan his return trip a few weeks later. His account of the school's policy of inclusiveness ("A Place for Everyone," Fall '94 issue) generated much positive feedback for the magazine.

Zuckerman is one of the many freelancers — writers, illustrators and photographers — that *Teaching Tolerance* employs to produce its award-winning magazine. Here are some of the other freelancers who have shared their talents.

Writer, poet and educator **Pat Mora** wrote the essay "The Leader in the Mirror" in



Mora

the Fall '94 issue. A native of El Paso, Texas, Mora is the recipient of a National Endowment for the Arts Creative Writing Fellowship in poetry. She has written several books for children, including *The Desert Is My Mother* and *A Birthday Basket for Tía*.

In addition, Mora has published several poetry collections and nonfiction works. A former teacher and museum director, Mora is living in Santa Fe, N.M., this year.

Samuel Greengard, a freelance writer based in Burbank, Calif., wrote the feature article "The Big Picture" in the Spring '94 issue. Greengard has written articles for dozens of publications, including *Discover*, *Home*, *Family Circle* and the *Los Angeles*



Greengard

Times. He is a contributing editor to *Los Angeles* magazine and serves on the national board of directors for the American Society of Journalists and Authors.

Artist **Yumi Heo** provided the engaging illustration for the essay "A Democracy of Third Graders" in the Fall '94 issue. Heo was born in Korea and studied graphic design there. After coming to the U.S., she earned her M.F.A. in Illustration at the School of Visual Arts in New York City.

Heo, who lives in White Plains, N.Y., is the author/illustrator of the book



Heo

One Afternoon, and her editorial illustrations have appeared in *The New Yorker*, *House Beautiful* and *McCall's*, among other publications.

J.W. Stewart, an award-winning artist who lives and works in Montréal, Canada, illustrated the story "An Uncommon Language" in the Spring '94 issue.

Stewart is well-known in Canada for his illustrations in magazines, advertisements, and corporate publications,

as well as on book and album covers. His work has also appeared in *The New Yorker*, *Atlantic Monthly* and other U.S. publications.

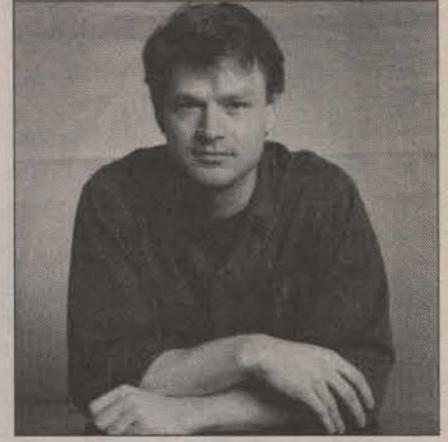
Several issues of *Teaching Tolerance* have featured the work of Chicago-based photographer **Steve Kagan**. Kagan interned at *The Village Voice* in New York after studying at the University of Michigan. His photographs have been published in *The New York Times*, *Time*, *The Chicago Tribune* and *Newsweek*.

A contributing photographer to *People* magazine, Kagan finds working for *Teaching Tolerance* especially rewarding. "From mainstreaming to diversity education and gang issues, the *Teaching Tolerance* assignments have been interesting and illuminating.

Thank you for the opportunity to work for a publication with such a noble mission."

The *Teaching Tolerance* editorial staff has been fortunate in gaining access to prominent educators, writers and other experts in multicultural and social issues to interview for the magazine.

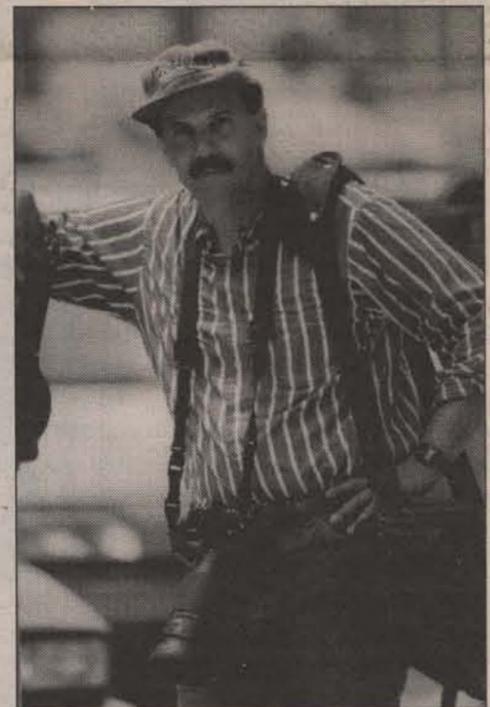
These have included child psychiatrist Robert Coles, educator James Banks,



Stewart

children's advocate Marian Wright Edelman, poet Luis Rodriguez, historian Ronald Takaki, civil rights activist and NAACP chairperson Myrlie Evers-Williams, and Native American writer Michael Dorris.

Classroom teachers also add a rich dimension to the magazine. Each issue of the magazine includes one or two essays and several Idea Exchange items written by teachers.



Kagan

Early Childhood Teaching Kit

(continued from page 1)

Teaching Tolerance David Aronson said, "Dozens of filmmakers applied for the project, but we chose Ms. McGovern for the quality of her work and her demonstrated ability to do documentary films that address social issues."

McGovern says she's

excited to be a part of the program. "Teaching our young people how to get along in an increasingly diverse society is crucial for our future. I'm thrilled to have been selected as the filmmaker on this project, and I'm delighted to use my talents in the service of such a worthwhile cause."

McGovern is currently

scouting film locations, kindergartens and early elementary classrooms where teachers are successfully educating young children about differences and democracy.

Meanwhile, *Teaching Tolerance* writer Jim Carnes is researching innovative early childhood programs in preparation for writing the text component of the kit.

"What impresses me is the unanimity of support for this project," Carnes says. "Usually, social scientists disagree on everything, but every serious student in the field says that reaching kids in early childhood is the key to creating more tolerant human beings."

Sharing, Caring and Fair-playing is the third in a series

of six video-and-text curriculum kits being produced by *Teaching Tolerance*. The first, a history of the civil rights movement, has garnered numerous awards and is being used in over 50,000 schools nationwide.

The second, a history of intolerance in America, has just been completed and is being released this month.

Magazine Read by Educators at All Levels, In All 50 States

■ To learn more about the readership of *Teaching Tolerance* magazine, the project conducted its first readership analysis in June 1994.

"We wanted to see just who our readers were," says Teaching Tolerance Director Sara Bullard. Data from 86,000 response cards were analyzed to determine characteristics of educators who receive *Teaching Tolerance*.

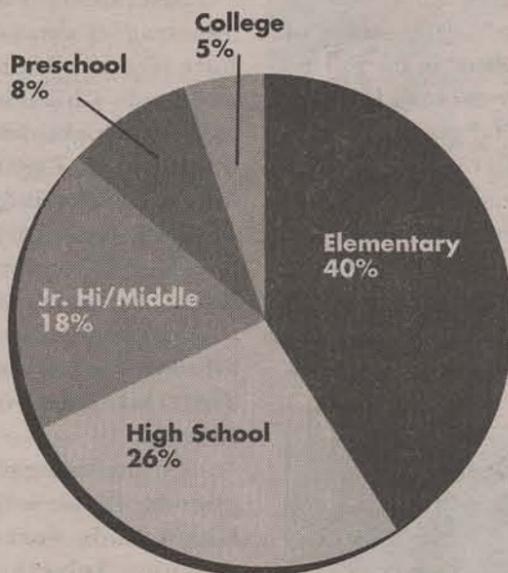
The vast majority of readers — roughly two-thirds — were teachers. But a large number (15 percent) were school principals. Librarians, counselors and district officials also made a strong showing.

In terms of geographic distribution, the results were as expected. The magazine reaches teachers in all 50 states, in numbers that are roughly proportionate to the state's population. California, New York and Texas head the list, with Illinois, Michigan, Pennsylvania, Ohio and Florida following closely behind. Educators in 56 foreign countries also receive the magazine.

Regarding teaching level, the analysis revealed that 40 percent of

readers were elementary school educators; 26 percent high school; 18 percent junior high; 8 percent preschool; and 5 percent college educators.

These numbers are also roughly proportionate to the distribution of



Teaching Tolerance Readers By Teaching Level

educators in the U.S. by teaching level — though slightly weighted toward the higher grades.

Readers identified their primary

interests as being language arts, multicultural education, social studies and creative/performing arts.

According to Bullard, "The fact that so many teachers consider tolerance education vital is heartening: It suggests that the magazine is serving a deep and widely felt need."

Since the Fall '94 issue, *Teaching Tolerance* is being mailed free to 500,000 educators twice a year. This means that the magazine is reaching nearly one in six educators nationwide.

And the response from readers continues to be uniformly positive, with thousands of letters received each year praising the magazine and expressing thanks for such a valuable resource.

As one teacher put it, "Your effort to promote healthier lives through mutual understanding is a lifeline to teachers throughout the country who, like myself, need all the support we can find in the education of our young people."

Would you like to help the Southern Poverty Law Center continue its valuable work into the next century? You can! Become a "Partner for the Future." Mail the form on page 8 and we will send you the latest information on planned giving opportunities.

New Kit Ready

(continued from page 1)

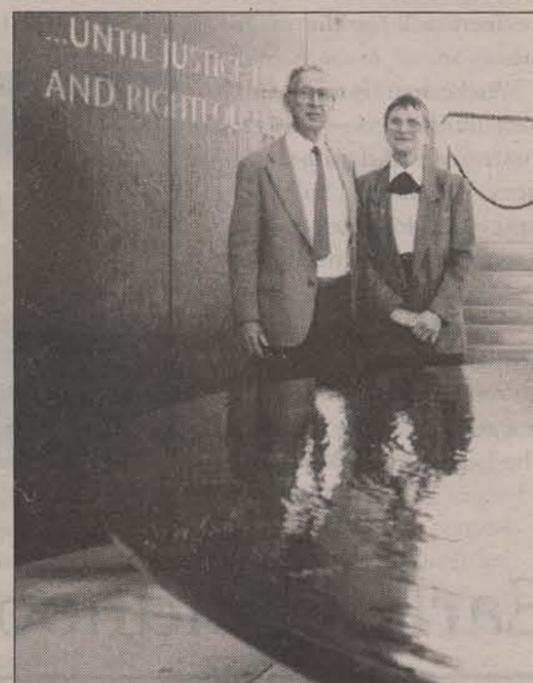
such as the annihilation of the African American town of Rosewood, Fla., in 1923. The chronology is brought up to date with stories of violence against gays and lesbians.

Original paintings by nationally acclaimed illustrator Herbert Tauss accompany the main narratives, along with historical photos, documents and first person testimonies.

The 32-page Teacher's Guide provides step-by-step suggestions for discussion, writing and research activities that further explore the issues raised in the video and textbook.

The Shadow of Hate is the second in a planned series of six free video-and-text kits to be released by Teaching Tolerance.

Center Visitors



The Center welcomes visits from supporters. Recent visitors include (clockwise from left):

Dick Vallandingham and Angela Elliott of Kansas visited in December with their children Jimmy and Emmy. Mamie Jackson (r), Director of Mail Operations, welcomed the guests.

Harry and Arlene Stein of Florida included the SPLC on a tour promoting Mrs. Stein's two books, *I Love You, Goodbye* and *The Olive Tree*. They are pictured here with Administration Secretary Jan Buford (center).

Gerry and Coral Scherba of California spent several hours brainstorming with the Teaching Tolerance staff. Mrs. Scherba is designing an extension course on tolerance education at University of California at Riverside.

Memorial and Honorary Gifts Received by the Law Center since November 1994

IN MEMORY OF

Mrs. Hannah Alfano	Diane Dimond	Hyman Hurwitz	Phyllis Moore	Jon Reinseh	Curtis H. Taylor
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Law Center Establishes Washington Office

■ Joseph J. Levin, Jr., Southern Poverty Law Center co-founder and Chairman of the Board, is now heading the Center's new Washington office. His primary responsibilities are to seek support for the Center's long-term endowment and to develop long-range strategy for its litigation and education programs.



Levin

Levin served as Legal Director and General Counsel to the Center in Montgomery until 1976 when he left to supervise President Carter's Justice Department transition team. He then served as Special Assistant to the Attorney General and Chief Counsel to the National Highway Traffic Safety Administration. In 1979, he entered the private practice of law in Washington, D.C.

Since leaving Montgomery in 1976, Levin has served as the SPLC's President and Board Chairman. In these roles, he has helped guide the Center through many years of successful litigation

and the formation of its Klanwatch and Teaching Tolerance projects.

In addition to his responsibilities with the endowment, Levin will also serve as senior advisor to the Center's legal staff. "For years, we have called Joe for advice on many of our cases," said Center Legal Director Richard Cohen. "I'm glad that he'll now be in a position to take a more active role."

As Center Legal Director from 1971 until 1976, Levin was involved in more than 50 major civil rights cases. He

argued the landmark sex discrimination case, *Frontiero v. Richardson*, in which the Supreme Court struck down a federal law giving preferences to men in the military. He also argued and won *Gilmore v. City of Montgomery*, in which the Supreme Court prohibited the use of public recreational facilities by private academies seeking to avoid school desegregation.

Since a large number of Center supporters live in the Washington-to-Boston corridor, or can easily be reached from major northeast airports, Washington is an ideal location for a satellite office to help build the Center's endowment. Direct mail fundraising, the Center's present source of income, has become expensive and sometimes unreliable, often depending on the public mood and political shifts.

The endowment was established early in the Center's history to build a reliable source of funds to ensure operation into the

next century. The endowment's goal is \$100 million by the turn of the century, half of which has been achieved. The endowment is restricted by the Board of Directors until it produces enough income to fund the Center's operations and the Center ceases to build its fundraising donor base.

"Until the endowment goal is reached, the Center must continue to raise funds from individual supporters to implement its programs, while allowing the endowment to grow untouched," said Executive Director Edward Ashworth. "The Center is fortunate to have dedicated supporters who understand this and to have talented leaders like Joe Levin to help us reach our goal."

According to Levin, "Morris and I have long discussed the necessity for a concentrated effort to achieve our endowment goal and, more recently, the need to enhance our programmatic

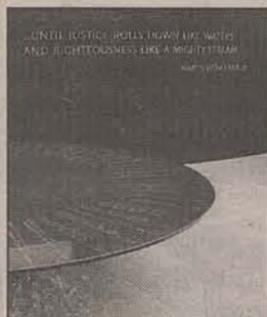
strategy for the Center's second quarter-century. Now that two of my three daughters are grown and graduated, I am in a position to leave private practice and devote full time to issues that made the law exciting to me in the first place."

"I'm personally delighted to have Joe back with the Center," said co-founder Morris Dees. "He has unselfishly contributed thousands of hours during the past 18 years as our president and chairman, providing a seasoned voice on many critical decisions. The Center has grown dramatically in the past 24 years and requires an experienced executive staff to keep it on a sound footing."

"Because of Joe's history with the Center, he is uniquely positioned with our supporters to carry the message of the Center's need to fulfill its endowment goal and to expand and refine its programs for the '90s and beyond."

PARTNERS FOR THE 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.

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 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 address below.

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.

The Center's goal for the Endowment is \$100 million by the year 2000, a little over half of which has been attained. This will establish a dependable financial base that will allow the Center to free itself from the uncertainties of direct-mail fundraising. The Endowment Fund is a "pact with future generations" that will help ensure resources for the Center's work well into the 21st century.

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IN MEMORIAM

John G. Nicholls (1940-1994)

■ Longtime Center supporter John Nicholls, 54, a teacher and author who focused on issues involving democratic public education, died September 29, 1994, in Chicago. Dr. Nicholls had been a professor in the College of Education at the University of Illinois at Chicago since 1989.



He is survived by his wife, Theresa Thorkildsen (also a College of Education faculty member at UIC); two sons, David and Mathew; and a granddaughter, Nadia. At his death, the family requested that memorial contributions be made to the SPLC and other causes that reflect Dr. Nicholls' generous spirit and commitment to democracy in education. Since that time, the Center has received numerous gifts in honor of this fine scholar.

Dr. Nicholls was a native of New Zealand, where he received his doctorate at Victoria University in Wellington. Before joining UIC, he taught at Purdue University and the University of Illinois at Urbana-Champaign.

In addition to his teaching, he authored several books and dozens of

articles and professional papers. Commenting on Dr. Nicholls' just-released book, *Reasons for Learning: Expanding the Conversation on Student-Teacher Collaboration*, Dr. Seymour Sarason, professor emeritus of psychology at Yale University, said, "Rarely have I read a book that contains so much serious,

productive soul-searching." Before his death, Dr. Nicholls was completing the manuscript on a book about learning disabilities.

According to Theresa Thorkildsen, who, with her husband, has supported the Center's work since 1978, Dr. Nicholls was a strong supporter of the Teaching Tolerance project. "John saw the project as one that teaches us to become 'less divided against ourselves' and to seek 'conjoint communicated experiences,' ideals promoted by the American educator John Dewey. Because Teaching Tolerance is a step toward realizing those ideals, I will continue to support the work of the SPLC."

The Center pays tribute to teacher, author and friend John Nicholls.