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SPILC REPORT



PUBLISHED BY THE SOUTHERN POVERTY LAW CENTER
MILITIA TASK FORCE · KLANWATCH · TEACHING TOLERANCE

SEPTEMBER 1997
VOLUME 27, NUMBER 3

Center suit opened door to women in sheriff's office

DOTHAN, Ala. — Susan Seay moved to Alabama in 1986 and anticipated continuing her career as a law enforcement officer because she was trained and certified as a deputy. But when she was hired for a position in the Houston County Sheriff's Department, she was relegated to its records and classification division in the jail. She quickly learned that the sheriff's operating policy was unequivocal: There would never be a woman investigator,

and no man would ever have to take orders from a woman.

Even worse, she and the department's other female employees worked in an unrelentingly hostile environment. They were constantly harassed with lewd and demeaning remarks, sexual advances and offensive behavior.

Today Seay is the department's first female sergeant, a felony investigator in charge of all child abuse and sex crimes. Another woman is the jail administrator, responsible for the supervision of 57 correctional officers; more than half of these are women. And the workplace atmosphere in the Houston County Sheriff's Department is businesslike and professional.

A Center-supported sex-discrimination class action filed by Seay and four other plaintiffs, coupled with the election of a new sheriff, transformed the closed, entrenched "good-old-

Please turn to p. 5, "Center suit opened..."



Sergeant Susan Seay (right) and new sheriff Lamar Glover strive for professionalism. Her Center-supported case erased sex discrimination in the sheriff's office.



Brian Youngblood monitors the internet for extremist activity.

New Klanwatch project monitors Internet hate

Klanwatch is monitoring the cyberspace traffic of more than 400 extremist organizations and individuals. Its new project gauges the quantity and tenor of racist and anti-government propaganda available to millions of Americans with access to the Internet.

Since April, Klanwatch computer expert Brian Youngblood has downloaded hundreds of pages from World Wide Web sites created by Patriot groups, neo-Nazis, skinheads, Ku Klux Klansmen and other white supremacists.

Youngblood says many groups merely publish materials attacking government policies and actions. But more radical groups offer on-line courses in all kinds of weaponry, urging preparation for armed battle with the dark forces of the New World Order, which they see as a conspiratorial group secretly preparing for world takeover.

Explicitly racist

Other groups are explicitly racist. Using racial slurs and pictures, they post articles that purport to show the inferiority of nonwhites and often extoll Nazi propaganda.

Virtually all of the groups seek to recruit through cyberspace.

The popularity of the Internet, Youngblood points out, contributes to an alarming trend.

Where poorly financed extremists once were limited to fliers and newsletters, they now enjoy inexpensive access to a potentially massive cyberspace audience.

"It's become incredibly easy for extremist groups to use the Internet," he said. "For \$20 a month, they get unlimited access to the Internet and to individuals' e-mail addresses. Also, many of them are now using encryption techniques that allow them to send highly secret messages back and forth."

Accessible to children

Like on-line pornography, this often virulent material is easily accessible to children. And that raises issues of how to protect youngsters from inappropriate material while respecting the freedom of the Internet environment and of Constitutionally protected speech.

In a precedent-setting case last year, federal prosecutors indicted a former student at the University of California at Irvine after he allegedly sent out a computer message threatening to "hunt down and kill" Asians on campus. The case, which has still not come to trial, was the first filed by the government seeking to prosecute hate speech in cyberspace.

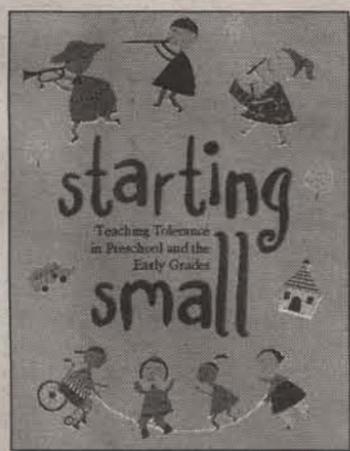
Other countries have stricter controls. In Germany, the gov-

Please turn to p. 4, "New Klanwatch project..."

Starting Small kit helps educators teach tolerance to young children

In early September, the Center's Teaching Tolerance project began nationwide distribution of its third video-and-text kit, *Starting Small: Teaching Tolerance in Preschool and the Early Grades*. The free package, which contains a 58-minute video and five copies of a 250-page book, will help early childhood teachers develop caring, equitable classroom communities.

"We are excited about offering this resource for educators in elementary schools and child-care centers," said Teaching Tolerance director Jim Carnes, who directed development of the kit and served as its



senior editor. "Research supports the importance of reaching children at an early age and providing them opportunities

to learn to respect and appreciate differences. This kit offers teachers concrete strategies for teaching equity, cooperation and citizenship."

The first two Teaching Tolerance video-and-text packages, *America's Civil Rights Movement* and *The Shadow of Hate*, each of which is in use in more than 55,000 schools and organizations nationwide and has won several prestigious awards, were targeted at middle and high school students. The *Starting Small* kit is a teacher-training resource that profiles innovative early childhood classrooms around the country.

Please turn to p. 8, "Starting Small..."

MAILBOX

Just a note of thanks for the important work you do on behalf of the citizens of this country who are the targets of intolerance and hatred — and also for those of us who are believers in human rights and the concept of justice for all. You can count on my contributions from now on.

I. W.
Beverly Hills, California

It's very nice to see you have presence on the Web. It also provides me with the opportunity to thank you all personally for your extraordinary efforts and achievements, all of which, I know, require courage and wisdom.

That you fight ignorance on two fronts — its existing structures through litigation, and its roots through education — constitutes a profoundly powerful and far-sighted strategy. We are all indebted to you.

It is a difficult struggle, but one of the highest value and promise, and one that cannot but better the world. Please know that you have many loyal supporters, of which I am one.

N. P.
San Francisco, California

The work you do is wonderful, as is the teaching material that I have received from your organization. I am currently teaching dance at an elementary school in North Carolina. You may wonder how a dance teacher uses your materials, but let me assure you that the Teaching Tolerance materials are used!

I am part of an A+ faculty — Arts Plus Academics — where arts and academics are taught integrally. Respect for each other's identity and artistic expression is a core objective in the arts curriculum. We also used the posters as part of a school-wide theme on folktales.

I thank you for your work.

S.P.
Steadman, North Carolina

I've supported the SPLC for several years. I still remember the very first letter I received asking me to help. I was impressed with the letter and with the work that was being done. There was no pressure to contribute, as with so many other groups — just an invitation. With each monthly statement from you the most prominent element is your gratitude for the financial assistance you are receiving. That assistance is minuscule in comparison with your efforts on behalf of all of us.

Keep up the great work. I am proud to be associated with you. And thanks for the Web site!

C. M.
Parma, Ohio

I received *The Shadow of Hate* teaching packet in the mail today. It transcends my expectations! I live and teach in a small rural northwest Alabama town. I am planning to gather area educators, parents, and concerned citizens together to recommend to the county school board that they adopt Teaching Tolerance as the "character-building" program for our students.

I applaud your work and Web site. I plan to teach *Shadow of Hate* in my college-level ethics class and will encourage the history department to take it up as well. Again, many thanks!

J.T.
Hamilton, Alabama

Center board member arranges for donor to meet Henok Seraw

Ninety-three year old Elizabeth Bodie is a long-time supporter of the Center's educational and legal work. One particular Center case had an exceptional impact on her.

It involved the 1988 murder of an Ethiopian student, Mulugeta Seraw, by neo-Nazi Skinheads in Portland, Oregon. The Center filed a civil suit that claimed that the Skinheads' attack was the result of training and indoctrination by the White Aryan Resistance and its leaders Tom and John Metzger.

Two years later, a Portland jury found the Metzgers and their white supremacist group liable for the murder and awarded \$12.5 million in damages to the Seraw family, which includes the victim's then 10-year-old son,



Henok Seraw visits Elizabeth Bodie

Henok. While the Metzgers did not have \$12.5 million, the Center has collected about \$140,000, to date, for the Seraw family and continues to collect funds each month on the judgment.

The September 1996 *SPLC Report* featured an article on Henok that prompted Mrs. Bodie to write us. "[This issue] tells me of a very important part [the Center has] played in the life of Henok Seraw, the young African whose father was murdered by

Skinheads. Ever since I read of that case years ago, I have wondered about Henok. I am so glad to see his picture and to know he is continuing his education, there again with your personal encouragement and help," she wrote.

Members of the Center's executive committee were moved by Mrs. Bodie's kind words and her unwavering support for so many years, and they arranged a special meeting. This past June, Henok Seraw and Center board member James McElroy visited Mrs. Bodie at her home. "Henok and I had an inspiring visit with Mrs. Bodie. Henok was touched to meet one of the many Center supporters who stood behind his family's struggle for justice," said McElroy.

Prison act unconstitutional, says Center in new lawsuit

In August, the Center blocked a move to dismantle a consent decree that has led to more humane living conditions for Alabama's death row inmates.

Using the controversial Prison Litigation Reform Act (PLRA), Alabama's attorney general filed a motion to terminate the decree. In order to keep that and other prison-related consent decrees in force, the Center asked a federal judge to declare the PLRA unconstitutional.

"The PLRA has the potential to undo years of work undertaken by prisoner-rights advocates to ensure that prisoners are treated fairly," said Center senior staff attorney Rhonda Brownstein. "We need to do what we can to preserve the gains we've made."

Brownstein said the ACLU's National Prison Project was instrumental in helping to file the challenge to the PLRA.

"Although they must remain behind prison walls, they have a constitutional right to information about the outside world."

In July, Brownstein appeared on a state news show to debate Alabama attorney general William Pryor concerning conditions in the state's prisons and the continuing need for federal supervision.

"Pryor said he wants to eliminate 'perks' for prison inmates, but it seemed clear to me that he had never seen the inside of a prison," said Brownstein. "He's more concerned about protecting state prerogatives than federal constitutional rights."

In a separate action, staff attorney Ellen Bowden is challenging rules that prohibit inmates from receiving books, catalogs and most magazines.

"Refusing to allow inmates to receive these reading materials violates their First Amendment rights," said Bowden. "Although they must remain behind prison walls, they have a constitutional right to information about the outside world."

A lawyer's role in critical times

The following letter was written to Center chief trial counsel Morris Dees from a California colleague acknowledged as one of the nation's best trial lawyers.

I enclose my contribution to the Southern Poverty Law Center.

This contribution reflects the admiration, appreciation

and respect I have for the values and beliefs which serve as the foundation for your work as a trial lawyer.

You are a true inspiration to all of us who try to define the role of trial lawyers in contemporary America.

Thanks for all of the respect you have brought to our profession and thank you

for reminding all of us that the role of great lawyers is to assure that what we do as lawyers should be a mere extension of what we should do as decent human beings.

You are a very special lawyer in these very critical times. Thank you!

Harvey R. Levine
La Jolla, California

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Alabama church burned after Klan rally

JOHN DAVID MERCER/MOBILE REGISTER



Rev. Joe Lewis Dees, pastor of the burned church, wonders if there was a Klan connection.

MOBILE, Ala. — Four of the five white youths indicted on August 1 for burning down a black church in southern Alabama attended a Ku Klux Klan rally two days earlier. Baldwin County prosecutor David Whetstone said they were “young people agitated by Klansmen.”

The youths are not known to be Klan members, but Alan Odom, one of the five who was indicted, told a reporter that the Klan rally created an atmosphere of “black hate.” “They’d just had the KKK rally, got everybody worked up over white and black,” Odom said in an interview before he was charged in the arson.

In late August, three additional white youths were indicted for their accessory roles in the fire.

The June 30 burning of St. Joe Baptist Church in Little River was the latest in a rash of church arsons across the South that began in 1995. Most of the arsons were not found to be racially motivated, but a federal task force is looking into the Alabama case.

The rally by the Alabama White Knights of the Ku Klux Klan in Tensaw, 10 miles from Little River, drew about 75 people. During all the

speeches, shouts of “White Power” reverberated throughout the crowd. One speaker said the future of the Klan lies with children. Several speakers made clear their hatred of blacks, referring to them as “beasts,” as well as their dislike of Jews, Hispanics and homosexuals.

The indicted youths who attended the rally were Odom, 18; Jeremy Boone, 19, who attended with his father; a relative, Brandy Boone, 18; and Michael Paul Woods, 18.

Two days later, the four teens, along with 21-year-old Kenneth Cumbie, allegedly decided to burn an abandoned car but couldn’t find it. Officials allege that Brandy Boone yelled,

CHRISTY EERNGAN/THE BALDWIN TIMES



The five white youths charged with the church arson leave the Baldwin County courthouse following a hearing.

“Let’s go burn the nigger church,” before the group drove to St. Joe.

Rev. Joe Lewis Dees, the pastor of St. Joe, told reporters he believed there was a Klan connection. “I could be wrong,” he said, “but I definitely think so.”

Whetstone said investigators will continue looking for a criminal connection between the Klan, the suspects and the fire. “Something happened, something was sparked. We want to inquire about what that spark was,” he said.

The youths were indicted under a law

enacted by Congress last year in response to the wave of church burnings. In June, the National Church Arson Task Force, a joint effort of the U.S. Treasury and Justice departments, issued a one-year anniversary report stating that evidence does not support the theory that a nationwide conspiracy is behind the burning of black churches. But the same report made clear that racism was involved in many church burnings, and that members and former members of hate groups were linked to some of them.

The case against the youths is expected to be scheduled for trial in October.

BILL STARLING/MOBILE REGISTER



Klan graffiti was painted on a bridge at Little River in the days before the Klan rally.

Florida explosion exposes secret network

ORLANDO, Fla. — In April a 28-year-old telemarketer sat in a rented storage space near this resort community, putting the final touches on 14 pipe bombs. Todd Vanbiber, officials say, was connecting three bombs to a timer when one of them exploded in his face.

It was a bad day for Vanbiber, a one-time rock-’n’-roll musician who now faces sentencing on explosives charges. But it may have been a stroke of luck for authorities.

Thanks to documents found with Vanbiber, state and federal agents are investigating his high-level ties to the National Alliance, one of America’s leading neo-Nazi groups. And they’re looking into a previously little-known white supremacist network that may have secret cells in a dozen states.

The League of the Silent Soldier, according to the documents, was building a national network of teams that apparently planned to fund itself through violent crime, forgery, car theft and fraud.

“We’re looking at this nationwide,” said Ray Velboom, an intelligence specialist with the Florida Department of Law Enforcement. “The materials we found indicate the League

had an underground network operating in at least 12 states at one time.”

It’s not clear what Vanbiber intended to do with his bombs. But authorities searching his storage unit found National Alliance propaganda, tapes of speeches by Alliance leader William Pierce, body armor and manuals for manufacturing biochemical poisons. They also found evidence that Vanbiber was no mere foot soldier. A letter from Pierce invites Vanbiber to attend an exclusive Leadership Conference hosted by the National Alliance in 1996.

The Center monitors the National Alliance through its Klanwatch project. In 1996, the Center won a \$85,000 judgment against Pierce himself for his role in a fraudulent scheme to hide the assets of another white supremacist group, the Church of the Creator (COTC), from the estate of Harold Mansfield, a black sailor killed by a COTC member.

Alliance members questioned

Investigators have questioned five Florida members of the West Virginia-based National Alliance, including Tampa leader Victor Heath. Searches of their homes turned up weapons, officials say, but none of the five was arrested.

SPECIAL



Vanbiber after blast

Four days before the explosion, Heath and others met privately with Pierce, who describes his organization as legal and nonviolent. Officials don’t know what transpired at the meeting.

Pierce has been in the limelight since revelations that Oklahoma City bomber Timothy McVeigh was a devotee of Pierce’s apocalyptic novel *The Turner Diaries*. The book is highlighted by the bombing of a federal building that has eerie similarities to the blast that killed 168 people in 1995.

It isn’t clear what role the League of the Silent Soldier may have in the Vanbiber case or

what, if any, connections it has to the National Alliance. Officials don’t know how many adherents the League has, or if it’s still active. The latest League documents found with Vanbiber dated to 1995.

But documents make clear that the League, which was active by 1991, was built as a network that sees the federal government as its enemy. A Dallas “team leader” using the name Mark Liner sent out a recruiting letter in 1991. It described the League as a network for defense of “Aryans... from the evil that haunts our land,” and said “sector teams” existed in eight states (by 1992, the League had expanded to 12 states). The letter demanded members use aliases and swear oaths of silence.

Active in other states

In a 1992 letter, Liner exults over the addition of a “very paramilitary” team in Kentucky. He lists 11 other states in which the League was active: Arizona, California, Iowa, Louisiana, Massachusetts, Missouri, New Mexico, Pennsylvania, Tennessee, Texas and Utah.

The letters give a sense of League members, from “hard core right wing” to others with

expertise in art design and computers. Many have training in combat, weaponry, sharpshooting and survival techniques.

In a 1993 letter, Liner welcomed Vanbiber into the League. By then the former heavy-metal musician had moved from Missouri to Florida. Liner’s letter to Vanbiber said “the title of Lone Wolf would fit your roaming from state to state” and suggested he might soon work as a team leader.

Officials also seized a copy of the League’s manual, which includes instruction on converting legal guns into illegal automatics, “legalizing” stolen cars, forging money orders, buying military equipment and explosives and monitoring law enforcement agencies’ radio traffic.

The League was active enough in 1995 to warrant an Associated Press article reported from Salt Lake City. The story described the network as active throughout the West and said Utah members were distributing bomb-making accomplices.

Vanbiber’s arrest has opened a window onto the League, and now the Bureau of Alcohol, Tobacco and Firearms is leading a search for his possible accomplices.

Plot to attack Army bases thwarted; militia leader arrested in Texas

KILLEEN, Tex. — A Kansas militia leader identified by Klanwatch a year ago as a major extremist was among seven people arrested in July in an alleged plot to attack U.S. military bases. Officials say Brad Glover and another man were seized as they prepared an armed attack on Ft. Hood, a huge Army base outside this central Texas town.

Glover, who called himself the brigadier general of the Kansas Militia and commander of the 1st Kansas Mechanized Militia, was arrested July 4. Authorities say he and another man planned to assault the base during an Independence Day open house. Seized with the two men were suspected explosives, two rifles, five pistols, 1,600 rounds of ammunition, cannon fuse, bulletproof vests and a militia operations manual.

The aim of the men, police say, was to prevent the United Nations from taking over the United States. That is a common fear among conspiracy-minded Patriots.

Police said the two men and five other people arrested in

Colorado, Wisconsin and Missouri had attended an April session of a militia umbrella group known as the Third Continental Congress. Police infiltrated the meeting, which was attended by 200 people, and zeroed in on the seven suspects when their talk turned to violence.

The congress, which held its first gathering in October 1996, is an above-ground organization which has issued public press releases. But it was attended by several virulent extremists, guarded by a local militia group timed in one instance to coincide with a national machine gun shoot, and given to intelligence gathering:

- The Kansas delegate to at least one session of the Congress was Richard Keyes III. In May, Keyes allegedly kidnaped two neighbors in Texas, helping spark a standoff between police and fellow members of the Republic of Texas. A companion was killed in a shootout with police. Keyes escaped and is now a fugitive.

- One session of the congress was moved to Shelbyville, Kentucky, so members could partici-

pate in the annual machine gun shoot held in nearby Knob Creek.

- Congress members voted to gather intelligence on the "enemy" — elements of the government — by distributing so-called SALUTE forms (the acronym is shorthand for descriptions of the enemy which users are supposed to fill in: Size, Activities, Location, Unit, Time, Equipment). The forms are identical to those promulgated by another national militia alliance which has urged that members use them to gather sensitive information on security procedures at utilities and elsewhere.

- In April, workshops in sniper tactics, weapons and communications were held.

Police said all those arrested had attended the April session of the congress. In addition to Glover, 57, they included Michael Leonard Dorsett, 41, arrested with Glover in Texas; Terry and Kevin Hobeck, arrested in Creede, Colorado; Thomas and Kimberly Newman of Wichita, Kansas; and Merlon "Butch" Lingenfelter, of Mondovi, Wisconsin.



Mark Potok

Klanwatch gets new director of publications

Mark Potok has been named director of publications and information for the Southern Poverty Law Center's Klanwatch project. Potok comes to the Center with almost 20 years' experience as an award-winning journalist at major newspapers. He replaces Richard Baudouin, who returned to his home state to become director of communications for the Louisiana Association of Educators.

Before joining the Center in June, Potok was based in Dallas as the Southwest correspondent of *USA Today*. In addition to covering Mexico and the American southwest, Potok was the newspaper's primary reporter on the rise of the extreme right in recent years.

In that position, he travelled the country covering the modern anti-government Patriot movement. He wrote at length about such events as the 51-day siege of Mt. Carmel in Waco, Texas; the Oklahoma City bombing, and the trial of Timothy McVeigh.

Potok also has covered racial issues in depth. His editors at *USA Today* nominated his

reporting on racial conflict in East Texas for a Pulitzer Prize.

"For me, it was a natural progression to move from writing about these topics to joining the Center, which is the nation's primary institution battling the far right," Potok said. "I've admired the work of the Center and Klanwatch from afar for years. Now, I'm delighted to join the Center in its front-line work."

Potok also has worked at the *Dallas Times Herald* and *The Miami Herald*. He spent three years in Madrid, Spain, writing for magazines, newspapers, news agencies and travel publishers.

In his new position, Potok supervises production of the quarterly *Intelligence Report*, which is sent to more than 6,500 law enforcement personnel nationwide, as well as all Klanwatch special publications. He also will coordinate media relations for Klanwatch.

In other staff news, **Tafeni English** and **Audrey Moore** moved from the Teaching Tolerance project to assume new positions in Klanwatch. English is a research information specialist, and Moore is Klanwatch's new secretary.

New Klanwatch project monitors racism and hate on the Internet

Continued from page 1

ernment restricts use of the Internet by neo-Nazi groups (Nazi propaganda has been illegal there since World War II). But in the United States, any organization, even those who define themselves as hate groups, can sign on with any of dozens of commercial firms supplying Internet access for a fee.

Klanwatch's Youngblood says he expects increasing numbers of hate groups to use the Internet to post propaganda and to communicate with individuals via electronic mail. Already, he has built files on a large range of such groups. Some examples:

The neo-Nazi group known as Alpha publishes 16 chapters of Hitler's autobiographical *Mein Kampf* on its Web site. Alpha also posts anti-Semitic and racist articles, jokes and ads for groups organizing "White Power" gatherings. Recently, it asked for help finding a game called "Concentration Camp," whose object is to imprison as many Jews as possible.

The National Alliance, one of America's leading neo-Nazi groups, uses its Web site to post German language material. Germans, legally prohibited from printing Nazi propaganda in their own country, have easy

access to it through the World Wide Web.

The Third Constitutional Congress, a militia umbrella organization, offers on-line seminars in intelligence gathering, weapons, field operations and tactics. The Congress portrays itself as a nonviolent constitutionalist group. But in July, seven of its delegates were arrested in an alleged plot to assault U.S. military bases on Independence Day.

Other groups on the Web include the National Socialist German Workers Party; the long-time white power group known as Stormfront; dozens of Ku Klux Klan splinter groups; the neo-Nazi Aryan Nations, based in Hayden Lake, Idaho; militias, including the Militia of Montana and the Michigan Militia, and common-law advocates.

Youths seek hate material

E-mail messages reflect both admiration and repulsion.

In a message to Alpha, a 19-year-old related how he tried to organize a Nazi group when he was 12 and is now building a "clean-cut Aryan youth group" to work "underground and anonymous[ly] to spread the word." A 14-year-old asked a white supremacist group for on-line literature because his parents had

forbidden him to order it by mail. Others requested white supremacist stickers and imitation Third Reich SS uniforms.

But a note to one Klan chapter from a 14-year girl was different. "You make me ashamed of my own race," she said. Another message to a white supremacist group read, "If everyone could work together...to fight crime (whether white or black), to fight for economic issues (start boycotting those damn companies that exploit Third World countries), to work to rebuild the slums, this world would be a better place."

Recently, some commercial providers of Internet service developed policies aimed at rooting out offensive groups. But, Youngblood says, such "No Hate" policies are difficult to enforce because of free-speech concerns and the ability of extremist organizations, rejected by one on-line service, to shift to any of dozens of others.

"The problem of hate speech on the Internet is a difficult one, and I don't expect to see it go away any time soon," Youngblood said. "That's why Klanwatch feels it's so important to monitor these activities. We need to know what's happening in cyberspace."

Nichols trial begins September 29

DENVER — As mass murderer Timothy McVeigh sits on death row, alleged accomplice Terry Nichols faces his own September 29 trial here on charges that he helped plan the worst act of domestic terrorism in U.S. history. Nichols faces the same federal murder and conspiracy charges his Army pal was tried on and if convicted could get the death penalty.

Lead prosecutor Larry Mackey will try to prove Nichols helped build the bomb that killed 168 people on April 19, 1995. Mackey's evidence includes Nichols' statements to the FBI, telephone records and witnesses linking the two men.

Phone records indicate Nichols and McVeigh called dozens of companies selling fertilizer, racing fuel and other explosive components. Also, in a search of Nichols' home, officials found a receipt for ammonium nitrate fertilizer with McVeigh's fingerprints on it, along with other possible bomb components and anti-government literature.

A Klanwatch investigation shows Nichols was heavily involved with extremist anti-government groups. He renounced his U.S. citizenship and became a supporter of groups known as "common-law courts," bogus legal bodies popular among Patriots.

Legal interns use summer at Center to hone their civil-rights law skills

Tamara Serwer said she turned her father's vision for her future into reality last May when she began a nine-week internship in the Center's legal department.

"I have never learned so much in such a short period of time," Serwer said of her experience. "When I was in high school, my father showed me a copy of a Center publication. He told me that if I went to law school, I could someday work with an organization like the SPLC."

Serwer was one of three legal interns working at the Center during the summer.

She graduated cum laude from Princeton University in 1992 and earned a law degree from the University of Texas in Austin and a masters degree from the Lyndon B. Johnson School of Public Affairs. At UT, Serwer represented abused and neglected children for the Children's Rights Clinic and volunteered with Legal Aid of Central Texas.

In September, Serwer began a clerkship with a federal appeals court judge in Nashville.

Like Serwer, legal intern **Bacardi Jackson** also came to the Center to further her goals of becoming a civil-rights attorney. A native of Memphis, Jackson expects to receive her law degree from Yale Law School in May 1998.

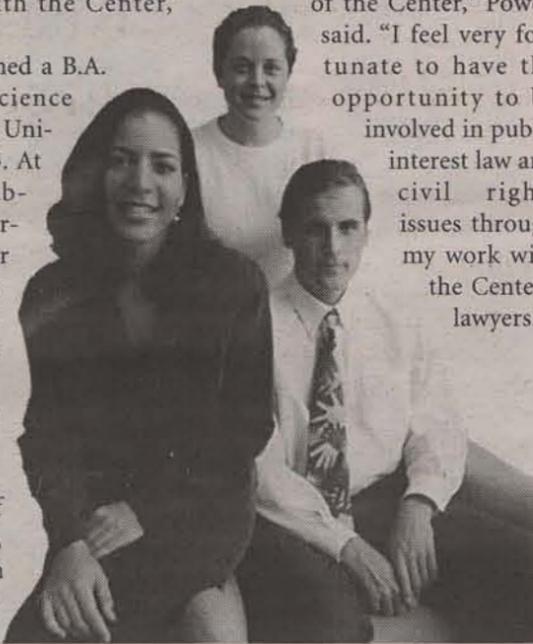
"My interests in prison reform, civil rights and economic justice led me to pursue this internship with the Center," Jackson said.

Jackson earned a B.A. in political science from Stanford University in 1993. At Yale, she established a mentoring program for teenage girls and worked with a prison project.

The Center's third legal intern was **Dan Powell** of Tuscaloosa, Alabama, a cum laude graduate of Vanderbilt University.

Powell received a B.A. in religion and philosophy in 1991, then earned a masters in ethics from the University of Virginia in 1994. He expects to receive his degree from the University of Alabama School of Law next May.

"Being a native of Alabama, I have been familiar with and inspired by the legal work of the Center," Powell said. "I feel very fortunate to have the opportunity to be involved in public interest law and civil rights issues through my work with the Center's lawyers."



Bacardi Jackson (from left), Tamara Serwer and Dan Powell

Center seeks new trial for man claiming innocence

Alabama prison inmate John Charles Spellman insisted for years he was innocent.

Witnesses lied to secure his conviction, he said. Prosecutors accused the wrong man, he said.

Until now, no one believed him. After all, convicts claim to be innocent every day.

After 12 years in prison, however, someone is finally listening and taking steps to get his wrongful conviction overturned.

"Prosecutors used faulty evidence and perjured testimony to convict John Spellman," said Center senior attorney Rhonda Brownstein. "The state's key witness has now recanted his testimony and has admitted that the police made a secret deal with him in exchange for his testimony against Spellman."

Brownstein met Spellman while preparing the Center's lawsuit to ban the use of chain gangs and the hitching post in the state's prisons. He testified at trial that he suf-

fered severe and blistering sunburn while chained to the hitching post in the hot sun for several days.

At the time of the Center's civil lawsuit, Spellman had been incarcerated for a decade for the 1985 killing of a convenience store clerk. He was sentenced to life in prison, but recently passed a polygraph test ordered by Brownstein to help win him a new trial.

Brownstein cited numerous procedural and constitutional violations that she said will prove that Spellman, then age 17, did not receive a fair trial.

"Over the years the Center has worked to protect the innocent and the powerless from abuse by the system," she said. "We developed strategies for capital defense to ensure that persons accused of capital crimes would receive fair and honest trials. In keeping with that tradition, we are seeking a chance for John Spellman to clear his name."

Center suit opened door to women in sheriff's office

Continued from page 1

boy" system into a modern law enforcement office where education and training are emphasized and everyone is treated equally.

Montgomery lawyer Wayne Sabel and former Center staff attorney Abigail van Alstyne represented Seay and the other women. Sabel has extensive experience in sex-discrimination litigation — including a similar case against the Montgomery Police Department — and has worked with the Center on several other significant cases. Van Alstyne now practices employment discrimination law in Birmingham.

Promotion procedures implemented

In the old days, the Houston County sheriff regularly selected an individual for a promotion

and made sure he received the special training or certification needed for the new position before posting the job announcement. "Women deputies were never allowed the training or special assignments that would qualify them for advancement," Sabel said. "As a result, less qualified males were consistently promoted over females who scored higher on promotional tests."

The consent decree ordered by a federal judge as a result of the lawsuit required the department to hire qualified experts to develop new hiring, training, assignment and promotion procedures which fundamentally altered its operation. The establishment and strict enforcement of a new sexual harassment poli-

cy was included in the decree, and the order also required Houston County to pay substantial monetary awards to the individual plaintiffs.

New sheriff cooperated

In addition to the lawsuit, another significant factor in bringing the sheriff's office out of horse-and-buggy days and into the 20th century was the election of Lamar Glover, a 31-year veteran of the Alabama State Troopers who hired a former FBI agent as his operations commander in the sheriff's department. After assuming office in January

1995, Glover cooperated with Sabel in

negotiating a settlement of the women's lawsuit.

High standards set

Glover also set high performance standards and instituted no-nonsense policies designed to improve the department's efficiency and delivery of service to the community. As a result, the department's resolution of home burglaries has jumped from six percent to 55 percent.

"We won't accept substandard performance for any reason," said Bill Land, the operations commander. "We strive to be a competent, professional law enforcement agency."

Seay has high compliments for her new boss and her working environment. "Everybody in the department has a fair and equitable shot," she said. "I've seen a lot of my dream made a reality since Sheriff Glover came in and the lawsuit was settled."



Susan Seay, a felony investigator, is the department's first female sergeant.

High-impact cases get Center support

In addition to the complex cases handled regularly by Center staff attorneys, the Center also supports a wide range of important legal actions brought by lawyers in private practice across the nation. The Center's support takes a variety of forms. Center attorneys provide advice and research for lawyers handling difficult, high-impact cases and serve as their co-counsel. Often the Center provides loans to cover litigation expenses.

"Through our assistance, we try to encourage private attorneys to take civil-rights cases that they might otherwise be unwilling to bring," said Center legal director Richard Cohen. "It's an efficient way to extend the work of the Center."

This issue of the *SPLC Report* describes an important case for the rights of women in a southeastern Alabama community. Future issues will focus on other Center-supported cases that seek justice for victims of intolerance and unfairness.

The 1997 Teaching Tolerance Institute

Teachers take home the lessons they learned

SEATTLE — As schools open for a new term, the teachers who participated in the first Teaching Tolerance Institute are back in their own classrooms, beginning to share the rewards of their rich Institute experience with their students and colleagues.

The 30 K-12 teachers came from throughout the United States to the University of Washington's Center for Multicultural Education here for three weeks of intensive workshops and seminars. The Institute, co-sponsored by the Southern Poverty Law Center and the University, ended August 1. A special gift from the Jeffrey M. and Barbara Picower Foundation helped fund the Institute.

Led by top educators from around the country, the Institute participants studied the history and psychology of intolerance. They learned the principles of multicultural education and how to apply them, and they devel-

oped their own new strategies for incorporating tolerance themes into the curriculum.

Experience provided insight

"I will walk away from this experience with valuable insight about myself as a teacher and as a participant in our society," said one participant in an unsigned evaluation. "I now have several concrete examples of lessons I can easily implement and a knowledge of research to back up my voice that I did not have previously."

A day at the Institute rarely ended at 5 p.m. On some days, the participants returned after dinner to take part in evening sessions that ran as late as 10 p.m. Guided by Institute coordinator Glenda Valentine, these were designed to encourage interpersonal dialogue and self-examination around issues of diversity. Always intense and usually emotional, the evening sessions provided an

opportunity for participants to explore personal attitudes, opinions, values and beliefs in a safe and open atmosphere. They also provided an educational "laboratory" to test some of the concepts and theories about tolerance and prejudice that participants were attempting to practice in their classrooms.

Evening workshops were profound

"The evening workshops led by Glenda were profound," said Kathy Stanley of New York. "Sometimes the discussions got really hot. They needed to. Through those informal, honest discussions, the academic work began to make sense. Whoever

was responsible for getting me to this Institute — thank you!"

Leading the Institute was Dr. James A. Banks, director of the Center for Multicultural Education and professor of education at the University of Washington (UW). Dr. Cherry McGee Banks, an education professor at UW-

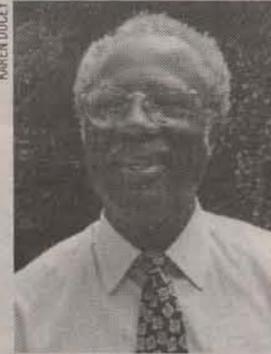
Bothell, assisted.

According to them, tolerance is about respecting the beliefs of others. They believe that respecting one another's beliefs and cultural differences is the key to maintaining a successful democracy; diversity and teaching tolerance are not simply a trend but a necessity to American society.

"We are living in an increasingly diverse, pluralistic society," James Banks said. "By the year 2050, members of racial and ethnic minorities will outnumber whites in this country."

Evaluation will continue

University of Washington education researchers worked closely with the Institute participants throughout the program, and they will continue to evaluate its success as the teachers implement the lessons they learned in their respective classrooms. The participants each developed a lesson plan incorporating the techniques learned at the Institute. They will videotape themselves actually teaching the lessons and will send the tapes back to the Center for Multicultural Education by January 1. By June 30, 1998, the participants will have provided an in-service. *Please turn to p. 8, "Teaching Tolerance Institute"*



Dr. James Banks

Who are they? A look at the Institute participants

Classroom teachers all, the 30 participants in the first Teaching Tolerance Institute are otherwise a diverse group. Nine are men, and 21 are women. Twelve are white, nine are black, three are Latino, two are Asian, two are Native American, and two are multiracial. Six come from Pacific states, nine from mid-America, eight from the East, and seven come from South or Southwestern states. Here's a brief look at each.

Richard N. Adamo teaches American history, economics and criminal justice at The Borough Academies - Murray Hill in New York City, where 60 percent of his students are black and 30 percent are Latino.

Elizabeth Baca of Albuquerque has taught at Corrales Elementary School for six years. The daughter of a Hispanic father and Anglo mother, she looked to the Institute as a source of new knowledge that "will help me become more than just a role model for tolerance."

Kristen Blythe Bragg has taught at Liberty Elementary School in Bellingham, Washington, for the past two years. "Multicultural education needs to be perceived as basic education and taught in a sensitive, meaningful manner, integrated across the curriculum, in all classrooms," she said.

Kamal D. Chatman, a 7th-grade language arts teacher at West Junior High School for the past two years, is today the only young, male, African-American teacher in Ashtabula, Ohio.

Freeman Cheung has taught algebra and geometry at Waipahu High School in Honolulu for seven years, using cooperative learning with students in teams. "I believe these structures are far more likely to improve students' racial attitudes and behaviors as well as their achievements than traditional classes," he said.

Frank H. Crumell developed an 8th-grade elective course on cultural awareness that is highly popular with students at Portage West Middle School in Portage, Michigan.

He is the only African-American teacher at the predominantly white school, where he also teaches language arts.

Rosemary A. Deming of Newington, Connecticut, teaches 4th and 5th grades at Hartford's inner-city A. E. Burr School. Its enrollment is 80 percent Latino, 15 percent black, three percent white and two percent Asian. She came to the Institute in pursuit of strategies to help her deal with the cultural biases many of her students manifest in angry classroom outbursts.

Melissa A. Dominguez uses tolerance as a year-long theme in her 3rd and 4th grade classrooms at Rio Hondo Elementary School in Arcadia, California. During her first year of teaching, she saw her mostly Latino and Asian seventh grade students not connecting with the curriculum, so she developed her own. Her students strengthened their academic skills while exploring issues they had never before confronted, she said.

Timothy Falls' experiences as a soldier in Somalia in 1993 inspired him to begin a new career as a teacher. This fall, he begins his fourth year as a world history teacher at Clearwater High School in Clearwater, Florida, where he instituted new courses in world religions and African-American studies.

Katy Gallagher teaches world cultures, U.S. government and sociology at Reavis High School in Burbank, Illinois. Twenty percent of her students are Arab American, a culture not visibly present in many American communities, and 20 percent are Latino.

Ramie Lee Gallagher teaches health, child development, and foods and nutrition

courses at Florin High School in Sacramento, where the student body is a mix of Asian, black, Latino, white, and Filipino and Pacific Islander.

Terry Gallagher-Gavula's elementary students in Philadelphia are almost entirely from families who have immigrated to the United States within the past decade. More than 19 countries are represented in her students' heritages. She hoped to gain from the Institute "ways of expanding my ability as a non-minority to understand and teach individuals who experience a different reality because they are members of minority cultures," she said.

Lito Manuel Garcia has seen firsthand junior high students who, at their young age, have already developed a high level of hate and intolerance. "Parents are my biggest challenge," he said. "How do you tell a student that the hate and racism he is feeling is wrong, when the parent is the one who taught it to him?" He teaches American studies at La Colina Junior High in Santa Barbara, California.

Linda Fay Graham was inspired to apply for the Institute after hearing Morris Dees speak at a Dr. Martin Luther King Jr. Community Breakfast in Worcester, Massachusetts. A Spanish teacher at Worcester's Doherty Memorial High School with students from more than 40 nations, she finds her pupils thirsting for knowledge about themselves, their past, and those around them.

Claudette James left a career as a journalist to become a teacher, and she now teaches 1st and 6th graders at The Children's School in Rochester, New York. A telephone interview with a Ku Klux Klan member during her years of reporting left her with an indelible impression of the debilitating effects of hate and confirmed her commitment to multiculturalism.

Kimberly Johnson, an African-American teacher at Cordova School in Phoenix, used a bag of M&M candies to introduce her five-year-old son



KAREN DUCEY

Lar Glendal Williams makes a point.

Institute



JORDAN REHM/OW

FRONT ROW: Cheung (from left), Keeney, K. Gallagher, Garcia, Baca, Adamo, Moore, and Lassos. **SECOND ROW:** Graham, Plexico, R. L. Gallagher, Mann, Koren, UW graduate assistant Tyrone Howard, coordinator Valentine, and Teaching Tolerance director Jim Carnes. **THIRD ROW:** Dr. Cherry McGee Banks, Gallagher-Gavula, Institute staffer Michele Ferguson, Deming, Williams, Kelly, Reinhard, UW graduate assistant Lauri Johnson, Rodriguez, Walker, Stanley and Dr. James Banks. **FOURTH ROW:** Chatman, Falls and Palmer. Not pictured are Bragg, Crumell, Dominguez, James, Johnson and Schulbaum, who had to leave before the closing ceremony.



Scrutinizing a lesson plan are Institute staffer Lauri Johnson (from left), Lito Manuel Garcia, Terry Gallagher-Gavula and Richard Adamo.

to the prejudice she knew he would face as he began school. "I showed my son how people come in a variety of colors, but when you look inside, we are all the same," she said. She uses similarly creative ways to incorporate multicultural themes in her 8th grade algebra and science classes.

Jennifer Jeanette Keeney teaches U.S. history to 8th graders at Memorial Middle School in Pharr, Texas, where the enrollment is 98 percent Latino. Her experience as a student teacher on a Navajo reservation taught her the importance of appreciating others' perspectives and helped her design creative lesson plans.

Maria Kelly's personal experience as the daughter of a Filipino mother and white father shaped her world view and pointed her toward a career as an educator. Kelly teaches American history to 6th graders at Black Hawk Middle School in Eagan, Minnesota.

Michael Koren's exposure to anti-Semitic remarks early in his career caused him to realize firsthand what his ancestors faced, as people of other religions and races still do today. He stresses the idea that "different is OK" as he teaches social studies to 6th graders at Maple Dale School in Fox Point, Wisconsin.

Jerry A. Lassos is a 5th grade teacher at Kendallvue Elementary School

in Morrison, Colorado, a Denver suburb. More than 80 percent of its teachers and students are white, but more than 50 percent of new students are members of ethnic minorities.

Melody Lee Mann teaches art at Colony High School in Palmer, Alaska. She incorporates tolerance themes when introducing a new unit, such as papier-mâché or mask-making, by using examples from around the world.

Nicole Moore is 6th grade teacher at Philadelphia Elementary School in Philadelphia, Mississippi. "The students show little or no respect for self and others," she said. "I believe that because there is no celebration, the students do not appreciate or value differences."

Rick D. Palmer of St. George, Utah, tries to teach tolerance in a school environment where the vast majority of students have one religion — Mormonism — and minorities are few. "Because of our homogeneous student population, it is even more important to give the

students an education in tolerance," he said. Palmer teaches history and government at Pine View Middle School.

Michelle Plexico teaches 1st grade at Salem Elementary in the rural Appalachian town of Morganton, North Carolina. Recently, the community has had an influx of families from Laos, Mexico and Guatemala, and the need for understanding diversity has become very important.

Rachel Reinhard introduced her mostly white 5th graders to the first black police officer in Shreveport, Louisiana, as part of her unit on the Civil Rights Movement. "It was one of the most rewarding experiences for my children this year," she said. "For many, this was the first time they saw a black man as an individual person, not as an other." Reinhard teaches at Blanchard Elementary School in Blanchard, Louisiana.

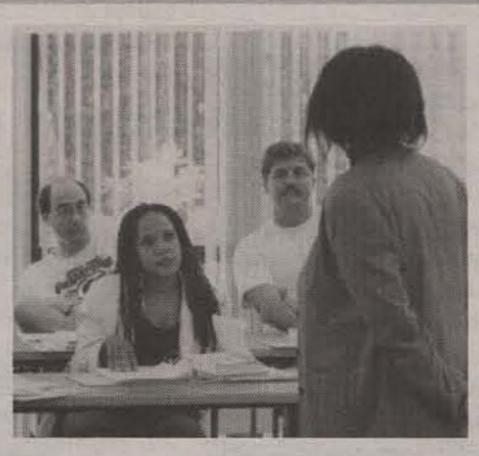
Noemi Rodriguez first encountered intolerance when her family moved from New York City to Puerto Rico. Even though her own heritage was Puerto Rican, her classmates and teachers on the island branded her "Nuyorican" and considered her different. When she returned to the U.S. for college, she again found herself labeled "Hispanic" with no regard for her distinctive ethnic identity. Today, as a teacher at Hawthorne Elementary School in Madison, Wisconsin, she incorporates multicultural themes in her classroom to help her students combat the intolerance she experienced.

Catherine Schulbaum teaches 8th grade language arts in a largely homogeneous, white, rural community in Rhode Island. She incorporates a range of literature into her instruction to present tolerance and multicultural themes to her students at Ponaganset Middle School in North Scituate.

Kathy Stanley was one of a handful of black children bused to an all-white school. "I learned what it was like to feel 'different,'" she said. "Though generally treated kindly at school, I soon saw that my overall experience was neither perceived nor shared by my schoolmates and teachers." Her personal experience led her to put tremendous effort into teaching tolerance to her kindergarten students at P.S. 182 in Bronx, New York.

Joyce Ann Walker teaches at the predominantly black North Chicago Community High School. She invites her students to write their dreams on a poster with a picture of Dr. Martin Luther King and his words "I have a dream" across the top. Some of her non-black students are reluctant to participate at first. "Discussing their reasons gives me the opportunity to help them understand how problems that one group in America has affects everyone," she said.

Lar Glendal Williams teaches English and journalism at William A. Wirt High School in Gary, Indiana. In her classes, she uses multicultural themes and nontraditional American literature as tools to promote critical-thinking skills.



JORDAN REHM/OW

Mike Koren (from left), Kathy Stanley and Tim Falls listen attentively to a presentation by Dr. Cherry McGee Banks.

Year as research fellow benefits classroom teachers and Center staff

Since its inception in 1992, the Teaching Tolerance project has brought eight exceptional educators to its Montgomery office for one-year stays as research fellows. While the project gains from the invaluable classroom perspective each individual brings, the fellows benefit by their exposure to the latest ideas and resources in the field of tolerance education.

The fellows actively participate in planning, researching and developing materials for the award-winning *Teaching Tolerance* magazine and the video-and-text packages that are sent free to schools. They help develop special projects such as the "One World" poster set, which has been sent free to more than 65,000 teachers, and they represent Teaching Tolerance at education conferences, teacher in-service training and community functions.

The seven fellows preceding Sister Claire King, who joined the project in August (see story on page 9), brought diverse perspectives to the project.

Lori Punske (1991-92) helped founding director Sara Bullard get the Teaching Tolerance project off the ground. Punske who earned her masters in education at the University of Arizona, helped produce the first issue of *Teaching Tolerance* magazine and wrote the teacher's guide for the *America's Civil Rights Movement* video-and-text kit. She returned to her position as an English teacher at Flowing Wells High School in Tucson.

Joseph Hawkins and Carol Heller were the 1992-93 fellows.

Hawkins took a one-year leave of absence from his job as an evaluation specialist with the Montgomery County (Maryland) Public Schools. During his 13 years there, he managed large-scale research and evaluation projects in curriculum studies and teacher training. Hawkins researched and wrote articles for



Joe Hawkins

Teaching Tolerance and reviewed educational resources for the "Teaching Tools" section of the magazine.

Heller had just completed her doctorate in education at the University of California at Berkeley when she joined Teaching Tolerance. Her strong writing background was evident in the several articles she contributed to the magazine. After completing her tenure, Carol joined the education department at the University of Illinois at Chicago.



Ting-Yi Oei

Houston Roberson (1994-95) was a former high school history teacher and winner of a Presidential Teacher Award. In addition to helping produce the magazine, Roberson wrote the teacher's guide for *The Shadow of Hate* teaching kit. Upon completing his doctorate in philosophy at the University of North Carolina at Chapel Hill, he joined the University of the South in Seawee, Tennessee.

Ting-Yi Oei and Gabrielle Lyon were the 1995-96 fellows.

Oei, a social studies teacher for 20 years, earned a master's degree at Brown University. He served as a Peace Corps volunteer in Korea and a Fulbright exchange teacher in Scotland. Oei wrote several articles for *Teaching Tolerance* magazine, including the EdPress Award-winning feature on the challenges Asian American students face. He returned to his teaching job at South Lakes High School in Reston, Virginia.

Before her fellowship, Lyon completed a master's degree in history at the University of Chicago and served as an assistant teacher at an elementary school on



Gabe Lyon

Chicago's South Side. In addition to writing for the magazine, Lyon researched and wrote for the 25th anniversary issue of the Center's *SPLC Report*. She is currently special projects director for the Small Schools Workshop at the University of Illinois in Chicago.

Rosa Hernández Sheets (1996-97) completed her doctorate at the University of Washington, where she studied with multicultural scholar Dr. James Banks. In addition to reviewing educational resources for "Teaching Tools," Sheets provided research commentary for *Starting Small*, the book component of the early childhood teaching kit released in September. She recently joined the faculty of Washington State University at Pullman.

Many of the research fellow alumni continue to contribute to Teaching Tolerance by speaking about the project at conferences, serving as consultants and writing for the magazine.



Dr. Cherry McGee Banks gives Institute coordinator Valentine a good-bye hug.

Teaching Tolerance Institute

Continued from page 7

workshop for their fellow teachers and will report on the workshops' results to the Center's Teaching Tolerance staff.

"The Institute gave me a sense of validation in what I've been trying to do alone," said Joyce Ann Walker, who teaches at North Chicago Community High School. "Now I can begin to introduce my colleagues to the wealth of resources and approaches and ideas I've discovered here."

Meeting the famous

Each of the Institute's guest speakers was introduced by an Institute participant. "This was a treat for the teachers, who had the opportunity to have a little 'one-on-one' time with the guest speaker they were introducing," said Institute coordinator Valentine.

In some cases, a participant was able to introduce someone they had long admired. Terry Gallagher-Gavula, an elementary teacher from Pennsylvania, was thrilled and a little nervous at introducing Vivian Paley, a well-

known early-childhood educator. "I felt like a kid meeting her favorite movie star," said Gallagher-Gavula. "Wait till the teachers at my school hear that I met Vivian Paley!"

'True Colors'

"It seems every day brought a new highlight. On reflection, even the 'lowlights' offered opportunities for immense learning. But one incident that stands out for me occurred on the final day after the presentation of the certificates," said Valentine.

"Linda Graham, a black teacher from Massachusetts, and Noemi Rodriguez, a Puerto Rican teacher from Wisconsin, performed an a cappella duet of a verse from the song "True Colors." "Many things made this performance memorable: the interracial duo, the harmony of their voices, the relevance of the words, and the fact that they sang in perfect unison — in Spanish. It all brought home the meaning of crossing barriers and appreciating differences," said Valentine.

Starting Small kit helps educators teach tolerance to young children

Continued from page 1

The video, produced by award-winning San Francisco filmmaker Margie McGovern, focuses on five equity-education programs from Seattle to New Haven. It is designed to promote staff discussion and personal reflection on effective ways of fostering respect for differences. The softcover book, which describes the same five classrooms plus two others, also offers research-based commentary on essential themes such as racial awareness, ability differ-

ences and friendship. A comprehensive annotated resource list recommends the best tolerance-related resources available to early childhood educators.

Contributors to the book included early childhood master teacher Vivian Paley, who wrote the foreword, and Teaching Tolerance founding director Sara Bullard. Teaching Tolerance research fellow Rosa Hernández Sheets researched and wrote many of the chapter sidebars.

As soon as the *Starting Small* book came off the press, it began

to garner praise from early childhood educators. The National Association for the Education of Young Children (NAEYC) was so impressed with the book that the organization ordered 23,500 copies to distribute to a portion of its 100,000 members. NAEYC was established in 1926 to lead efforts to achieve healthy development and constructive education for all young children.

"When we received a copy and read *Starting Small*, we immediately concluded that it was important to get it in the

hands of our members," said Sue Bredekamp, NAEYC director of professional development. "The book speaks so clearly and directly about messages we want to promote, and we have found it extremely difficult to find excellent manuscripts on this subject."

"This resource gives teachers important tools for helping all young children develop both a positive sense of their own identity and respect for other people whose perspective and experiences may be differ-

ent from their own. By 'starting small' in teaching tolerance, early childhood teachers can truly help change the world," Bredekamp added.

The *Starting Small* kit was made possible by the generous gifts of the Southern Poverty Law Center's 350,000 supporters. One copy is available to each elementary school or child-care center upon written request by a principal or director. Orders on school letterhead may be faxed to (334) 264-7310.

Valentine promoted to associate director of Teaching Tolerance

Glenda Valentine, who formerly served as training coordinator for Teaching Tolerance, has been appointed associate director of the award-winning education project.

Valentine joined the Center in 1992 and moved to Teaching Tolerance in 1994 as a research associate. As training coordinator, she planned and conducted the first Teaching Tolerance Institute this past July (see related articles beginning on page 6) and conducted diversity workshops at dozens of schools and organizations around the country.

Valentine earned a bachelor's degree at California State University at Sacramento and her master's in counseling and human development at Troy State University at Montgomery.

In the newly created position, Valentine will participate in development and outreach of Teaching Tolerance programs. This will include cultivating the project's relationship with other organizations and developing plans for a scientific evaluation of the effect of Teaching Tolerance materials on students and teachers. She will also guide an in-depth evaluation of the Teaching Tolerance Institute and plan future teacher training programs.

In other staff changes, Rodney Diaz was named senior designer of Teaching Tolerance and Center publications. He will coordinate in-



Glenda Valentine

house and free-lance design work for *Teaching Tolerance* magazine, as well as *Klanwatch's Intelligence Report* and special publications. After joining the design staff in 1994, Diaz worked closely with creative director Paul F. Newman, who resigned to pursue free-lance design work in California.

Elsie Williams, who has been with the project since 1992, was named managing editor of *Teaching Tolerance* magazine. This appointment consolidates the roles she was serving as departments editor, editorial assistant and office manager. She will work closely with the design staff to coordinate magazine and teaching kit production schedules.

"Our project has grown significantly the last two years, and we're fortunate to have such talented and committed staff members who can grow with the changes," said Teaching Tolerance director Jim Carnes.

Information systems manager is new asset to fundraising department

In July, Ying-Ho Lam joined the Center's fundraising staff as information systems manager. Lam oversees the Center's computer system and assists the development office with reports and analyses. Lam was born and raised in Hong Kong and received with honors his bachelor's degree in management information systems from Auburn University at Montgomery earlier this year.

As a foreign national, Lam holds a personal interest in the Center's work. "The Law Center has a reputation for protecting the civil rights of immigrants. This is demonstrated by the victorious lawsuit against the White

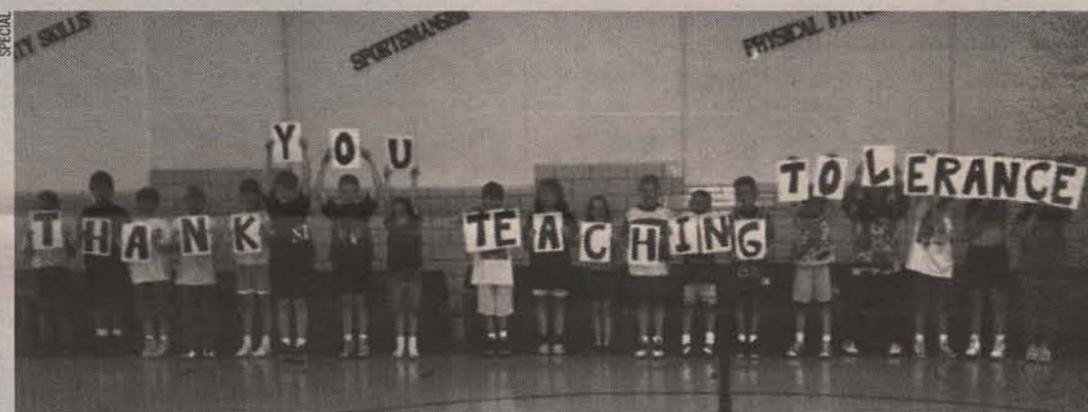


Ying-Ho Lam

Aryan Resistance for the murder of an Ethiopian student and our recently filed litigation to protect the rights of non-English-speaking residents. I consider it an honor to work here and to help provide information to our supporters. It is, after all,

through their generosity that the Center can do its much-needed work," he said.

Lynette Green also joined the fundraising staff as its special gift coordinator. She worked previously as secretary in the Center's Klanwatch project.



Thanks!

Julie Wolfe's physical education students say "Thanks" for a Teaching Tolerance grant awarded to their Plattsburg, Missouri, school. "These kids speak for kids across the country. We appreciate your organization's dedication to educating youths and providing funding for intercultural activities," Wolfe said.



25th Anniversary

Mamie Jackson, director of Mail Operations, celebrated 25 years of continuous employment with the Center in August. Only co-founders Morris Dees and Joe Levin Jr. have been with the Center longer.

New research fellow joins Teaching Tolerance staff

Sister Claire King joined the Teaching Tolerance staff in August as the project's eighth research fellow. She brings to the project 14 years of language-arts teaching experience.

Sister Claire is a member of the Sisters of Christian Charity, a Catholic order devoted to education at all levels. She earned her master's degree in English at Beaver College in Philadelphia and for the past two years has taught at a Catholic alternative high school in New Jersey. In her classrooms, she uses literature and creative writing to address issues of social justice and diversity.

In addition to teaching, Sister Claire has volunteered in the areas of literacy and prison and AIDS outreach, and she has received special training in conflict resolution and diversity issues. She has had articles pub-



Sister Claire King

lished in *America* magazine and has made presentations at several national education conferences.

Sister Claire will provide research and writing support for *Teaching Tolerance* magazine and special projects during her year at the Center. "I have a

strong belief in the dignity and rights of each individual," she said, "and am happy to be a partner in educating for justice and harmony. I teach in a wonderfully diverse setting and want to be able to go back to my school and make equity issues real to my students."

Memorial and Honorary Gifts

Received by the Law Center from April to June 1997

In Memory Of

Justice Oscar Adams, Jr.
Arnold Adelberg
Leonard Aldrich
Winifred Alford
Donna M. Andersen
Attu
Myra Bartel
Wayne Barton Th. D.
Virginia S. Baxter
Bertha Debra Bayla
Emily Bergen
John Bernheim
Austin Berteisen, Jr.
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Eleanor P. Brenner
Harry Brodsky
Audrey L. Byrnes
Margaret Jane Calvin
Harold L. Caswell
Hersulio Cajar
Robert W. Chambers
Roger A. Clark
Donald N. Cogburn
Charles Cole
J. Finley Cooper
Ennis Cosby
Benjamin Crockett
Alice Crosby
Sandra Lynn D'Hooghe
Winston Dancis

Clyde Davis
Liz Dean
Bob Del Greco
John Deisseroth
Adelaide Rogers Devaney
Floyd Robert Dowell
Daniel Dubin
Kathleen Ekblade
Benjamin Emmer
John R. Erlewine
Talia Carmel Ewing
Lydia Farmer
Alan Fetterman
Jimmy Fetterman
Wally Fetterman
Bill Fiala
Jay Fisher
Mark Flansburg
Franklin
Rebecca Freeman
Mort Friedlieb
Martin & Frances Fuller
Thelma C. Fyfe
Greer Daye Garcia
Geoffrey
Bertha Gevurtz
Barbara Lowrie Gibb
Elizabeth Harden Gilmore
Dr. David Glass & Bertha Goldstein Glass

Max Gordon
John S. Graettinger, M. D.
Marian Graham
Ben I. Greenebaum, Jr.
Lucy Haessler & Carl Haessler
Ellen L. Hamilton
Alfred J. Hanft
Helen A. Harris
Carl Held
Edna Hilvey
William Hinden
Jon Leonard Holm
Honey
Paul Horovitz
Clara Horowitz
Bertha Houser
Joe Howard
Jack Isseks
Peggy Jackson
Calvin Jacobs
Jennifer
Dr. Mac Charles Jones
Shirley Jucovy
Julius Kahn
Faye P. Katzen
Bruce Kolbe, Jr.
Elizabeth Koppel
Marlene Koppel Family
Blossom Moyer Kramer
Jennings B. Lang

John Lang, Jr.
Robert F. Lang
Robert S. Lehman
Erwin Linn
J. B. Littman
Anne Litty
Rebecca Loss
Susan Lowe
Ven Matthew
Margaret
Clifton E. Mayfield
D. Rex McClung
Larry Dean McCoy
Peter H. McCormick, Jr.
John Kenneth McKay
Medgar, Martin & Viola
Lore Metzger
Margaret Migliore
Andrew Paul Mizisin
Jack Morgan
Andrew J. Motowidlak
Carl U. Nelson
Edmund Neuman
Maude Nichol
Harriet Norton Noyce
Herbert Ogden
Margaret (Peggy) O'Neill
Nina Paparazzo
Catherine Davis Parker
Elliott C. Pauker

Genegieve Peha
Penelope
Jan Carleton Perry
Mildred Poger
Frank P. Polokoff
Billie Phipps
Ruth Priestly
Reverend James Quimby
"Joe" Quinn
Andrew Raiff
Renata
Mary Jo Reno
Benjamin M. Robinson
Jackie Robinson
Leopold & Berta Rodelsheimer
Alphonse & Elizabeth Rogers
Sidney Rosen
Judge Alvin B. Rubin
Edith Rubin
Lois Jane Salin
Frances Salmon
Helene Salzberg
Barbara Schevill
Louis Schiff
Stanley (Zal) Schneider
Elsie Schomer
Mickey Schwerner
Mary Elizabeth Seaman
Bernard Segal

Mary Shackelford
Alex Shames
Harold Shapiro
Cubby Sherman
Laurence Sherwood
Les Sholty
Gertrude Silverman
F. P. Smith
Rufus M. Spates
Linda Speaks
Louis Squitieri
Marion Strawn
Joseph C. Swidler
Taffy
Telemachus
Joseph & Mary E. Thaler
Duane Theroux
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Tsar Nicholas
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Mr. & Mrs. Walsvick
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Max Weinberger
Mary M. Wiley
Ernest Williams
Pat Wismer
Helene "Gayle" Wittekind
Xantippe

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Dennis Archer
Nancy Bailer
Colonel & Mrs. Herman Bain
Jonas Barish
Zachary David Barsher
Elena Lisa Bass
Samantha Rose Bavos
George Bendall
Eric S. Bendfeldt
Bernard Berk
Dawn Best
Susan Bickley
Hilda Brauch, M.D.
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Keri Broderick
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Mary Lynne Capilouto
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Richard Collier
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Leslie Detwiler
Terance Dix
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Floyd Gossett
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Ruth Goode Hall
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The Krinick Family
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Elizabeth Flores Lujan
Henry Lyle
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Robert Wood, Esq.
Gwen Zornberg

The Law Center accepts gifts in memory of someone who has died or in honor of someone on a special occasion such as a birthday, anniversary, bar/bat mitzvah or graduation. Or you can give a gift just to say "Thank you." We'll send a card to the person honored or the family of the deceased. Just fill out this form and mail it with your contribution.

SOUTHERN POVERTY LAW CENTER

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In Memory of / In Honor of Gift Form

Please Print

I am enclosing a special gift in the amount of \$ _____

In Memory of _____

In Honor of _____

To Celebrate his/her/their _____

Send acknowledgment of gift to:

Name _____

Address _____

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Indicate on acknowledgment that gift is being made by:

Name(s) _____

Address _____

City/State/Zip _____

Phone _____

Year-end gifts of stocks, mutual funds excellent choices for Center supporters

As the end of the year approaches, the Center and its Teaching Tolerance, Klanwatch and legal programs are planning for 1998. Year's end also is a popular time for charitable giving, as Center supporters strive to fulfill annual philanthropic goals and analyze their tax liability for April 15.

Cash gifts are the most common type of charitable gift, but there are other ways to help advance the Center's work which may benefit supporters more than they realize. Gifts of appreciated assets such as stock and mutual funds are the perfect example. For the past sev-

eral years, the number of such gifts to the Center has increased dramatically. Why?

Benefits of giving stock

By donating stock that has been held for more than 12 months to the Center, supporters who itemize their deductions can enjoy several benefits.

- Record highs in the stock market over the past two years have left many supporters holding shares of stocks and mutual funds with tremendous capital gains. When supporters donate stock to the Center, they avoid paying capital gains tax on the increase in the value of the

stock. Even with the new, lower capital gains tax, supporters can take advantage of tax savings by avoiding the capital gains tax.

- Supporters receive a charitable deduction for the full fair-market value of the stock in the year the gift is made to the Center up to 30 percent of their adjusted gross income. Larger gifts may provide tax savings for more than one year.

- Supporters provide the financial means for the Center's important 1998 projects such as distributing the new Teaching Tolerance *Starting Small* kit to schools throughout the country.

In the example above, donating appreciated stock directly to the Center is the most advantageous method of giving for supporters. The net tax savings are higher and the after-tax cost of the gift is reduced significantly from \$5,000 to \$2,800. If, however, supporters hold stocks that have decreased in value, selling it and using the proceeds to make a gift to the Center would be more beneficial. In this case, supporters can take a capital loss on their tax returns and still enjoy the charitable deduction for the gift.

Life income from stock

Many Center supporters use stocks to establish life income gifts with the Center. Examples of such gifts are charitable gift annuities, pooled income funds and charitable trusts. These types of special gifts provide lifetime income for supporters or named beneficiaries and help safeguard the Center's future into the next millennium. In addition, such gifts may enable supporters to use low-yielding assets to produce a larger income stream and shelter a portion of that income with the charitable tax deduction.

For a charitable gift annuity, supporters must be at least 60 years of age and the minimum gift amount is \$5,000. Rate increases in March 1997 have made charitable gift annuities even more attractive for many supporters. For pooled-income fund gifts, \$10,000 is the minimum gift amount, and supporters must be 50 years of age or older. Charitable trusts usually require gifts of \$100,000 because of the set-up and maintenance costs.

If you would like complimentary calculations and illustrations on life income gifts, simply contact the Center. The planned giving staff will furnish customized information to you

Which gift is better for you? Cash or stock?

	Outright Cash Gift	Outright Stock Gift	Stocks Sold for Cash Gift
Gift Value	\$5,000	\$5,000	\$5,000
Cost Basis	N/A	\$1,000	\$1,000
Tax Savings on Ordinary Income (28% tax bracket)	\$1,400	\$1,400	\$1,400
Capital Gains Tax (20% tax rate*)	N/A	\$800 saved	\$800 owed
Net Tax Savings	\$1,400	\$2,200	\$600
After-Tax Cost of Gift	\$3,600	\$2,800	\$4,400

* This 20 percent rate applies to securities held at least 18 months.

with no obligation. Be sure to provide your date of birth (or dates for a joint gift) and the amount of the gift you are considering.

Giving mutual fund shares

Many Center supporters participate in one or more of the thousands of mutual funds in existence today. When donated to the Center, mutual fund shares offer supporters benefits similar to charitable stock gifts. They are a convenient vehicle for Center donors to support the fight against hate and intolerance.

Each mutual fund company may have slightly different procedures for transferring ownership of shares. Simply contact the mutual fund company or the Center to facilitate a gift of mutual fund shares.

The Center's planned giving department handles stock and mutual-fund gifts daily. Whether supporters hold the stock in their safekeeping or prefer to utilize the services of a broker, contributing stock to further SPLC's work to eradicate hate crime and promote tolerance is easy.

ANOTHER WAY TO SUPPORT THE CENTER

Foundation gifts have become a popular way for individual supporters and families to strengthen the Center's work. Please contact the Center if you are connected with or know of a foundation that might be interested in helping to secure justice, fairness and peace in our national community.

Controller oversees Center finances

As Center programs expand, financial accountability becomes more complex. To accommodate increasing accounting demands, the Center created a new position — controller — and hired **Teenie Hutchison** to fill it.

Hutchison brings to the Center years of experience gained in the accounting department of KinderCare Learning Centers, the nation's largest child-care provider whose corporate headquarters was located in Montgomery until this year. Hutchison worked in several positions with KinderCare for more than eight years and was its corporate accounting manager when she joined the Center as controller.

Hutchison grew up in Mobile, Alabama, and earned a bachelor's degree in management from Louisiana Col-

lege in Pineville, Louisiana. "The accounting came gradually after that, and I took courses at night after finishing college," she said. "I didn't realize when I was in school that my niche was numbers."

As controller, Hutchison will oversee all of the Center's accounting and ensure that all internal controls are in place. She plans to upgrade the Center's accounting software and replace its current cash accounting system with an accrual system.

Since coming on board in May, Hutchison has already learned lots about the Center's work. "At KinderCare, my role was very specialized. Here, I'll get my hands in a lot of different things," she said. "It'll take some time, but it's going to be fun."



Teenie Hutchison

Step-by-step guide to giving

Stock held by broker

1. Contact your broker about making a gift of stock to the Center.
2. Decide which stock, if you hold more than one type, and the number of shares to be transferred. The easiest and quickest way to complete a stock gift is through a "back office transfer." To do this, your broker will need the following information:

The Center's brokerage account is with Smith-Barney through the local Montgomery office of Robinson-Humphrey Company. The Center's account number is 445-11583-1-7 and the DTC number is 418.

3. Either you or your broker should contact the Center informing SPLC of the gift. This ensures that the Center properly credits the gift and promptly acknowledges the donor.

Stock held by supporter

1. Contact the Center informing SPLC of the gift.
2. Send the securities by registered mail to the Center's planned

giving department.

3. Sign an irrevocable stock power transferring the securities to the Center and mail it in a separate envelope to the Center's planned giving department. This is for your security. If you need a blank stock power, we'll be happy to send you one.

Mutual fund shares

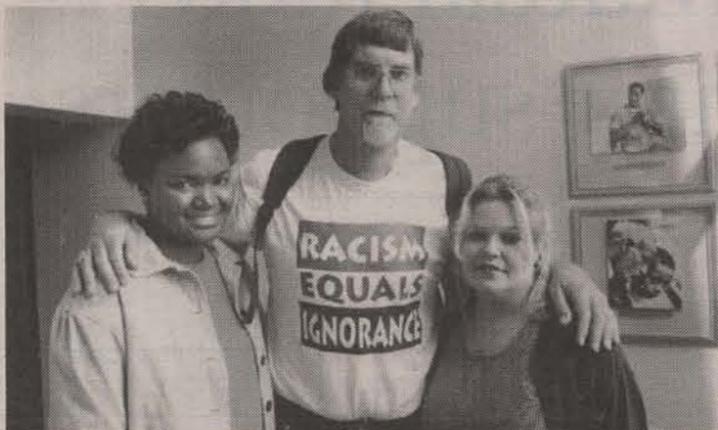
1. Decide which mutual fund, if you invest in more than one, is the most advantageous from which to make a charitable gift to the Center.

2. Contact the mutual fund company and inform it of your intent to make a gift of mutual fund shares to the Center. Confirm the type and number of shares to be transferred.

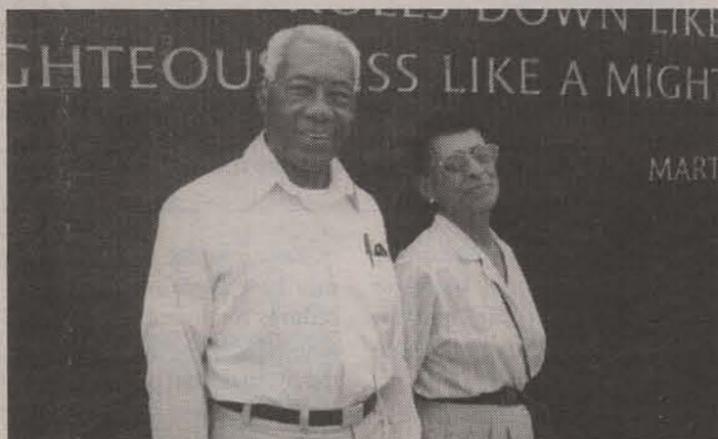
3. Ask your fund company to forward to you or the Center forms that need to be completed.

4. Contact the Center to confirm the gift. This ensures that the Center properly credits the gift and promptly acknowledges the donation.

CENTER VISITORS



Theater enthusiast and Center supporter Miles Smith traveled from California to see the Alabama Shakespeare Festival's summer productions. Center staff Tawanda Shaw (left) and Ashley Alred guided him on a tour of the Center on July 16.



G. A. and Lillian Borden, Center supporters since 1981, visited the Center on July 31 on their way home to Florida.

Memorial attracts students

Each year more than 250,000 visitors come to the Center's Civil Rights Memorial, making it one of Alabama's top tourist attractions. In the summer months — when school is out — the Civil Rights Memorial draws busloads of students in addition to the regular stream of individuals who arrive by car and on foot.

The memorial, designed by Maya Lin, commemorates the achievements of the civil rights era and honors 40 individuals who died during that struggle. Some victims, like Dr. Martin Luther King, were famous and can be found in history books. Others, like Virgil Lamar Ware, are not so well known. Their stories are told in the black granite memorial, and they serve as a tool to teach today's youth about the sacrifices suffered for a movement that transformed America. The Center provides a brochure to visitors that profiles each of the martyrs.

Many groups came this past summer. Here's a look at two:



Thousands of students visit the Center's Civil Rights Memorial to learn about sacrifices made during the civil rights movement.

• **Operation Understanding D.C.** is a nonprofit venture that takes an interracial group of African American and Jewish students on an annual guided tour of black and Jewish communities around the country. In July, the organization brought 11 black and 11 Jewish teenagers from the nation's capital to the Center, where they visited the memorial and spent several hours discussing issues of race with Center staff.

• Three separate groups of **Japanese Junior Ambassadors** visited the memorial in July and August. This summer marked the 13th year that the program has brought students — 5th to 9th graders — to the United States in an effort to show them that there is more here than Disneyworld. They visited the memorial, along with the Dexter Avenue-King Memorial Church.

Partners for the Future

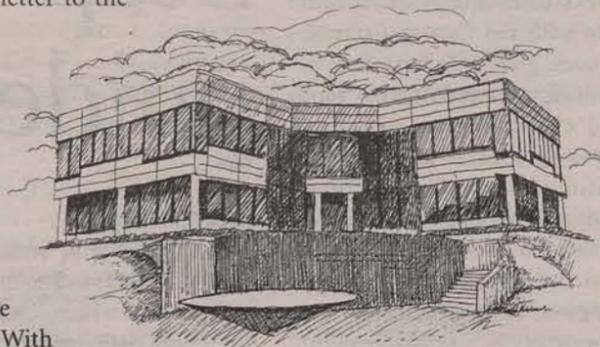
A Way to Help More Than You Thought You Could

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 special gifts, Center donors can extend their support for equality and justice beyond their lifetimes.

If you plan to or have already remembered the Center in your will or estate plans, 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 established a permanent endowment in 1974. The Center's goal is to have an endowment large enough to sustain its current level of activities, to fund new projects and lawsuits as the need arises, and to protect the Center from inflation. The Endowment now stands at \$87 million. With your help through Partners for the Future, the Center will reach its goal of self sufficiency.

The Endowment Fund is a "pact with future generations" that will help ensure resources for the Center's work well into the 21st century.



- The Center is already included in my will or estate plans. Please enroll me as a Partner for the Future.
- I'm interested in becoming a Partner for the Future.

Please send me information on:

- Wills
- Charitable Remainder Trusts
- Retirement Plans
- Securities
- Charitable Lead Trusts
- Insurance Policies

Please send me personalized, confidential calculations on the life income option(s) selected using the following birthdate(s) and theoretical gift:

- Charitable Gift Annuities/Fixed Income Option
- Pooled Income Funds/Variable Income Option

Date(s) of Birth _____

\$ _____ Cash Securities (\$ _____) Cost Basis

Name _____

Address _____

City/State/Zip _____

Please contact me at (_____) _____

Mail to: Partners for the Future • The Southern Poverty Law Center • P.O. Box 548 • Montgomery AL 36101-0548

IN MEMORIAM

Jack Keller (1917-1997)

Educator and children's book author Jack Keller died on June 16, 1997, in San Diego at the age of 79. Mr. Keller spent his life reaching out to the impoverished and disadvantaged.

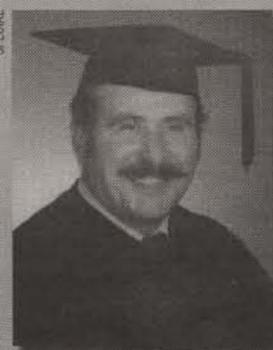
He possessed an abiding curiosity about the physical world and its improvement through science and technology. At the same time, he also had a deep empathy for all people, both his peers and the young, and he committed his life to educate, mentor and nurture them.

In the 1940s and early 1950s, Mr. Keller made world-class contributions to the technology of chemical coatings and metal detinning. Some of his developments were considered critical to the American war effort during World War II. Mr. Keller's accomplishments were especially remarkable because, at that time, he had not been to college.

In 1952, Mr. Keller began a 15-year tenure as an instructor to hundreds of poor and illiterate Mexicans, teaching them applied chemistry. In the late 1960s, he moved to New York City to pursue his long-time goal of obtaining a college degree. He worked as an indus-

trial arts teacher in the South Bronx and enrolled in the City College of New York. He graduated in 1972.

At the time, the South Bronx was populated primarily by Latinos, and some considered it a



hazardous place. Few teachers wanted assignment there. "My father felt perfectly at home," said his son. "He loved his students, and he loved the residents of the community." So

that both his English-speaking and Spanish-speaking students would get the most out of his classes, he provided instruction in both languages.

After his retirement, Mr. Keller volunteered his time and resources to the Bilingual Review/Press, the largest publisher and distributor of Hispanic literature in the United States, and served as its agent in Mexico. In 1989, Mr. Keller published a children's book, *Tom Edison's Bright Ideas*.

The Keller family asked that, in lieu of flowers, friends make gifts in Jack Keller's memory to the Center's Teaching Tolerance project. We pay tribute to Mr. Keller's lifetime of service through education and to the example he set for us all.