100 Initiatives selected from 475 with wide range of ethnic, religious, age, gender, nationality, disability

In Common Fire

Epilogue: what can we do to develop citizens for the 21st C?

Basic four directions

1. Create time for pause, reflect, assess

2. Cultivate strength to live both written + beyond the tribe - American in the world

3. Develop the practice of consciousness of connections

4. Attend to the character + use of language

Steps to be taken to move more fully deeply into commitments already made felt however deeply or briefly

1. Take first step - assess where you are (besides the obvious...)

2. Link with others who share your aspirations for practical action

3. Take care of yourself - reclaim the practice of "sabbath"

- slow down - fewer than reading - trash against time
- on the natural world - celebrate nature, more in depth

4. Spend time with young people - mentors

Institutions on the border of the "common" that should be influenced / changed

1. Household: children, youth, adults - accolade of commitment

2. - 4. Welcome the world into the home

B. Encourage an ethic of family service

1. Schools: create an experience which encourages support

- commitment - dialogue, diversity, respect, service, learning

- Higher ed - strengthens the inner journey of what it is to be an one

4. Religion - create communities that practice love, justice, mercy, inclusive
5. Art + Media: provide the images to form our love.

6. Public Policy: which fosters trust and agency.

7. Support families and communities in times of commitment.

   Encourage reflection and dialogue among all members.

7 Business: encourage "green businesses."

   Build a workplace of respect for differences.

   + commitment to the well being of all.

   Support commitment to do common good.


   a number of people trace the sense of their

   commitment to the common good to

   experienced in with non-profit

   - in time -

8 Health + Therapeutic Community.

   Support their healing functions -

   emphasize + strengthen them -

   Whenever young people are sponsored or mentored into a

   compelling imagination of future possibilities, + other

   people are challenged + offered a way that rewards

   + attitude their commitments, our common strength

   is enhanced.
What can be done to encourage this kind of citizenship to meet the challenges of the 21st century? To what extent do STEER do this? Characteristic of this kind of commitment?

Definition of commitment to the common good:
1. Those who held strong convictions yet were not fanatical
2. Used clear focus yet were not blind to other perspectives
3. A large and inclusive vision yet were not simplistic
4. Who were working on behalf of particular interests (constituencies) understood themselves to be working on behalf of the whole of life

It is necessary to present small interviews. Distinguish this sample from Bill Berlinski's folks on "Local Heroes," as these working for local causes who sought to understand the larger, systemic implications of their work and had a critical perspective on their own culture—do not think Bill's folks were that narrowly focused or closed-minded.

"Local Heroes" Bill Berlinski has an extensive set of conclusions about the folks he interviewed, which we have incorporated in our analysis of the 12 interviews.

Conclusions—acknowledge the limitations of our work.
characteristics

Low domestic obligations - 20 subject is single, married - only 4 had children living at home - therefore, they were at a stage of life where they had more psychic energy than young families with children.

Parental influence - many referred to influence of one or both parents in their concern for social justice.

Spiritual background - people with strong religious convictions are more likely to be involved in social causes.

Four names, first or second plus one nonmaterial student dropout with grandparents in town.

This caused us to wonder about the linkages between spirituality, religious life, and community work - and whether consciously attending to one's spiritual life may have any implications for success in community action.

Influence of the 60's

Personality similarities

1. Naivete - (value of naivete)
2. Pacing - all interviewees did this
3. Humor - a cited virtue in the interviewees and bubbled up naturally - smiling, laughing, chuckling

Two major themes:

1. Enthusiasm - interviewees were energized by what they were doing - operating on all cylinders - not ordinary excitement but were hooked on the work, immersed, driven (examples of sentiment (p. 321)) - words don't capture the bodily motions & vocal agencies.
Local Heroes: conclusion 313-333

Standard definitions of "local heroes" did not interview or with "exceptional" people (who had done remarkable social work).

Different: very diverse group: both sexes, many ethnic groups or race, urban and rural backgrounds, all age, educational levels, and occupations, professionals & volunteers. Don't cluster in any one group.

Similarities:

Low domestic obligations - single, no children grown up,

20 people: 10 married with 6 only 4 having children at home.

Parental influence: No direct question about family influence, but most mentioned influence of one or both parents spontaneously - few if any parents were involved in community work - influence was usual.

Transmission of values:

Spiritual background - many were people of strong religious conviction (former nun, priest, a man a ministerial student dropped)

Influence of the past: 12 were students or training their careers during this. The local heroes were taken by the social forum of the era and still active 20 yrs later.

Personality: Personal similarities:

Naiwée - They were innocent, didn’t know what to expect or what to do - did not start in a structured, formalized way. Naiwée can be more an asset than a liability - can be a powerful advantage - we really knew what we were getting into or would not step into it.
Narcissist - If we could anticipate the time & energy involved or prepared from the start we might run like hell.
Secondly, narcissists allow you to aim for goals you wouldn't attempt if you knew better.
Thirdly, narcissists can be seen as charming, someone in need of help or protection. It is easier to recruit help.

Pacing - your learning to face yourself or you suffer immunization

Humor - ability to laugh at yourself - interviewee smiled a bit. Humor bubbled up in the conversation spontaneously.

Two Major Themes

Theme 1 - not just ordinary excitement, but not just attached to their work but hooked on it, zealous, immersed. Writers - expressions of high excitement occurred frequently in the interviews. What it words don't convey are the vocal dynamics & bodily emotions manifested in almost every case - passionate, caring about what they do.

Anger - outrage - often a part of the excitement - consuming. 

Theme 2 - Major Characteristics

- A belief in reliance upon traditional virtues - best seen in the early days of the republic, during the formative days of 19th century industrial expansion (?).
Traditional values (cont.) - as the term is used here is a compound of several different qualities

(Common Five sections on "marginality" or characteristics of the committed)

1. Commitment to the task at hand and to its underlying cause

2. Hard work, plus the belief that hard work pays off

3. Persistence: a willingness to go on, around, or through obstacles - what we once called "stick-to-itiveness"

4. Considerate treatment of others, practice of the golden rule

5. Risk taking, not necessarily in the entrepreneurial sense, but rather the readiness to take a chance

6. Tolerance for criticism, even for being called "wrong" by one's peers

7. Belief in the power of a single person to affect larger events, even if self esteem is low

8. Optimism that change will turn out well, that one can pass muster here.

(The traditional virtues apply over and over again in the interviews, almost in the form of cliché.

(Several quotes, page 123-4)

We all possess these virtues: we're acting matters of degree. We all possess these virtues; degree are important - they can make the difference between getting started or doing nothing.

Between being remarkable and

between being remarkable...
All of these virtues depend on personal qualities that are powerful but they hardly break new ground. They probably qualify for evaluation only after intervention began. They are not clearly in the operating right now; also we need to ask: how they get and open them up.” And this is what STEP did.

And this holds true for techniques. There is hardly any operating technique cited by participants that is not in the catalog of common sense. We know the techniques, whether we want it or not, so there is another story (is the reason).

So if we value local heroes, the encouraging news may be that distinguishing qualities of such human beings are ordinary qualities, already well distributed, and already residing within. They may not be well utilized, they may not surface in daily living, but they are there waiting to be

Nevertheless, the answer is to encourage serve learning, the more engagement in challenging, risky situations where the stakes are high.
Are the STEP participants effective social change agents?

Do we find any evidence of the skills identified by Harrison, Hopkins in the Peace Corps article (Social change agent skills - ?)

(Similar to BB's traditional values ->)

Do we find any evidence of the skills identified by Kemp re. "superior performance in the world of work" - especially the motivational aspect -

Among the 12 interviewees?

In what sense do the STEP participants allow evidence of being "local heroes" in BB's terms?

If they do - SL + CE are partial answers to the Common Fire question

Writing response to Common Fire which led to my understanding of Bell's book(s): 'Local heroes' referred to in page 6 in which authors indicate the people they interviewed differed for BB, 20 interviewees in that - - -

Position common fire we might use in analyzing our interview + BB list of traditional core values in context of Service, STEP as an approach to the Common Fire question and to the STEP volunteer/Local Heroes as in BB
The commons – a shared public space – is the unseen kernel of democracy – a place that anchored the complex vision of democracy – a place that anchored the common weal in the South – its square.

The new England “garden”
- the center of a shared world, in which the “good” of all could be worked out.
- a sense of a “shared” stake - something in common
- a place where people could come together - a conversation within a shared sense of participation and responsibility.

The commons is being created – for some the vision of it is found in a travel reading group, a beachfront camp, places where we know others and we broaden, move the scale change -
- a sense of a “shared” stake - something in common
- a place where people could come together - a conversation within a shared sense of participation and responsibility.

As earlier forms of the commons fade - a shared stake takes their place (do they?)
If we find ourselves ambivalent inhabitants of a new global commons, we are connected to others - affected by others in new ways (do we?)
This commons has been created by the technologies of travel and international communication + is illuminated by the growing recognition of our interdependence as a planetary community.
(I don’t believe this to be true - there is simply a profound absence of sense of commons - or place + space in which we find others - we have + share a sense of responsibility for the “good” of all - until we find a way to get there: a common
- a shared sense of social change - SFP, Cool Costs: housing for working poor or changing the system - or a shared way of life as in the new group or the cogito group.

As the world shrinks, so the diversity of our species and the mitigating and limitations upon the common weal + shared become more evident. They reach out for some new set of connections, some new adequate way to make sense of this diverse world.

We are writing about - developing ourselves, providing a new set of
- Do we find our “commons” in a place, more simply than they find theirs?
This assumption is that many people today sense at some level that they are being thrust into a larger sphere of responsibility, one calling for a keener recognition of the diversity, complexity, and ambiguity that has become the very texture of life as we know it. It raises the question of whether this book is based on it represents a very small segment of our population.

Do the STEP volunteers fit this description?

You sense that a capacity for connection for reflecting creativity, strategic response to situations, and to problems like the ones you know what it means to be hungry, or recognizing that the reality of the global "common challenges" up to be taken on and strengthened by understanding of citizenship. (p. 3-4) How do we know that even the local heroes have this sense? They saw something that needed to be done and did it.

1. Perseverance + resilience, so STEP people show this?

2. Engagement with diversity + complexity (ability to see the larger implications of our actions + to recognize how one's work affects + is affected by the interdependent realities of the web commons). It is not enough to care for an individual or community on a cause. The decision of BB interviewees) (seeing the larger implications of one's actions is not "engagement with diversity + complexity")

Demographics of ours? - working class, middle class, professional skill?
- Hispanic, African American, Indian
- Religious - Protestant, Jewish, Catholic, Agnostic
- Democratic, Republican, Independent

Young parents, - any suffer along; blindness, neglected professionals?
- cafeteria workers, social workers, lawyers, car workers - urban school, early -

concern - economic, social, political policy, corporate development, environment

issue, social learning - a wild music
Do our interviews help us understand how committed people think about themselves, the world, and how their experiences contributed to their living the way they do?

(Begins each chapter with the story of a life that serves to open the chapter, so devoted (gives a glimpse of the kind of things, the people do)

This is a book about the patterns of living, across the lives of people. Patterns which help us understand how committed people think about themselves, the world, and what led them to lead the lives they do.

Description of the societal context for this study (p. 9) could change in terms of the 3 crises we face today: global warming, economic meltdown. Sights the negative impact of our legacy of individualism (p. 8)

Chapter 2: The role of community. What you feel at home in the world. Self-referential, fixed but flexible.

Chapter 3: Compassion

Chapter 4: Conviction

Chapter 5: Courage

Chapter 6: Confession

Chapter 7: Commitment

Becoming at home in the world. Bill felt that he had no place playing football, other sports. He was good, he was accepted, he felt at home. (Is this the gift of community that is being called?)

It did not feel that feeling from the parents. Although, he knew they did not want him to do what he wanted. He was home for good, and had to figure out how to keep the job with the boss.

He regularly attended church, even though his mother's religious fervor and early political interests.

He held some significant teachers and peers who took him under his wing and led him in his career.

Making environmental work despite the chaos and negative public
Bell is now about the experience of self acceptance as accepted by God through the power of Christ. He sees about community. It is more about significant relationships and his relationship to the working experience of a child than it is about the importance of community.

It leads me to wonder what pattern they will observe in the story.

His conclusion is that "the sweet spot" (how) is in organizing ourselves. Bailey says "all life is meeting" (S-them). He wants his organization to be a caring community. "we have to treat each other with trust, respect, and love for each other.

Chapter question: "What are the elements in people's primary environments that nurture their capacity to act on behalf of the common good?"

It is not about community but about primary relationships.

- Based on trust and agency (the ability to act)
- The ability to act with confidence from self-worth

Ch 3: "Compassion - Being Within + Beyond Others" (Compassion = "contractive, enlarging engagement with the other."

"Early in the study we began to hear about important encounters with others significantly from ourselves. The differences that were significant in the formation of commitment to the common good were differences defined by "tribe" (see pg. 63)

Many people belong to several tribes - family, gender, ethnicity, geographical region, nationality, religion, or language - providing our sense of connectedness. Tribal bonds can also be grounded in profession, lifestyle, economic class, education, sports, or participation in a particular institution such as corporation, place of worship, firm, labor union, minority or club - or other factors such as liberals or conservatives, faculty or administration, old or young, rock or nerd, etc.

As a source of identity, but tribes provide boundaries. If you still want to belong..."
Marginality as a factor in the development of compassion

The authors identify two types of marginality:

- "Vulnerability-based" - when it is thrust upon you by circumstances beyond your control
  - Relating too small, too new, too great - not too satisfied
  - Even though those who experienced it would not wish the experience on someone else, most were able to transform the pain into a deeper capacity for compassion and a stronger sense of identity and purpose.

- "Value-based marginality" - experienced by 1/3 of the sample (100), also called "religious inspired" homelessness:
  - Membership in a community that holds a set of religious values
    - Membership in a community that holds a set of religious values
      - Over time, this may result in a sense of isomorphism with the surrounding majority culture
      - Which, according to the authors, "tends to be the needs of others." (Huguenot village in Le Chambon, France
      - Where villages sheltered thousands of Jews during WWII) (pp. 75)

Both marginal communities in the study are religiously inspired - significant influence of small, religiously affiliated communities that foster a particular religious community, which in turn affects the political and social structures of society.

The paradoxical experience of being "in the world but not of it" (John Salmond, 1977)

The study confirms that many less tightly bounded (community) forms of value-based communities, such as Scout, mainstream religious communities or specific organizations can influence their members in a similar, if less concentrated fashion.
The gifts of marginality: greater self-knowledge, awareness of others, empathy, self-confidence, and the edge. Central gift is the capacity to promote both empathy with the other and a critical perspective on one's own tribe.

"When one stands at the margins, outside the boundaries between tribes, one stands at the center of a large and more unified whole." - John W. Pilger

The conviction that everyone counts:
- Recognizing "weaknesses" as "deficiencies"
- Embracing the power of difference
- Celebrating the common bond - "people of other tribes"
- Being able to engage with people of other tribes in shared, everyday ways - enlarging their networks of belonging. They deeply hold the conviction that everyone counts.

Courage - A responsible imagination.

"Our imagination shapes our perception into a meaningful pattern - what does this have to do with courage?"

Our imagination, shaped by our perceptions, helps us to make sense of the world around us. It helps us to see patterns, make connections, and find meaning in our experiences.

Experiencing is the activity of the mind by which we associate, combine, and integrate previous unconnected things. It helps the mind open and close; it can entertain, it can be a means of experimenting, it can help us with the important work of building new thoughts. But experience need not be a necessary relationship to reality; and thus it can act in its own abstracted, pleasure or horror.

Imagination incorporates fantasy, but its highest function is to find relationships that are truthful - to weigh to reality - it seeks to put things together that belong together - it illuminates the mystery of life itself.

"Samuel Taylor Coleridge identified imagination as the highest power of the knowing mind. It creates the place where we reflect, learn, imagine, participate in reason, sensing, judging, understanding, and discovering."
The stage process of imagination (and)

Conscious Conflict. - a conflict becomes an assumption
about the world and a perception which at first clashes -
motivates us to sort out & clarify its dissonance

Pense - we put the contradiction on the back burner -
stead on it - a time when the mind is ready but we aren't
ready to verbalize - formal writing - meditation - prayer

Nag - Thor's image (not necessarily mean) lead to form & feel understanding & simplify, unify
the previous disorder, unmanageable fragments of
our experience

Re-patterning & transforming - we find connections between
this new insight and direct experience - the new insight might
become a symbol, a key to composing a whole pattern
of meaning. Rozalinda experienced of being seated at the
table, a black baby sitting with a white family. She
represented by the symbol of

Interpretation in Dialogue - the new insight has to be
articulated out to a live in the world, a acted upon in the
mind of an interested public. (The image of the Edgewood
Scholar as "captor" - the7nhenger7nd -
didn't fit reality). 'We are dependent on fundamentally
communities to confirm that our life is
like that'. A "we, that's inadequate, maybe even
dangerous"

"Images implanted in the soul, at whatever age, can act as
a delayed, shadow, haunt, and compel. Sometimes we are conscious of
the images of play in our formation, more often, they capture
us unnoticed."

normal
viable
"soulfully responsible heirloom" 
facilitator
"soulfully capable & physical labor"
Catalyst
"God as a guiding spirit, personal, superhuman, unhuman, forgiving, beyond our comprehension."
empowering, expectant.

My father, accompanied by me. I ignited my matches, seeing a man
burning a baby on a fire, assumed so that the baby needed voted
by friends. Key to police action was called - surge - too police us - our friendly
protectors - an image destroyed by my involvement in the Civil Rights Movement.
When Daddy M. (Betty's father) died, the black neighbors brought in all kinds of food for the family putting a human face on back fake grief. (S7024)

My Father Sez—Aunt Mae—was a basketball sport who lived in an old farm house filled with antiques. She and Uncle Jim lived a life I was attracted to—simple, among treasures—trinkets, and on a farm—on many of the 'good life' rooted in a deep sense of place. At was when that I heard of Charles Lindbergh's completion of his solo flight to France—

the joy of the settled life on a farm and the joy of doing things in the world was imbedded in my soul

Religion as a source of images—

Courage comes from a responsible imagination

What about 'creative' vs. 'life supporting' or 'life giving' vs. 'life affirming'?

"The courage to turn & make promises"
Suzanne's note on concept mapping was very helpful. I have a suggestion, which doesn't follow our notes completely but builds on them, that we use BS + Common for "conceived possible concepts" we might find in the interviews and use them to see what we can learn about the students who volunteered, what they contributed to the project with, and the impact of the experience on them in regard to what they have done in their lives. (The role of the concept in this...

ought to part answer the common four authors' question set: "What can be done to encourage the kind of commitment to meet the challenges of the 21st century?" Service learning + civic engagement, as represented by STEP, may be a way to answer the question about the extent to which our participants became "local heroes" and how it contributed to HE.

Local Heroes published in 1980, SL became a significant part of HE...

Common 1980 - 1996 - SL more widely accepted as making a significant contribution to HE.

The concepts I would suggest in both for are...
Mary B.

Begun each section with the story of a volunteer to illustrate a value or pattern they held closer to traditional values.

Characteristics of 12 interviewees:
- Parental Influence
- Spiritual Background
- Influence of the '60s—
- Narvete
- Humor

Major theme:
-adoption — Kay Sandor

Reliance upon traditional values
1. Committed to the task of living to the underlying laws
2. Hard work — belief that it pays off
3. Persistence
4. Consistent treatment of others (by others)
5. Risk taker
6. Tolerance for criticism — even for being called crazy by peers
7. Belief in power of a single person to effect large events
8. Optimism — things will turn out well

What about showing IT skills?

Do our interviewees help us understand how they think about the world — themselves or how the site reference level contributed to the way they have their level

Role of trust (ability to care) + agency (ability to act with confidence — out of self worth)
- Evidence of these abilities in interviewers

Compassion — evidence of ability to live within + beyond the tasks — freedom from the risk of crossing the boundaries set by the tasks
- Sense of marginality helps one think like a tribal person
- How many of involuntary workers add value in this with prevailing norms?
Conventions - People

The convention of the 13rd March 1961 opened at the Council Chamber of the Council of Europe and lasted for six weeks. The work of the Convention was divided into two main parts: the drafting of the Text and the debates on the amendment. 

The drafters of the Convention were divided into two main groups: the drafting group and the amending group. The drafting group was responsible for the preparation of the Text, while the amending group was responsible for the debate on the amendment.

The Council of Europe decided to hold a series of meetings to discuss the Text and the amendment. The meetings were held in a number of European cities, including Strasbourg, Brussels, and Edinburgh.

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STEP REUNION
Saturday, January 13, 2007
Kellogg Hotel & Conference Center

STEP
Brief Chronicles

Attached is a compilation of all the information that was gathered from participants during the registration process.

If your information is incorrect or missing and you would like to be included, please email the information to hought17@msu.edu

We will post this information on the STEP Web site.

Thank you for your participation.
Wayne Albertson
427 East Lima Avenue
Ada, OH 45810
walberts@bright.net

**Professional Activities:** Early career commitment to urban ministry; and as a United Methodist minister a more sensitive support for the denomination’s historically black colleges (of which Rust College is one).

**Community Activities:** Nothing specific except that in conjunction with other similar influences, I have lived out a fairly high level of community activity and leadership as a local church minister.

**Career accomplishments:** I have 36 years of service under appointment as a UM minister serving churches in rural, urban, and college areas. I currently teach part time in the departments of Philosophy and Religion, and History at Ohio Northern University, and have taught as an adjunct at several seminaries. My official title would be 'The Reverend Doctor.'

Richard Aubrey
535 Mark Drive
Flushing, MI 48433
raubrey@sbcglobal.net

**Professional Activities:**

**Community Activities:**

**Career accomplishments:**

Stephen Ballance
6323 Center Rd.
Traverse City, MI 49686
sbalance@earthlink.net

**Professional Activities:** Nothing direct.

**Community Activities:** Nothing direct.

**Career accomplishments:** First Lieutenant, Infantry Chartered Life Underwriter

Katharine Beeman
4872 Ave. de l'Esplanade
Montreal, Canada H2T 2X7
beek@web.net

**Professional Activities:** Retired computer operator.

**Community Activities:** Poetry, international solidarity, antiwar.

**Career accomplishments:**
<table>
<thead>
<tr>
<th>Name</th>
<th>Address</th>
<th>Contact Information</th>
<th>Professional Activities</th>
<th>Community Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frank Beeman</td>
<td>934 Spartan Ave.</td>
<td>East Lansing, MI 48823</td>
<td>Professional Activities: Organized movement of National Intramural Sports Directors to boycott apartheid in South Africa.</td>
<td>Community Activities: Reading for MSU students who are visually disabled; initiated and organized Citizens Against Racism - students, faculty and community.</td>
</tr>
<tr>
<td>Andrea Bergren</td>
<td>10528 Hunters Way</td>
<td>Laurel, MD 20723</td>
<td>Professional Activities: Project Head Start, Prince George's County Public Schools (MD).</td>
<td></td>
</tr>
<tr>
<td>Roy Bryan</td>
<td>Box 1021</td>
<td>Washington, MA 01223</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mary Ann Bull-Ehinger</td>
<td>6224 Brookline Court</td>
<td>East Lansing, MI 48823</td>
<td>Professional Activities: Was not in STEP; viewed as the catalyst for its inception when I invited Dr. Bob Greene to come and speak at a voter registration drive in Canton, MS. Changed major from education to social work.</td>
<td></td>
</tr>
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<td></td>
<td>Community Activities:</td>
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<td></td>
<td></td>
<td></td>
<td>Career accomplishments: Board Certified in Oncology Social Work; currently at Ingham Regional Medical Center - Coordinator of the Medical Oncology Team; Member of the IRMC Ethics Committee and Ethics Consult Team. Field Instructor for MSW graduate students at Michigan State University and the University of Michigan Schools of Social Work. Diplomate in Clinical Social Work, NASW. Previous: President of the Delegate Assembly, American Heart Association. President; Pro Symphony-GLSO; Member - Town Hall Board.</td>
<td></td>
</tr>
</tbody>
</table>
Katherine Coolidge
4025 East 19th Avenue
Denver, CO 80220
tcoolidge@aol.com

Professional Activities: Graduation from law school; employment in various public agencies.

Community Activities: Volunteering in children's schools and sports activities; donation of conservation easement to Maine Coast Heritage Trust.

Career accomplishments: Retired from active practice of law.

Barbara Corbusier
4032 Thrushwood Lane
Minnetonka, MN 55345
bcorbusier@yahoo.com

Professional Activities: 35+ years of teaching high school English.

Community Activities:

Career accomplishments:

Patricia Cutler
9219 Ten Mile NE
Rockford, MI 49341
cutler318@aol.com

Professional Activities: In 1967 I was 18 with one year at Michigan State University behind me when I was part of STEP. My whole life was impacted by that time. Were there 'moments' or people who forever changed me ... yes ... Sonny and Doris R and Doris S and Jim ... and ME ... who I was then ... but what was most important about that time was the people I got to know and came to love. We moved on and grew up and moved away from each other, but that summer it wasn't about "race" it was about people ... people I didn't know before who I lived with and who became my friends.

I returned to State ... married in 1969 ... earned a degree in social work ... worked in the field ... raised a family

""

Community Activities:

Career accomplishments:

John Duley
4594 Chippewa Dr
Okemos, MI 48864
duley@msu.edu

Professional Activities: 1970-83 I helped found, and served as an officer of Society for Field Experience
location, now National Society for Internships and Experiential Education (NSIEE); 1976-81 Member, 
Board of Trustees, Council for the Advancement of Experiential Learning (CAEL); 1998-2002 Faculty 
Advisory Cmtee., Community and Economic Development Program, MSU.
**Community Activities: 1968-72 Founding Member and Exec. Cmtee., Greater Lansing Community Organization; 1970-1994 Active in political campaigns -- Jondahl, Hollister, Stabenaw; 1981-82 Served on Steering Cmtee. for Michigan Nuclear Weapons Campaign; 1982-86 Co-Founder and Director of Michigan Peace and Justice Network; 1989-present Founder, staff, and Board President, Greater Lansing Housing Corporation; 1994 to present President Edgewood Village Non-Profit Housing Corporation, and Chair of the Village Outreach Cmtee.; 2001 - present Founder and Officer of Board of Trustees, Closing the Digital Gap Program; 1998 - present Member of the Advisory Board, Women's Resource Center, Lansing Community College.**

**Career accomplishments:** Associate Professor Emeritus, Lifelong Education, Justin Morrill College, MSU; Director of the required Off-Campus Cross Cultural Learning Experience; 1976-82 Instructional Development Consultant, Office of Learning and Evaluation Services, MSU; 1988-93 Educational Consultant, Kellogg National Fellows Program; recipient of 2001 Outstanding Leadership Award in Community and Economic Development from the MSU CEDP.

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**Betty Duley**  
4594 Chippewa  
Okemos, MI 48864  
duley@msu.edu

**Professional Activities:** 1973-75 Facilitator and Community Organizer for Edgewood Non-Profit Housing Corp.; 1979-82 Founder and Coordinator of the Ingham County Community Food Bank.

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**Community Activities:** 1968-70 Director, Greater Lansing Community Organization, a broad based community organization facilitating social and political action on issues such as civil rights, peace, housing, welfare rights and education; 1978 Director and Chair of the Campaign Cmtee. to Re-elect Representative Lynn Jondahl -- 59th District of the House of Representatives; 1981-82 Steering Committee of Michigan Nuclear Weapons Freeze Campaign; 1982-84 Co-Founder and Director, Michigan Peace and Justice Network; 1986-89 Intake Interviewer and Advocate for Homeless in the Daytime Resource Center, Lansing Michigan; 1990-2001 worked with Afghan and Sudanese refugees.

**Career accomplishments:** 1973-79 Brought medical clinic of the College of Osteopathic Medicine to Edgewood Village; created a day care center at the Village; and served as Meridian Township Information Officer for the Village and Towar Garden area of the Township.

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**John Foss**  
2353 Sapphire Lane  
East Lansing, MI 48823  
foss@egr.msu.edu

**Professional Activities:** Continued as professor of Mechanical Engineering; no current plans for retirement.

**Community Activities:** Chaperoned a student group to the WSO in 1967 for the UMHE. OAKS recreation coach and staff member.

**Career accomplishments:** Fellow of ASME; editorial positions; German (AvH) and Australian fellowships for sabbatical leaves. NSF Program Director.
Linda Garcia-Shelton  
1017 N. Howard Street  
Bilendale, CA 91207  
lgarcias@usc.edu

Professional Activities: My professional work is in the area of primary care psychology, largely within academic family medicine. My practice, teaching, and research have focused on medically underserved urban populations, which tend to be largely racial and ethnic minorities.

Community Activities: My community involvement stemmed from my work. I worked with a community based umbrella organization to develop plans for a multidisciplinary health care clinic that had services the community defined as important to them. The plans also included health professions' education within the site, as well as a health research program that was driven by the community's definition of what they needed to know, not the university's definition of what was important to study. I wrote grant proposals that were funded to support the health professions education and the health research programs for the span of 3 years.

Career accomplishments: For 26 years I was on faculty at four different medical schools, always in the department of family medicine (MSU-16 yrs; UTMB-3 yrs; UIC-6 yrs; currently USC-1 1/2 yrs). I am now Visiting Professor at USC, with the administrative title of Director of Behavioral Medicine. From 2001-2005 I was Vice President for Academic Affairs at the Pacific Graduate School of Psychology, a not-for-profit independent school in Palo Alto, CA.

Judith Gardi
6090 Park Lake Rd.
Ann, MI 48808
jag@mcul.org

Professional Activities: I have always tried to ensure that afterschool and summer enrichment programs are provided in our at-risk, low income neighborhoods.

Community Activities: I serve on the Boards of Directors for several local non-profit organizations which focus on strengthening community and improving family relationships.

Career accomplishments: Currently I serve as Community Reinvestment Coordinator for the Michigan Credit Union League. I work with the 397 credit unions around the state to help them articulate their social mission and work to fulfill it.

Kathe Geist
551 Brookline Ave.
Brookline, MA 02445
foxbrook3@yahoo.com

Professional Activities:

Community Activities:

Career accomplishments: Author of one book and numerous articles in the field of cinema studies, esp. German and Japanese cinema.
Carol Gilgrist  
cjingdwf75@sbcglobal.net

Professional Activities: I entered the Peace Corps and served in Sarawak, Malaysia immediately upon graduating. I spent my first twenty years in Special Education, teaching Emotionally Impaired, Learning Disabilities, and working as a School Psychologist. Since then, I’ve taught fifth grade where I am currently working.

Community Activities: I spent the summers of 1970 and 1971 working at an educational camp for African-American children in South Carolina. I have occasionally volunteered with Habitat for Humanity.

Career accomplishments: BA, MA in Special Education; completed coursework for Doctoral Program in School Psychology.

Bob Greene

Professional Activities:

Community Activities:

Career accomplishments:

Phyllis Harris
2612 Marlen Avenue
Pasadena, TX 77502
phharrisonx@hotmail.com

Professional Activities: Church Musician.

Community Activities: Pipe Organ Encounters for high school pianists (education is vital), Choir tours to Italy (never be afraid to go somewhere new and sing), Community choirs (do things together and never stop learning), Community theatre (forget what people look like, what gifts do they have!)

Career accomplishments: Currently Director of Music Ministries, St. Pius V (on sabbatical leave to compose music 2007); past dean, American Guild of Organists-Houston Chapter; past president and current president-elect, Bay Area Chorus; also spent 8 years in Mexico -- taught English as a second language, etc.

Paul Herron
1895 Jackson Ave.
Memphis, TN 38107
pherron@utmem.edu

Professional Activities: The idea for the research study of the reflections of the MSU and Rust College participants on their experiences in STEP is a direct result of my STEP experiences. They were also significant in motivating me to pursue graduate studies and in choosing a career in academia. My experiences as a student and as a tutor in STEP increased my interest and know-how in helping students who are educationally and socioeconomically disadvantaged. Moreover, my STEP experiences have helped me create the positive, hopeful, encouraging, and sharing mindset that empowers both myself and those I wish to help. The sense of contentment and spiritual enrichment that I get from these endeavors would not be nearly as rich were it not for my STEP experiences.
Community Activities: I have consistently worked to increase the number of African American and other minority college students and their success in college, graduate, and professional programs. I have been also involved in community organizations, local public school organizations, and religion that have the common purpose of uniting people and breaking down racial barriers that keep really good people from being friends and helping each other.

Career accomplishments: Associate Professor in Department of Anatomy and Neurobiology, College of Medicine, University of Tennessee. I do research, teaching, and community outreach.

Joan Hershey  
1202 E. First  
Bloomington, IN  47401-5008  
jhershey@gmail.com

Professional Activities:

Community Activities: Artist/quilter who often donates her work for community benefit.

Career accomplishments: Postmaster, Harrodsburg, IN.

David Hollister  
1943 Byrnes Rd.  
Lansing, MI  48906  
d.hollister@sbcglobal.net

Professional Activities: County Commissioner; Michigan Legislature; Mayor of Lansing; Director of the Department of Labor and Economic Growth; President and CEO of the Prima Civitas Foundation.

Community Activities: Lifetime commitment to social justice issues.

Career accomplishments: Taught high school government, history and economics for 9 years, the last 5 of those years in a alternative education program for high school dropouts. I was in the legislature for 19-1/2 years. I was Mayor of Lansing for 9-1/2 years. I was the director of DLEG for 3 years.

Jerry Hollister  
615 Carey St  
Lansing, MI  48915  
jerry@jerryhollister.com

Professional Activities: The Youngest STEP volunteer, Jerry Hollister participated at the age of 1 in 1966, and 3 in 1968. Since then, he served in the U. S. Navy for six years as a Civil Engineer, as an ordained minister for ten years, and in 2003 Hollister became Director of Special Events for Habitat for Humanity of Michigan. In 2005, he served as Project Manager for the Jimmy Carter Work Project, coordinating the work of over 20,000 volunteers who built over 230 homes in 75 cities across Michigan and Ontario. Upon that project’s completion, Hollister became associate director of the Community Economic Development Association of Michigan, and is now Director of Building Operations for Cooley Law School, responsible for all Cooley facilities in Lansing and Grand Rapids. In 2006, Hollister ran for the Michigan House of Representatives, coming in second out of a field of six Democratic primary candidates.

Community Activities:

Career accomplishments:
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<thead>
<tr>
<th>Name</th>
<th>Address</th>
<th>Email</th>
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<tbody>
<tr>
<td>Stanley Iszerda</td>
<td>Professional Activities:</td>
<td>Community Activities:</td>
</tr>
<tr>
<td>Gene Kenyon</td>
<td>4330 Harper Road, Mason, MI 48854</td>
<td><a href="mailto:ekenyon@aol.com">ekenyon@aol.com</a></td>
</tr>
<tr>
<td>Larry Klein</td>
<td>503 Division Street, East Lansing, MI 48823</td>
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<tr>
<td>Barbara Lohrke</td>
<td>Professional Activities:</td>
<td>Community Activities:</td>
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<td></td>
<td>Taught high school English and social studies, including developing curricula and course work, especially minority studies and literature; taught college English and geography; taught Adult Ed., social studies, and all parts of the GED; counseled adult students returning to high school; developed and administered a program for minority workers at psychiatric centers to return to school to gain allied health degrees; created a career center for a community college and counseled students; counseled dislocated workers and assisted them in finding jobs and accessing funding for training opportunities; developed and administered a program for individuals with disabilities to gain information and benefits from the Social Security Administration; was Operations Director for center serving individuals with disabilities through 15 grant-funded programs, including developing grants and supervising programs for acquiring housing for the homeless and others seeking housing, food, medicine, clothing, support services, a day hab program, a community food bank, medication, deaf services, mental health counseling, grants, jobs, etc.</td>
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<tr>
<td></td>
<td>Community Activities:</td>
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<td></td>
<td>All of above and tangential activities, including developing resources for individuals with special needs, food pantries, educational opportunities, child care center, and training individuals in basic computers, resume writing, interviewing techniques, etc.</td>
<td></td>
</tr>
</tbody>
</table>
Career accomplishments: Described above. Professional titles: English Department teacher and Head of Department, Eaton Rapids High School, Eaton Rapids, MI; Adult Education teacher, counselor, supervisor, Portage and Comstock Adult Education, Portage, MI; Instructor, Technical Writing, Western Michigan University, Kalamazoo, MI; Coordinator, Career Opportunity Professional Recruitment Education Program, Orange County Community College, Middletown, NY; Coordinator Career Center, Orange County Community College, Middletown, NY; Career Specialist, Training Specialist, and (eventually) Director, Education and Training Institute, Poughkeepsie, NY, and Clifton, NJ; Coordinator, Benefits Planning Assistance and Outreach program, Independent Living, Inc., Newburgh, NY; Director of Operations, Independent Living, Inc., Newburgh, NY.

Christina Lundberg
1004 Candi Court
Martinsburg, WV 25401
clundber@BlueridgeCTC.edu

Professional Activities: Rust College -- two years as teacher, coach and counselor; Drew High School -- one of two white teachers at Black Jr./Sr. high school; Mississippi Head Start Training Coordinating Council -- five years as Parent Involvement Coordinator; Small Business Development Center -- multi-cultural business expos. (See pg 2 for more information.)

Community Activities: Berkeley County Community Relations Advisory Committee.

Career accomplishments: Rust College -- Teacher/coach; Drew High School -- Teacher/Coach; Mississippi Head Start Training Coordinating Council; Parent Involvement Coordinator, Day Care and Child Development Council of America, Legislative Liaison Women's Legal Defense Fund-Title IX; Financial Director Preterm -- nance Director; Self-employed Accountant; Small Business Development Center -- Center Manager.

Merrie Milton
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Walled Lake, MI 48390
cloydw75@sbcglobal.net

Professional Activities: Worked for three years teaching in South Carolina before returning to Michigan where I primarily taught 1st and 2nd Grade in the inner city of Detroit until I retired due to a cardiac arrest based disability in 1988.

Community Activities: After graduation, I moved to South Carolina for three years to support integration. We protested a store that was frequented by mainly African-American people, but had no African-American employees, and we succeeded in getting them to hire blacks. There was also a radio station that marketed to African-Americans, but again had only a white disc jockey. We wrote letters to sponsors such as Coke-a-Cola, Johnson and Johnson, and Budweiser's. When approximately 7 companies decided to cancel their advertisements, the station hired a black disc jockey. We also protested the murder of a young black man and tried to see what we could do to oust the offending police officer from the police department. We were not successful. During this time, I was harassed by the police -- once when I, a white woman, was in the car with MI license plates and a black man, a police officer stopped me and put a gun to my head and asked me what I was doing there.

Career accomplishments: Masters Degree in Teaching.
Bill Nelton
2230 Covert Rd.
Leslie, MI 49251
neltonb@cadl.org

Professional Activities: I am Outreach Coordinator for the Capital Area District Library based in Lansing, MI. I co-partner with neighborhood centers who serve youth and seniors many of whom are African Americans or refugees.

Community Activities:

Career accomplishments: I am now in my thirty seventh year as a professional librarian most of which has been spent doing outreach. In 2001 I established the Outreach Services Department at the Capital Area District Library in Lansing, MI. My title is Outreach Coordinator.

Thom Peterson
12134 - 112th Avenue
Grand Haven, MI 49417
PetersonT@grps.k12.mi.us


Milton Powell
6018 Horizon Drive
East Lansing, MI 48823
mbp434@sbcglobal.net

Professional Activities: Taught courses in comparing experiences of racial minority, immigrants and women in American History. These were taught at Justin Morrill College in late 1960s and early 1970s, but I think I would have done so even had I not gone to Rust College in 1965.

Community Activities: NAACP, Southern Poverty Law Center memberships, Greater Lansing Housing Coalition.

Career accomplishments: Professor and Associate Chairperson, Department of American Thought and Language, Michigan State University. Graduate degrees in American History from University of Iowa.
Jack Reinoehl
107 State #3
Hillsdale, MI 49242
jack.reinoehl@hillsdale.edu

Professional Activities:
Community Activities:

Career accomplishments: Professor of Mathematics, Hillsdale College.

Patricia Riley
2416 Okemos Dr. SE
Grand Rapids, MI 49506
wrly001@aol.com

Professional Activities:
Community Activities:

Career accomplishments:

Ron Robotham
147 W. Norton
Muskegon, MI 49444
robotham@msn.com

Professional Activities: Life time of dedication to social justice; Teacher Preacher; Low-Income Housing Provider.

Community Activities: Too long a list.

Career accomplishments: Teacher, Builder, Housing Coordinator.

Lewis Rudolph
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Amherst, MA 1002
lewis.rudolph@sphs.com

Professional Activities: Manager of Grants and Community Benefits, Sisters of Providence Health System, Springfield, MA.
- Vice President, Community Building, United Way of America, Alexandria, VA.
- President/CEO, United Way of Olmsted County, Rochester, MN.
- President/CEO, Hampshire Community United Way, Northampton, MA.
- President/CEO, United Way of Androscoggin County, Lewiston, ME.
- Senior Vice President, Berkshire United Way, Pittsfield, MA.
- Senior Planner, United Way Community Services, Detroit, MI.
- Educational Coordinator/Training Specialist, Focus: HOPE of Metropolitan Detroit.

Community Activities: Teacher, Project Upward Bound, Oakland University, Rochester, MI.
Career accomplishments:
- Developed and implemented two-year community building fellowship for 21 of the largest United Ways, in partnership with the Kennedy School of Government at Harvard University and the Annie E. Casey Foundation.
- Led project team to create and design new community assessment model for United Way of America, COMPASS 2.0, a synthesis of capacity building and needs-based models, with input from external review committee of nationally known experts such as John McKnight and Jody Kretzman of Northwestern University.
- Co-creator and contributing editor for Community: A Journal of Community Building for Community Leaders, a United Way of America publication distributed to a wide audience of United Ways, colleges and universities, corporations, foundations, units of government and non-profit organizations.
- Created and implemented $120 thousand Neighborhood Initiative Program in collaboration with Mayo Clinic Foundation to revitalize strategically designated neighborhood.
- Participant in Community Consensus Institute and applied methods to create Outcomes Measurement Program for United Way-affiliated agencies, and neighborhood organization initiative in Rochester, MN, among tenants, landlords, new immigrant populations, neighborhood associations and local businesses.
- Instituted community-wide needs assessment for Androscoggin County, ME, in partnership with Bates College, two regional hospitals and Central Maine Technical College to position organization as partner for community impact.
- Devised Success By 6 model grants program in collaboration with Chamber of Commerce and Bates College to enhance early childhood development in rural areas in Central Maine.
- Facilitated community process and study resulting in $2.5 million in new state and federal funds to create Redfield House Parenting Services Center, a model residential and multiservice center for young parents and their children in Berkshire County, MA.
- Developed childcare consortium with GE Aerospace, and Crane and Company to build new facility, in Pittsfield, MA, leveraging $500 thousand of corporate investment to build neighborhood, licensed childcare center.
- Co-authored strategic plan for YMCA of Metropolitan Detroit to improve programmatic responsiveness to urban population needs and aspirations at six urban branches.
- Instituted tri-county training network in Metropolitan Detroit among eight family service agencies to develop innovative outreach program for 250,000 unemployed workers and their families, utilizing media and new data collection and analysis methods. Project yielded article published in Social Casework.
- Garnered over $1 million in grants from governmental and private sources to fund employment and training, and management assistance programs for senior staff and 260 welfare-to-work participants at 130 United Way agencies.
- Trained over 900 students and faculty from Metropolitan Detroit high schools in “Training for Trust,” a conflict processing program of Focus: HOPE of Metropolitan Detroit, targeting newly integrated schools impacted by court-ordered busing and rapid immigration of families from the Middle East, and funded by the Ford Foundation and the U.S. Office of Education. Project received letter of commendation from President Jimmy Carter in the aftermath of the Camp David Accords.
John Schulteman  
9226 Chotank Trail  
Ashland, VA 23005  
john_schulteman@dej.s.virginia.gov

**Professional Activities:** Becoming a STEP volunteer gave me the experience of being a teacher, which I enjoyed very much. Following service in the Air Force from 1966 to 1970, I returned to MSU and earned my Ph.D. in Political Science. This permitted me to teach political science classes at MSU, Lansing Community College, Texas Tech University and Virginia Commonwealth University. I was hired to testify as an expert on elections in a case initiated by the Virginia ACLU in 1983. The case sought to increase the probability of Afro-Americans being elected to the town council of Farmville, VA. At the time, I was an Assistant Professor of Political Science at Virginia Commonwealth University.

**Community Activities:** My STEP experience, and particularly the experience of marching in the Meredith March Against Fear, is a factor that encouraged my participation as an activist in support of Gay (GLBT) rights. My wife and I have marched in national gay rights parades and I have worked in my church (Unitarian-Universalist) to ensure a welcoming atmosphere for GLBT persons. It also gave me the courage to march as a Veteran Against the War with Iraq in the 2005 NYC Veterans’ Day Parade.

**Career accomplishments:** Assistant Professor of Political Science from 1976 to 1984. Research and Evaluation Specialist with the Virginia Department of Criminal Justice Services from 1985 until the present.

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Theda Skocpol  
66 Huron Avenue  
Cambridge, MA 02138  
thedas@fas.harvard.edu

**Professional Activities:** STEP helped to spark my interest in education, and I eventually became a professor of sociology and of political science. I have always been interested in studying social change, and I have remained committed to furthering racial equality and the educational attainments of African-American students.

**Community Activities:** None specifically.

**Career accomplishments:** I am currently the Victor S. Thomas Professor of Government and Sociology, and Dean of the Graduate School of Arts and Sciences, at Harvard University. I have a long CV, which could be provided, but too much to reproduce here.

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William J. Skocpol  
66 Huron Avenue  
Cambridge, MA 02138  
skocpol@bu.edu

**Professional Activities:** Danforth Fellowship for graduate school; taught physics, chemistry, and math at St. Agnes High School, Flint, MI, 1968-69. Assistant and Associate Professor of Physics, Harvard University, 1974-81. Professor of Physics, Boston University, 1987-present.

**Community Activities:** Nothing specific outside the university.
Elizabeth Snodgrass
11220 W. Vermontville Hwy.
Vermontville, MI  49096

Professional Activities:  As a third grade teacher I am able to make the time period become "real" for my students.

Community Activities:  I have been very active in my community, belonging to various organizations; how much stems from STEP or my upbringing I cannot say.

Career accomplishments:  Classroom teacher (third and first grades) -- Maple Valley Schools -- elementary art instruction.

Kay Snyder
2470 Hillside Dr.
Indiana, PA  15701
ksnyden@iup.edu

Professional Activities:  I am a sociologist and a college professor. My first experience teaching college students was through the STEP Program, and I knew while at Rust College that that was what I wanted to do with my life. I had never considered going to graduate school or teaching at the college level until faculty connected with the STEP Program first suggested the idea to me. Throughout my career much of my focus within sociology has been on issues of inequality based on race, class, gender, etc. -- an interest that I believe was deepened in significant ways by my involvement with the STEP Program. I have taught classes on such topics as race and social stratification, which I again believe were shaped importantly by being in STEP.

Community Activities:  My involvement in community activities has reflected a commitment to greater equality for all, regardless of race, ethnicity, gender, sexual orientation, etc.--a commitment that I believe was deepened through the STEP Project. This has included various involvements with women's issues and within our local Unitarian Universalist Church.

Career accomplishments:  For the past 30 1/2 years I have been a professor in the Department of Sociology at Indiana University of Pennsylvania. Currently I am also the Sociology Master's Coordinator (as I have been for a number of years); in the past I served as Sociology Department chair. I taught in the Sociology Department at Michigan State for three years prior to this time.
John Speck

Professional Activities:

Community Activities:

Career accomplishments:

Alex Valentine

Professional Activities:

Community Activities:

Career accomplishments:

William Volz
3846 Wedgewood Drive
Bloomfield Hills, MI 48301
w.h.volz@wayne.edu

Professional Activities: STEP was my introduction to college teaching. I have been a professor at Wayne State University for 28 years. I have had a continuing relationship with the Free Legal Aid Clinic (FLAC) that is affiliated with Wayne State University Law School and provides legal services for Detroit's poor.

Community Activities: STEP clarified for me the importance of the political process. In a variety of ways, I’ve remained politically active since my involvement in STEP.

Career accomplishments: I am a professor of business administration at Wayne State University School of Business Administration, in Detroit. In my 28 years at Wayne State, I served 10 years as dean of the School of Business Administration. I also served as a department chair and as director of the Center for Legal Studies in Wayne State University Law School. I very proud of the awards I have received for my teaching, my scholarship and my service to the community. One of my articles was quoted (in a dissent) by the United States Supreme Court.

Katherine Wolterink
1866 Lardie Road
Traverse City, MI 49686
Wolterink@coslink.net

Professional Activities: I credit my first college teaching job at The University of Santa Clara to my experience in STEP. That job was followed by 15 years of teaching English at a variety of colleges and universities, including Yale, William and Mary, and Scranton University.

Community Activities: I can’t say any of my volunteer activities have stemmed directly from my time with STEP. I’ve been involved in a wide variety of community activities including Christian education, the ecumenical movement, political campaigns, blood drives, Habitat for Humanity, work with the American Friends Service Committee, the Southern Poverty Law Center, Teach Tolerance, SCLC, Heifer International, and banks, etc. I think of my involvement with STEP as one of those activities spawned by the values instilled in me by my upbringing.
Career accomplishments: After teaching at colleges and universities for 15 years, I took a job at Benzie Central High School in Benzonia, MI. I am currently Chair of the Language Arts Department (English and Foreign Languages), 7-12, and Chair of the Writing Committee, 9-12. This is my 10th year at Benzie—six years to go!

Caroline Wong
2015 Aamomi St.
Pearl City, HI 96782
Caroline_Wong/ MOANAI/HIDOE@notes.k12.hi.us

Professional Activities: High School and Middle School Teacher, 16 years; piloted HS Ethnic Studies Program for State AFS State Representative, 1980-90; Moanalua Middle School (MMS) Principal, 16 years; piloted Character Education Program for State School; recognized for National Service Learning Leader School in 2001; Hawaii Secondary Principals Association President 1998-2004.

Community Activities: AFS State Representative - 1980-90; actively involved in community outreach through church education, outreach, building expansion programs as well as community service; actively involved in youth athletic programs; parent-teacher organizations; President of the Hawaii Association of Secondary School Administrators (HASSA).

Career accomplishments: Principal, Moanalua Middle School; Educational Specialist with Department of Education (two years); recognized as the State Middle School Principal of the Year, 2006.

Steve Youngs
422 West Green
Hastings, MI 49058
Syoungs48@sbcglobal.net

Professional Activities: I have always been involved in education. I taught for Detroit Public Schools for five years, and was principal of a small Catholic School for 24 years. After retirement, I continue to teach at Kellogg Community College, and I am coordinator for the Community Music School in Hastings.

Community Activities: My wife and I fostered for 18 years.

Career accomplishments: Masters in Pastor Studies from Loyola of Chicago. Principal of St. Rose of Lima School for 24 years Adjunct instructor at Kellogg Community College
TRANSCRIPT of 12 INTERVIEWS with STEP Volunteers - MSU Jan 17-2007

Possible Questions

How did you learn about/get involved with STEP?
Why was their opposition from parents?
What role did you play in STEP?
What did it mean to be a part of the action at this time?
What was it like to be in STEP?
What is the most important thing that you took away from the experience?
What impact on your career?

Inner journey - long and short-term impact on your life?
(How connected with the rest of your life?)

Leadership - long and short-term impact on your role in organizations, your profession, and in society?

Lead comment:
"As we proceed through our interviews today, it would be good if you can respond in terms that go beyond mere recounting. Instead, if you can be a bit reflective, you will be helping the STEP archival project."
12 Interviews about the "STEP" Program between MSU & Rust College, Mississippi
Remembered 40 years later
2007

Interviews conducted January 13, 2007, in connection with
The 40th Anniversary of the Michigan State University Student Tutorial Education Project
(STEP) at Rust College, Holly Springs, Mississippi – 1965-1968

Interviewers:
Dr. Ron Dorr, Professor of Rhetoric, James Madison College, MSU
Dr. Dale Herder, Former Provost, Lansing Community College

Volume 1 Interviewees:
1. Phyllis Barton Harris, Director of Music Ministries, St. Pius V Church, Pasadena, Texas
2. Dr. Kay Snyder, Professor of Sociology, Indiana University of Pennsylvania
3. Christine Lundberg, Manager, Small Business Development Center, Martinsburg, West Virginia
4. Dr. William Skocpol, Professor of Physics, Boston University
5. Lewis Rudolph, Grants and Community Benefits Manager, Sisters of Providence Health System, Springfield, Massachusetts
6. Elizabeth King Snodgrass, Third Grade Classroom Teacher, Maple Valley Schools, Vermontville, Michigan

Volume 2 Interviewees:
7. Linda Garcia Shelton, Director of Behavior Medicine, Visiting Professor, University of Southern California
8. Merrie Milton, Long Time Civil Rights Activist in South, Teacher in the inner city of Detroit
9. David Hollister, President and CEO, Prima Civitas Foundation, Former Mayor of Lansing and member of the Michigan House of Representatives
10. Dr. John Scuiteman, Research and Evaluation Specialist, Virginia Department of Criminal Justice, Ashland, Virginia
11. Thom Peterson, Supervisor, Energy Management, Planning Department, Grand Rapids Schools, Grand Rapids Michigan
12. Caroline Wong, Principal, Moanalua Middle School, Specialist with Hawaii Department of Education, Pearl City, Hawaii

Volume 1: Interview 1
Interviewer: Dr. Ron Dorr (DD)
Interviewee: Phyllis Barton Harris (PBH)

Dr. Ron Dorr: We have the privilege this morning of talking to a group of alumni of Michigan State University. They participated in a special project in the mid 1960s a project called STEP-Student Tutorial Education Project at Holly Springs particularly at Rust College. We have one of those alumni here today to talk to us and I’d like her to introduce herself.

Phyllis Barton Harris: My name is Phyllis Barton Harris. At the time I went to Michigan State University I was majoring in Music Composition and then in Music Education. I was a member of People’s Church and got to know John Duley partly through some other campus work. I was
12 Interviews about the “STEP” Program between MSU & Rust College, Mississippi
Remembered 40 years later

2007

very much interested in what he was doing in terms of working with blacks at the point in Mississippi and when I was invited to go along and help with the music I jumped at the chance. My father was a minister so I have always been probably aware of people who had been under privileged in one way or another and as a preacher’s kid you make a decision early on that you’re either going to fight that or you’re going to accept it. And somewhere along the way I had enough grace to embrace it and the years I spent in Mississippi I went there for 3 summers I probably learned much more than I ever taught. But it was definitely a part of not only my formal education but a lifelong learning experience.

Dr. Ron Dorr: What years did you go?

Phyllis Barton Harris: I think I went the 1st and the 2nd and 4th year and whether that was ‘66, ‘67 and ‘69; I don’t remember exactly which years it was.

Dr. Ron Dorr: Did you then receive approval from your parents for doing this or did you get mixed signals?

Phyllis Barton Harris: I had very mixed signals from my parents. Mississippi in the 60s was not the place you would want to send your daughter. But my dad I think probably supported me more than my mother did because he was also a flirt for human rights and very interested in what was happening in the general community at that point in terms of civil rights.

Dr. Ron Dorr: And what were your expectations in going, did you have specific goals that you thought that you could achieve?

Phyllis Barton Harris: Oh I rather suspect that I thought that I was going to teach them all how to read music and learn wonderful things about how to work together as an ensemble. I didn’t quite expect to learn as much as I did about hand jiving and the correct way to do ‘Were You There When They Crucified My Lord’ I think it was an eye opening experience to find out that people that who didn’t always read music were probably much more innately musical than I was.

Dr. Ron Dorr: Again what year were you in Michigan State? Were you freshman, sophomore?

Phyllis Barton Harris: I graduated in ‘63 so from high school, I would have graduated ‘67. I think I went my sophomore, my junior year, at the end of my senior year I did not go. And then again my first year of teaching I went.

Dr. Ron Dorr: And why did you go back a second and third time?

Phyllis Barton Harris: Probably because it was the most interesting, fulfilling thing I had done at that point and I became thoroughly convinced that education was the key to getting out of whatever situation that you happen to be in.

Dr. Ron Dorr: That’s what Bob Green was telling us today and he told me...

Phyllis Barton Harris: I.....it’s......
Dr. Ron Dorr: And when you say it was interesting and most fulfilling thing yet could you elaborate, in a sense, what did you do there, what was the interesting, fulfilling part?

Phyllis Barton Harris: Part of it was just the interpersonal relationships. I had never lived with black people on a one to one basis, daily basis, other than college a little bit. So watching them straighten their hair and deal with their makeup, finding out they had the same boyfriend/girlfriend problems that we had and the same parental problems that we had was kind of an insight.

Dr. Ron Dorr: Where’d you live?

Phyllis Barton Harris: We lived in the dormitories with the students on campus. There wasn’t a whole lot in way of electrical plugs in the room; we learned to take salt tablets to keep from getting dehydrated. I had never had grits before for breakfast and I can’t say that I am particularly fond of them even to this day. But the atmosphere of also living on a small plot of land surrounded by people who would sometimes drive by in their pickup trucks with their rifles in the back window. Across the quarter on one street was the Shack House and apparently the people there had been involved some local run ins with the law. I found it rather intimidating to walk with my students to a local store to try to buy some feminine supplies and realize that we weren’t going to get waited on. One time we went to a restaurant and got seated, finally, in the back room and discovered we’d been passed two different kinds of menus one with higher prices and the other with lower prices and were told by the waitress that the lower prices were the old ones and we were expected to pay the higher prices.

Dr. Ron Dorr: What effect did that have on you?

Phyllis Barton Harris: It made me pretty angry, and I thought there had to be a better way to treat people because these were suddenly people that I’d come to know as friends.

Dr. Ron Dorr: Did you talk about those experiences then back in the dormitory after you had gone through something like that?

Phyllis Barton Harris: Not only in the dormitory but in the fundraising speeches that we gave to the various churches because we were expected to raise enough money to pay our own way. My father at one point in later years, told me that he was surprised that I did as well I did because I came back pretty radical and he thought that I was probably insulting some of the people who were doing a pretty good job at making sure I was there.

Dr. Ron Dorr: I want to come to that in just a couple minutes, but before we do that I would like to talk a little but more about the music. You said that you had certain ideas about, you were going down there, you were going to teach them about composition instead you learned other things, what was the day to day life like in music that you experienced there, did you for instance ever meet the Rust College Singers or members of that group that sang because they have a national reputation.
Phyllis Barton Harris: The group we were working with were incoming freshman, some of them were in sports some of them weren’t sure what they were going into, I think some of them probably were going to go into music but some of them were not sure what they were going into. The focus of the STEP Program was to build their study skills, so they would learn how to study, how to spend their time wisely, how to write. I suspect they thought that the music was going to be kind of an extracurricular thing for socializing so we’d all get to know each other. The music was... incredible. I went down with things like Elijah Rock and things I thought would appeal to them and some other classical things; I discovered a whole world of popular music most of it based I think in either in Nashville or in Detroit was big at that point...

Dr. Ron Dorr: Mm hmm.

Phyllis Barton Harris: ... The Supremes were popular. I found out they did not indeed read music the way I had been taught to read music, notation ally.

Dr. Ron Dorr: How did they learn it?

Phyllis Barton Harris: Most of them learned it by rote, and they were very adept orally, they could hear something once perhaps twice and they’d have it captured. Whereas I think a lot of my training at that point had been visual whereas if I saw it I could figure it out and make and eventually make music out of it. I remember sitting around on the steps one night watching one of the boys do hand jive and smiling in remembrance when Bobby Darin suddenly came on big in terms of popular music that this was something that had existed long before he’d ever recorded but he was doing a wonderful job of carrying on the tradition. We had I think a choir class where they’d have a music theory class of sorts but most of the music happened I think extracurricularly and extemporaneously when we had time we’d find a piano and make music.

Dr. Ron Dorr: So most of your time was working on other skills that you were helping them reading or writing and the like?

Phyllis Barton Harris: I was trying to teach them how to read music.

Dr. Ron Dorr: Okay, okay. When I heard the Rust College Singers in 1955, what I can remember most of all was ‘Rock My Soul in the Bosom of Abraham’. Did you ever hear that?

Phyllis Barton Harris: Yes.

Dr. Ron Dorr: And other Afro-American spirituals.

Phyllis Barton Harris: I was taught one evening how to do, ‘Were You There’, the notes on the page that which never change the first verse is done a pretty regular tempo the second verse is done at a slightly slower tempo and by the time you get to the nails, it is so slow and so agonizing and every vowel and every consonant is there and then when they roll the tombstone away the whole atmosphere changes, the brightness of the color in the voice (Inaudible).

Dr. Ron Dorr: That’s fascinating.
Phyllis Barton Harris: It was amazing.

Dr. Ron Dorr: Can we talk about something now, the effect on you as you came back and in the rest of your life; did STEP change you, did it have a long lasting effect on you?

Phyllis Barton Harris: I think I learned a couple of things. I learned to not to be quite so shy and timid as I had been; I learned or maybe relearned that what’s on the outside doesn’t count what’s on the inside counts. Musicians have this strange habit of judging people 2 ways; you judge them by what kind of person they are and what kind of musician they are. And as you grow old you find out if you are a wonderful musician you can sometimes get by without being such a wonderful person but those people who are truly great are really wonderful musicians and wonderful people so I began looking past color of skin. I became firmly convinced that education is a vital key in whatever endeavor you intend to do.

Dr. Ron Dorr: What if anything did you learn about leadership?

Phyllis Barton Harris: I probably learned not so much to worry about what other people thought about me but to go ahead and stand by my conscience and what I thought was right.

Dr. Ron Dorr: It’s a real moral component to leadership.

Phyllis Barton Harris: And I find myself to be somewhat upset and concerned by people who are afraid to do things because somebody might not like it or somebody might sue them or somebody might not think properly of that whereas if this is a need that needs to be addressed and something needs to be done then I might just step up and go ahead and do it.

Dr. Ron Dorr: Did the STEP experience have an effect in your own friends, your family, people you knew closely after you came back and in the rest of your life?

Phyllis Barton Harris: I probably lost a couple of friends because I was more willing to associate with black people but I also gained an incredible number of new friends by being willing to look past the color.

Dr. Ron Dorr: Is there anything that we haven’t spoken about that you would like to make sure gets on this? I think this is it and then we go.

Phyllis Barton Harris: I hope it meant as much to the people who came as it meant to those of us that went down and it would be interesting sometime to find out how it affected the people who actually came.

Dr. Ron Dorr: Phyllis Harris, thank you very much for what you’ve told us today about the STEP Program.

Phyllis Barton Harris: And I hope somebody somewhere repeats this kind of project.
Dr. Ron Dorr: I do too.

Volume 1
Interview 2

Interviewer: Dr. Ron Dorr (DD)
Interviewee: Dr. Kay Snyder (DKS)

Dr. Kay Snyder: Hi there, I’m Kay Snyder; I currently teach at Indiana University of Pennsylvania, I am a Sociology Professor. I was involved in the very first STEP Project, year 1965, actually I was very involved in the organizing of that and the fundraising that occurred before we went the first year. So I was really involved in it from the very beginning; I worked for Bob Green in the College of Education he was very involved in the program and knew John Duley well. So I knew a lot of the people that were spearheading this and that’s really how I got involved in helping set it up. I was then the Social Science Coordinator in terms of the students that went that first year.

Dr. Ron Dorr: Did you face any opposition from any of your friends or your parents in deciding to go on this?

Dr. Kay Snyder: Frankly, I didn’t really ask my parents permission to go, I just knew I was going and they really, they were supportive of me as a person but Mississippi was a scary name and they were I think concerned about the safety but they knew John Duley well he was a neighbor from East Lansing so I didn’t really get opposition there and my friends were ones who were very involved and committed to civil rights however I did have a dramatic moment as I was getting ready to go to Mississippi, my grandfather lived with our family he had lived there for some years, I went upstairs to get a suitcase to get my things together and I found something I wasn’t prepared to find. And that was I found the suitcase but before I found the suitcase I found a KKK robe and a book written by a grand imperial wizard back in the 1920s and I came storming downstairs and I said, What is this anyway and my mother looked very, very sheepy shinned, anyway it turned out it was my grandfather who was living in our house and my grandmother who was no longer alive, their KKK robes. So there, there, and I knew my grandfather was not at all happy about me going and I learned by the end of that day some interesting things about the history of our family that I didn’t know actually this was rural Michigan and actually it wasn’t at that time, it was really anti-catholic, anti-immigrant activity.
that was happening, I did learn that they got out after a while when they realized really some of the political agenda but clearly there were many family members of mine that more distant than my parents that were quite opposed to my involvement in civil rights.

**Dr. Ron Dorr:** And yet you went down there more than once?

**Dr. Kay Snyder:** No, I was down there, no the first, I was down there the first year again my involvement; was a lot of involvement was before we ever went, planning that first year and then because that was during my sophomore year and I had two more years. I was involved in some of the fundraising but I was not one who went after the first year.

**Dr. Ron Dorr:** Very quickly, why had they involved you in the fundraising had you had experience in that?

**Dr. Kay Snyder:** No, it was just, again, I, there were a group of us, we knew many of the people who were setting us up they involved a number of us from the very early stages of the planning and so when I think how was this program something that had a real impact on my life it was to be taken seriously, working with faculty who were committed to civil rights; they were committed to something big and that to be involved in various steps of this when I was hearing this speech that Martin Luther King gave in ‘65 in February, you know I had helped lead him in that day, I talked to him that day and so those kind of involvements as a sophomore in college were transformative in terms of my life.

**Dr. Ron Dorr:** What was your impression of him?

**Dr. Kay Snyder:** I was awe struck, I was just awe struck. And in hearing his speaking today, what an order and in what a presence it was I really was to feel that I was in the presence of someone great in a way that I had not experienced before. It was really an amazing experience.

**Dr. Ron Dorr:** Did you know that he had fainted during, that, just before the screening of that?

**Dr. Kay Snyder:** Yes, I did, I did again I was involved in the back, in the backstage of all of that.

**Dr. Ron Dorr:** I want to take you now from MSU for a moment now then to Holly Springs. What did you do there? What was it like to participate in a project like this in 1965?

**Dr. Kay Snyder:** Well I looked at my journal and I remember crossing the border into Mississippi and in those days again when we talked about Mississippi it was feeling like you were going to a foreign country. So just even crossing the border, I really think I thought that people were going to jump out and start beating on the car because we were from the north, it was scary, it was scary to go and to go into Mississippi but it also felt like we were apart of something really, really big. I was teaching college students but I was also, I had just recently become certified as a life guard I was one of the ones teaching swimming to the children at the public pool in ‘65. My understanding is we really had the only integrated pool in the state of Mississippi that summer it was integrated because those of us from the north were whites were
there in helping keeping it open the whites from the community were no longer going to the pool. But, but we were teaching swimming classes to children, black children who had never been in a pool before had not seen water besides the side, the size of that often didn’t have indoor plumbing so that was a really big piece of this whole experience for us and working with young children as well.

**Dr. Ron Dorr:** And study skills? Did you...

**Dr. Kay Snyder:** Yes, yeah with the social sciences with the college students, the students that were coming into college, absolutely, working on study skills and things that would prepare them so they could do better in college and be more prepared often their high schools would not prepare them for college. And incidentally I did not realize that I was involved in the program really how important this whole effort was, I knew we were working with students so they could be prepared for college but I later, many years later I am a sociologist and I met a young woman who was just finishing her dissertation and which she was looking at what had happened in Mississippi in those years and what I realized is that these historically black colleges, and Rust College were unaccredited at the time that for those schools to be accredited for students to come out of them who were trained and ready to be leaders was a very radical opposing of the powers that were in Mississippi at that time and she had been looking in a lot of records it was just clear that there were concerted efforts to keep those schools from becoming all that they could become. So learning that later, I realized wow, we were a part of something bigger than just the educational effort and certainly there was a lot of voter registration and all of that going on but we were really working on education.

**Dr. Ron Dorr:** And lead me to ask two questions, you said that at Rust College, you decided that college teaching is what you really wanted to do, what led you specifically to that decision and then you said that you preparing people for leadership, I’d like you talk a little bit about what you learned about leadership and how you encouraged that in those black students.

**Dr. Kay Snyder:** I, Bob Green was someone that was very involved in organizing this STEP Project and he was the very first person who ever said to me you are to go to graduate school, you can do this you know and my generation of women the idea was for those of us that wanted to teach it was to get an insurance policy, in other words that we would get a degree so we could teach secondary school if something god forbid would happen to our husband along the way. And that was really the mindset. And I realized that summer, I’d known teaching was an interest to me but I really up to that point thought much younger and of course I’d never go to graduate school and all of that but working with those young people just the experience of thinking how do you communicate something to someone how do you build those skills was so engaging and I realized I could, I could teach college and you have to understand it was that I had not had at that point, I don’t think I’d ever had a woman college professor in my freshman and sophomore years of college. So this was the idea it wasn’t that I didn’t think that I would regret it it’s just the idea that I could do that and so here I was, I was teaching students who were going come to college and realized that I could do this but I was hooked on teaching, I was hooked on teaching at that level and really, I really was and it was I guess I working with students I realized I could make a difference in their lives.
Dr. Ron Dorr: Do you have idea whether those black students were seeing women teachers for the first time themselves?

Dr. Kay Snyder: That's a good question, I'm not sure, they may have had some but I'm not really sure but again you have to realize these were students the ones we were working with who had just finished high school and they were so they had not had college classes themselves at that point.

Dr. Ron Dorr: What did you learn about leadership?

Dr. Kay Snyder: I learned I could it and that was an amazing thing to realize and I learned it from being involved and again in the planning and coordinator ship and you have to realize the very first year it wasn't just fund raising, it was figuring what are we going to teach, how are we going to teach this, how are we going to organize these students. None of us had done this before, none of us had been teachers, any of it, how are we going to interface with the faculty? So it was working with faculty and being listened to and you realized you can do all of these things; that was really, really important.

Dr. Ron Dorr: And that is very clear from what you are saying, was there in addition to the pedagogical and the if you want to call it the social educational component of leadership was there a real moral element that you...

Dr. Kay Snyder: Oh absolutely, absolutely, absolutely. I first had gotten to know John Duley for being involved in the United Church. Certainly there were people there Jimmy Morrison the minister.....

Dr. Ron Dorr: Yes, yes.

Dr. Kay Snyder: ...went to Selma marched in the demonstrations I knew Eleanor Morrison very well, this was a moral issue for me, very much so and it was very much grounded in ethical concerns and so yes, it was really, I felt it as a calling and in fact I say now to students whatever you do find something that is a calling or you, find a calling and the rest if you have something that you really care about and that's what became for me. And what was interesting was it was about, it was about social justice it was certainly about ethical moral issues and at the time I remember writing in my journal you know I really I envied blacks I wished that, that because I felt there was a cause and through the experience in Mississippi I later then worked for SCLC for a summer in Chicago connected with Bob Green it was (inaudible) the difference in experiences that began realize increasingly and this was true for a lot of women that “Oh My Goodness” there's issues that women face, there's inequalities there including the women’s civil rights movement and that was very transformative/So looking at my adult life I mean not only did I become a college professor but I teach sociology and my area of interests are inequalities and I now teach a lot of gender in sociology. The sociology of gender well that wasn't even a topic, I never studied it in graduate school it certainly wasn't an issue at that time but it was the under current of realizing now wait a minute, wait a minute if we're going to talk about justice and inequality, hmm....it isn't just in one domain we have to think what if, what's happening to...
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women so again the seeds of all that were planted in the work of the STEP Project and being
involved in something like that.

Dr. Ron Dorr: You lived those very assumptions.

Dr. Kay Snyder: I did, I did, I did and it was huge, it was huge to realize.

Dr. Ron Dorr: Do you have anything else you would like to add before we draw this to a close?

Dr. Kay Snyder: I, in time I want to see something about the moral issue. And that was, I look
back and I look at my journal and I realize some of the things that I believed going to
Mississippi, and frankly while on the one hand certainly there was this moral issue that needed to
changed transformation taking place, what I realized repeatedly from the students that we
worked with and subsequent involvements that I, that I had is that whites from the north to go
down and think Oh Mississippi they have such a problem and we need to help with this problem
was really very presumptuous and very ethnocentric and what I often realized is that for
blacks in Mississippi at that time and they’re from Mississippi and for us to come down and dis
on their state and so on, often times we went beyond dissecting on the power structures that be and
so for me I came back to the north and I came back to my own situations to realize what kinds of
inequalities existed, I knew about them but it wasn’t so black and white, that there were many
things that we needed to do but weren’t being done in the north and there were many issues
involving not just race but gender, social class as well. And so it was a rather humbling also it
was humbling for many of our students, I remember one student wrote me a little note saying, “A
little bit of education is a dangerous thing.” They wanted us to be mindful of what we were
saying to them and sometimes we were more concerned with changing them than dealing with
their own issues.

Dr. Ron Dorr: Kay Snyder, I want to thank you for your participation in STEP and for
participating in this interview today.

Dr. Kay Snyder: You’re welcome, thanks.

Volume 1
Interview 3

Interviewer: Dr. Ron Dorr (DD)
Interviewee: Christine Lundberg (CL)

Christine Lundberg: My name is Christine Lundberg, I grew up in East Lansing, graduated
from East Lansing High School, Michigan State graduate of ’66 and ’71. Now I currently live in
West Virginia but I forget how you wanted me to put that, what else did you need, I’m sorry.
Dr. Ron Dorr: If you wanted to say something about what you do currently, anything more than that not necessary.

Christine Lundberg: No.

Dr. Ron Dorr: I’m interested first of all, how did you learn about STEP? Why did you decide to go?

Christine Lundberg: Let me, let me back track here one second if I can, I would not have been involved in STEP, I would not have even met Dr. Beaman if it had not been for my mother. Very early on when I was still in high school I believe we ended up going to Chicago on a fair housing project after that when I came back I got involved in some fair housing issues in East Lansing which is where I met Dr. Beaman, I was also a PE recreation major which is where I got to meet Dr. Beaman as well I was very late joining the project in ‘66 because Dr. Beaman realized I needed a class to graduate and he asked me if I wanted to do my recreation supervisions at Rust College and I said, “Hey, yes why not?” I knew Dr. Beaman, and, and I admired him greatly he is a mentor obviously I can’t say enough about him but between my mother and Dr. Beaman is how I really got involved in the STEP Project.

Dr. Ron Dorr: And did you face any opposition from friends or other people who wanted to discourage you from going?

Christine Lundberg: At that point in time, I don’t know, I was 22 I guess because I was a senior at that point so I’m not sure I had to sign off or if I had to get anyone to sign off on it. My mother certainly was very supportive of it so and the rest of my family was kind of estranged so that didn’t matter.

Dr. Ron Dorr: So if I understand you went twice?

Christine Lundberg: Yes, well I didn’t go twice, after the summer ‘66 and again because of Dr. Beaman he ended up talking to President Smith at Rust College, I was looking for a job, and so Frank called me and said, “Chris, do you want to teach at Rust College?” I said, “Hey, why not?” So I went back that fall and I worked at Rust College the years, ‘66-‘67, ‘67-‘68 so.

Dr. Ron Dorr: What’d you do there?

Christine Lundberg: I was dormitory counselor, taught physical education, track, coached the women’s track team and also coached the drill team as if that wasn’t enough. Of course there was no gymnasium so teaching PE was a little difficult but because I was already on campus I was then the Rust College Coordinator for the ‘67 project.

Dr. Ron Dorr: And, and the experience that you had done on the first, the summer that you went, what happened there? Was that a logical step for what you did there for the next two years?
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Christine Lundberg: Oh absolutely, absolutely. I mean number one I knew the facilities, I knew the college I knew what was going to happen, I knew the people down there so for me to move into that as a job it was, was I mean, ah it was just kind of like moving into a job that was going to be very comfortable.

Dr. Ron Dorr: And what’d you do during that, that first summer?

Christine Lundberg: That first summer I was in recreation, and again it was, everyone will tell you, I don’t think it ever dropped below 100 degrees during the day……

Dr. Ron Dorr: Wow!

Christine Lundberg: The fact that we access to the local pool was, I think js what saved us, but here we were using the football field when somebody reminded me today, we finished the tennis court that had been put down there so I mean I think there is a picture of me teaching somebody badminton. We were doing softball games but again it was after the afternoon tutorial program, it was kind of late afternoon when it was a little cooler but still not much. I remember taking salt tablets to survive that summer.

Dr. Ron Dorr: And was this the first time for instance the pool was integrated?

Christine Lundberg: No, it was integrated the year before. But we had very specific times when we could use the pool.

Dr. Ron Dorr: And how’d you find the students? What were they like?

Christine Lundberg: I mean, Willing to do anything, as I think back it’s like I wonder how they had the courage to leave home to come to Rust for 6 weeks, to meet with white kids and then have to go back home and have to go back to school and I mean that took a lot of money and I applaud all of them and then again as I was there on campus and got to see some of those students working through the year and stuff like that it was a very rewarding experience.

Dr. Ron Dorr: Did you ever talk to them about that kind of courage and that kind of financial situation that was required to be there to do this?

Christine Lundberg: The courage came through once I got to know a lot of them a lot better and there were some that actually even after I left Rust after the two years I got to know them I went to their homes and when I think back on it I wonder, man, did I really put them in jeopardy but they had asked me to come and I took that as the opportunity to go in and be able to meet them.

Dr. Ron Dorr: What were the seeds of that courage and that willingness to learn?

Christine Lundberg: I think it was the learning that they realized that as even Dr. King said in his speech that it’s gonna take education, people have to move ahead and the fact that they’d even been accepted at Rust College showed that they wanted to continue that education, and so
here was another opportunity for them to get some additional skills and I think most of them jumped at the opportunity because that’s what they wanted.

**Dr. Ron Dorr:** What was Rust College like at that time? Both in your first summer and in your two years later teaching what was.....

**Christine Lundberg:** Two completely different ones because you had two completely different presidents. Dr. Smith who was there at the very beginning was a very good minister and older man had basically seen the school through, a wonderful man to work with, he retired and then you got Dr. McMillan who was very much black power, a complete change of pace and that’s why my contract was not renewed. But in terms of the school, I mean Dr. Smith was the one out fund raising through the schools or the churches up in the Midwest and McMillan came in and he was the one that was out there pushing for black power going out and working with other blacks, black organizations and things like that so two completely different atmospheres on campus.

**Dr. Ron Dorr:** And what about Holly Springs itself, what was it like to live there?

**Christine Lundberg:** Basically, the lesson you learned even from the beginning, even with STEP, was that, you know, you stay on this college campus. Over the year because of the church and whatever and because I got involved in some other things I got out a little bit but let me tell you I did not interact with any of the white people except maybe the white doctor and that was maybe it.

**Dr. Ron Dorr:** And did you live in a dormitory?

**Christine Lundberg:** Yes, I did. Because I was the quote, quote dorm, I was living in the white dormitory that had no air conditioning.

**Dr. Ron Dorr:** What else was that like? (Chuckling)

**Christine Lundberg:** It was oppressing, we were just talking about that this morning again of how it was in a summer with a hundred degrees that we don’t think it ever cooled off, and we didn’t have fans, in many rooms you didn’t have cross ventilation, 6 or 8 of us in a room it was very interesting but again it led to experiences that I never regret.

**Dr. Ron Dorr:** And what can you say about the athletic capabilities and (Inaudible).

**Christine Lundberg:** Well actually I ended up, my second year then I was working on my master’s project it was not a thesis and again my thanks to Dr. Wessel on campus. What I did is take a study that had been done in Grand Rapids a survey of women, physical education, women high school graduates in Grand Rapids and I duplicated the study down there, well of course, I mean, Grand Rapids here there are they have pools, they have bowling alleys, archery, badminton, tennis whatever; down here in Mississippi they were lucky if they even had basketball much less volleyball so in terms of those kinds of skills completely different but get them out on a field let them play a little bit it was marvelous.
Dr. Ron Dorr: What effect did this experience have on you and your life that?

Christine Lundberg: Well it did change my life, there’s no two ways about it, I left Rust College I went down to Drew, Mississippi and I taught for two years I was one of two white teachers in the black high school after that I ended up and I lost that job because I was out in a march picketing for equal employment for blacks so my contract was not renewed that year. Went down to Jackson, Mississippi and worked with some people in the Mississippi Head Start Training Coordinating Council, Mississippi had the largest head start program in the country. So we had a staff of 5 or 6 of us, James Meredith’s sister was the nutritionist in the program, met a great number of people, actually I was up in Drew, Mississippi had a chance to meet Fannie Lou Hamer was involved in many marches with her. When I was down in Jackson, got involved with the NAAA double, Legal Defense Fund; many people do not know but Alice Walker was down there at that time because her husband was with the Legal Defense Fund. We got a little women’s group going so I had a chance to meet Alice Walker, I mean any number of experiences just down in Mississippi but after that I mean I moved to Washington, D.C. and you name the marches, whether it was for the equal rights amendment, abortion rights, women’s health rights, gay rights, anti-war; I mean, I don’t know how many miles I’ve put on this body marching.

Dr. Ron Dorr: And what’d you learn about leadership and what’d you learn about adversity in particular?

Christine Lundberg: Well it’s interesting just listening to Dr. King’s talk today about legislation and yeah legislation can do so much but what else can we do to really change people and I think that one has to step up if one knows in your heart that it’s the right thing to do and if you believe in nonviolence because that was the other thing we learned very early, that you got to step up. And that doesn’t mean that you necessarily have to be at the front of the march but you have to be in the march; you have to be there to be counted. It doesn’t mean that you have to take the leadership role on everything but at some point you do have to be there. When I moved to Martinsburg, West Virginia they were just forming a, what they were calling a community relations advisory council and I thought well, you know, I got to do something. No one, the county commissioners at the time said that they never expected us to address affirmative action, housing, and a number of other things that we got into the community relations even with the police department) They never expected that but there was a group of us that had different skills that came together and we presented something to the county so, I mean, my mother and Frank Beaman were very instrumental in saying you got to step up.

Dr. Ron Dorr: And back to something you said earlier, how’d you feel after the second president let you go because of black power issues and that?

Christine Lundberg: I was disappointed but I think on another hand I may have been ready to go. It’s what you talk about leadership, I mean, if you can’t do anything, I mean if all you’re gonna be is be there and be his token in many ways because you knew he was using you to say, “Hey, look at us we’re integrated,” but on the other hand if you were not going to be allowed to do anything and you could see some levels of nepotism around you then it’s like, “Is it time for me to move on?” And I think it was.
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Dr. Ron Dorr: And John Duley has often talked about that. That there is a time for folding your cards and moving on.

Christine Lundberg: Absolutely.

Dr. Ron Dorr: Is there something that we've missed or there's something you would like add to the conversation before we close?

Christine Lundberg: Well two, two different things, one is that I was at Rust College when Dr. King was assassinated and I suspect that it might've been Dr. McMillan at the time but he closed the campus and said nobody could leave, well, myself and a women named Vera Williams who was an older woman from Iowa who was working in the library and two of the students, we went to the march in Memphis. I mean, how could you not have gone? I mean we were that close and the two students were very careful Vera was an older woman even at that time and so they marched on either side of us to protect us we were in the middle then of the row and they were very protective of us at the same but I didn't feel that I needed that but they wanted to do it and I don't think in that march I every felt afraid of anything and again it was just one of the incredibly, powerful, moving things that kind of set the tone for a lot of the other marches. The other thing was that I was in Jackson, Mississippi during the whole anti-war thing right after the students were killed at Kent State very few people know that students were killed at Jackson State University in Jackson I was there I can tell you it happened even though it did not hit the press and that was even ten years later and you think about how things should've changed by then that the press would've attuned to things. But I think the press was attuned to Mississippi because of Fannie Lou and the Freedom Democratic Party and things like that so there was a time I really never felt too afraid as long as I understood where my boundary was but thinking that the press is kind of keeping a little eye on what's going on down here and as long as I stay where I'm supposed to stay then nothing should happen and nothing ever did.

Dr. Ron Dorr: We've been talking with Christine Lundberg I want to thank you for your participation in STEP and for your willingness to be interviewed today.

Christine Lundberg: My pleasure, thank you.

Volume 1
Interview 4

Interviewer: Dr. Ron Dorr (DD)
Interviewee: Dr. William Skocpol (DWS)

Dr. William Skocpol: My name is Bill Skocpol, I was a participant in 1966 project, I met the woman that soon became my wife there, we participated as curriculum coordinators for the next
year and went for the beginning of the 1967 program to make sure that everything got off to a good start. But we had more than enough volunteers at that point and so we felt we weren’t and my wife had back trouble so we…..

**Dr. Ron Dorr:** Why did you join STEP in the first place?

**Dr. William Skocpol:** Well the, I remember very distinctly the motivating incident, I was a member of the First Christian Church in I guess Lansing but near East Lansing one of the campus ministers Don Ward came and gave a very moving account of his experiences maybe two years before with the Delta Ministry in the Delta area of Mississippi. And the he projected a real sense of the needs of the people there, the dangers that they lived with, the challenges of trying to use your own talents to contribute a bit to alleviating the situation and to understanding the situation.

**Dr. Ron Dorr:** What did you think your talents were?

**Dr. William Skocpol:** I had the vague idea that I would probably be a university professor, I was a physics major and I didn’t think of it in terms of going off and working for industry so teaching was something I was interested in and that was the core of the STEP Program, that is why we were there.

**Dr. Ron Dorr:** And you mention possible dangers, were there people who opposed this or warned you against STEP involvement?

**Dr. William Skocpol:** I don’t remember any, my parents were supportive, I came from a suburb of Dallas, our, the city was all white; the school system was all white except there was a black subdivision that had its own schools. And so there was no integration in my community it also was the heart of conservative Texas and I came to Michigan State as a gold water conservative in 1964 by the time of the election I had my doubts and by the next year I had my, you know, I was ready to be receptive to the STEP image.

**Dr. Ron Dorr:** Parenthetically, which suburb of Dallas because...

**Dr. William Skocpol:** Richardson, the first suburb north of Dallas which has been superseded by Plano, Plano is now 300,000.

**Dr. Ron Dorr:** Our son was an associate pastor at a church in Richardson for 5 years.

**Dr. William Skocpol:** Oh really, which church?

**Dr. Ron Dorr:** St. Barnabas Presbyterian Church.

**Dr. William Skocpol:** Okay, alright I know right where it is.

**Dr. Ron Dorr:** What happened to you then when you went to STEPs, the STEP Program?
Dr. William Skocpel: Well we drove down in two days staying at a seminary in Louisville or something as the intermediary. We drove into this town basically by the back road that took you off into the, off to the campus so we didn’t go downtown. There was sort of a welcome to Holly Springs sign, some crucial wording was misspelled I remember, (Both laughing) I have a photograph of that. It was, we very much like we were part of a community that was predominantly black and that the rules were we could only go downtown in groups for safety, we were certainly not there to be agitators or provocative we had, we had a mission of education. And the second or third week that we were there I guess it was the second week the first really thorough discussion of those issues came about the so called Meredith March was gaining strength and approaching Jackson and Martin Luther King and Stokely Carmichael were having dialogues with each other at the head of the procession and Bob Green invited students from the campus and STEP volunteers to participate and I remember I have notes from a long steering committee meeting where we discussed the principles of what restrictions did being there as an educational project place on what people could do. And the ground rules that were set up was that day of arrival was a Sunday which was not part of our academic program, that was the day people should participate. And that if you were under 21 you needed your parental permission, your parents permission and there were a number of parents that did not give permission, including my future wife’s and I did not go so it was an experience for some of us and that connected it to the nonviolent marching aspect of the civil right movement in a very, very direct way already the second week that we were there.

Dr. Ron Dorr: And did the people that who were involved then come back and talk to you at great length about that?

Dr. William Skocpel: Oh yeah, yes and we, there were some speeches that I recall were on the radio and so we could listen in on the action but we were not, we didn’t, personally there but friends of ours were.

Dr. Ron Dorr: And what effect did that have on you?

Dr. William Skocpel: Well it was as I said it connect what we were doing with the larger movement. The, and yet it also reinforced the idea that we had very important but limited objectives. And that we did not want to do anything that would divert us from our stated purpose.

Dr. Ron Dorr: Can you go on a little about those limited objectives? What was it like to teach those people, what were the students like?

Dr. William Skocpel: Well we had a program of about I think it was 5 weeks that year, roughly 80 odd students most of who would be freshmen at Rust College some were from other colleges it was an open program we had roughly 20 Michigan State students as teachers mostly the largest areas were communication skills and mathematics, and then there were additional programs like art and athletics and so forth.

Dr. Ron Dorr: And you taught in the math?
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Dr. William Skocpol: I taught in the math and there were 2 us and we worked with a group of 8
students and it was quite, actually we worked with 2 groups of 8 students, that’s right. And so we
would have on group in the morning and one group in the afternoon.

Dr. Ron Dorr: What’d you learn from that experience?

Dr. William Skocpol: Well I, I, that was the time of new mathematics and so the new math and
so about, what I tried to do was introduce and there was quite a spectrum of backgrounds among
our students and what I tried to do was to cover the spectrum from very basic skills to more
sophisticated concepts that they had been introduced to before and to make it fun so you know
that we had sets, groups of little alligators that we drew and things like that and it was but this
was used to illustrate ideas about addition and multiplication and provided practice for those who
needed it and we built on kind of the foundations of mathematics.

Dr. Ron Dorr: What were your greatest satisfactions and what were your greatest frustrations in
doing that?

Dr. William Skocpol: Well I think that the right away you learn that what you plan to say (Both
laughing) is much more than you actually got across in class so you interact adaptively and
that’s been a good lesson for the rest of my career as a college teacher. And the, there were the
best prepared students learned the least and the least prepared students learned the most.

Dr. Ron Dorr: Oh that’s fascinating, why was that?

Dr. William Skocpol: It was, there’s one particular student who I’ve, and I’ve reviewed some
notes that I’ve kept, there was one student who never really engaged it, he’d been fairly well off
had been to private school that had educated him pretty well and he sort of just took the easy
attitude towards it and just enjoyed the social aspects of it but didn’t really engage the material.
Then there was at the other extreme there was a large, slow speaking, very young a man with
huge hands that wrote very laboriously and at the beginning it seemed that he didn’t have a clue
and to see him catch on and then actually do quite well in the space of 4 weeks and it wasn’t that
he learned, I mean he learned and it was important the specific things that he learned but also the
sense of accomplishment that you could see it was he undoubtedly had been through a school
system with very low expectations, he’d been led to expect very little of himself and the glimpse
that he would, that he had more abilities than he realized was really a satisfying thing to see.

Dr. Ron Dorr: What a wonderful story. What short term or long term effects did this experience
have on you?

Dr. William Skocpol: Well about three weeks into the session, I noticed another volunteer we
were both students at Michigan State but with 40,000 students we probably wouldn’t have met so
we rapidly (DD laughs) took great notice of each other, fell in love, spent the next year as leaders
of some aspects of the, for the 1967 program. I coordinated the people that were developing
curriculum and teaching skills for math and Theda did that for communication skills. On the sort
of educational side of things we had those roles and by the end of the year we got married on
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June 10th and then went down on June 17th to oversee the beginning of the program and then return to East Lansing.

**Dr. Ron Dorr:** What’d you learn about leadership in this STEP experience?

**Dr. William Skocpol:** Leadership requires being able to deal with a wide variety of people and being able to accept them, in terms of their experience and in my high school I was involved in the Junior Equanas Club, the Key Club and so forth I held an officer position, you know never the president always the secretary, treasurer or something like that and so and I had demonstrated quote “academic leadership” but the this was definitely a much broader range of students than I had ever had the opportunity to work with before and leading so teaching is leading people toward new realizations as well as new information and to do that in a way that pulls out rather than lay it on them and then also within the group developing the skills of teachers from where they’re at to where you would like them to be and to make sure that they’ve got some ideas so that when they walk into that first classroom they have more than enough to say the first day and then, you know, they realize okay well now I’ve got some left over for the second day and so on, that’s what (Inaudible) is all about.

**Dr. Ron Dorr:** Do you have any special wisdom about what you’ve learned in drawing students out? I mean as I understand it educate comes from a Latin word that means to draw forth.

**Dr. William Skocpol:** There’s a very important personal aspect to it, there’s as a college teacher, university teacher, I sometimes deal with very large classes 120 students and I can’t get to know them all equally well but educational research has shown that lecturing is the least effective way of imparting information in physics but we have to do that’s the way the university is structured. But I think what that leaves out is that even though the lecture may present information that goes in and out that it keeps students connected and engaged and now there are new tools you know the clicker type personal response that systems and so forth that keep the students engaged in what going on and the personal factor is important to keep them from drifting away because there are so many things that students feel they have to do that they do have to do.

**Dr. Ron Dorr:** And there are so many things that we could talk about further but have we missed anything that you would like to leave as a final impression?

**Dr. William Skocpol:** Well I would like to say that I am a professor of physics at Boston University and that Boston University, Dr. Martin Luther King Jr. received, well earned his PhD at Boston University and that to our pride that from our great founding in 1870 whatever that we have been, everything has been open to all races and to both genders and so that the first, our first medical school classes had both the black student and a couple of women students and its we had the dean of the school of theology Howard Thurman who was a distinguished African American and I suspect that he had some influence on Martin Luther King’s extraordinary ability to draw people in to speeches that resonate messages that resonate and we don’t hear that today, unfortunately.

**Dr. Ron Dorr:** We’ve been talking to Bill Skocpol I want to thank you for taking the time to do this but more importantly I want to thank you for your participation in STEP so many years ago.
Dr. William Skocpol: My pleasure.

Dr. Ron Dorr: Thank, thank you.

Volume 1
Interview 5

Interviewer: Dr. Ron Dorr (DD)
Interviewee: Lewis Rudolph (LR)

Lewis Rudolph: Thank you, Ron. I am Lewis Rudolph and I took part in the STEP program in the summer of 1968. When you asked me what were the origins of my decision making to go to STEP I would trace it back to the speech in February 1965 of Dr. Martin Luther King Jr. in the MSU auditorium that speech and educational process deep within my soul and was a major confrontation of values and beliefs that I had had up until that point and began to kind of cook inside of me for about three years and I can't remember specifically if I whether I saw a notice in the paper or heard something word of mouth but I found out about the STEP Program in 1965 and it took me three years until I was ready to act in that sort of deep committed way. And I remember meeting Larry Klein, and Roy Bryan, and Paul Herron who were engineering this interview process and the interview process was quite intimidating it was one of the first interview processes that I had taken part in and the whole premise was why should we even be wasting our time talking with you this kind of commitment; you certainly can't be ready to undergo this kind of an experience, you're not prepared. And so it really throttled me.

Dr. Ron Dorr: And so how did you respond to that?

Lewis Rudolph: I think I was taken aback and I think there was a moment of silence and I wondered deeply whether I was ready if I knew what sorts of physical danger there was going to Mississippi at the point in time. I was from Detroit, Michigan so I had a very different framework based on integration going to public high school having friendships but really I had no context for understanding.

Dr. Ron Dorr: What lead you to step across the line then?

Lewis Rudolph: After the assassination of Martin Luther King and Bobby Kennedy in 1968 I like many others during that time was positioning myself to make a difference to act, to put my body in motion to go to a place where I could make a difference and the STEP Program was very convenient, it was originating here and I was propelled to become a part of it.
Dr. Ron Dorr: What'd your friends think, what'd your family think of your involvement?

Lewis Rudolph: Well I got a lot of questions, from my parents and some of my family members about why I would want to do something like this and we had talk about it for a couple of weekends and they were concerned about my safety and at that time the draft was still in effect, many friends and family members were being drafted to go to Vietnam and I just told them this was my Vietnam.

Dr. Ron Dorr: Can you talk a little bit now about what you experienced there, what took place, how'd you react to....

Lewis Rudolph: Well this was the first time that I had gone to the south and we had some orientation in East Lansing before we left about southern culture, some of the norms we'd be encountering, for example how time was slower in the south and you expect that. When I came to my first class, I was a math tutor, class was scheduled to start at 9:00 and by 9:30 students were gathering outside the door to come in and I thought there had been a mistake in the schedule so we talked about what that was like for them and hat it was like for me, what their feelings were, what my feelings were. We had to get a lot of this culture, cause I couldn't read it, I didn't know I didn't take it personally but I knew unless I asked what 9 o'clock meant I wouldn't be able to (Inaudible).

Dr. Ron Dorr: And who helped you in that?

Lewis Rudolph: The students did.

Dr. Ron Dorr: The students themselves?

Lewis Rudolph: Yea, yea. I was always told to slow down whenever I was walking on campus; of course it was very hot in Mississippi in the summer....

Dr. Ron Dorr: That's what I'm hearing.

Lewis Rudolph: ...so there was a certain survival wisdom about slowing down giving the climate but everything was slow.

Dr. Ron Dorr: What'd you find the students like?

Lewis Rudolph: They were extremely engaging and yet had no idea some of what they missed by being educated in segregated schools. For example, they had no text books in math none of them had ever had their own text book for arithmetic so we began in math in my particular class there I think nine students working on fractions and percentages, that's where they were at.

Dr. Ron Dorr: Wow!
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Lewis Rudolph: And to me I reflected after the first class when we had kind of an assessment of what they were capable of and where they were in terms of readiness and just being appalled that that’s the effect of racial segregation.

Dr. Ron Dorr: And how much were you able to accomplish in what was it, six weeks?

Lewis Rudolph: Yea, um I can’t give you hard data on how learning progressed my impression was, once I engaged them emotionally in some of the content of the skills and competencies of math I would break down story problems and write them out of course we used mimeographs back then using each students name at least once in a story problem and attaching it to some sort of activity they might likely be involved in so whether it was sports, or business or some sort of hobby and that was effective in engaging them in the content of the work.

Dr. Ron Dorr: We all know that there’s learning in the classroom and there’s learning outside the classroom, what was the learning outside the classroom like?

Lewis Rudolph: It was profound. It was the first time Ron that I experienced myself as a distinct minority unable to read the silent language hues of another culture so I was a stranger in a strange land and I could give many examples.

Dr. Ron Dorr: I was going to say if there was a particular example that you recall in that regard?

Lewis Rudolph: I remember getting questions because we roomed with our students so I roomed with four other students in a dorm at Rust College and I remember a conversation about the smell of whit linen which I had never heard before and this was like some of the best parts for conversations with students in the dorm at night we call bull sessions especially when we lacked sleep and our defenses went down we’d just talked about what our impressions were without any kind of political correctness or anything else. How black men often times have difficulty shaving themselves and use shaving powder that was new to me, it was just the most basic mundane facts of life on differences in our culture, and in some of the biological differences that we have that were new to me.

Dr. Ron Dorr: I know that you then moved beyond that when you came back you’ve been involved with for instance Focus: HOPE. I’ve had a student or two who has also been involved in that and written about that. What were the basic connection between STEP and your immediate later life?

Lewis Rudolph: When I was a student at Michigan State University I studied Psychology and Philosophy and during my senior year I applied to the Peace Corp to go to Brazil, to go to Recife, Brazil so while I was down in Mississippi I had my airline tickets to go to language training and everything else and Paul Herron had instrumental trigger affect on my decision making and he asked me this is of course one year after the Detroit riot or rebellion and he asked me, “Why are you going to Brazil? You should think about going back to Detroit and doing work in your own community.” And that just has a searing affect on my decision making and I thought about it over night and slept on it and I remember being in the Holly Springs movie theatre, sitting in the balcony, this is all part of our social development we had blacks downstairs, whites
upstairs, interracial dates on Saturday night, series of events on Holly Springs movie theatre, man by the name of Roundtree was at least rumored to be the head of the local Ku Klux Klan in Holly Springs, ran the theatre. And I remember sitting in the balcony and I heard my name being called, paged by Roundtree and I thought of the worst case scenario because we were outside educators and we were reaching for this cultural tipping point in local social relations and hearing my name called in a dark theatre had all kinds of fear going through it, I followed him out to the lobby, strangely enough and he knew exactly where I was sitting and he said there’s a phone call for you and I thought okay I’d better be ready for anything and he said it’s your mother and it was. My mother had called Rust College and they transferred her to the movie theatre somehow and she said your tickets for the Peace Corp have arrived and I said send them back, I’m not going. And I began applying for the Detroit Teacher Corp at that point and I entered the Teacher Corp in Detroit, Michigan in September of 1968 and taught elementary school it was a liberal arts program.

**Dr. Ron Dorr:** Taught math?

**Lewis Rudolph:** I taught first grade and second grade and I also taught in an auditorium class and we taught all kinds of things like health and safety and theatre. And that’s kind of the transition I made from being a civil rights activist, going to Mississippi from Detroit going back to my hometown and beginning to do the work that I saw that needed to be done.

**Dr. Ron Dorr:** And how did you get involved in the Focus: HOPE?

**Lewis Rudolph:** I had a family member who volunteered for Focus: HOPE for many years in the food prescription program and I found out that they were looking for someone with a civil rights background who was also familiar with Jewish culture because there was one particular school in metro Detroit Southfield Lathrup High School that had a fairly high influx of Iraqi Christians who were called Chaldeans coming into a Jewish community and they needed a school coordinator there as well as working as a trainer in the larger Training for Trust Program in Detroit Public Schools that had been under court ordered desegregation. So we were part of a team that worked in that area.

**Dr. Ron Dorr:** Because the University would like to use some of these interviews in the student leadership conferences that are taking place, I’d also wanted to ask you, what’d you learn about leadership in STEP and how have you grown or matured in your notions of leadership since?

**Lewis Rudolph:** I think there are so many things I can say about that but let me pick a thread out. I think being able to put your body in a situation rather than just being able to reflect and being academic and being cerebral was a very important start for me. Being in the academic community prior to STEP, I was very good at lining up arguments, lining up data, analyzing policies, but until STEP I didn’t understand the absolute necessity for me at least of putting my body in the situation where I was not only at risk but part of the connections that would create a solution and that’s very pragmatic but also being able to have a vision of a ideal future and that’s what, of course, Martin Luther King Jr. presented us again and again and again and especially for me to experience his speech in 1965 that vision of that future propels me as a leader and a leader does have that capacity to inspire others through that ideal vision.
Dr. Ron Dorr: You bet. What was it like hearing that speech again?

Lewis Rudolph: I was crying; I was crying the kind of tears of beauty of realizing a profound set of truths that were being expounded and I understood then that he wasn’t reading a word of it that that was, he was old school rhetoric and public address...

Dr. Ron Dorr: You bet.

Lewis Rudolph: and that was embedded in his brain and there’s something about the directness of that encounter that will always stay with me.

Dr. Ron Dorr: That book, ‘A Call to Conscience’ that has his speeches, that also, there’s a set of CDs that have, they are worth listening to recall this. Have we missed anything, is there anything else you would like to add? I know this has been all together too short.

Lewis Rudolph: I am just grateful for this University to have been enlightened and inspired enough to provide me with an educational experience that drew me out to meet the world so I am eternally grateful to this institution.

Dr. Ron Dorr: I want to thank you Lewis Rudolph for coming, for being a part of that experience but also coming back and talking eloquently about it today.

Lewis Rudolph: Thank you, thank you Ron.

Volume 1
Interview 6

Interviewer: Dr. Ron Dorr (DD)
Interviewee: Elizabeth King Snodgrass (EKS)

Elizabeth King Snodgrass: Hi, I’m Elizabeth King Snodgrass and I went to MSU between 1963 and 1967.

Dr. Ron Dorr: I’m especially interested in how you found out about STEP and how you decided you would participate in the program.

Elizabeth King Snodgrass: Well something I hadn’t thought of actually until a long time ago was probably some of my experiences as a child, my father was a church architect and one of the churches that he did was in Flint called Quinn Chapel and so I as a family we would go to the church dedications and ground breakings and stuff and so we got to know the Quinn Chapel
people and they actually sent their choir to our little town church and helped us celebrate our 100th anniversary when I was a child and that had to have an influence in the minister which was Reverend Mitchum, when he’d come talk to my dad about building the church would come to our home and eat dinner with us and everything I would say that he had an influence and then when I was in college I hadn’t admitted this to too many and I’m admitting it now. When Dr. King came here to speak I hadn’t given it all that much thought about what was going on but I had a class underneath the stage and here I was this little 5’1”, 99 pounder, instead of leaving the building I came up the back stairs and I, when he finished his speech I was standing in the wings and he only had two little aids there and so I was there to greet him when he got off the stage.

**Dr. Ron Dorr:** Oh, what was that like? What was, what’d you think of him? What was…

**Elizabeth King Snodgrass:** I thought you know he probably didn’t seem that surprised but he was very gracious and I think probably the idea of having someone, a student like that greeting him when he came off probably he probably enjoyed the idea of it.

**Dr. Ron Dorr:** What was it like to hear that speech again?

**Elizabeth King Snodgrass:** I didn’t hear the whole speech the time.

**Dr. Ron Dorr:** No, I mean today.

**Elizabeth King Snodgrass:** Oh today, today I could picture him giving the speech first of all and anytime you listen to it’s just like reading a good book again, you pick up more the second time and the third time and each time you learn a little bit more from it.

**Dr. Ron Dorr:** And did that experience, hearing portions of that speech and then meeting him, greeting him personally did that then lead to your decision to go into STEP?

**Elizabeth King Snodgrass:** Yes, it did it definitely had to have an influence yes because it made me a lot more aware of what was going on and when I was approached about being a STEP participant there was no hesitation in my mind about…..

**Dr. Ron Dorr:** Did you face any opposition?

**Elizabeth King Snodgrass:** No. You mean from my family?

**Dr. Ron Dorr:** Or your friends or…

**Elizabeth King Snodgrass:** No, no not really, no.

**Dr. Ron Dorr:** Did you have expectations about what would take place?

**Elizabeth King Snodgrass:** Yes and no, knew that it would be an experience that would probably change my life a little bit and help me to grow as a person; plain and simple.
Dr. Ron Dorr: We'll come back to that in a moment, tell me a little bit about what happened; what did you do there, what were the students.....

Elizabeth King Snodgrass: While I was down in there? Well the first year, I was the, well both years actually I taught the art area of it because I was an art major and that's what my degree was in Art Education and so that's the area that I filled in and of course we stayed in the old girls building, I don't know if that building is still there or not it was a beautiful old building but it was kind of a fire trap probably.

Dr. Ron Dorr: What two years were you there?

Elizabeth King Snodgrass: '67 and '68.

Dr. Ron Dorr: Okay, I think somewhere in here there is... (Looking through catalog)

Elizabeth King Snodgrass: There should be a picture of the old building...

Dr. Ron Dorr: Is that it?

Elizabeth King Snodgrass: ...yes, yes somewhere at home I don't know where it is I did a sketch of it.

Dr. Ron Dorr: And what did teaching or helping them in the arts, what did that consist of?

Elizabeth King Snodgrass: They had already an itinerary of what they expected of the Rust College students and so I had a copy of that and I used that first of all going through the different age time periods of the arts and it was the second year that for me was very enjoyable to do. I worked for the gal that was teaching music and so we kind of put together a program which we compared the two type, music and the arts into a time frame together and we worked together on presenting a program to the kids.

Dr. Ron Dorr: What led you to do a second year?

Elizabeth King Snodgrass: What led me to do a second year? Probably because I enjoyed the first year and the people that I worked with.

Dr. Ron Dorr: And go on, what did you enjoy the most about them in that work?

Elizabeth King Snodgrass: I guess the friendships for one thing and even the friends I was meeting amongst students too. I enjoyed the area of Holly Springs that we were in, it was a beautiful area to be in and I thought.

Dr. Ron Dorr: How much were you exposed to...?

Elizabeth King Snodgrass: The whole area?
Dr. Ron Dorr: Because I’ve had one person say to me that she felt fairly restricted to the campus.

Elizabeth King Snodgrass: I think to the large extent we were at one point we did go into the town itself and I remember going into what would’ve been the white Methodist Church there and it was just those of us from MSU that were present at that time because it was obvious we couldn’t go as a segregated group.

Dr. Ron Dorr: Did you ever meet people that were connected to the Rust College Singers?

Elizabeth King Snodgrass: Well I, ‘cause I remember, oh what was her name the that was the choir director down there what was her name, beautiful lady, I can’t think of her name right now, yes we did get to meet with her...

Dr. Ron Dorr: Mrs. Doxey (Flipping through catalog)

Elizabeth King Snodgrass: Mrs. Doxey, beautiful lady, beautiful lady, I would say people like that influenced you because you saw that there isn’t such a thing as retirement and I learned that partly in high school from a lady that you’re better off never to totally retire in life and she was one that followed that example.

Dr. Ron Dorr: How did you mix the art and the music?

Elizabeth King Snodgrass: We used it more in a form of humanities timeline and the music and the art were of that particular time period and we would move into the other time periods.

Dr. Ron Dorr: And did you continue doing things in the arts, especially in music or the humanities outside of those times that you were instructing and the study skills? Did you learn a lot outside of class I guess is what I’m asking.

Elizabeth King Snodgrass: You know that was really hard to say because it was more informal in doing things. I know on my own I probably did things like I say I know I have a picture that I did an ink sketch of the old women’s dormitory somewhere at home like most things stashed away and that is there and I’ve thought that I ought to find it and put it in a frame.

Dr. Ron Dorr: What else beside what you said to me about retirement were the effects of your experience?

Elizabeth King Snodgrass: I guess it expands your world a lot, as to where you are or, I wasn’t the only one that came from a small town area, ‘cause the town I came from only had around well actually it was about 790 people at the time and so it expanded your horizons, I would say and you saw a larger world than what you had been seeing.

Dr. Ron Dorr: Did the experience prompt you to go into teaching? What kind of connection did it have?
Elizabeth King Snodgrass: I already, I already had made the decision to go into education when I had gone down to Rust, yes. So I can’t say that that was the actual decision to do it but it helped me adjust as to how I would be doing my teaching.

Dr. Ron Dorr: What were the special joys and the frustrations of teaching?

Elizabeth King Snodgrass: I guess some of the joys were meeting the students themselves, plain and simple and some of the funny comments they made like I remember one time I got a sunburn I mean I had a sunburn and here are these young gals and they had never seen a sunburn and they made comments, “Does that hurt?” Well yeah, it did, little things like that and the other thing I remember was across from the campus was this little hamburger stand and I told this to my students because that’s one of the nice things about, being, you can make, that I said to my other things, when you have an experience lie this you can bring, if you are a teacher you can bring it back to your current students because they see you have participated in it, it becomes real to them whereas if they just read about it in a book that’s exactly where it was it’s in a book and especially when you have younger students like I have.

Dr. Ron Dorr: Do you have any thoughts on what this did in terms of shaping your notions of leadership, or how you grew as a leader there or after you had this experience?

Elizabeth King Snodgrass: Yeah I do because up until that point I would say that I was a very, I could be considered a shy person and I had probably within my family, followed their lead. And hadn’t really done anything completely different from what anyone else in my family had done.

Dr. Ron Dorr: And then that made more willing then to be nonconforming?

Elizabeth King Snodgrass: Yah, I always had that tendency I guess to some extent but it expanded the ability to do that yeah.

Dr. Ron Dorr: And what have you taught that in the rest of your life? Have you been a teacher all your life?

Elizabeth King Snodgrass: Yes.

Dr. Ron Dorr: And what have you taught?

Elizabeth King Snodgrass: I’ve taught elementary art first grade and now I’m presently teaching third grade.

Dr. Ron Dorr: And not close to retiring?

Elizabeth King Snodgrass: One never knows. But at this point now no.

Dr. Ron Dorr: Is there anything that you would want to talk about that we have missed or that...
Elizabeth King Snodgrass: Well other than the fact that now what I see when I look back on it and I see people reaction, in the smaller towns where I’m from, when you see peoples reaction to what we did back then it’s a lot different I think now than what it was when we first came back.

Dr. Ron Dorr: In what way?

Elizabeth King Snodgrass: Well you’re more likely now to hear people say, “Oh wasn’t that tremendous, how interesting!” You hear that now whereas back then at the time people were a little bit more reserved about hearing about it; plain and simple.

Dr. Ron Dorr: And what was the small town?

Elizabeth King Snodgrass: The small town was Vermontville.

Dr. Ron Dorr: Okay, a little bit southwest of here

Elizabeth King Snodgrass: Yea, the little town of Vermontville.

Dr. Ron Dorr: We’ve been talking with Elizabeth Snodgrass here, I want to thank you for your participation first of all in this interview but also in the larger sense for your participation in STEP so many years ago.

Elizabeth King Snodgrass: It was a privilege; it was a privilege and something I’ll never forget.

Dr. Ron Dorr: That’s nice to hear.

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Volume 2
Interview 7

Interviewer: Dr. Dale Herder (DH)
Interviewee: Linda Garcia Shelton (LGS)
Linda Garcia Shelton: I am Linda Maria Garcia Shelton and I am Director of Behavioral Medicine in the Department of Family Medicine, Kent School of Medicine at the University of Southern California.

Dr. Dale Herder: Wonderful. How did you hear about STEP, how did you learn about STEP and what years were you involved?

Linda Garcia Shelton: Well I was involved right from the beginning; I was in the first group ‘65 and I was again ‘66, present in both of those and the ‘67 year I was involved in raising money and setting it up but I did not go. I first heard about it in a number of ways, I was very active in Westing Foundation. And it was a pretty ongoing discussion in our group about this evolving project also one of my cousins who’s on the all university student government, the congress I guess it was and he was a part of this group that pushed this through, got the votes to make it happen, so I knew from him and then I read about it in the state news pretty regularly and it was the state news that clued me in on now its time to do something, like, you know, send your name in, volunteer see if you get accepted...

Dr. Dale Herder: The deadline.

Linda Garcia Shelton: Right. It was those three different ways but they were happening together then converged.

Dr. Dale Herder: So you heard about it through the school, why did you volunteer, what prompted you to trigger and act?

Linda Garcia Shelton: Well I think it was a number of things, one is, I was vaguely aware that this was an incredibly important huge event far beyond any individuals in this country I thought it was way overdue and that it was going to happen and certainly I was aware of the violence that was happening in reaction to it and I, I thought that it could happen this time, that it would happen this time but things don’t happen by themselves people have to get involved and so I saw it as the issue of my generation and I also saw it as something that if nobody did it, it wouldn’t get done and even though its important and I wanted to be involved, I mean I just like to be in the center of things, (both laughing) I like to be in the center of things and I wanted to just I wanted to be a part of making it happen, you know. I thought it would be a really small part and indeed it was but it was important to me that I do something.

Dr. Dale Herder: Did your family background, you mention that you come from this sort of cultural enclave this sort of tightly knit group, was your background such that there was activism in your family; did your parents, did your relatives get involved in movements or activities or any....?

Linda Garcia Shelton: Not in this country. Well no I can’t say that yes in this country. My family were a conglomeration depending on which side you talk about but it’s all Spanish...

Dr. Dale Herder: Mm hmm.
Linda Garcia Shelton: ...and they were, one piece immigrated because they were in all kinds of trouble around labor union labor organization where they were in northern Spain and so one grandfather was a, had more education than most and was involved in it writing things for movement and organizing and was about to be drafted and sent to northern Africa which is what they did to people that they wanted to disappear and so he fled.....

Dr. Dale Herder: Okay.

Linda Garcia Shelton: ...the draft call and I actually didn’t learn this until we landed well, my had husband landed immigrant status in Canada...

Dr. Dale Herder: Okay.

Linda Garcia Shelton: ...because we were going to flee the draft...

Dr. Dale Herder: Ah ha.

Linda Garcia Shelton: ...he didn’t have to do that, in the end he did get a amnes.....no whatever, whatever you call it, he got a...

Dr. Dale Herder: Probably amnesty...

Linda Garcia Shelton: No, no...

Dr. Dale Herder: No, a deferment.

Linda Garcia Shelton: ...he got a deferment, so we didn’t have to go but we went and told my parents because we might just drop out view and I wanted them to know where we were going and why we were going and how that could get in touch with us ‘cause it had to be through and organization and again it was the campus community that had this all organized, the campus religious community actually who organized all this and when I told my family this I thought my parents would go through the roof and that’s when I heard the story of my grandfather. So no they weren’t going to go through the roof they said no there’s precedents for this. And I had a grandmother on the other side who was a real, she was an anarchist we have pictures of her marching with the big banner across her chest down Woodward Avenue in Detroit in the 30s so...

Dr. Dale Herder: So there is some history...

Linda Garcia Shelton: ...Yes there is...

Dr. Dale Herder: ...of activism in your family...

Linda Garcia Shelton: Yes, more than a little.
Dr. Dale Herder: When you decided to get involved with STEP because you were young did you talk with your parents?

Linda Garcia Shelton: No.

Dr. Dale Herder: You didn’t tell them? I was going to ask you what their reaction or the reaction of your relatives might have been.

Linda Garcia Shelton: Oh they absolutely forbid me to go.

Dr. Dale Herder: They did?

Linda Garcia Shelton: They absolutely forbid me.

Dr. Dale Herder: And their logic was what?

Linda Garcia Shelton: Well, (Laughing) logic is not needed.

Dr. Dale Herder: (Laughing) It’s dangerous, it’s dangerous.

Linda Garcia Shelton: It’s dangerous, Viola Liuzzo was killed that year she was from Detroit it was plastered all over the papers for weeks and weeks. I needed to be protected because I was a female and they were really sorry that I had gone off to college so far away out of there protection. And this wasn’t my fight so why was I doing this I didn’t have to do this. Some how, you know labor unions when you have to have a job you know this is your fight, this wasn’t my fight; all kinds of things. But behind my back they called campus and they talked to, they talked to John Duley, they talked to Bob Green, they talked to Stan Cirana, they talked to far more people than I ever, ever figured they could get in touch with. And they were persuaded to allow it. So, which was an amazement to me, I figured I was just gonna have to not go home at the end of the year.

Dr. Dale Herder: And face them.

Linda Garcia Shelton: No, I was just not gonna go home because they wouldn’t have let…

Dr. Dale Herder: You might not be welcome.

Linda Garcia Shelton: They, I would be welcome they just might’ve not let me leave. (Laughing)

Dr. Dale Herder: (Laughing) Oh I see the enclave would’ve folded you in.

Linda Garcia Shelton: Absolutely, absolutely so I was, my plan was, I was not going to leave campus and I was just gonna disappear so that I could do what I wanted to do…

Dr. Dale Herder: Ah ha.
Linda Garcia Shelton: …and that didn’t have to happen.

Dr. Dale Herder: Mm hmm.

Linda Garcia Shelton: …They never agreed to it but they agreed not to interfere.

Dr. Dale Herder: Mm hmm.

Linda Garcia Shelton: …And which was amazement to me…

Dr. Dale Herder: Yes.

Linda Garcia Shelton: …that’s always amazed me.

Dr. Dale Herder: Isn’t that something?

Linda Garcia Shelton: Mm hmm.

Dr. Dale Herder: Linda, what one or two things might you have taken away from STEP that have been a particularly powerful influence or maybe there’s a story about something that sticks with you about your experience in STEP? Is there something that stands out…?

Linda Garcia Shelton: Absolutely.

Dr. Dale Herder: …that either you took away or happened that you might like to share?

Linda Garcia Shelton: There are two, two things that to this day majorly influenced me. One is very broad and not cognitive, I very, very distinctly remember the black community surrounding the school, and, and with in addition to the, what we haven’t talked about yet was in addition to the entering freshmen we taught formal lessons to we also had a community program that started out being largely athletic but also became a little bit, there were kids from like 11 to 14, a little bit academic too but not formal. And the community around, and they came from the community around campus and their families were the community that welcomed us and I can remember the warmth and the safety that they provided and the kindness and the time, they gave us lots of time. And they told us about themselves and they asked us about ourselves and they were truly interested and this is contrast to walking downtown if for some reason you need to but something you’d walk downtown and it was like you could’ve been in Alaska in the winter, it was so cold. It just didn’t feel good; you’d walk into a store it was like you weren’t there, you were invisible. And usually after an incredibly uncomfortable time somebody would come up to you and ask you what you needed and most of the time that someone was kind and would help you and make some kind of quiet little word of, “Thank you, thank you for coming in, thank you for visiting us.” So there, that moderated it but, so I didn’t feel like everybody was against us, but the coldness, and the I mean we were clearly either invisible or we were hated that that was the sense but the closer you would get to the black area, I mean it was like we would speed up, but
wouldn’t run, wouldn’t run; then we’d get there and we’d go up to some ‘cause they said, “Come up to our house, come up to our porch, knock on the door and . . . .”

**Dr. Dale Herder:** And you would be safe.

**Linda Garcia Shelton:** . . . if nobody answers just come on in.” Oh yes, and that went on that first year we were there 6 weeks and it was just so palpable and then again the second year. Of course the second year is even bigger because they all remember us, and it was great and then, I’d go back each time and to Michigan State and I saw black people, I never saw, before I went I didn’t think that there were any African Americans at Michigan State.

**Dr. Dale Herder:** I was here then I remember that.

**Linda Garcia Shelton:** But after I came back I saw them, there weren’t many but I saw them! So then it was clear to me that what I see isn’t necessarily what is; and I saw differently. And I naturally, when I did see them, there were a few so it wasn’t all that often, I did gravitate toward them and I felt part of it was because I was looking for that warmth again and that person-personhood, because Michigan State was big and you could be anonymous. And I felt it. Okay so race ahead ten years maybe . . .

**Dr. Dale Herder:** Mm hmm.

**Linda Garcia Shelton:** . . . and that’s gone and I don’t know at what point I, it dawned it me it was gone I no longer had that natural vision, that natural attraction and I no longer had that sense of friendliness and welcoming and ease . . .

**Dr. Dale Herder:** Connectedness.

**Linda Garcia Shelton:** and connectedness, no I didn’t. I had stranger, different, fearful and when that dawned on me, it was like, damn, this powerful, this is social, this is learned but not consciously and that I think for me is the most important (Inaudible) this is, racism is just its everywhere . . .

**Dr. Dale Herder:** It’s powerful.

**Linda Garcia Shelton:** It’s powerful, and I didn’t think I could ever change back! I didn’t think I could change back! And I did. And it was so disgusting to me. And even now, it’s like I gotta watch it all the time.

**Dr. Dale Herder:** What you’ve just said leads to the next question we talked about a little bit earlier and that is the inner journey. That’s a “phrase that’s used increasingly” in liberal arts colleges as a way to encourage students not only be academic and scientific but also to learn in their education about themselves be a bit introspective. Life is relatively short you experienced STEP at a critical time in your life and the history of this nation. Life being short what if anything from STEP, because you mentioned legacy with regard to racism, what if anything
from STEP helped shape you as a person, has perhaps, guided, steered, affected your inner
to you as a person; not just career but you as a person?

Linda Garcia Shelton: (Responds after a long pause) I’m not, I’m not sure that I can pull
something out separately.

Dr. Dale Herder: (Nodding) Mm hmm.

Linda Garcia Shelton: I am aware that certainly my professional life has always been working
with, doing medical parlance underserved population pertinent inner city. And in my
professional activities as a psychology educator I’m active in not the academic and the research
piece, around, you know, the whole movement towards my, multiculturalism, there’s a whole
big, (Inaudible) and I’m keenly aware of it but I’m not, I don’t work in that area but the piece
about living it. When I wasn’t the academic vice president....

Dr. Dale Herder: Yes.

Linda Garcia Shelton: ...we had an amazingly all white faculty almost all white all most all
male faculty and changing the academy who thinks that they hire in a colorblind fashion, I don’t,
I think that colorblind is nonsense, getting that, and they hire only the best because that’s their
job and if there were qualified, you know, fill in the blank whatevers, they would certainly get
the job but we just need to take the best, we owe our students the best, so dealing with the
academy in shifting that and in a way that’s a, you know you can’t as I’m sure you know in an
academic (Inaudible) you can not force things because the leadership has to come, leadership
only leads when people follow.

Dr. Dale Herder: Yes.

Linda Garcia Shelton: You can’t be a leader... (Laughing)

Dr. Dale Herder: If no one, if no one’s behind you or with you. (Chuckles)

Linda Garcia Shelton: So if, you, you’ve got to move within the systems but sometimes it’s so
incredibly difficult because even engaging the system when it doesn’t think there’s any problem
is a challenge, so you know, and sometimes things have to break I’m not a proponent of breaking
systems because they are incredibly difficult to put together and besides that the person that
breaks them is never going to be there long enough to put it back together so it just seems like a
really rude thing to do so I’m not a breaker however I also get impatient and I want to shake,
and, so, maybe that’s another kind of way STEP has influenced my life as I want things to
change and it just seems that they got more ossified I mean I look back at the 60s and I think my
goodness in a little bit of time we really made some significant changes....

Dr. Dale Herder: Yes.

Linda Garcia Shelton: ...meaning that they’re absolutely real they not just mythical or dream
like. On the other hand, it didn’t change enough and so why has it slowed down so much? It’s
12 Interviews about the “STEP” Program between MSU & Rust College, Mississippi
Remembered 40 years later
2007

hard to understand, and why aren’t other taking it up? You know, it’s like, I’m getting tired, I’m past 60, I can’t, I don’t have the same energy that I would really like there to be more people coming along than I see. Now, I, I look for them, and so have found some, you know and try to nurture them but they tend to be students or young faculty and so far as I control resources I can I can differentially, because they were differentially given to me and so I, I, it doesn’t bother me at all.

Dr. Dale Herder: So I think your inner journey was shaped.

Linda Garcia Shelton: Oh it absolutely was. You know it’s just speaking about it, it was a lot of little ways.

Dr. Dale Herder: Well why don’t we leave it there, and time has expired. Thank you for your service, your volunteering for STEP and thanks for being here today, it’s a pleasure.

Volume 2
Interview 7

Interviewer: Dr. Dale Herder (DH)
Interviewee: Merrie Milton (MM)

Merrie Milton: Hi my name is Merrie Milton, and I live in Oak Park, Michigan and I’ve been there for quite a few years, I’m married to Irving Milton I have two children, Jason and Aaron, and they’re interracial and I love them to death and my oldest son Jason just got back from Iraq he a Major now and I was a Vietnam protester and I have a son who loves the army, talk about that for clichés.

Dr. Dale Herder: (Laughing) I bet. Isn’t that interesting....

Merrie Milton: That’s interesting...
Dr. Dale Herder: …maybe even poetic justice (Laughing)

Merrie Milton: …its poetic justice, it definitely is but he loves it and I can’t quash his dreams...

Dr. Dale Herder: And his enthusiasm...

Merrie Milton: …and his enthusiasm.

Dr. Dale Herder: For your information, when you were involved in STEP, I was a naval officer at sea during the Vietnam War so I share a lot of your values but I was doing a different kind of thing at the time but isn’t it interesting to live in America?

Merrie Milton: What unit were you in?

Dr. Dale Herder: I was aboard a ship at sea. I was aboard USS Oglethorpe and I was boat group commander, I was a young officer...

Merrie Milton: He’s in the 101st.

Dr. Dale Herder: Okay, he’s army I was navy.

Merrie Milton: Yes.

Dr. Dale Herder: Well thank you for introducing yourself...

Merrie Milton: Okay.

Dr. Dale Herder: Let me ask a question, do you recall how you heard about STEP? Where were you and what was going on in your life and how did you hear about STEP?

Merrie Milton: I really don’t recall how exactly I heard about it...

Dr. Dale Herder: You were an undergraduate here at the university at that time?

Merrie Milton: No I was only about 20...

Dr. Dale Herder: Oh okay.

Merrie Milton: I had a couple years at State working towards my degree in teaching.

Dr. Dale Herder: Okay, good. When you got involved with STEP, because you volunteered to get involved with it, did your family have a reaction? Did they say we don’t like this idea, it’s a good idea we support you? Do you recall how they reacted?

Merrie Milton: My mother was very scared…
Dr. Dale Herder: Ah ha...

Merrie Milton: ...she didn't want me to go she wanted me to stay at home and be there for the summer but being a Gordon girl at that time, and being born in April under the sign of the bull very stubborn I was going to do things my own way. And so I did.

Dr. Dale Herder: ...so you did. (Laughing)

Merrie Milton: I did.

Dr. Dale Herder: Did other friends of yours join, volunteer for STEP or were you pretty much a lone wolf, were that bull that said, I'm gonna do my own thing.

Merrie Milton: (Laughing) Well there was another friend, Peggy Smith...

Dr. Dale Herder: Okay.

Merrie Milton: ...she, we went at the same time.

Dr. Dale Herder: Okay, so you went in as a team more or less.

Merrie Milton: She was someone that I knew, you know, I didn't really know the other people but...

Dr. Dale Herder: Sure.

Merrie Milton: I got to know them...

Dr. Dale Herder: Sure.

Merrie Milton: ...quite well but I don't remember too much about the program per say...

Dr. Dale Herder: Okay.

Merrie Milton: ...except that I was there.

Dr. Dale Herder: You were there; well I'd better look at some notes that were given to me as a tip. You had some interesting experiences when you were involved in STEP; I understand one of them was integrating a Dime Store.

Merrie Milton: Oh this was in.....

Dr. Dale Herder: South Carolina.

Merrie Milton: ...when I moved to South Carolina...
Dr. Dale Herder: Would you share that story? What happened when you were integrating a Dime Store?

Merrie Milton: Well there was a march and we thought that we were really being macho, we were going to change the world...

Dr. Dale Herder: Yes.

Merrie Milton: ...and after a while, I think we marched for four or five days and they finally caved in and started hiring some black people so we thought we were on seventh heaven because we had done our job.

Dr. Dale Herder: Did you march outside the store or did you go in?

Merrie Milton: Oh, no we marched outside...

Dr. Dale Herder: Uh huh.

Merrie Milton: ...then there was another time the radio station had nothing, it was, it had a program that played black music...

Dr. Dale Herder: Okay.

Merrie Milton: ...or what you’d consider black music and it was a white DJ and we didn’t think that was right so myself and a couple of other people wrote to the station actually we wrote to the sponsors which were, Coca-Cola, Budweiser, etc... explaining what type of station they were in terms of not hiring black people so after the cancelled their sponsorship then they hired a black DJ. Again we were in seventh heaven...

Dr. Dale Herder: Another success.

Merrie Milton: Another success, yes indeed.

Dr. Dale Herder: Was this also in South Carolina?

Merrie Milton: Yes, this was in “Sous” Carolina you can not say south it’s “Sous” Carolina...

Dr. Dale Herder: “Sous” Carolina. (Laughing)

Merrie Milton: ...and then there was another time when a little black boy had been killed by a police officer...

Dr. Dale Herder: Ooh...

Merrie Milton: We thought that this was very bad...
Dr. Dale Herder: Yes.

Merrie Milton: ...so we went to the football game that was being played and we were passing out flyers, we wanted them to get rid of this officer and then, wouldn’t you know, the police came by, and they took our flyers, we didn’t like that so my friend Steve Moore and I, Steve is not white, we marched right up to that police station and we demanded our flyers back; they thought we were crazy, we did not get our flyers back we would not accomplish our mission at that time.

Dr. Dale Herder: So that’s two out of three, that’s pretty good.

Merrie Milton: Yes.

Dr. Dale Herder: Were there just the two of you that went to the police station or were there more?

Merrie Milton: Yes and then there was another time when we were just driving down the street in Greenville, this was in Greenville, South Carolina and my friend Smitty, who again is not white, he just stopped us, the police did for no reason just because he saw us there, put a gun to my head and wanted to know what we were doing there and I don’t know what excuse I gave but I wasn’t scared.

Dr. Dale Herder: My goodness.

Merrie Milton: Oh no.

Dr. Dale Herder: Now tell me in detail, what, he actually put a gun to your head?

Merrie Milton: Yeah.

Dr. Dale Herder: And how’d he approach you what was that all about?

Merrie Milton: I don’t really recall plus I had lost my memory on that one.

Dr. Dale Herder: Do you remember what he said to you, he put the gun to your head and why did he do that?

Merrie Milton: He stopped me, I don’t know, maybe I, maybe I ran a red light or something but don’t remember what it was but I know he stopped me and put a gun to my head and I thought that was a little scary. (Laughing)

Dr. Dale Herder: I would think so.

Merrie Milton: (Laughing) And there was another time that I had taken this young man to the beach and on the way back the police followed me all the way home. And I dropped this young
man off and after that the police would, you could see them parked by my apartment flashing their lights. I remember that.

**Dr. Dale Herder:** The young man was black...

**Merrie Milton:** Yes, yes sir.

**Dr. Dale Herder:** ...and that is what triggered the police they said, “what is she doing with a black guy?”

**Merrie Milton:** Yes.

**Dr. Dale Herder:** Was he your age or younger boy?

**Merrie Milton:** He was young; he was a little bit younger...

**Dr. Dale Herder:** Uh huh.

**Merrie Milton:** He was probably in high school when I was teaching...

**Dr. Dale Herder:** Sure.

**Merrie Milton:** ...and I took a job I was teaching at a school there in South Carolina for a year.

**Dr. Dale Herder:** What were you teaching?

**Merrie Milton:** First, second grade there.

**Dr. Dale Herder:** Second grade?

**Merrie Milton:** Uh hmm, yeah, I liked it.

**Dr. Dale Herder:** Well those were colorful memories...

**Merrie Milton:** It is, it was wonderful, I loved it.

**Dr. Dale Herder:** ...even though you don’t have clear recollections about STEP, you were in the meeting earlier today you heard John Duley talking and Bob Green. Bob Green made a statement today that stuck with me, and that is, “Leadership makes all the difference.” What do you think that is happening today in our society with regard to race relations are we moving in the right direction? Is our leadership right? Or are we kind of stuck?

**Merrie Milton:** Are you talking about leadership in terms of what’s in the White House?
Dr. Dale Herder: Well it could be leadership in the white house, it could be leadership in our cities, it could be leadership in the black community; do you have any thoughts about leadership, I’m going back to what Bob Green said, his words were, “Leadership is critical.”

Merrie Milton: Well I know that the, can I say anything about (Inaudible)?

Dr. Dale Herder: Bob who?

Merrie Milton: Bob (Inaudible)

Dr. Dale Herder: Please.

Merrie Milton: Okay, there is this (Inaudible) this weekend...

Dr. Dale Herder: Yes.

Merrie Milton: ...there is a conference in Flint...

Dr. Dale Herder: Mm hmm.

Merrie Milton: ...it’s called the Black Men’s Gathering...

Dr. Dale Herder: Okay.

Merrie Milton: ...and these are black men that get together and they talk about different situations with the black young men especially and how they can help do that and that’s what they’re doing this week so, so it looks like our meetings are coinciding.

Dr. Dale Herder: Yes, they are; they are indeed. Well you know what you’ve just described is one function of leadership...

Merrie Milton: Yes.

Dr. Dale Herder: A group of people getting together to think and talk about critical issues and to establish a leadership philosophy...

Merrie Milton: Yes, that’s exactly what they’re doing.

Dr. Dale Herder: and that’s what is happening in Flint and Flint has had its problems as a city haven’t they...

Merrie Milton: Yes, this is in Davidson.

Dr. Dale Herder: Oh okay is that a suburb of Flint?

Merrie Milton: Yes...
Dr. Dale Herder: Okay, I don’t know the Flint area too well. Well we’ve covered a number of topics is there anything else you’d like to add before we conclude this our time is almost gone. Is there anything that you would...

Merrie Milton: Okay, well I would; I taught for about twenty years in the Detroit inner schools...

Dr. Dale Herder: Did you?

Merrie Milton: I loved it first grade.

Dr. Dale Herder: Mm hmm.

Merrie Milton: Oh and I loved, I loved the kids and I miss it so much, so bad. Sorry I had to retire in ’88 for my, you know, cardiac arrest.

Dr. Dale Herder: Yes.

Merrie Milton: Losing all the memories and what not, I loved it...

Dr. Dale Herder: Yes. You apparently remember the memories of good feelings...

Merrie Milton: Oh yes...

Dr. Dale Herder: Of those students, second graders mostly?

Merrie Milton: No first graders, Oh yes, that’s, that’s a crucial time.

Dr. Dale Herder: Were a lot of your students African American kids?

Merrie Milton: A lot of Mexican and black.

Dr. Dale Herder: And you as a white teacher were able to touch them, to reach out, to communicate, to connect?

Merrie Milton: Yes.

Dr. Dale Herder: How did you do that, how did you do that, how did they come to trust you and like you?

Merrie Milton: I don’t know, I just I took a lot of time with them which was hard to do because you had as many as thirty-five children in the classroom which is an awful lot of first graders but that’s the Detroit school system. And a lot of times I would tutor some children after school because there was no reason why you couldn’t advance up to the second grade without being,
and then I knew the second grade teachers loved to have had my children because they were ready.

**Dr. Dale Herder:** You prepared them.

**Merrie Milton:** I prepared them.

**Dr. Dale Herder:** So you weren’t just passing them along.

**Merrie Milton:** Oh there’s no such thing as passing them along, passing means knowing what you need to know in order to progress.

**Dr. Dale Herder:** Yes.

**Merrie Milton:** And I loved my students, *(Giggling)* I miss them so much.

**Dr. Dale Herder:** and I’m sure if they could be here today they would say that’s Miss. Milton and we’re proud of her. Maybe we should conclude this interview because the time has gone I’m kind of looking at my wrist watch without being impolite, but I know the camera is going to shut off here at a certain point and we won’t even know it…

**Merrie Milton:** Okay.

**Dr. Dale Herder:** … so if I may I will ask you one more time, is there anything else you would like to add? If not thank you, thank you for serving in STEP, thanks for teaching those kids, thanks for what you did in South Carolina, thanks for and thanks for being taped today.

**Merrie Milton:** Okay.

**Dr. Dale Herder:** This’ll go into the university archives and some student some day is going to be reviewing this video tape for a paper she’s writing or he’s writing and they’re going to say that Merrie Milton is special.

**Merrie Milton:** Thank you.

**Dr. Dale Herder:** Thank you.
Volume 2
Interview 9

Interviewer: Dr. Dale Herder (DDH)
Interviewee: David Hollister (DH)

David Hollister: I’m Dave Hollister, I’m presently the president and CEO of a nonprofit organization called the Prima Civitas Foundation that was launched by President Simon of Michigan State University to engage the university more fully with economic and community development of this region specifically to diversify the mid Michigan economy, prior to that I worked for Governor Granholm as the cabinet member the Director of the Department of Wovenly and Economic Growth. I had a budget of $1.4 billion...

Dr. Dale Herder: That’s with a “B”?

David Hollister: ...with a “B” and I had 4,200 employees with the biggest and most strategic department of state government. Prior to that I was the mayor of the city of Lansing for just under 10 years and prior I serve 19 and a half years in the Michigan legislature.

Dr. Dale Herder: Thanks, I know all of that background and I have enjoyed watching and working with you Dave, on a number of those activities. Umm, I’d like to kick of this brief interview, it’s only ten minutes so it’s a little bit tight by asking kind of a basic question; how did you hear about STEP? How did it come to your awareness and why did you volunteer?

David Hollister: I was taking graduate classes at night I was teaching at Lansing Eastern High School, and I went through the union one day and I was handed a pamphlet saying that Dr. King was going to be speaking on campus and it was going to be at the auditorium at a certain time and I decided that I would go and hear Dr. King. I was, came out of a middle class white high school community background so I really wasn’t involved in the civil rights movement but I was acutely aware of it because of my first year teaching in Belton I had confronted racism and racial attitudes so divisive and so hateful that I, it really impacted the way I thought about the civil rights movement. So this was my first chance to go hear King directly, I sat in the auditorium, when he spoke I was mesmerized by his presentation and when he finished the speech and went down the stage, I went down the back stairway and met him for probably 30 seconds maybe a minute and was so moved by his vision and his call to action that I volunteered on the spot to teach in the STEP Project. So I volunteered the summer of ’66 and then again in the summer of ’68. We didn’t go in ’67 because we had an infant son; in fact the first year I went down my young son Jerry was just 16, 17 months old and he was just a toddler. And there was real angst in my family and my wife’s family that we would go to Mississippi and take an infant
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and it was a risk probably that if I thought about it today I wouldn’t want my son to do with my grandchild.

**Dr. Dale Herder:** Uh hmm.

**David Hollister:** But we didn’t really think about the risk we just, it was such it was such, the right thing to do. We were gonna go teach school for god’s sake! I was a school teacher, I had a teaching background, my wife was a school teacher we were gonna be teaching kids who were high school seniors who were from segregated schools that were so disadvantaged it didn’t seem like a big threat but it turned out it was a life transforming experience.

**Dr. Dale Herder:** If we use that last sentence, “It was a life transforming experience” as a segue, is there a particular story, was there a particular experience that stayed with you from your experience in STEP?

**David Hollister:** Well there are several I came back from the first experience and got deeply involved in social justice issues in mid Michigan. John Duley, Julie Morrison, Lynn Jondall and a group of people started the Greater Lansing Community Organization and that looked at housing issues, and education issues, and fairness issues in fact I was on the way to a Greater Lansing Community Organization meeting the night, April 4th in ‘68 when King was killed I was actually on the way to a meeting...

**Dr. Dale Herder:** Here in Lansing.

**David Hollister:** ...here in Lansing and Edgewood Village which is now a real thriving non-profit housing effort was an (Inaudible) for the Greater Lansing Community Organization of ‘74.

**Dr. Dale Herder:** Mm hmm.

...So when King was killed in April ‘68 that became a real transformational period for me, I decided that I would get involved, because the war was raging, King had come out against the war that was very controversial maybe (Inaudible) should stay in the civil rights, not get mixed up in foreign policy but I decided to get involved at Bobby Kennedy’s campaign and I actually took a group of Eastern High School students down to South Bend and got involved in the Indiana primary and actually the kids had a chance to meet Bobby Kennedy. And then Kennedy was killed in April, as Kennedy was killed right after the California primary in June and there were a group of us that got together the Saturday King was err Kennedy was killed on a Tuesday night. His funeral was on Saturday, we got together here at Michigan State University, there were probably 12 or 13 of us, we got together in the big Ten room...

**Dr. Dale Herder:** Okay.

**David Hollister:** ...and the question was, do we leave this country and go to Canada...

**Dr. Dale Herder:** Uh hmm.
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David Hollister: There was a group that wanted to go to Canada...

Dr. Dale Herder: Sure.

David Hollister: ...get the hell out of here. And there were a lot of people doing that then...

Dr. Dale Herder: Back in ‘68, yep.

David Hollister: ...or do we stay involved and try to change it, do we get involved political? I didn’t belong to the party, I had never been involved and everybody, it took us about 2 or 2 or 3 hours, everybody in the room, figured we’d run for something, we were sitting at a big table and we went around and “well I’ll run for state senate, I’ll run for the legislature, I’ll run for this” and it came around to me and I was the last one at the table, and I said “what’s left?”

Dr. Dale Herder: (Laughing)

David Hollister: Well county commissioner will be elected for the first time in ‘68 before I’d even been appointed and had to be an elected official, I said what does a county commissioner do? Ah what the hell, nobody seemed to know what a county commissioner does. Well what does it take to become a county commissioner? Well we have some paper that takes 20 signatures to get on the ballot, 20 signatures...

Dr. Dale Herder: 20 signatures...

David Hollister: ...so I was leaving for Mississippi the next week, this was Saturday and we were gonna leave the next Saturday so I went to Crystal Rain Community Center, which had a big role in my life...

Dr. Dale Herder: You bet.

David Hollister: ...lot of people coming through, got the signatures, submitted the signatures, took off for Mississippi and while I was in Mississippi I got a letter saying congratulations, you are the democratic nominee for County Commissioner.

Dr. Dale Herder: Just like that.

David Hollister: No one else had filed...

Dr. Dale Herder: Okay.

David Hollister: ...no one else had filed and the guy who filed on the republican side his name was Laverne P. Fosnight... (Laughing)

Dr. Dale Herder: I remember the name... (Laughing) I remember the name.
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David Hollister: ...you can not win a political race with a name like Vernon P. Fosnight...

Dr. Dale Herder: Fortunately.

David Hollister: ...and coming back from Mississippi the second year and making that decision ‘cause I was close to going to Canada; that changed my life. Then running for county commissioner Grady Porter and I won that election there were nineteen republicans two democrats everyone in the courthouse was republican, the sheriff, the register of deed, all the judges, we were the only democrats that had ever been elected to that board and the first night we introduced two resolutions; or to stop the war in Vietnam and the other to support the boycott of Cesar Chaves and (inaudible) and we were, we were so disruptive that they were so angry that we would bring the social activism to the county commission that it really was a very tense period and then from that point on, within two years we went to eight democrats two years after that we were a majority and I became chairman of the board of commissioners so within four years of that experience in '68 I was chairman of the board of commissioners the youngest chairman at that time in the history of the state.

Dr. Dale Herder: And there had been a sea change in the demographics of the board, the political demographics.

David Hollister: We had gone from completely republican to...

Dr. Dale Herder: Substantially democratic.

David Hollister: ...and it has been ever since, we’ve had a democratic board of commissioners ever since. And all of that, my 20 years in the legislature, my 10 years as mayor my commitment to Governor Granholm and the labor was really guided by my experience in Mississippi.

Dr. Dale Herder: You’ve answered a question I was going to ask. Do you think you as a human being has been changed or shaped by the STEP experience?

David Hollister: The 30 seconds to have met up with King, was probably the most significant event in my life. Before I had read I had an intellectual understanding of (inaudible) commitment but hearing that message and engaging his eye contact...

Dr. Dale Herder: Yeah.

David Hollister: ...fundamentally changed my life...

Dr. Dale Herder: Inspirational.

David Hollister: ...he was the essence of a leader I’ve always felt that you need four things to be a leader...

Dr. Dale Herder: Okay.
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David Hollister: …you need a clearly defined goal…

Dr. Dale Herder: Mm hmm.

David Hollister: …and he articulated his social justice goal…

Dr. Dale Herder: Mm hmm.

David Hollister: …you need a clearly define strategy…

Dr. Dale Herder: Mm hmm.

David Hollister: …and he articulated this nonviolent direct action, (DDH is nodding) but you can’t act without two or more critical components, one is a sense of hope…

Dr. Dale Herder: Mm hmm.

David Hollister: …and King gave people hope and… forth and probably most important, you need courage you have to be able to act and if your group or you’re in a leadership role, if your group doesn’t have hope, courage, strategies and goals it will turn on itself, it’ll begin back stabbing, irrationalizing, scape-goating, this is a boy scout group, a community group, a national group a state group; you can see it and King had the essence, he could capture people’s imagination, he could give them courage, he had a clear strategy and a clear goal; Chaves had it as well…

Dr. Dale Herder: Yes.

David Hollister: …and I have always tried to take that experience with King and then the years in Mississippi and internalize them as far as how I would be a leader on a local level. I started out in college when you and I were at Michigan State…

Dr. Dale Herder: Yes.

David Hollister: …I was going to save the world

Dr. Dale Herder: Mm hmm

David Hollister: and then after about 10 years of teaching I thought well maybe if you just save western civilization and then after a couple years in the legislature (Both laughing) I thought well if I could just save Michigan and then I spent 10 years as mayor and I thought if we could just save Lansing (Both laughing) the city and then I came to really understand who we are to save our families…

Dr. Dale Herder: Yes.

David Hollister: …our neighborhoods…

Dr. Dale Herder: Yes.
David Hollister: ...a block at a time...

Dr. Dale Herder: Yes.

David Hollister: That’s what’s honorable.

Dr. Dale Herder: Our time has run, this has been wonderful; thank you so much for what you did in STEP Dave, thank you for the leadership that you have echoed from that moment with Martin Luther King Jr. throughout your career and thanks for being here today. This tape or digitized system will be in the archives in the library and someday when in the not too far distant future there will be an undergraduate like Dave Hollister or Dale Herder who’ll have an assignment and will be going through these tapes and I know she or he will enjoy this interview. Thanks so much.

David Hollister: Thanks Dale.

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Volume 2
Interview 10

Interviewer: Dr. Dale Herder (DH)
Interviewee: John Scuiteman (JS)

John Scuiteman: My name is John Scuiteman, I’m from Richmond, Virginia and I work as a Researcher. Evaluation Specialist for the Virginia Department of Criminal Justice Services; I’ve been doing that since 1985, previous to that I taught political science at Virginia Commonwealth University and for a couple years at Texas Tech. And I’ve got two boys 17 and 18 and I’m happy to be here.

Dr. Dale Herder: Good, thank you and welcome. John, tell me a little bit about, to start things off, how did you hear about STEP. How did you hear about it, where were you, what were you doing and why did you volunteer?

John Scuiteman: Well a conjunction of things, I was a senior at Michigan State and I’d always been an idealistic I had been a president of a professional fraternity here on international relations. One of the things we did during that experience was hold a memorial service for JFK well anyway the development of my idealism and liberalism were taking place at that time. I probably heard about STEP through the state news, you know, it had been a year since this program had started and I had just become, I was in ROTC the air force ROTC program I knew
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I’d be graduating I didn’t have an assignment yet for the military I had time and it seemed like a
good calling. I can’t say I know the time and the date that someone said, “Gee, why don’t you go
over there.” I was living off campus and I must’ve known somebody that was involved with it
and I can’t even say who that is now but somehow I came to one of the meetings and it felt like a
really neat thing to do.

Dr. Dale Herder: Was it a neat thing or to or was it a calling in the sense you felt you had duty,
that you were inspired by somebody or some idea?

John Scuiteman: Yeah, I was obviously all were sad and shocked by the events taking place and
of course focused on the south and Bull Connor and the dogs at the bridge and the general sense
that these people are, the people in trying to improve the lives of black people in United States or
any port touched me. I come from my father was a State Trooper, you know, mom went to
college my dad didn’t it just seemed I had this great opportunity, you know, and I wanted to do
something…

Dr. Dale Herder: You wanted to get involved.

John Scuiteman: Yeah, I felt I, this was a real safe kind of thing to do too, it was educational
pretty confined, not a radical thing to do I wasn’t, you know I came from a pretty conservative
background from my family and all that so it was perfect fit in a way, because I didn’t have, I
wasn’t going to be, you know, putting myself I harm’s way necessarily.

Dr. Dale Herder: At least you thought that.

John Scuiteman: I didn’t, I didn’t know.

Dr. Dale Herder: When you, you mentioned your parents, when you made the decision John, to
volunteer for STEP, did you check with your parents, talk it over with them and did they have a
reaction or your or your family members?

John Scuiteman: I think they were supportive, my mother was a teacher, they knew their son
was going to be leaving soon anyway and that it was kind of my choice, I was 21…

Dr. Dale Herder: Uh hmm.

John Scuiteman: …I don’t remember getting reactions one way or another, but I think they
approved of me doing this inside, you know, they didn’t say anything but it wasn’t something
that they disliked or anything, you know, they said, go ahead, I don’t know if I really had to
consult with them at that point.

Dr. Dale Herder: You were 21 and it sounds as though you were pretty self-directed.

John Scuiteman: Pretty much, yeah.

Dr. Dale Herder: And they knew you were going one way or the other.
John Scuiteman: Yeah, I was leaving.

Dr. Dale Herder: You were stepping into manhood.

John Scuiteman: Right, right.

Dr. Dale Herder: Maybe a right of passage that they understood

John Scuiteman: It could be, you know, it could be. I think my folks were kind of proud of me for doing that.

Dr. Dale Herder: Yeah.

John Scuiteman: And I was always one that pleased people.

Dr. Dale Herder: Do you, does anything from your STEP experience stand out either as a story that you might want to share or and impression or a kind of thing you took away from that experience.

John Scuiteman: I think the second day we were there on the Rust campus after traveling down through Memphis and then on down into Holly Springs was the day we met the students for the first time we all went over to the cafeteria and we sat together and I’ll never forget that we were in a room with all these young black people who were all dressed up very nicely, they always put on their Sunday best, we were there feeling awkward we didn’t know, you know, what we were doing there in a way but across from me was a young lady who was so stunned at being in the room with a white person, I really I think it was that, maybe she was nervous for other reasons but she couldn’t speak and there was nothing I could do to make her feel comfortable...

Dr. Dale Herder: With you.

John Scuiteman: ...with me. And I can only think that like many of those students that lived in like rural Mississippi they had not had much interaction at all with the white people at all, and then all of a sudden there she is with some form of equality between us some reason for us to connect and I felt absolutely powerless and so that hit me probably more than any other incident you know while I was there, I mean, I did enjoy one other thing I learned is that I like to teach cause I got to stand up and of course, I knew all kind of stuff that these kids didn’t know. I mean they didn’t know where WWI occurred or they had no concept of kind of the flow of history and its events or what made a sentence a sentence I mean they weren’t believe me as far back in terms as their academic abilities as I thought they might be. I mean, when they wrote letters, we had them write letters about their experience after the class they were very articulate and they were pretty, in a readable print, I mean they it was like in a sense they were wiser, brighter and better students than I was led to believe although their grasp of facts in history and you know...

Dr. Dale Herder: And the world and the world beyond their community.
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John Scuiteman: Yeah kind of the analytical structural stuff, they were pretty clueless on because I don’t know at least that’s, I’m generalizing here but I learned another piece of that STEP Project was that I learned that I loved to teach and I liked to help people try to understand things. And of course going on the march was perhaps the most exhilarating and with some trepidation, you know, how nervous we were about that prospect of going down into a march where you know you hear the stories about the civil rights workers being shot, there were people taking pot shots at people you know, James Meredith was shot on the road down there so and it was in a time you know, some, some nut out in the country would just take a shot at you ‘cause you were down there and you were white and you had a car that had a Michigan license plate so...(Laughing)

Dr. Dale Herder: That’s all it would take.

John Scuiteman: ...yeah so we were all pretty revved up you know and kind of scared, but or apprehensive ...

Dr. Dale Herder: Yes.

John Scuiteman: ...and so that day the idea of marching with all these people and such a noble cause you know was a pretty critical incident for me. I felt really good about it.

Dr. Dale Herder: Those are good memories and god stories. Life is short John, relatively...

John Scuiteman: Yes, yes.

Dr. Dale Herder: And you and I are in our 60s and we both were undergraduates at the same time, you were involved in STEP when I was involved at the old naval office...

John Scuiteman: Uh huh, Uh huh.

Dr. Dale Herder: ...we both served our country in different ways...

John Scuiteman: Right.

Dr. Dale Herder: ...but as I look at life from this vantage point and perhaps you as well, through these eyes, I think about how short it is and I think about the things that really made me into who I am as a human being.

John Scuiteman: Mm hmmm.
Dr. Dale Herder: Did STEP in terms of your inner journey, your life’s journey not just your career and the things you can check off, the man you are, the human being you are, your inner journey, was it affect at all by STEP, were you shaped into who you are today in any significant way by STEP?
John Scuiteman: In the sense that down deep inside I've always got this little nugget, that I was there at a time when it was important for people to be there and thank god for that opportunity. John Duley people then when Bob crame, when Bob Green came and asked us about the march that you know I know people make a difference. I think I learned it was a ripple effect and some of my students I mean I kept a couple, a little communication with my students after STEP and I got a letter for instance from a woman, Fannie Mae Winston was her name and she I had her son as one of my students except she wrote me a letter thanking me for paying attention to her son, I mean and so there was always a STEP kind of encouraged me it was a source of any, a source of future courage I'd say in terms of knowing that is was important to step over that line a little bit more in terms of telling people this is not right it gave me a little more fortitude in that way and in the subsequent years I helped start a church a liberal Unitarian Universalist Congregation in Richmond that's a liberal thing in a southern town...

Dr. Dale Herder: Sure, sure.

John Scuiteman: ...that's a little over the line...

Dr. Dale Herder: Uh hmmm.

John Scuiteman: ...my brother's gay and I actively marched in gay rights parades which I don't know if I would've ever done had I not had that experience on the march in Jackson. Yeah, it instilled in me the idea that if you see a situation where everybody is sort of not talking about what needs to be talked about then I'm gonna ask people to talk about it. I haven't been a great leader of anything in particular but I do, I believe in participating; I've been standing out in front of the courthouse once in a while down in Richmond against this war against the misuse of our boys, our troops, our women and the military and the chaos that we've been putting them into and not having any clear indication as to the national interests of 300 billion. So the inner journey has definitely been affected by it, this whole reunion experience has put me maybe in touch with that I don't know what would've happened had I not been to STEP but I think that was a, it makes me feel good when I think about that chance and opportunity and I was able to do it and probably the first thing in my life that I did on my own that seemed to be approved by the world, you know, or at least my world.

Dr. Dale Herder: You bet...

John Scuiteman: ...let my people go.

Dr. Dale Herder: ...the time has fallen, this is about a ten minute interview, we've gone a little over that but the camera is running so it's perfectly alright. What you just said is powerful maybe as a conclusion to this interview and that is "It was approved by the world or at least your world," and indeed as a person who wasn't involved directly in the movement because I was doing something else in terms of my world, (Inaudible) I salute you, and thank you for your service to STEP and to this country and thanks for being here today.

John Scuiteman: Well thank you, I've really enjoyed it and I want to thank you for your service too because being in the navy in the late 60s...
Dr. Dale Herder: Was interesting...

John Scuiteman: Yes.

Dr. Dale Herder: ...just as your service was interesting...

John Scuiteman: Yes it was.

Dr. Dale Herder: ...and we both could've been shot. (Both laughing) It's a pleasure, thank you, John.

Thom Peterson: Hi, I'm Thom Peterson, I'm the supervisor of energy management at Grand Rapids public Schools right now and I've been there over 20 years, but my role in that position as facilities management is really I think sort of translating the technical gizmos for human use you know so that we've got schedules for people in buildings we want to make them comfortable keep an environment that works for them so our job is to maintain the facilities so that learning can occur in a comfortable environment that's what we're all about.

Dr. Dale Herder: Good, good summary, you're truly supportive of the educational...

Thom Peterson: Yeah, supporting the function of that school system that's under siege these days, a downturn in the economy, the way the schools are funded makes it very difficult we just don't have the resources that are needed, of course I suppose, everybody could say that, it's kind of an ongoing theme in education forever...

Dr. Dale Herder: Lansing Community College as well... (Chuckling)

Thom Peterson: Yeah, yes I'm sure...

Dr. Dale Herder: Thom, to thank you for introducing yourself it's nice to meet you and get reacquainted; we worked together at Lansing Community college, I remember you better than you might think...
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Thom Peterson: Well I appreciate that.

Dr. Dale Herder: How did you hear about STEP, what were you doing at the time, where were
you, I assume you were a student at the university...

Thom Peterson: Yeah.

Dr. Dale Herder: ...you went down and, and why after you responded how you heard about it,
why did you volunteer?

Thom Peterson: Well that’s interesting, I was a high school student in Haslett and I think a very
important part of my formative years was my involvement with the Haslett Community Church.
And when I went to school, I was a commuter, obviously, to Michigan State but my minister in
Haslett I guess had suggested my name to John Duley and the folks from the campus ministry
here at Michigan State as somebody who might be interested in serving on a student board or
campus ministry and a representative of the people who were off campus or commuter students
so I was on that student board for campus at Michigan State and I think that’s probably where I
heard about it...

Dr. Dale Herder: Uh huh.

Thom Peterson: ...When we reheard the lecture from Dr. King this morning, I was trying to
remember if I had been there, it sure sounded familiar to me...

Dr. Dale Herder: (Laughs)

Thom Peterson: ...and I can remember being on the steps at the auditorium as people were
coming out of there and I’m pretty sure I was in attendance there with that but that would’ve
been a couple of ears before or at least quite a while before my involvement in the program. I
met or re-met Dick Athey today and Dick was a member of my brother’s fraternity and at
Michigan State and we worked together at campus bookstore so there’s another possible
connection, but all those connections wound up with me getting to get a flyer about the STEP
Program and went over I think it may have been on campus but after a while we were meeting at
Barry Fein’s place and talking about this program and I decided maybe there was something I
could do as a tutor. I understood what was going on I was I think interested in the, the positive
activity that STEP represented as opposed to a confrontational protest or something, you know I
had the sense that changes need to be made and this was a really good way to do it and a low key
but direct way to participate in a change in society.

Dr. Dale Herder: Wonderful. When you decided to volunteer because you were young did talk
with your parents with family members kind of get clearance, check it out with them and was
there any reaction; were they supportive, were they wary, do you recall any reaction, responses
from your family?

Thom Peterson: Well I think the way it was, the way it was I guess you’d say announced to my
parents, I think they were okay with me making those kinds of decisions and I think their
reaction to it was, it’s a school, and it’s a summer activity and the years previous to that as I transitioned from high school to college I was a camp counselor for YMCA up in western Michigan and ...

**Dr. Dale Herder:** (inaudible)

**Thom Peterson:** Uh, no it was up in Barkerville and it was with the Kalamazoo Y...

**Dr. Dale Herder:** Oh ok.

**Thom Peterson:** ... Wally Piper...

**Dr. Dale Herder:** Sure.

**Thom Peterson:** ... out in Haslett was the director of the Kalamazoo Y at that time and he was looking for camp counselors so from their prospective it was kind of the same kind of thing as I was doing the summer work going out and being gone for 5, 6 weeks doing this kind of thing. So they didn’t think too much about that so my going off to Mississippi did raise a few eyebrows but I guess we were kind of oblivious to any, any kind of personal danger that might have been associated with that although it certainly was possible that that was in their minds they didn’t I don’t think have a big objection to my doing that and were probably pretty proud of the fact that I was willing to spend my summer in that way.

**Dr. Dale Herder:** When you were active, what years were you involved in STEP?

**Thom Peterson:** ‘67 and ‘68.

**Dr. Dale Herder:** During ‘67 and ‘68 when you were in Holly Springs and in your surroundings, do you have any particular memories Thom of an event or of events or experiences that stayed with you? This can come in the form of a story that you’d like to share...

**Thom Peterson:** Yeah, uh hmm.

**Dr. Dale Herder:** ... or just an impression or that stayed with you?

**Thom Peterson:** Well certainly there was the place itself, being very foreign to me; the temperature, the weather there, the new classical design of the buildings at Rust College that were maybe federalist I guess I’m not exactly sure how you say it, but you know about the way that we have a visions of these institutions and from the stand point of my growing up not too different from coming from the high school to the college and seeing that everything is different so going there and everything is different, so what, you know...

**Dr. Dale Herder:** Sure, sure.

**Thom Peterson:** ... you have to deal with it. From that perspective that was not too much different from the perspective of having an opportunity first of all to these great friendships
made with people who were preparing to go down from Michigan State, that was kind of new as an off campus student. I didn’t come into college and make a lot of friends like in a dormitory where somebody might do that so the way that I made friends with people was sort of one on one in classes and that kind of thing. And so not a big rush of getting to know some people and then by the same token going down there and working with the tutors from Rust College and the students who were coming in, I sort of had a feel for the students coming in who were sort of new to what was going on and so I felt like the mission that we had to sort of get them into the swing of the college deal. How are you gonna handle this when fall rolls around and you’re enrolled and you got to get going on your studies, this is your big chance, how are you going to be prepared for that; I felt like it was a really good match you know, between what they needed to get ready for and as someone who’d just gone through that kind of myself, I felt like I could help them a little bit. I think I was a little naive to that, I think everybody has to have their own way of studying and getting at it but at some point in time you got to catch fire and you got to go on your own so at that point I thought, give them some ideas and hints a to how to get going on this and make sure that everybody understands that this is pretty serious business what you’re doing here, it can be a lot of fun but it’s you know serious stuff. Yeah, I think it was a good match for me but the getting to know people in that condition was odd I think it was kind of a clash of north and south cultures and certainly of black and white cultures, there was some standoffishness and a little bit of cultural clash there, not exactly knowing how to do this thing but feeling like we were of a mind, you know that we wanted to do it, we wanted to get to know each other.

Dr. Dale Herder: Thom, I hinted to you before the interview began that one of the questions I’d provide has to do with the more introspective dimension although you have been fairly introspective…

Thom Peterson: Uh huh, always. (Laughing)

Dr. Dale Herder: …well that’s great, it’s great. And I like the story part of that. This more “introspective” question has to do with what we call the inner journey, it’s becoming a bit of a cliché for some I suppose but what’s happening is that in a lot of liberal arts colleges around this country there’s been a recognition by faculty and administrators that students compete, they do well in physics, math, history, philosophy, literature and so forth and they earn their grades then they have to go out after their degree and they go do things but somewhere on the way to the dance, something else ought to be happening, okay and that is, “what is happening to me as a person?” That’s the inner journey, “what have I learned from the learning process?” Is there anything that occurred that not only particularly a discreet experience but is there something that you think the STEP program did to help guide or shape your inner journey and bring you to be the person you are today, the human being you are today? Was there any of that kind of inner journey impact or compass that you can perceive from your experience?

Thom Peterson: That’s, that’s a tough one, I think in but it puts me of mind to think about something that we discussed in Sunday School class at one time long time ago and it was the issue of vocation or a calling and what we concluded in our discussion was that when we’re thinking about it as young people and wondering what we’re to do with our life, “what do you want to be when you grow up,” some people have that and they’re ready to go and then there’s
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folks like me (both laughing) who haven’t a clue, you know, who’re ready to go and curious and interested but not in any specific direction but the idea of the voice in the night giving you direction is kind of what I was looking for and what we said in that Sunday School class was well maybe that becomes clear once you have made a selection, made some decision, made some choices and there you are. So then you look back and you then you see it’s a straight line and the experiences you had helped shape you and direct you into that thing. So the idea was to follow your instincts and follow what makes you, fulfills you, makes you happy or satisfies your intellectual curiosity, whatever floats your boat you go for that, you take something that you’re interested in and you go ahead and do that. Not exactly knowing what the outcome of something like that might be but going on those instincts then using your intelligence once you get into that situation to see where you go from here so the idea of I don’t know always spinning of what if, I see myself dong that all the time and in the instance there was some closure on it because we’re gonna prepare for this thing we go through all the what ifs as we prepare and then we go down and we have this experience in Mississippi with these kids and it strikes me that these so called kids cause I see guys like Paul Herron now we’re of the same generation, we’re not really kids there are 1 or 2 years separating from us and I don’t think I recognized that, I don’t think I recognize that we’re pretty much in that same generation not a different generation we’re the same kind of thing. So the experiences that I was going through were hopefully shared with some students at Rust and fellow tutors from Rust and Michigan State and now we have come away from that we look back because you don’t really know what your impact is gonna be and how those things have impacted other people and I think that’s one of those pieces I came away from the STEP program with, is that you have an idea, you follow through with your idea, you give your best shot and then it’s kind of let the chips fall where they may, you don’t know what the impact of is gonna be in the long run it could be sometimes that something one person says sticks with somebody else maybe it’s a conversation with your brother or your sister and you don’t even remember it but they remember it very well and it’s been a torch to them on and that’s what I think I took away from that experience was that if you think that something is right for you, you go ahead and do that. You go ahead and give it your best shot and it may have some positive benefits you just hope for that.

Dr. Dale Herder: Good and I think of legacy and maybe that’s the most powerful legacy of all of STEP for you is that little animator that little battery that’s still in there that has energy...

Thom Peterson: ... Yeah and if what propels me and I share that with somebody and they think not only of the content of what we’re talking about, you know how you might want to learn to study a little bit more effectively but they think of the idea of helping the next person along the line what a benefit that is.

Dr. Dale Herder: It’s passed along. Thank you, our time has run...

Thom Peterson: Thank you for the opportunity.

Dr. Dale Herder: ... and it’s a pleasure to get reacquainted with you Thom...

Thom Peterson: Yeah.
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Dr. Dale Herder: ...a former colleague at Lansing Community College thanks for your service
to this country in the 60s through STEP and thank you for being here today for this interview.

Thom Peterson: You’re very welcome.

Dr. Dale Herder: It’s a pleasure.

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Interview 12

Interviewer: Dr. Dale Herder (DH)
Interviewee: Caroline Wong (CW)

Caroline Wong: I’m Caroline Winters Wong, and I attended Michigan State from ’67 to ’69 as
a graduate student participated in STEP in the summer of 1968 and I’m presently a middle
school principal in Honolulu, Hawaii.

Dr. Dale Herder: Wonderful, thank you. I too was a principal, I didn’t mention that I was a high
school principal at some point in my career and I’ve enjoyed reading about your career in Hawaii
and the wonderful award you received; congratulations.

Caroline Wong: Thank you.

Dr. Dale Herder: Tell me if you would please Caroline how you heard about STEP, how did
you hear about it, what were you doing at that time and why did you volunteer?

Caroline Wong: I heard about it from a classmate a student, another student that I knew and he
was going to participate and he told me why do you just come along to this informational
meeting and he was just a friend we weren’t dating or anything but it was something I was really,
very interested in. And I was majoring in I’m a social studies major...

Dr. Dale Herder: Okay.

Caroline Wong: ...here for a graduate degree and I was majoring in a lot of ethnic studies kinds
of, taking a lot of ethnic courses and very interested in Black American history taking a lot of
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courses knowing that I would be going back to Hawaii to teach in a multicultural place I was really interested in just experiencing that and being a part of it.

Dr. Dale Herder: Were you motivated at all, I’m going to ask you to raise your voice…

Caroline Wong: Okay.

Dr. Dale Herder: …just a little bit because the mic is…

Caroline Wong: Okay.

Dr. Dale Herder: …it’s away. Were you motivated at all about some grander, idealism, something in your family, activism in your family, a commitment when you were a young child growing up to racial equality or social justice; any of those kinds of things in your background?

Caroline Wong: Well I was raised in a Christian family and there was always that sense that you’re given gifts and they’re not for you, you should use the gifts that you’ve been given and so there’s always this not only concept but I saw my parents live it out; doing for others and involving yourself in other people’s lives. And I suppose that was an expectation it was also something, it’s kind of like you go from accepting your parents values and making them your own.

Dr. Dale Herder: Nice. Nicely put, speaking of parents, you were fairly young when you made this decision did you clear it with your parents or with your family or discuss it with family and if so what was their reaction?

Caroline Wong: I was in graduate school so I wasn’t, didn’t have to have my parents permission but definitely I discussed it with them and I think all of, probably all the difference in the world was that my family had moved to Hawaii in 1963 and so that really changed them in terms of people and being around different kinds of people. Not that they were ever prejudice but it’s just the exposure and living next to people that are different than you and going to church with people that are different and so they were very open to it.

Dr. Dale Herder: They weren’t worried about your safety…

Caroline Wong: I don’t think so… (Shaking her head)

Dr. Dale Herder: … going to Mississippi during that period?

Caroline Wong: I don’t think… (Shaking her head)

Dr. Dale Herder: You don’t remember that? (CW nodding) While you were there in the STEP Program, do you recall any particular memories, experiences, people that might lead to a little story that still stays with you? Something that kind of stands out in the experience that you think is worth sharing today.
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Caroline Wong: Well I, there were several experiences that just affected me profoundly in terms of perspective...

Dr. Dale Herder: Mm hmm.

Caroline Wong: ...and one of them was when we were planning they were encouraging the students to plan, to collaboratively plan an outing on the on the 4th of July and the local black kids were very reluctant to be involved in it and it was like, “Oh, come on let’s do something and let’s have a special day,” and all this and they kind of dragged heir feet and we were kind of annoyed at them but we were trying to plan a picnic to go to the local state park and I didn’t realize until after when we arrived at the state park on a bus and got off and everyone else in the park left. Why they had that sense of reluctance they didn’t feel comfortable telling us we don’t want to go because you’re going to see a demonstration of prejudice, they didn’t say that they just let us go ahead like kind of bumbling along in our ignorance... (Laughing)

Dr. Dale Herder: In your naiveté. (Laughing)

Caroline Wong: ...and then yeah, and so it was such a profound experience that people would get up and leave a picnic because we arrived there as an interracial group and it just, it really hurt me deeply, it touched me deeply, it affected me deeply and more than just the experience being sent to where people are, and why they are and the place that they are.

Dr. Dale Herder: I can tell that your emotions are still there today about that experience. You’ve been a leader and today Bob Green spoke about leadership, John Hanna especially and he spoke in not the warmest terms about John Hanna’s leadership; but Bob Green today, earlier said, “Leadership is what it’s all about.” You’ve been a leader, you’re a principal, you’ve been a principal, you’ve been recognized in the state of Hawaii, statewide for your leadership. Was there anything Caroline, in the STEP Program that affected your notion of leadership or that in any way has affected or shaped your leadership style, or your concept of leadership?

Caroline Wong: Definitely.

Dr. Dale Herder: Could you talk about it a little bit?

Caroline Wong: I think that leaders have to make hard decisions but has to be based on a real clear premise that and in the leadership role that I do it has to be what’s right for kids. And when you’re in an organizational change process whether it’s, you know, a university or a middle school change is a process it’s not an event and this school, my school or this university is not going to change until people change; it’s very personal it’s very individual and so as a leader and as I guide teacher through a change process, it’s like, you may not want to make this change you may not feel comfortable with it but this is a change we need to make based on data, on research, based on friendly help, beliefs or tenants if it’s the case of a university but, but it’s still, we’re gonna support you through this change process but we have to do what’s right for kids. And I tell you and every time and recently, most recently, it was Thursday, 2 days ago one of my staff came back from Christmas break and we’re opening for the second semester and one of the things I always go back to, how do we make decisions in this learning organization it’s based on
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research based practice, it’s based on ease of kids and so there is his sense of no matter what’s
comfortable we have to do what’s right.

Dr. Dale Herder: And some of that sense of doing what is right as a leader you would attribute
to your experience at Holly Springs?

Caroline Wong: Yes.

Dr. Dale Herder: Did you see leaders there who demonstrated that, who were exemplars of
that?

Caroline Wong: I did, I did. And I saw it in a quiet way, I saw John Duley especially, he
definitely had the philosophy, he wasn’t really a loud and outspoken person and he just modeled
it and he just lived it and he made decisions based on what was right.

Dr. Dale Herder: Do you think your career, before I ask you a question about your inner voyage
which is more introspective, a little bit more extrinsically, do you think your career as a leader
and as an educator was shaped by this experience?

Caroline Wong: Oh definitely, definitely. It’s a composite of many things and you look at who
sits at you board room table and who shapes your life...

Dr. Dale Herder: Yes.

Caroline Wong: ...and this, this project was a key for me in understanding and clarifying, I, I
had planned to be a teacher but it definitely clarified for me the steps that I would need to take as
a classroom teacher and as a leader.

Dr. Dale Herder: Now for the more introspective question, the one I promised. And there might
be a story in here as well maybe not, I’m in my mid 60s you and I were undergraduates and
graduates about the same time; as I look at life through these eyes at this point I recognize the
brevity of it; I think about and I actually have an assignment in one of my writing courses that
deal with this question, What do you plan to do with the rest of your life, if I’m right that life is
relatively short and if we think of the inner journey that is those aspects of your life that weren’t
necessarily career related or career driven but rather very much Caroline in origin and in
VOLTION FURLITION were there things about the experience in Holly Springs that guided
and shaped your inner journey and helped make you who you are today and if so could you talk
about it?

Caroline Wong: Well I think that all of us are here and we have a pretty clear purpose for our
life and part of the journey is determining that purpose and focusing on it and sharing it and as a
leader I look to a lot of leaders to see what type of leader I want to be and I really would define
myself as a servant leader. I’m here to live but I’m also here to serve you and serve your needs
and so that concept was intrical to the Holly Springs experience that we were there not because
we had something more or something better but we were there to walk beside people and live
with them and share with them and be of service to them to meet their needs. As I look to where
I’ll go after I retire...

Dr. Dale Herder: Mm hmm.

Caroline Wong: ...I’m thinking that in a year...

Dr. Dale Herder: Mm hmm.

Caroline Wong: ...I definitely will continue to seek out opportunities for service and one of the
things I have quite a few different groups asking me if I’ll teach at the university as a
“Specialist” not a tenured line...

Dr. Dale Herder: Yeah.

Caroline Wong: ...or anything but just to share because I do have such a rich school perspective
in terms of how do you, how do you build a passionate, how do you maintain the passionate,
how do you keep the focus on kids, or the needs of kids or your customers.

Dr. Dale Herder: Yes.

Caroline Wong: Yeah.

Dr. Dale Herder: Good. Well time has flown...

Caroline Wong: Mm hmm.

Dr. Dale Herder: ...the camera is still running, I think (chuckles). I’d like to conclude this if I
may by asking is there anything that we didn’t touch on that you’d like to talk about or mention?

Caroline Wong: You know what you said about time...

Dr. Dale Herder: Yeah.

Caroline Wong: ...as I traveled back here, I travel a lot, I’m all over the United States traveling,
I have 3 sons that are around the country so I got to travel to see them but the amazing thing is I
have not been back to Michigan State in 30 years...

Dr. Dale Herder: Really?

Caroline Wong: ...since 1969 and so I just took this journey back and you wonder, where did all the other go? Yeah?

Dr. Dale Herder: Yes, I understand. And of course this is a reunion so you’re seeing not only
this campus and reconnecting with some memories you know, time warp (clicking sound) it’s
1969 in a way when you step onto this campus and also some faces that I’m sure you recognize
these people. Well I hope the reunion is rich, and warm and gratifying for you. Thank you for your service to this country in the 1960s through STEP and to humanity...

**Caroline Wong:** Thank you.

**Dr. Dale Herder:** ...and for being here today for this interview.

**Caroline Wong:** Thank you.

**Dr. Dale Herder:** Thank you.
Ability to live within the tribe and freedom to break tribal barriers

Dr. Ron Dorr: And when you say it was interesting and most fulfilling thing yet could you elaborate, in a sense, what did you do there, what was the interesting, fulfilling part?

Phyllis Barton Harris: Part of it was just the interpersonal relationships. I had never lived with black people on a one to one basis, daily basis, other than college a little bit. So watching them straighten their hair and deal with their makeup, finding out they had the same boyfriend/girlfriend problems that we had and the same parental problems that we had was kind of an insight.

Dr. Ron Dorr: Where'd you live?

Phyllis Barton Harris: We lived in the dormitories with the students on campus. There wasn't a whole lot in way of electrical plugs in the room; we learned to take salt tablets to keep from getting dehydrated. I had never had grits before for breakfast and I can't say that I am particularly fond of them even to this day. But the atmosphere of also living on a small plot of land surrounded by people who would sometimes drive by in their pickup trucks with their rifles in the back window. Across the quarter on one street was the SNCC House and apparently the people there had some local run ins with the law. I found it rather intimidating to walk with my students to a local store to try to buy some feminine supplies and realize that we weren't going to get waited on. One time we went to a restaurant and got seated, finally, in the back room and discovered we'd been passed two different kinds of menus one with higher prices and the other with lower prices and were told by the waitress that the lower prices were the old ones and we were expected to pay the higher prices.

Phyllis Barton Harris: Oh I rather suspect that I thought that I was going to teach them all how to read music and learn wonderful things about how to work together as an ensemble. I didn't quite expect to learn as much as I did about hand jiving and the correct way to do 'Were You There When They Crucified My Lord' I think it was an eye opening experience to find out that people that who didn't always read music were probably much more innately musical than I was.

Dr. Ron Dorr: Did the STEP experience have an effect in your own friends, your family, people you knew closely after you came back and in the rest of your life?

Phyllis Barton Harris: I probably lost a couple of friends because I was more willing to associate with black people but I also gained an incredible number of new friends by being willing to look past the color.

Dr. Kay Snyder: Frankly, I didn't really ask my parents permission to go, I just knew I was going and they really, they were supportive of me as a person but Mississippi was a
scary name and they were, I think concerned about the safety, but they knew John Duly well, he was a neighbor from East Lansing, so I didn’t really get opposition there and my friends were ones who were very involved and committed to civil rights. However I did have a dramatic moment as I was getting ready to go to Mississippi, my grandfather lived with our family, he had lived there for some years. I went upstairs to get a suitcase to get my things together and I found something I wasn’t prepared to find. Before I found the suitcase I found a KKK robe and a book written by a grand imperial wizard back in the 1920s. I came storming downstairs and I said, “What is this anyway?” and my mother looked very, very sheepish. It turned out it was my grandfather’s, who was living in our house, and my grandmother’s, who was no longer alive, KKK robes. So I knew my grandfather was not at all happy about me going and I learned by the end of that day some interesting things about the history of our family. This was rural Michigan and it was really anti-catholic, anti-immigrant activity that was happening. I did learn that they got out after a while, when they realized some of the political agenda. but clearly, there were many family members of mine, more distant than my parents, that were quite opposed to my involvement in civil rights.

Christine/Lundberg: Yes, well I didn’t go twice, after the summer ‘66 and again because of Dr. Beaman he ended up talking to President Smith at Rust College. I was looking for a job, and so Frank called me and said, “Chris, do you want to teach at Rust College?” I said, “Hey, why not?” So I went back that fall and I worked at Rust College the years, ‘66-’67, ’67-’68

Lewis Rudolph: We all know that there’s learning in the classroom and there’s learning outside the classroom, what was the learning outside the classroom like?

Lewis Rudolph: It was profound. It was the first time Ron that I experienced ourselves as minority persons unable to read the silent language hues of another culture so I was a stranger in a strange land

Lewis Rudolph: I remember getting questions because we roomed with our students. I roomed with four other students in a dorm at Rust College and I remember a conversation about the smell of white linen which I had never heard before and this was like some of the best parts for conversations with students in the dorm at night when we lacked sleep and our defenses went down we’d just talked about what our impressions were without any kind of political correctness or anything else. How black men often times have difficulty shaving themselves and use shaving powder that was new to me, it was just the most basic mundane facts of life on differences in our culture, and in some of the biological differences that we have that were new to me.

Linda Garcia Shelton: There are two, two things that to this day majorly influenced me. One is very broad and not cognitive; I very, very distinctly remember the black community surrounding the school, and, and with in addition to the, what we haven’t talked about yet was in addition to the entering freshmen we taught formal lessons to we also had a community program that started out being largely athletic but also became a little bit, there were kids from like 11 to 14, a little bit academic too but not formal. And
the community around, and they came from the community around campus and their families were the community that welcomed us and I can remember the warmth and the safety that they provided and the kindness and the time, they gave us lots of time. And they told us about themselves and they asked us about ourselves and they were truly interested and this is contrast to walking downtown if for some reason you need to buy something you’d walk downtown and it was like you could’ve been in Alaska in the winter, it was so cold. It just didn’t feel good; you’d walk into a store it was like you weren’t there, you were invisible. And usually after an incredibly uncomfortable time somebody would come up to you and ask you what you needed and most of the time that someone was kind and would help you and make some kind of quiet little word of, “Thank you, thank you for coming in, thank you for visiting us.” So there, that moderated it but, so I didn’t feel like everybody was against us, but the coldness, and the I mean we were clearly either invisible or we were hated that that was the sense but the closer you would get to the black area, I mean it was like we would speed up, but wouldn’t run, wouldn’t run; then we’d get there and we’d go up to some ‘cause they said, “Come up to our house, come up to our porch, knock on the door and....

Dr. Dale Herder: And you would be safe.

Linda Garcia Shelton: ... if nobody answers just come on in.” Oh yes, and that went on that first year we were there 6 weeks and it was just so palpable and then again the second year. Of course the second year is even bigger because they all remember us, and it was great and then I taught for about twenty years in the Detroit inner schools...

Merrie Milton: I loved it first grade.

Dr. Dale Herder: Mm hmm.

Merrie Milton: Oh and I loved, I loved the kids and I miss it so much, so bad. Sorry I had to retire in ’88 for my, you know, cardiac arrest.

Dr. Dale Herder: Yes.

Merrie Milton: Losing all the memories and what not, I loved it...

Dr. Dale Herder: Yes. You apparently remember the memories of good feelings...

Merrie Milton: Oh yes...

Dr. Dale Herder: Of those students, second graders mostly?

Merrie Milton: No first graders, Oh yes, that’s, that’s a crucial time.

Dr. Dale Herder: Were a lot of your students African American kids?
Merrie Milton: A lot of Mexican and black.

Dr. Dale Herder: And you as a white teacher were able to touch them, to reach out, to communicate, to connect?

Merrie Milton: Yes.

Dr. Dale Herder: How did you do that, how did you do that, how did they come to trust you and like you?

Merrie Milton: I don’t know, I just I took a lot of time with them which was hard to do because you had as many as thirty-five children in the classroom which is an awful lot of first graders but that’s the Detroit school system. And a lot of times I would tutor some children after school because there was no reason why you couldn’t advance up to the second grade without being, and then I knew the second grade teachers loved to have had my children because they were ready.

Dr. Dale Herder: You prepared them.

Merrie Milton: I prepared them.

Dr. Dale Herder: So you weren’t just passing them along.

Merrie Milton: Oh there’s no such thing as passing them along, passing means knowing what you need to know in order to progress.

Dr. Dale Herder: Yes.

Merrie Milton: And I loved my students, (Giggling) I miss them so much.
Marginality: In the book *Common Fire*, an in depth study of the characteristics needed in the 21st Century by those who would live for the “common good”, marginality is seen as a valuable asset if viewed positively. It frees one to act against the norms of society, living on the edge of ones tribe frees you to move between tribes. The authors identify two kinds of marginality,

1) **Vulnerability based marginality**: Those who see themselves as marginal because their marginal status has been thrust upon them by stereotyping, physical disability, racial, sexual, class, or other prejudices.

2) **Value based marginality**: people who feel special and free to march to the tune of a different drummer—being part of some sub group holding unique values that distinguish them from the rest of the tribe—a family, a club, an association, profession, institution, or a religious community like the Quakers, the Amish, or the Mennonites.

**Phyllis Barton Harris**: At the time I went to Michigan State University I was majoring in Music Composition and then in Music Education. I was a member of People's Church and got to know John Duley partly through some other campus work. I was very much interested in what he was doing in terms of working with blacks at the point in Mississippi and when I was invited to go along and help with the music I jumped at the chance. My father was a minister so I have always been probably aware of people who had been under privileged in one way or another and as a preacher's kid you make a decision early on that you're either going to fight that or you're going to accept it. And somewhere along the way I had enough grace to embrace it and the years I spent in Mississippi I went there for 3 summers. I probably learned much more than I ever taught.

**Linda Garcia Shelton: Dr. Dale Herder**: Did your family background, you mention that you come from this sort of cultural enclave this sort of tightly knit group, was your background such that there was activism in your family; did your parents, did your relatives get involved in movements or activities or any....?

**Linda Garcia Shelton**: Not in this country. Well no I can’t say that yes in this country. My family were a conglomeration depending on which side you talk about but it’s all Spanish...

**Dr. Dale Herder**: Mm hmm.

**Linda Garcia Shelton**: ...and they were, one piece immigrated because they were in all kinds of trouble around labor union labor organization where they were in northern Spain and so one grandfather was a, had more education than most and was involved in it writing things for movement and organizing and was about to be drafted and sent to northern Africa which is what they did to people that they wanted to disappear and so he fled.....

**Dr. Dale Herder**: Okay.
Linda Garcia Shelton: ...the draft call and I actually didn’t learn this until we landed well, my had husband landed immigrant status in Canada...

Dr. Dale Herder: Okay.

Linda Garcia Shelton: ...because we were going to flee the draft...

Dr. Dale Herder: Ah ha.

Linda Garcia Shelton: ...he didn’t have to do that, in the end he did get a amnes...no whatever, whatever you call it, he got a...

Dr. Dale Herder: Probably amnesty...

Linda Garcia Shelton: No, no...

Dr. Dale Herder: No, a deferment.

Linda Garcia Shelton: ...he got a deferment, so we didn’t have to go but we went and told my parents because we might just drop out view and I wanted them to know where we were going and why we were going and how that could get in touch with us ’cause it had to be through and organization and again it was the campus community that had this all organized, the campus religious community actually who organized all this and when I told my family this I thought my parents would go through the roof and that’s when I heard the story of my grandfather. So no they weren’t going to go through the roof they said no there’s precedents for this. And I had a grandmother on the other side who was a real, she was an anarchist we have pictures of her marching with the big banner across her chest down Woodward Avenue in Detroit in the 30s so...

Dr. Dale Herder: So there is some history...

Linda Garcia Shelton: ...Yes there is...

Dr. Dale Herder: ...of activism in your family...

Linda Garcia Shelton: Yes, more than a little.

Merrie Milton: Hi my name is Merrie Milton, and I live in Oak Park, Michigan and I’ve been there for quite a few years, I’m married to Irving Milton I have two children, Jason and Aaron, and they’re interracial and I love them to death and my oldest son Jason just got back from Iraq he a Major now and I was a Vietnam protester and I have a son who loves the army, talk about that for clichés.
How the experience impacted participants in their view of the world and themselves

Phyllis Harris: I think I learned a couple of things. I learned to not to be quite so shy and timid as I had been; I learned or maybe relearned that what's on the outside doesn't count what's on the inside counts.

Phyllis Barton Harris: I probably learned not so much to worry about what other people thought about me but to go ahead and stand by my conscience and what I thought was right.

And I find myself to be somewhat upset and concerned by people who are afraid to do things because somebody might not like it or somebody might sue them or somebody might not think properly of that whereas if this is a need that needs to be addressed and something needs to be done then I might just step up and go ahead and do it.

**Dr. Ron Dorr:** What did you learn about leadership?

**Dr. Kay Snyder:** I learned I could do it and that was an amazing thing, to realize I learned it from being involved in the planning and organizing of the project and you have to realize, the very first year it wasn't just fund raising, it was figuring out what are we going to teach, how are we going to teach this, how are we going to organize these students. None of us had done this before, none of us had been teachers, any of it, how are we going to interface with the faculty? So it was working with faculty and being listened to that I realized I can do all of these things. That was really, really important.

**Dr. Kay Snyder:** I want to say something about the moral issue. I look back and I look at my journal and I realize some of the things that I believed going to Mississippi, and frankly while on the one hand certainly there was this moral issue that needed transformation, what I realized repeatedly from the students that we worked with and subsequent involvements that it was really very presumptuous and very ethnocentric for whites from the north to go down and think, “Oh Mississippi they have such a problem and we need to help with this problem” and so for me I came back to the north and I came back to my own situations to realize what kinds of inequalities existed. I knew about them but it wasn't so black and white, that there were many things that we needed to do but weren't being done in the north and there were many issues involving not just race but gender, social class as well. And so it was a rather humbling also it was humbling for many of our students, I remember one student wrote me a little note saying, “A little bit of education is a dangerous thing.” They wanted us to be mindful of what we were saying to them and that sometimes we were more concerned with changing them than helping them deal with their own issues.

Christian Lundberg: Well it's interesting just listening to Dr. King's talk today about legislation and yeah legislation can do so much but what else can we do to really change people and I think that one has to step up if one knows in your heart that it's the right thing to do and if you believe in nonviolence because that was the other thing we learned very early that you got to step up. And that doesn't mean that you necessarily have to be
at the front of the march but you have to be in the march; you have to be there to be counted. It doesn’t mean that you have to take the leadership role on everything but at some point you do have to be there.

**Dr. Ron Dorr:** Because the University would like to use some of these interviews in the student leadership conferences that are taking place, I’d also wanted to ask you, what’d you learn about leadership in STEP and how have you grown or matured in your notions of leadership since?

**Lewis Rudolph:** I think there are so many things I can say about that but let me pick a thread out. I think being able to put your body in a situation rather than just being able to reflect and being academic and being cerebral was a very important start for me. Being in the academic community prior to STEP, I was very good at lining up arguments, lining up data, analyzing policies, but until STEP I didn’t understand the absolute necessity for me at least of putting my body in the situation where I was not only at risk but part of the connections that would create a solution and that’s very pragmatic but also being able to have a vision of a ideal future and that’s what, of course, Martin Luther King Jr. presented us again and again and again and especially for me to experience his speech in 1965 that vision of that future propels me as a leader and a leader does have that capacity to inspire others through that ideal vision.

**Dr. Ron Dorr:** What was it like hearing that speech again?

**Lewis Rudolph:** I was crying; I was crying the kind of tears of beauty of realizing a profound set of truths that were being expounded and I understood then that he wasn’t reading a word of it that that was, he was old school rhetoric and public address... and that was embedded in his brain and there’s something about the directness of that encounter that will always stay with me.

I am grateful for this University to have been enlightened and inspired enough to provide me with an educational experience that drew me out to meet the world so I am eternally grateful to this institution.

Linda Garcia Shelton: I’d go back each time and to Michigan State and I saw black people, I never saw, before I went I didn’t think that there were any African Americans at Michigan State.

**Dr. Dale Herder:** I was here then I remember that.

**Linda Garcia Shelton:** But after I came back I saw them, there weren’t many but I saw them! So then it was clear to me that what I see isn’t necessarily what is; and I saw differently. And I naturally, when I did see them, there were a few so it wasn’t all that often, I did gravitate toward them and I felt part of it was because I was looking for that warmth again and that person-personhood, because Michigan State was big and you could be anonymous. And I felt it ...
Okay so race ahead ten years maybe...

**Dr. Dale Herder:** Mm hmm.

**Linda Garcia Shelton:** ...and that’s gone and I don’t know at what point I, it dawned it me it was gone I no longer had that natural vision, that natural attraction and I no longer had that sense of friendliness and welcoming and ease....

**Dr. Dale Herder:** Connectedness.

**Linda Garcia Shelton:** and connectedness, no I didn’t. I had stranger, different, fearful and when that dawned on me, it was like, damn, this powerful, this is social, this is learned but not consciously and that I think for me is the most important *(Inaudible)* this is, racism is just its everywhere...

**Dr. Dale Herder:** It’s powerful.

**Linda Garcia Shelton:** It’s powerful, and I didn’t think I could ever change back! I didn’t think I could change back! And I did. And it was so disgusting to me. And even now, it’s like I gotta watch it all the time.

**Dr. Dale Herder:** What you’ve just said leads to the next question we talked about a little bit earlier and that is the inner journey. That’s a “phrase that’s used increasingly” in liberal arts colleges as a way to encourage students not only be academic and scientific but also to learn in their education about themselves be a bit introspective. Life is relatively short you experienced STEP at a critical time in your life and the history of this nation. Life being short what if anything from STEP, because you mentioned legacy with regard to racism, what if anything from STEP helped shape you as a person, has perhaps, guided, steered, affected your inner journey, your selfhood, you as a person; not just career but you as a person?

**Linda Garcia Shelton:** *(Responds after a long pause)* I’m not, I’m not sure that I can pull something out separately.

**Dr. Dale Herder:** *(Nodding)* Mm hmm.

**Linda Garcia Shelton:** I am aware that certainly my professional life has always been working with, doing medical parlance underserved population pertinent inner city. And in my professional activities as a psychology educator I’m active in not the academic and the research piece, around, you know, the whole movement towards my, multiculturalism, there’s a whole big, *(Inaudible)* and I’m keenly aware of it but I’m not, I don’t work in that area but the piece about living it. When I wasn’t the academic vice president....

**Dr. Dale Herder:** Yes.
Linda Garcia Shelton: ...we had an amazingly all white faculty almost all white all most all male faculty and changing the academy who thinks that they hire in a colorblind fashion, I don’t, I think that colorblind is nonsense, getting that, and they hire only the best because that’s their job and if there were qualified, you know, fill in the blank whatevers, they would certainly get the job but we just need to take the best, we owe our students the best, so dealing with the academy in shifting that and in a way that’s a, you know you can’t as I’m sure you know in an academic (inaudible) you can not force things because the leadership has to come, leadership only leads when people follow.

Dr. Dale Herder: Yes.

Linda Garcia Shelton: You can’t be a leader... (Laughing)

Dr. Dale Herder: If no one, if no one’s behind you or with you. (Chuckles)

Linda Garcia Shelton: So if, you, you’ve got to move within the systems but sometimes it’s so incredibly difficult because even engaging the system when it doesn’t think there’s any problem is a challenge, so you know, and sometimes things have to break I’m not a proponent of breaking systems because they are incredibly difficult to put together and besides that the person that breaks them is never going to be there long enough to put it back together so it just seems like a really rude thing to do so I’m not a breaker however I also get impatient and I want to shake, and, so, maybe that’s another kind of way STEP has influenced my life as I want things to change and it just seems that they got more ossified I mean I look back at the 60s and I think my goodness in a little bit of time we really made some significant changes....

Dr. Dale Herder: Yes.

Linda Garcia Shelton: ...meaning that they’re absolutely real they not just mythical or dream like. On the other hand, it didn’t change enough and so why has it slowed down so much? It’s hard to understand, and why aren’t other taking it up? You know, it’s like, I’m getting tired, I’m past 60, I can’t, I don’t have the same energy that I would really like there to be more people coming along than I see. Now, I, I look for them, and so have found some, you know and try to nurture them but they tend to be students or young faculty and so far as I control resources I can I can differentially, because they were differentially given to me and so I, I, it doesn’t bother me at all.

David Hollister: The 30 seconds to have met up with King, was probably the most significant event in my life. Before I had read I had an intellectual understanding of (inaudible) commitment but hearing that message and engaging his eye contact...

Dr. Dale Herder: Yeah.

David Hollister: ...fundamentally changed my life...

Dr. Dale Herder: Inspirational.
David Hollister: ...he was the essence of a leader I've always felt that you need four things to be a leader...

Dr. Dale Herder: Okay.

David Hollister: ...you need a clearly defined goal...

Dr. Dale Herder: Mm hmm.

David Hollister: ...and he articulated his social justice goal...

Dr. Dale Herder: Mm hmm.

David Hollister: ...you need a clearly define strategy...

Dr. Dale Herder: Mm hmm.

David Hollister: ...and he articulated this nonviolent direct action, (DDH is nodding) but you can’t act without two or more critical components, one is a sense of hope...

Dr. Dale Herder: Mm hmm.

David Hollister: ...and King gave people hope and fourth and probably most important, you need courage you have to be able to act and if your group or you’re in a leadership role, if your group doesn’t have hope, courage, strategies and goals it will turn on itself; it’ll begin back stabbing, irrationalizing, scape-goating, this is a boy scout group, a community group, a national group a state group; you can see it and King had the essence, he could capture people’s imagination, he could give them courage, he had a clear strategy and a clear goal; Chaves had it as well...

Dr. Dale Herder: Yes.

David Hollister: ...and I have always tried to take that experience with King and then the years in Mississippi and internalize them as far as how I would be a leader on a local level. I started out in college when you and I were at Michigan State...

Dr. Dale Herder: Yes.

David Hollister: ...I was going to save the world

Dr. Dale Herder: Mm hrm

David Hollister: and then after about 10 years of teaching I thought well maybe if you just save western civilization and then after a couple years in the legislature (Both laughing) I thought well if I could just save Michigan and then I spent 10 years as mayor
and I thought if we could just save Lansing (Both laughing) the city and then I came to really understand who we are to save our families...

Dr. Dale Herder: Yes.

David Hollister: ...our neighborhoods...

Dr. Dale Herder: Yes.

David Hollister: ...a block at a time...

Dr. Dale Herder: Yes.

David Hollister: That's what's honorable.

John Scuiteman: ...I came from a pretty conservative background from my family, my father was a State Trooper... mom went to college my dad didn't...My brother's gay and I actively marched in gay rights parades which I don't know if I would've ever done had I not had that experience on the march in Jackson. Yeah, it instilled in me the idea that if you see a situation where everybody is sort of not talking about what needs to be talked about then I'm gonna ask people to talk about it. I haven't been a great leader of anything in particular but I do, I believe in participating, I've been standing out in front of the courthouse once in a while down in Richmond against this war against the misuse of our boys, our troops, our women and the military and the chaos that we've been putting them into and not having any clear indication as to the national interests of 300 billion. So the inner journey has definitely been affected by it, this whole reunion experience has put me maybe in touch with that I don't know what would've happened had I not been to STEP but I think that was a, it makes me feel good when I think about that chance and opportunity and I was able to do it and probably the first thing in my life that I did on my own that seemed to be approved by the world, you know, or at least my world..

Dr. Dale Herder: Do you think your career as a leader and as an educator was shaped by this experience?

Caroline Wong: Oh definitely, definitely. It's a composite of many things and you look at who sits at you board room table and who shapes your life...

Dr. Dale Herder: Yes.

Caroline Wong: ...and this, this project was a key for me in understanding and clarifying, I, I had planned to be a teacher but it definitely clarified for me the steps that I would need to take as a classroom teacher and as a leader.
How did the experience contribute to the way in which they live their lives?

Phyllis Barton Harris: She is a Church Musician: Director of Music Ministries at St. Pius V (on sabbatical to compose music 2007), past Dean, American Guild of Organists-Houston Chapter, Past President and President Elect of Bay Area Chorus, Spent 8 years in Mexico teaching English as a Second Language. She provides Pipe Organ Encounters for high school pianists because education is vital, leads choir tours in Italy (you should never be afraid to go somewhere new and sing.), organizes community choirs (You should do things together and never stop learning) engages in Community Theater (forget what people look like, what gifts do they have?)

Dr. Kay Snyder: Bob Green was someone that was very involved in organizing this STEP Project and he was the very first person who ever said to me, “You are to go to graduate school, you can do this.” For my generation of women the idea was, for those of us that wanted to teach, get an insurance policy, in other words, we would get a degree so we could teach secondary school, so if something, god forbid, would happen to our husband along the way we would be able to support ourselves and our children. And that was really the mindset. And I realized that summer, I’d known teaching was an interest to me but I really, up to that point, thought as my peers tended to think and of course I’d never thought of going to graduate school and all of that. But working with those entering freshmen; just the experience of thinking how do you communicate something to someone, how do you build those skills, was so engaging and I realized I could teach college. You have to understand I had not had, at that point, a woman college professor in my freshman and sophomore years of college. So here I was; I was teaching students who were going to college and realized that I could do this. I was hooked on teaching; I was hooked on teaching at that level. In working with these students I realized I could make a difference in their lives.

Dr. Ron Dorr: And that is very clear from what you are saying, was there in addition to the pedagogical and the if you want to call it the social educational component of leadership was there a real moral element that you...

Dr. Kay Snyder: Oh absolutely, absolutely, absolutely if first had gotten to know John Duley for being involved in I don’t know if it was interfaith or whatever but it was related to the effort to enact an open occupancy ordinance in East Lansing. I was a member of Edgewood United Church, there were deeply concerned people there, Truman Morrison, the minister, was very active locally in the Civil Rights Movement and an outspoken advocate for the Movement. Truman Morrison, Bob Green and John Duley went to Selma and marched in the demonstrations. I knew Eleanor Morrison very well, this was a moral issue for me, very much so and it was very much grounded in ethical concerns and so yes, it was really, I felt it as a calling and in fact I say now to students, “Whatever you do, find something that is a calling for you, find a calling and the rest will sort itself out, if you have something that you really care about. This became a calling for me. What was interesting was it was about social justice, it was certainly about ethical, moral issues... Through the experience in Mississippi I later then worked for
SCLC for a summer in Chicago connected with Bob Green and it was an “Oh My Goodness” experience. I came to realize that there are issues out there that women face, there are inequalities there, including the women’s civil rights movement and that was very transformativ. So looking at my adult life, I mean not only did I become a college professor but, I teach sociology and my areas of interest are inequalities and I now teach a lot of gender in sociology. The sociology of gender, well that wasn’t even a topic, I never studied it, in graduate school, gender certainly wasn’t an issue at that time but it was the undercurrent of realizing now wait a minute, wait a minute, if we’re going to talk about justice and inequality, hmm....it isn’t just in one domain. We have to think what’s happening to women, so the seeds of all this were planted in the work of the STEP Project.

Kay Snyder: Throughout my career much of my focus within sociology has been on issues of inequality based on race, class, gender, etc.—an interest that I believe was deepened in significant ways by my involvement with the STEP program. I have taught classes on such topics as race and social stratification which I again believe were shaped importantly by being in STEP. My involvement in community activities has reflected a commitment to greater equality for all, regardless of race, ethnicity, gender, sexual orientation, etc.—a commitment that I believe was deepened through the STEP Project. This has included various involvements with women’s issues and within our local Unitarian Universalist Church

Dr. Ron Dorr: What effect did this experience have on you and your life that?

Christine Lundberg: Well it did change my life, there’s no two ways about it, I left Rust College I went down to Drew, Mississippi and I taught for two years I was one of two white teachers in the black high school after that I ended up and I lost that job because I was out in a march picketing for equal employment for blacks so my contract was not renewed that year. Went down to Jackson, Mississippi and worked with some people in the Mississippi Head Start Training Coordinating Council; Mississippi had the largest head start program in the country. So we had a staff of 5 or 6 of us, James Meredith’s sister was the nutritionist in the program, met a great number of people, actually I was up in Drew, Mississippi had a chance to meet Fannie Lou Hamer was involved in many marches with her. When I was down in Jackson, got involved with the NAACP Legal Defense Fund; many people do not know but Alice Walker was down there at that time because her husband was with the Legal Defense Fund. We got a little women’s group going so I had a chance to meet Alice Walker, I mean any number of experiences just down in Mississippi but after that I mean I moved to Washington, D.C. and you name the marches, whether it was for the equal rights amendment, abortion rights, women’s health rights, gay rights, anti-war; I mean, I don’t know how many miles I’ve put on this body marching.

Christina Lundberg: Well it’s interesting just listening to Dr. King’s talk today about legislation and yeah legislation can do so much but what else can we do to really change people and I think that one has to step up if one knows in your heart that it’s the right thing to do and if you believe in nonviolence because that was the other thing we learned
very early that you got to step up. And that doesn’t mean that you necessarily have to be at the front of the march but you have to be in the march, you have to be there to be counted. It doesn’t mean that you have to take the leadership role on everything but at some point you do have to be there. When I moved to Martinsburg, West Virginia they were just forming a, what they were calling a community relations advisory council and I thought well, you know, I got to do something. No one, the county commissioners at the time said that they never expected us to address affirmative action, housing, and a number of other things that we got into at the Community Relations Committee and with the police department. They never expected that but there was a group of us that had different skills that came together and we presented something to the county.

Christina Lundberg: Professional activities: Rust College, two years as teacher, coach and counselor, Drew High School, one of two white teachers at Black Jr/Sr high school, Mississippi Head Start Training Coordinating Council—five yrs as Parent Involvement Coordinator, Center Manager, Small Business Development Center in Martinsburg, W. Va., Berkeley County Community Relations Advisory Committee, Martinsburg, W. Va.

Skocpol: Well I think that the right away you learn that what you plan to say (Both laughing) is much more than you actually got across in class so you interact adaptively and that’s been a good lesson for the rest of my career as a college teacher. And the, there were the best prepared students learned the least and the least prepared students learned the most.

Dr. Ron Dorr: Oh that’s fascinating, why was that?

Dr. William Skocpol: It was, there’s one particular student who I’ve, and I’ve reviewed some notes that I’ve kept, there was one student who never really engaged it, he’d been fairly well off had been to private school that had educated him pretty well and he sort of just took the easy attitude towards it and just enjoyed the social aspects of it but didn’t really engage the material. There was at the other extreme there was a large, slow speaking, very young man with huge hands that wrote very laboriously and at the beginning it seemed that he didn’t have a clue and to see him catch on and then actually do quite well in the space of 4 weeks it wasn’t that he learned, I mean he learned and it was important the specific things that he learned but also the sense of accomplishment that you could see it was he undoubtedly had been through a school system with very low expectations, he’d been led to expect very little of himself and the glimpse that he would, that he had more abilities than he realized was really a satisfying thing to see.

Dr. William Skocpol: Danforth Foundation Graduate Fellow 1969-74, Department of Physics, Harvard University, Assistant Professor of Physics, Harvard University, 1974-78, Associate Professor of Physics, Harvard 1978-81, Resident Visitor AT&T Bell Laboratories 1978-81, Distinguished Member of Technical Staff, AT&T Bell Laboratories 1980-87, Professor of Physics, Boston University, 1987-present, Chairman, Boston University Faculty Council, 2001-2003. Theda Barron Skocpol: STEP helped to spark my interest in education, and I eventually became the Victor S. Thomas Professor of Government and Sociology and Dean of the
Graduate School of Arts and Sciences, Harvard University. I have always been interested in studying social change, and I have remained committed to furthering racial equality and the educational attainments of African-American students.

Lewis Rudolph: During my senior year I applied to the Peace Corp to go to Brazil, to go to Recife, Brazil so while I was down in Mississippi I was awaiting my airline tickets to go to language training and everything else and Paul Herron, who had an instrumental trigger affect on my decision making, asked me “Why are you going to Brazil? You should think about going back to Detroit and doing work in your own community.” This was one year after the Detroit riot or rebellion. That had a searing affect on my decision making and I thought about it over night and slept on it. I remember being in the Holly Springs movie theatre, sitting in the balcony of the Holly Springs movie theatre and I heard my name being called. My mother had called Rust College and they transferred her to the movie theatre. She said, “Your tickets for the Peace Corp have arrived.” I said, “Send them back, I’m not going.” And I began applying for the Detroit Teacher Corp at that point and entered the Teacher Corp in Detroit, Michigan in September of 1968.

Lewis Rudolph: I taught first grade and second grade and I also taught in an auditorium class and we taught all kinds of things like health and safety and theatre. And that’s kind of the transition I made from being a civil rights activist, going to Mississippi from Detroit going back to my hometown and beginning to do the work that I saw that needed to be done.

Dr. Ron Dorr: And how did you get involved in the Focus: HOPE?

Lewis Rudolph: I had a family member who volunteered for Focus: HOPE for many years in the food prescription program and I found out that they were looking for someone with a civil rights background who was also familiar with Jewish culture because there was one particular school in metro Detroit, Southfield Lathrup High School that had a fairly high influx of Iraqi Christians who were called Chaldeans coming into a Jewish community and they needed a school coordinator there as well as working as a trainer in the larger Training for Trust Program in Detroit Public Schools that had been under court ordered desegregation. So we were part of a team that worked in that area.

STEP experience led to the following career accomplishments:

- Developed and implemented two-year community building fellowship for 21 of the largest United Ways, in partnership with the Kennedy School of Government at Harvard University and the Annie E. Casey Foundation.
- Led project team to create and design new community assessment model for United Way of America, COMPASS 2.0, a synthesis of capacity building and needs-based models, with input from external review committee of nationally known experts such as John McKnight and Jody Kretzman of Northwestern University.
• Created and implemented $120,000 Neighborhood Initiative Program in collaboration with Mayo Clinic Foundation to revitalize strategically designated neighborhood.
• Participant in Community Consensus Institute and applied methods to create Outcomes Measurement Program for United Way-affiliated agencies, and neighborhood organization initiative in Rochester, MN, among tenants, landlords, new immigrant populations, neighborhood associations and local businesses.
• Instituted community-wide needs assessment for Androscoggin County, ME, in partnership with Bates College, two regional hospitals and Central Maine Technical College to position United Way organization as partner for community impact.
• Devised “Success by 6” model grants program in collaboration with Chamber of Commerce and Bates College to enhance early childhood development in rural areas of Central Maine.
• Facilitated community process and study resulting in $2.5 million dollars in new state and federal funds to create Redfield House Parenting Services Center, a model residential and multiservice center for young parents and their children in Berkshire County, MA.
• Developed childcare consortium with GE Aerospace and Crane and Company to build new facility, in Pittsfield, MA, leveraging $550 thousand dollars of corporate investment to build neighborhood, licensed childcare center.
• Instituted tri-county training network in Metropolitan Detroit among eight family service agencies to develop innovative outreach program for 250,000 unemployed workers and their families.
• Garnered over $1 million in grants from governmental and private sources to fund employment and training and management assistance programs for senior staff and 260 welfare-to-work participants at 130 United Way agencies.
• Trained over 900 students and faculty from Metropolitan Detroit high schools in “Training for Trust,” a conflict processing program of Focus HOPE of Metropolitan Detroit, targeting newly integrated schools impacted by court-ordered busing and rapid immigration of families from the Middle East, and funded by the Ford Foundation and the U. S. Office of Education. Project received letter of commendation from President Jimmy Carter in the aftermath of the Camp David Accords.

Linda Garcia Shelton:
Professional Career: My professional work is in the area of primary care psychology, largely within academic family medicine. My practice, teaching, and research have focused on medically undeserved urban populations, which tend to be largely racial and ethnic minorities.
Community Activities: My community involvement stemmed from my work. I worked with a community based umbrella organization to develop plans for a multidisciplinary health care clinic that had services the community defined as important to them. The plans also included health professions’ education within the sites, as well as a health research program that was driven by the community’s definition of what they needed to know, not the university’s definition of what was important to study. I wrote grant
proposals that were funded to support the health professions education and the health research programs for the plan of three years.

Merrie Milton: Professional Activities: Worked for three years teaching in South Carolina before returning to Michigan where I primarily taught 1st and 2nd grade in the inner city of Detroit until I retired due to a cardiac arrest based disability in 1998. She lost her memory and speech. These were partially restored through the volunteer services of a fellow STEP volunteer, Carol Gilchrist, a Speech Therapist in the Detroit area.

Community Activities: After graduation, I moved to South Carolina for three years to support integration. We protested a store that was frequented by mainly African-American people, but had no African-American employees, and we succeeded in getting them to hire blacks. There was also a radio station that marketed to African-Americans, but again had only a white disc jockey. We wrote letters to sponsors such as Coke-a-Cola, Johnson and Johnson, and Budweiser’s. When approximately 7 companies decided to cancel their advertisements, the station hired a black disc jockey. We also protested the murder of a young black man and tried to see what we could do to oust the offending police officer from the police department. We were not successful. During this time, I was harassed by the police—once when I, a white woman, was in the car with MI license plates and a black man, a police officer stopped me and put a gun to my head and asked me what I was doing there.

Merrie Milton: Dr. Dale Herder: Would you share that story? What happened when you were integrating a Dime Store?

Merrie Milton: Well there was a march and we thought that we were really being macho, we were going to change the world...

Dr. Dale Herder: Yes.

Merrie Milton: ...and after a while, I think we marched for four or five days and they finally caved in and started hiring some black people so we thought we were on seventh heaven because we had done our job.

Dr. Dale Herder: Did you march outside the store or did you go in?

Merrie Milton: Oh, no we marched outside...

Dr. Dale Herder: Uh huh.

Merrie Milton: ...then there was another time the radio station had nothing, it was, it had a program that played black music...

Dr. Dale Herder: Okay.
**Merrie Milton:** ...or what you’d consider black music and it was a white DJ and we didn’t think that was right so myself and a couple of other people wrote to the station actually we wrote to the sponsors which were, Coca-Cola, Budweiser, etc... explaining what type of station they were in terms of not hiring black people so after the cancelled their sponsorship then they hired a black DJ. Again we were in seventh heaven...

**Dr. Dale Herder:** Another success.

**Merrie Milton:** Another success, yes indeed.

**Dr. Dale Herder:** Was this also in South Carolina?

**Merrie Milton:** Yes, this was in “Sous” Carolina you can not say south it’s “Sous” Carolina...

**Dr. Dale Herder:** “Sous” Carolina. *(Laughing)*

**Merrie Milton:** ...and then there was another time when a little black boy had been killed by a police officer...

**Dr. Dale Herder:** Ooh...

**Merrie Milton:** We thought that this was very bad...

**Dr. Dale Herder:** Yes.

**Merrie Milton:** ...so we went to the football game that was being played and we were passing out flyers, we wanted them to get rid of this officer and then, wouldn’t you know, the police came by, and they took our flyers, we didn’t like that so my friend Steve Moore and I, Steve is not white, we marched right up to that police station and we demanded our flyers back; they thought we were crazy, we did not get our flyers back we would not accomplish our mission at that time.

**Dr. Dale Herder:** So that’s two out of three, that’s pretty good.

**Merrie Milton:** Yes.

**Dr. Dale Herder:** Were there just the two of you that went to the police station or were there more?

**Merrie Milton:** Yes and then there was another time when we were just driving down the street in Greenville, this was in Greenville, South Carolina and my friend Smitty, who again is not white, he just stopped us, the police did for no reason just because he saw us there, put a gun to my head and wanted to know what we were doing there and I don’t know what excuse I gave but I wasn’t scared.
Dr. Dale Herder: My goodness.

Merrie Milton: Oh no.

Dr. Dale Herder: Now tell me in detail, what, he actually put a gun to your head?

Merrie Milton: Yeah.

Dr. Dale Herder: And how’d he approach you what was that all about?

Merrie Milton: I don’t really recall plus I had lost my memory on that one.

Dr. Dale Herder: Do you remember what he said to you, he put the gun to your head and why did he do that?

Merrie Milton: He stopped me, I don’t know, maybe I, maybe I ran a red light or something but don’t remember what it was but I know he stopped me and put a gun to my head and I thought that was a little scary. (Laughing)

Dr. Dale Herder: I would think so.

Merrie Milton: (Laughing) And there was another time that I had taken this young man to the beach and on the way back the police followed me all the way home. And I dropped this young man off and after that the police would, you could see them parked by my apartment flashing their lights. I remember that.

Dr. Dale Herder: The young man was black...

Merrie Milton: Yes, yes sir.

Dr. Dale Herder: ...and that is what triggered the police they said, “what is she doing with a black guy?”

Merrie Milton: Yes.

Dr. Dale Herder: Was he your age or younger boy?

Merrie Milton: He was young; he was a little bit younger...

Dr. Dale Herder: Uh huh.

Merrie Milton: He was probably in high school when I was teaching

David Hollister: David Hollister: I’m Dave Hollister, I’m presently the president and CEO of a nonprofit organization called the Prima Civitas Foundation that was launched by President Simon of Michigan State University to engage the university more fully
economic and community development of this region specifically to diversify the mid Michigan economy, prior to that I worked for Governor Granholm as the cabinet member the Director of the Department of Labor and Economic Growth. I had a budget of $1.4 billion…

**Dr. Dale Herder:** That’s with a “B”?

**David Hollister:** …with a “B” and I had 4,200 employees with the biggest and most strategic department of state government. Prior to that I was the mayor of the city of Lansing for just under 10 years and prior I serve 19 and a half years in the Michigan legislature.

**Dr. Dale Herder:** If we use that last sentence, “It was a life transforming experience” as a segue, is there a particular story, was there a particular experience that stayed with you from your experience in STEP?

**David Hollister:** Well there are several I came back from the first experience and got deeply involved in social justice issues in mid Michigan. John Duley, Truman Morrison, Lynn Jondahl and a group of people started the Greater Lansing Community Organization and looked at housing issues, and education issues, and fairness issues in fact I was on the way to a Greater Lansing Community Organization meeting the night, April 4th in ’68 when King was killed I was actually on the way to a meeting…

**Dr. Dale Herder:** Here in Lansing.

**David Hollister:** …here in Lansing and Edgewood Village which is now a real thriving non profit housing effort was a project of the Greater Lansing Community Organization of ‘71.

**Dr. Dale Herder:** Mm hmm.

…So when King was killed in April ’68 that became a real transformational period for me, I decided that I would get involved, because the war was raging, King had come out against the war that was very controversial, maybe he should stay in the civil rights movement, not get mixed up in foreign policy but I decided to get involved in Bobby Kennedy’s campaign and I actually took a group of Eastern High School students down to South Bend and got involved in the Indiana primary and the kids had a chance to meet Bobby Kennedy. And then Kennedy was killed right after the California primary in June and there were a group of us that got together the Saturday after Kennedy was killed on a Tuesday night. His funeral was on Saturday, we got together here at Michigan State University, there were probably 12 or 13 of us and the question was, do we leave this country and go to Canada…

**Dr. Dale Herder:** Uh hmm.

**David Hollister:** There was a group that wanted to go to Canada…
Dr. Dale Herder: Sure.

David Hollister: ...get the hell out of here. And there were a lot of people doing that then...

Dr. Dale Herder: Back in '68, yep.

David Hollister: ...or do we stay involved and try to change it, do we get involved political? I didn't belong to a political party, I had never been involved and everybody, it took us about 2 or 2 or 3 hours, everybody in the room, figured we'd run for something, we were sitting at a big table and we went around and "well I'll run for state senate, I'll run for the legislature, I'll run for this" and it came around to me and I was the last one at the table, and I said "what's left?"

Dr. Dale Herder: (Laughing)

David Hollister: Well county commissioner will be elected for the first time in '68. I said, "What does a County Commissioner do? Ah what the hell, nobody seemed to know what a county commissioner does. Well what does it take to become a county commissioner? Well we have some paper that takes 20 signatures to get on the ballot, 20 signatures..."

Dr. Dale Herder: 20 signatures...

David Hollister: ...so I was leaving for Mississippi the next week, this was Saturday and we were gonna leave the next Saturday so I went to Cristo Rey Community Center, which had a big role in my life, a lot of people coming through, got the signatures, submitted the signatures, took off for Mississippi and while I was in Mississippi I got a letter saying, "Congratulations, you are the democratic nominee for County Commissioner." /...no one else had filed/ and the guy who filed on the republican side his name was Laverne P. Fosnight... (Laughing)

Dr. Dale Herder: I remember the name... (Laughing)

David Hollister: ...you can not win a political race with a name like Vernon P. Fosnight...

Dr. Dale Herder: Fortunately.

David Hollister: ...and coming back from Mississippi the second year and making that decision 'cause I was close to going to Canada; that changed my life. Then running for county commissioner Grady Porter and I won that election there were nineteen republicans two democrats everyone in the courthouse was republican, the sheriff, the register of deed, all the judges, we were the only democrats that had ever been elected to that board and the first night we introduced two resolutions; one to stop the war in Vietnam and the other to support the boycott of Cesar Chaves, we were so disruptive that
they were so angry that we would bring the social activism to the county commission that it really was a very tense period and then from that point on, within two years we went to eight democrats two years after that we were a majority and I became chairman of the board of commissioners so within four years of that experience in ‘68 I was chairman of the board of commissioners the youngest chairman at that time in the history of the state.

And all of that, my 20 years in the legislature, my 10 years as mayor my commitment to Governor Granholm and Department of Labor and Economic Development was really guided by my experience in Mississippi.

**David Hollister:** The 30 seconds to have met up with King, was probably the most significant event in my life. Before I had read I had an intellectual understanding of *(inaudible)* commitment but hearing that message and engaging his eye contact...

**Dr. Dale Herder:** Yeah.

**David Hollister:** ...fundamentally changed my life...

**Dr. Dale Herder:** Inspirational.

**David Hollister:** ...he was the essence of a leader I’ve always felt that you need four things to be a leader...

**Dr. Dale Herder:** Okay.

**David Hollister:** ...you need a clearly defined goal...

**Dr. Dale Herder:** Mm hmm.

**David Hollister:** ...and he articulated his social justice goal...

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**David Hollister:** ...you need a clearly define strategy...

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**David Hollister:** ...and he articulated this nonviolent direct action. *(DDH is nodding)* but you can’t act without two or more critical components, one is a sense of hope...

**Dr. Dale Herder:** Mm hmm.

**David Hollister:** ...and King gave people hope and fourth and probably most important, you need courage you have to be able to act and if your group or you’re in a leadership role, if your group doesn’t have hope, courage, strategies and goals it will turn on itself, it’ll begin back stabbing, irrationalizing, scape-goating, this is a boy scout group, a
community group, a national group, a state group; you can see it and King had the essence, he could capture people's imagination, he could give them courage, he had a clear strategy and a clear goal; Chaves had it as well...

**Dr. Dale Herder:** Yes.

**David Hollister:** ...and I have always tried to take that experience with King and then the years in Mississippi and internalize them as far as I would be a leader on a local level. I started out in college when you and I were at Michigan State...

**Dr. Dale Herder:** Yes.

**David Hollister:** ...I was going to save the world

**Dr. Dale Herder:** Mm hmm

**David Hollister:** and then after about 10 years of teaching I thought well maybe if you just save western civilization and then after a couple years in the legislature *(Both laughing)* I thought well if I could just save Michigan and then I spent 10 years as mayor and I thought if we could just save Lansing *(Both laughing)* the city and then I came to really understand who we are to save our families...

**Dr. Dale Herder:** Yes.

**David Hollister:** ...our neighborhoods...

**Dr. Dale Herder:** Yes.

**David Hollister:** ...a block at a time...

**Dr. Dale Herder:** Yes.

**David Hollister:** That's what's honorable.

**John Scuiteman;**
**Professional Activities:** Becoming a STEP volunteer gave me the experience of being a teacher, which I enjoyed very much. Following service in the Air Force from 1966 to 1970, I returned to MSU and earned my Ph.D in Political Science. This permitted me to teach political science classes at MSU, Lansing Community College, Texas Tech University and Virginia Commonwealth University. I was hired to testify as an expert on elections in a case initiated by the Virginia ACLU in 1983. The case sought to increase the probability of Afro-Americans being elected to the town council of Farmville, VA.

**Community Activities:** My STEP experience, and particularly the experience of marching in the Meredith March Against Fear, is a factor that encouraged my participation as an activist in support of Gay (GLBT) rights. My wife and I have marched in national gay rights parades and I have worked in my church to ensure a
welcoming atmosphere for GLBT persons. It also gave me the courage to march as a Veteran Against the War with Iraq in the 2005 NYC Veterans’ Day Parade.

Thom Peterson:

Professional activities: Masters Degree in Public Administration, Grand Valley State University, 1989. Taught Solar Energy Studies, Lansing Community College in the Vocational-Technical Program. Energy Efficiency workshop presentations and Training: Grand Rapids public schools and Michigan School Business Administrators since 1984, Energy Management, Preventive Maintenance, computer problem solving, Interactive Personal Skill training. I am supervisor of energy management at Grand Rapids public Schools and I’ve been there over 20 years, but my role in that position as facilities manager is really translating the technical gizmos for human use so staff and students feel comfortable with the technology and equipment we have for people in buildings. We want to make them comfortable, keep an environment that works for them, so our job is to maintain the facilities so that learning can occur in a comfortable environment.


Caroline Wong:

Professional Activities: High School and Middle School Teacher, 16 years, piloted HS Ethnic Studies Program for State, Moanalua middle School Principal, 16 years; piloted Character Education Program for State Schools; recognized for Natinal Service Learning Leader School 2001; Hawaii Secondary Principals Association President 1998-2004.

Community Activities: ASFS State Representative – 1980-90; actively involved in community outreach through church education, outreach, building expansion programs as well as community service, actively involved in youth athletic programs; parent-teacher organizations; President of the Hawaii Association of Secondary School Administrators.

Dr. Dale Herder: Were there things about the experience in Holly Springs that guided and shaped your inner journey and helped make you who you are today?

Caroline Wong: Well I think that all of us are here and we have a pretty clear purpose for our life and part of the journey is determining that purpose and focusing on it and sharing it and as a leader I look to a lot of leaders to see what type of leader I want to be and I really would define myself as a servant leader. I’m here to live but I’m also here to serve you and serve your needs and so that concept was intrical to the Holly Springs experience that we were there not because we had something more or something better
but we were there to walk beside people and live with them and share with them and be of service to them to meet their needs.
Parental Influence

Phyllis Harris
: I had very mixed signals from my parents. Mississippi in the 60s was not the place you would want to send your daughter. But my dad I think probably supported me more than my mother did because he was also an advocate for human rights and very interested in what was happening in the general community at that point in terms of civil rights.

Christine Lundberg: I would not have been involved in STEP, I would not have even met Dr. Beaman if it had not been for my mother. Very early on when I was still in high school I believe we ended up going to Chicago on a fair housing project after that when I came back I got involved in some fair housing issues in East Lansing which is where I met Dr. Beaman, I was also a Physical Education Recreation major which is where I got to meet Dr. Beaman as well. I was very late joining the project in ’66 because Dr. Beaman realized I needed a class to graduate and he asked me if I wanted to do my recreation supervisions at Rust College and I said, “Hey, yes why not?” I knew Dr. Beaman, and, and I admired him greatly, he is a mentor

Lewis Rudolph: Well I got a lot of questions, from my parents and some of my family members about why I would want to do something like this and we had talk about it for a couple of weekends and they were concerned about my safety and at that time the draft was still in effect, many friends and family members were being drafted to go to Vietnam and I just told them this was my Vietnam.

Dr. Dale Herder: Did your family background, you mention that you come from this sort of cultural enclave this sort of tightly knit group, was your background such that there was activism in your family; did your parents, did your relatives get involved in movements or activities or any....?

Linda Garcia Shelton: Not in this country. Well no I can’t say that yes in this country. My family were a conglomeration depending on which side you talk about but it’s all Spanish...

Dr. Dale Herder: Mm hmm.

Linda Garcia Shelton: ...and they were, one piece immigrated because they were in all kinds of trouble around labor union labor organization where they were in northern Spain and so one grandfather was a, had more education than most and was involved in it writing things for movement and organizing and was about to be drafted and sent to northern Africa which is what they did to people that they wanted to disappear and so he fled.....

Dr. Dale Herder: Okay.

Linda Garcia Shelton: ... the draft call and I actually didn’t learn this until we landed well, my had husband landed immigrant status in Canada...
Belief in the power of one person to affect large events:

Christian Lundberg: Well it’s interesting just listening to Dr. King’s talk today about legislation and yeah legislation can do so much but what else can we do to really change people and I think that one has to step up if one knows in your heart that it’s the right thing to do and if you believe in nonviolence because that was the other thing we learned very early that you got to step up. And that doesn’t mean that you necessarily have to be at the front of the march but you have to be in the march; you have to be there to be counted. It doesn’t mean that you have to take the leadership role on everything but at some point you do have to be there. When I moved to Martinsburg, West Virginia they were just forming a, what they were calling a community relations advisory council and I thought well, you know, I got to do something. No one, the county commissioners at the time said that they never expected us to address affirmative action, housing, and a number of other things that we got into at the community relations event with the police department. They never expected that but there was a group of us that had different skills that came together and we presented something to the county.

Linda Garcia Shelton: Well I think it was a number of things, one is, I was vaguely aware that this was an incredibly important huge event far beyond any individuals in this country I thought it was way overdue and that it was going to happen and certainly I was aware of the violence that was happening in reaction to it and I, I thought that it could happen this time, that it would happen this time but things don’t happen by themselves people have to get involved and so I saw it as the issue of my generation and I also saw it as something that if nobody did it, it wouldn’t get done and even though its important and I wanted to get involved, I mean I just like to be in the center of things, (both laughing) I like to be in the center of things and I wanted to just I wanted to be a part of making it happen, you know, I thought it would be a really small part and indeed it was but it was important to me that I do something.

I taught for about twenty years in the Detroit inner schools...

Dr. Dale Herder: Did you?

Merrie Milton: I loved it first grade.

Dr. Dale Herder: Mm hmm.

Merrie Milton: Oh and I loved, I loved the kids and I miss it so much, so bad. Sorry I had to retire in ’88 for my, you know, cardiac arrest.

Dr. Dale Herder: Yes.

Merrie Milton: Losing all the memories and what not, I loved it...

Dr. Dale Herder: Yes. You apparently remember the memories of good feelings...
Merrie Milton: Oh yes...

Dr. Dale Herder: Of those students, second graders mostly?

Merrie Milton: No first graders, Oh yes, that’s, that’s a crucial time.

Dr. Dale Herder: Were a lot of your students African American kids?

Merrie Milton: A lot of Mexican and black.

Dr. Dale Herder: And you as a white teacher were able to touch them, to reach out, to communicate, to connect?

Merrie Milton: Yes.

Dr. Dale Herder: How did you do that, how did you do that, how did they come to trust you and like you?

Merrie Milton: I don’t know, I just I took a lot of time with them which was hard to do because you had as many as thirty-five children in the classroom which is an awful lot of first graders but that’s the Detroit school system. And a lot of times I would tutor some children after school because there was no reason why you couldn’t advance up to the second grade without being, and then I knew the second grade teachers loved to have had my children because they were ready.

Dr. Dale Herder: You prepared them.

Merrie Milton: I prepared them.

Dr. Dale Herder: So you weren’t just passing them along.

Merrie Milton: Oh there’s no such thing as passing them along, passing means knowing what you need to know in order to progress.

Dr. Dale Herder: Yes.

Merrie Milton: And I loved my students, (Giggling) I miss them so much.

David Hollister: The 30 seconds to have met up with King, was probably the most significant event in my life. Before I had read I had an intellectual understanding of (Inaudible) commitment but hearing that message and engaging his eye contact...

Dr. Dale Herder: Yeah.

David Hollister: ...fundamentally changed my life...
Dr. Dale Herder: Inspirational.

David Hollister: ... he was the essence of a leader I've always felt that you need four things to be a leader...

Dr. Dale Herder: Okay.

David Hollister: ... you need a clearly defined goal...

Dr. Dale Herder: Mm hmm.

David Hollister: ... and he articulated his social justice goal...

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laughing) I thought well if I could just save Michigan and then I spent 10 years as mayor and I thought if we could just save Lansing (Both laughing) the city and then I came to really understand who we are to save our families...

Dr. Dale Herder: Yes.

David Hollister: ...our neighborhoods...

Dr. Dale Herder: Yes.

David Hollister: ...a block at a time...

Dr. Dale Herder: Yes.

David Hollister: That’s what’s honorable.

John Scuiteman: In the sense that down deep inside I’ve always got this little nugget, that I was there at a time when it was important for people to be there and thank god for that opportunity, John Duley people then when Bob crame, when Bob Green came and asked us about the march that you know I know people make a difference I think I learned it was a ripple effect and some of my students I mean I kept a couple, a little communication with my students after STEP and I got a letter for instance from a woman, Fannie Mae Winston was her name and she I had her son as one of my students except she wrote me a letter thanking me for paying attention to her son, I mean and so there was always a STEP kind of encouraged me it was a source of any, a source of future courage I’d say in terms of knowing that is was important to step over that line a little bit more in terms of telling people this is not right it gave me a little more fortitude in that way and in the subsequent years I helped start a church a liberal Unitarian Universalist Congregation in Richmond that’s a liberal thing in a southern town...
Considerate Treatment of others

Phyllis Harris

I found it rather intimidating to walk with my students to a local store to try to buy some feminine supplies and realize that we weren’t going to get waited on. One time we went to a restaurant and got seated, finally, in the back room and discovered we’d been passed two different kinds of menus one with higher prices and the other with lower prices and were told by the waitress that the lower prices were the old ones and we were expected to pay the higher prices.

Dr. Ron Dorr: What effect did that have on you?

Phyllis Barton Harris: It made me pretty angry, and I thought there had to be a better way to treat people because these were suddenly people that I’d come to know as friends.

Christine Lundberg: The (students’) courage came through once I got to know them a lot better and there were some that actually even after I left Rust after the two years I went to their homes and when I think back on it I wonder, man, did I really put them in jeopardy but they had asked me to come and I took that as the opportunity to go in and be able to meet them.

Caroline Wong: I think that leaders have to make hard decisions but has to be based on a real clear premise that and in the leadership role that I do it has to be what’s right for kids. And when you’re in an organizational change process whether it’s, you know, a university or a middle school change is a process it’s not an event and this school, my school or this university is not going to change until people change; it’s very personal it’s very individual and so as a leader and as I guide teacher through a change process, it’s like, you may not want to make this change you may not feel comfortable with it but this is a change we need to make based on data, on research, based on friendly help, beliefs or tenants if it’s the case of a university but, but it’s still, we’re gonna support you through this change process but we have to do what’s right for kids. And I tell you and every time and recently, most recently, it was Thursday, 2 days ago one of my staff came back from Christmas break and we’re opening for the second semester and one of the things I always go back to, how do we make decisions in this learning organization it’s based on research based practice, it’s based on ease of kids and so there is his sense of no matter what’s comfortable we have to do what’s right.
Naivete

Phyllis Barton Harris: Oh I rather suspect that I thought that I was going to teach them all how to read music and learn wonderful things about how to work together as an ensemble. I didn't quite expect to learn as much as I did about hand jiving and the correct way to do 'Were You There When They Crucified My Lord' I think it was an eye opening experience to find out that people that who didn't always read music were probably much more innately musical than I was.

Dr. Kay Snyder: Well I looked at my journal and I remember crossing the border into Mississippi and in those days when we talked about Mississippi it was like you were going to a foreign country. So, just crossing the border, I thought that people were going to jump out and start beating on the car because we were from the north, it was scary, it was scary to go and to go into Mississippi but it also felt like we were apart of something really, really big. I was teaching college students but I had just recently become certified as a life guard and I was one of the ones teaching swimming to the children at the public pool in '65. My understanding is we had the only integrated pool in the state of Mississippi. That summer it was integrated because those of us from the north were mostly white, teaching swimming classes to black children and the white citizens of Holly Springs were staying away. These children had never been in a pool before, often didn't have indoor plumbing so that this was a really big piece of this experience for all of us.

Thom Peterson: ...all those connections wound up with me getting to get a flyer about the STEP Program and went over I think it may have been on campus but after a while we were meeting at Larry Klein's place and talking about this program and I decided maybe there was something I could do as a tutor. I understood what was going on I was I think interested in the, the positive activity that STEP represented as opposed to a confrontational protest or something, you know I had the sense that changes needed to be made and this was a really good way to do it and a low key but direct way to participate in a change in society. (Thom didn't mention it in the interview, but he dropped out of MSU during his Junior year, 1967-8, and enrolled in the University of Mississippi in order to try to recruit some Ole Miss students to participate as tutors in STEP. He was unsuccessful at Ole Miss but the Chaplain there put him in touch with some smaller Methodist Colleges and he was able to recruit at least one volunteer, Alex Valentine.)

Caroline Wong: ...and one of them was when we were planning, encouraging the students to plan, to collaboratively plan an outing on the on the 4th of July and the local black kids were very reluctant to be involved in it and it was like, “Oh, come on let's do
something and let’s have a special day,” and all this and they kind of dragged heir feet and we were kind of annoyed at them but we were trying to plan a picnic to go to the local state park and I didn’t realize until after when we arrived at the state park on a bus and got off and everyone else in the park left. Why they had that sense of reluctance they didn’t feel comfortable telling us we don’t want to go because you’re going to see a demonstration of prejudice, they didn’t say that they just let us go ahead like kind of bumbling along in our ignorance… (Laughing)

Dr. Dale Herder: In your naïveté. (Laughing)
Dr. Dale Herder: Okay.

Linda Garcia Shelton: ...because we were going to flee the draft...

Dr. Dale Herder: Ah ha.

Linda Garcia Shelton: ...he didn’t have to do that, in the end he did get a amnes....no whatever, whatever you call it, he got a...

Dr. Dale Herder: Probably amnesty...

Linda Garcia Shelton: No, no...

Dr. Dale Herder: No, a deferment.

Linda Garcia Shelton: ...he got a deferment, so we didn’t have to go but we went and told my parents because we might just drop out view and I wanted them to know where we were going and why we were going and how that could get in touch with us ‘cause it had to be through and organization and again it was the campus community that had this all organized, the campus religious community actually who organized all this and when I told my family this I thought my parents would go through the roof and that’s when I heard the story of my grandfather. So no they weren’t going to go through the roof they said no there’s precedents for this. And I had a grandmother on the other side who was a real, she was an anarchist we have pictures of her marching with the big banner across her chest down Woodward Avenue in Detroit in the 30s so...

Dr. Dale Herder: So there is some history...

Linda Garcia Shelton: ...Yes there is...

Dr. Dale Herder: ...of activism in your family...

Linda Garcia Shelton: Yes, more than a little.

Dr. Dale Herder: When you decided to get involved with STEP because you were young did you talk with your parents?

Linda Garcia Shelton: No.

Dr. Dale Herder: You didn’t tell them? I was going to ask you what their reaction or the reaction of your relatives might have been.

Linda Garcia Shelton: Oh they absolutely forbid me to go.

Dr. Dale Herder: They did?
**Linda Garcia Shelton:** They absolutely forbid me.

**Dr. Dale Herder:** And their logic was what?

**Linda Garcia Shelton:** Well, **(Laughing)** logic is not needed.

**Dr. Dale Herder:** **(Laughing)** It’s dangerous, it’s dangerous.

**Linda Garcia Shelton:** It’s dangerous, Viola Liuzzo was killed that year she was from Detroit it was plastered all over the papers for weeks and weeks. I needed to be protected because I was a female and they were really sorry that I had gone off to college so far away out of there protection. And this wasn’t my fight so why was I doing this I didn’t have to do this. Some how, you know labor unions when you have to have a job you know this is your fight, this wasn’t my fight; all kinds of things. But behind my back they called campus and they talked to, they talked to John Duley, they talked to Bob Green, they talked to Stan Cirana, they talked to far more people than I ever, ever figured they could get in touch with. And they were persuaded to allow it. So, which was an amazement to me, I figured I was just gonna have to not go home at the end of the year.

**Dr. Dale Herder:** And face them.

**Linda Garcia Shelton:** No, I was just not gonna go home because they wouldn’t have let...

**Dr. Dale Herder:** You might not be welcome.

**Linda Garcia Shelton:** They, I would be welcome they just might’ve not let me leave. **(Laughing)**

**Dr. Dale Herder:** **(Laughing)** Oh I see the enclave would’ve folded you in.

**Linda Garcia Shelton:** Absolutely, absolutely so I was, my plan was, I was not going to leave campus and I was just gonna disappear so that I could do what I wanted to do...

**Dr. Dale Herder:** Ah ha.

**Linda Garcia Shelton:** …and that didn’t have to happen.

**Dr. Dale Herder:** Mm hmmm.

**Linda Garcia Shelton:** …They never agreed to it but they agreed not to interfere.

**Dr. Dale Herder:** Mm hmmm.

**Linda Garcia Shelton:** …And which was amazement to me…
Dr. Dale Herder: Yes.

Linda Garcia Shelton: ...that’s always amazed me.

Merrie Milton:
Dr. Dale Herder: Okay, good. When you got involved with STEP, because you volunteered to get involved with it, did your family have a reaction? Did they say we don’t like this idea, it’s a good idea we support you? Do you recall how they reacted?

Merrie Milton: My mother was very scared...

Dr. Dale Herder: Ah ha...

Merrie Milton: ...she didn’t want me to go she wanted me to stay at home and be there for the summer but being a Gordon girl at that time, and being born in April under the sign of the bull very stubborn I was going to do things my own way. And so I did.

Dr. Dale Herder: ...so you did. (Laughing)

Merrie Milton: I did.

David Hollister: I was taking graduate classes at night I was teaching at Lansing Eastern High School, and I went through the union one day and I was handed a pamphlet saying that Dr. King was going to be speaking on campus and it was going to be at the auditorium at a certain time and I decided that I would go and hear Dr. King. I was, came out of a middle class white high school community background so I really wasn’t involved in the civil rights movement but I was acutely aware of it because of my first year teaching in Corruba I had confronted racism and racial attitudes so divisive and so hateful that I, it really impacted the way I thought about the civil rights movement. So this was my first chance to go hear King directly, I sat in the auditorium, when he spoke I was mesmerized by his presentation and when he finished the speech and went down the stage, I went down the back stairway and met him for probably 30 seconds maybe a minute and was so moved by his vision and his call to action that I volunteered on the spot to teach in the STEP Project. So I volunteered the summer of ‘66 and then again in the summer of ‘68. We didn’t go in ‘67 because we had an infant son; in fact the first year I went down my young son Jerry was just 16, 17 months old and he was just a toddler. And there was real angst in my family and my wife’s family that we would go to Mississippi and take an infant and it was a risk probably that if I thought about it today I wouldn’t want my son to do with my grandchild.
Persistence:

Christina Lundberg: I left Rust College and I went down to Drew, Mississippi and I taught for two years I was one of two white teachers in the black high school after. I lost that job because I was out in a march picketing for equal employment for blacks so my contract was not renewed that year. I then went down to Jackson, Mississippi and worked with some people in the Mississippi Head Start Training Coordinating Council; Mississippi had the largest head start program in the country. So we had a staff of 5 or 6 of us, James Meredith's sister was the nutritionist in the program, met a great number of people. actually I was up in Drew, Mississippi had a chance to meet Fannie Lou Hamer was involved in many marches with her. When I was down in Jackson, got involved with the NAACP Legal Defense Fund; many people do not know but Alice Walker was down there at that time because her husband was with the Legal Defense Fund. We got a little women's group going so I had a chance to meet Alice Walker, I mean any number of experiences just down in Mississippi but after that I mean I moved to Washington, D.C. and you name the marches, whether it was for the equal rights amendment, abortion rights, women's health rights, gay rights, anti-war; I mean, I don't know how many miles I've put on this body marching.

Dr. Dale Herder: When you decided to get involved with STEP because you were young did you talk with your parents?

Linda Garcia Shelton: No.

Dr. Dale Herder: You didn't tell them? I was going to ask you what their reaction or the reaction of your relatives might have been.

Linda Garcia Shelton: Oh they absolutely forbid me to go.

Dr. Dale Herder: They did?

Linda Garcia Shelton: They absolutely forbid me.

Dr. Dale Herder: And their logic was what?

Linda Garcia Shelton: Well, (Laughing) logic is not needed.

Dr. Dale Herder: (Laughing) It's dangerous, it's dangerous.

Linda Garcia Shelton: It's dangerous, Viola Liuzzo was killed that year she was from Detroit it was plastered all over the papers for weeks and weeks. I needed to be protected because I was a female and they were really sorry that I had gone off to college so far away out of there protection. And this wasn't my fight so why was I doing this I didn't have to do this. Some how, you know labor unions when you have to have a job you know this is your fight, this wasn't my fight; all kinds of things. But behind my back they called campus and they talked to, they talked to John Duley, they talked to Bob Green,
they talked to Stan Idzert, they talked to far more people than I ever, ever figured they could get in touch with. And they were persuaded to allow it. So, which was an amazement to me, I figured I was just gonna have to not go home at the end of the year.

**Dr. Dale Herder:** And face them.

**Linda Garcia Shelton:** No, I was just not gonna go home because they wouldn’t have let...

**Dr. Dale Herder:** You might not be welcome.

**Linda Garcia Shelton:** They, I would be welcome they just might’ve not let me leave. *(Laughing)*

**Dr. Dale Herder:** *(Laughing)* Oh I see the enclave would’ve folded you in.

**Linda Garcia Shelton:** Absolutely, absolutely so I was, my plan was, I was not going to leave campus and I was just gonna disappear so that I could do what I wanted to do...

**Dr. Dale Herder:** Ah ha.

**Linda Garcia Shelton:** …and that didn’t have to happen.

**Dr. Dale Herder:** Mm hmm.

**Linda Garcia Shelton:** …They never agreed to it but they agreed not to interfere.

**Dr. Dale Herder:** Mm hmm.

**Linda Garcia Shelton:** …And which was amazement to me...

**Merrie Milton: Professional Activities:** Worked for three years teaching in South Carolina before returning to Michigan where I primarily taught 1st and 2nd grade in the inner city of Detroit until I retired due to a cardiac arrest based disability in 1998. She lost her memory and speech. These were partially restored through the volunteer services of a fellow STEP volunteer, Carol Gilcrist, a Speech Therapist in the Detroit area.

**Community Activities:** After graduation, I moved to South Carolina for three years to support integration. We protested a store that was frequented by mainly African-American people, but had no African-American employees, and we succeeded in getting them to hire blacks. There was also a radio station that marketed to African-Americans, but again had only a white disc jockey. We wrote letters to sponsors such as Coke-a-Cola, Johnson and Johnson, and Budweiser’s. When approximately 7 companies decided to cancel their advertisements, the station hired a black disc jockey. We also protested the murder of a young black man and tried to see what we could do to oust the offending police officer from the police department. We were not successful. During this time, I
was harassed by the police—once when I, a white woman, was in the car with MI license plates and a black man, a police officer stopped me and put a gun to my head and asked me what I was doing there.

**Linda Garcia Shelton:** So if, you, you’ve got to move within the systems but sometimes it’s so incredibly difficult because even engaging the system when it doesn’t think there’s any problem is a challenge, so you know, and sometimes things have to break I’m not a proponent of breaking systems because they are incredibly difficult to put together and besides that the person that breaks them is never going to be there long enough to put it back together so it just seems like a really rude thing to do so I’m not a breaker however I also get impatient and I want to shake, and, so, maybe that’s another kind of way STEP has influenced my life as I want things to change and it just seems that they got more ossified I mean I look back at the 60s and I think my goodness in a little bit of time we really made some significant changes....

**Dr. Dale Herder:** Yes.

**Linda Garcia Shelton:** ...meaning that they’re absolutely real they not just mythical or dream like. On the other hand, it didn’t change enough and so why has it slowed down so much? It’s hard to understand, and why aren’t other taking it up? You know, it’s like, I’m getting tired, I’m past 60, I can’t, I don’t have the same energy that I would really like there to be more people coming along than I see. Now, I, I look for them, and so have found some, you know and try to nurture them but they tend to be students or young faculty and so far as I control resources I can I can differentially, because they were differentially given to me and so I, I, it doesn’t bother me at all.

**Merrie Milton: Professional Activities:** Worked for three years teaching in South Carolina before retuning to Michigan where I primarily taught 1st and 2nd grade in the inner city of Detroit until I retired due to a cardiac arrest based disability in 1998. She lost her memory and speech. These were partially restored through the volunteer services of a fellow STEP volunteer, Carol Gilcrisit, a Speech Therapist in the Detroit area.

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Dr. Dale Herder: If we use that last sentence, "It was a life transforming experience" as a segue, is there a particular story, was there a particular experience that stayed with you from your experience in STEP?

David Hollister: Well there are several I came back from the first experience and got deeply involved in social justice issues in mid Michigan. John Duley, Julie Morrison, Lynn Jondall and a group of people started the Greater Lansing Community Organization and that looked at housing issues, and education issues, and fairness issues in fact I was on the way to a Greater Lansing Community Organization meeting the night, April 4th in '68 when King was killed I was actually on the way to a meeting...

Dr. Dale Herder: Here in Lansing.

David Hollister: ...here in Lansing and Edgewood Village which is now a real thriving non profit housing effort was an (Inaudible) for the Greater Lansing Community Organization of '74.

Dr. Dale Herder: Mm hmm.

...So when King was killed in April '68 that became a real transformational period for me, I decided that I would get involved, because the war was raging, King had come out against the war that was very controversial maybe (Inaudible) should stay in the civil rights, not get mixed up in foreign policy but I decided to get involved at Bobby Kennedy's campaign and I actually took a group of Eastern High School students down to South Bend and got involved in the Indiana primary and actually the kids had a chance to meet Bobby Kennedy. And then Kennedy was killed in April, err Kennedy was killed right after the California primary in June and there were a group of us that got together the Saturday King was err Kennedy was killed on a Tuesday night. His funeral was on Saturday, we got together here at Michigan State University, there were probably 12 or 13 of us, we got together in the big Tenor room...

Dr. Dale Herder: Okay.

David Hollister: ...and the question was, do we leave this country and go to Canada...?

Dr. Dale Herder: Uh hmm.

David Hollister: There was a group that wanted to go to Canada...

Dr. Dale Herder: Sure.

David Hollister: ...get the hell out of here. And there were a lot of people doing that then...

Dr. Dale Herder: Back in '68, yep.
David Hollister: ...or do we stay involved and try to change it, do we get involved political? I didn’t belong to the party, I had never been involved and everybody, it took us about 2 or 2 or 3 hours, everybody in the room, figured we’d run for something, we were sitting at a big table and we went around and “well I’ll run for state senate, I’ll run for the legislature, I’ll run for this” and it came around to me and I was the last one at the table, and I said “what’s left?”

Dr. Dale Herder: (Laughing)

David Hollister: Well county commissioner will be elected for the first time in 68 before I’d even been appointed and had to be an elected official, I said what does a county commissioner do? Ah what the hell, nobody seemed to know what a county commissioner does. Well what does it take to become a county commissioner? Well we have some paper that takes 20 signatures to get on the ballot, 20 signatures...

Dr. Dale Herder: 20 signatures...

David Hollister: ...so I was leaving for Mississippi the next week, this was Saturday and we were gonna leave the next Saturday so I went to Crystal rain Community Center, which had a big role in my life...

Dr. Dale Herder: You bet.

David Hollister: ...lot of people coming through, got the signatures, submitted the signatures, took off for Mississippi and while I was in Mississippi I got a letter saying congratulations, you are the democratic nominee for County Commissioner.

Dr. Dale Herder: Just like that.

David Hollister: No one else had filed...

Dr. Dale Herder: Okay.

David Hollister: ...no one else had filed and the guy who filed on the republican side his name was Laverne P. Fosnight... (Laughing)

Dr. Dale Herder: I remember the name... (Laughing) I remember the name.

David Hollister: ...you can not win a political race with a name like Vernon P. Fosnight...

Dr. Dale Herder: Fortunately.

David Hollister: ...and coming back from Mississippi the second year and making that decision ‘cause I was close to going to Canada, that changed my life. Then running for county commissioner Grady Porter and I won that election there were nineteen
republicans two democrats everyone in the courthouse was republican, the sheriff, the register of deed, all the judges, we were the only democrats that had ever been elected to that board and the first night we introduced two resolutions; or to stop the war in Vietnam and the other to support the great boycott of Cesar Chaves and (Inaudible) and we were, we were so disruptive that they were so angry that we would bring the social activism to the county commission that it really was a very tense period and then from that point on, within two years we went to eight democrats two years after that we were a majority and I became chairman of the board of commissioners so within four years of that experience in ’68 I was chairman of the board of commissioners the youngest chairman at that time in the history of the state.

Dr. Dale Herder: And there had been a seat change in the demographics of the board, the political demographics.

David Hollister: We had gone from completely republican to...

Dr. Dale Herder: Substantially democratic.

David Hollister: ...and it has been ever since, we’ve had a democratic board of commissioners ever since. And all of that, my 20 years in the legislature, my 10 years as mayor my commitment to Governor Granholm and the labor was really guided by my experience in Mississippi.

David Hollister: The 30 seconds to have met up with King, was probably the most significant event in my life. Before I had read I had an intellectual understanding of (Inaudible) commitment but hearing that message and engaging his eye contact...

Dr. Dale Herder: Yeah.

David Hollister: ...fundamentally changed my life...

Dr. Dale Herder: Inspirational.

David Hollister: ...he was the essence of a leader I’ve always felt that you need four things to be a leader...

Dr. Dale Herder: Okay.

David Hollister: ...you need a clearly defined goal...

Dr. Dale Herder: Mm hmm.

David Hollister: ...and he articulated his social justice goal...

Dr. Dale Herder: Mm hmm.
David Hollister: ...you need a clearly define strategy...

Dr. Dale Herder: Mm hmm.

David Hollister: ...and he articulated this nonviolent direct action, (DDH is nodding) but you can’t act without two or more critical components, one is a sense of hope...

Dr. Dale Herder: Mm hmm.

David Hollister: ...and King gave people hope and fourth and probably most important, you need courage you have to be able to act and if your group or you’re in a leadership role, if your group doesn’t have hope, courage, strategies and goals it will turn on itself, it'll begin back stabbing, irrationalizing, scape-goating, this is a boy scout group, a community group, a national group a state group; you can see it and King had the essence, he could capture people’s imagination, he could give them courage, he had a clear strategy and a clear goal; Chaves had it as well...

Dr. Dale Herder: Yes.

David Hollister: ...and I have always tried to take that experience with King and then the years in Mississippi and internalize them as far as how I would be a leader on a local level. I started out in college when you and I were at Michigan State...

Dr. Dale Herder: Yes.

David Hollister: ...I was going to save the world

Dr. Dale Herder: Mm hmm

David Hollister: and then after about 10 years of teaching I thought well maybe if you just save western civilization and then after a couple years in the legislature (Both laughing) I thought well if I could just save Michigan and then I spent 10 years as mayor and I thought if we could just save Lansing (Both laughing) the city and then I came to really understand who we are to save our families...

Dr. Dale Herder: Yes.

David Hollister: ...our neighborhoods...

Dr. Dale Herder: Yes.

David Hollister: ...a block at a time...

Dr. Dale Herder: Yes.

David Hollister: That’s what’s honorable.
EXCITEMENT

Bill Berkowitz indicates there are two main themes that dominate his interviews. One of these is excitement. This is what he says about it: “There is no better word for the first of these than “excitement.” Our subjects are energized by what they are doing, they are operating on all cylinders...But it is more than ordinary excitement. The subjects here are not just attached to their work, but swept in, hooked, immersed, driven, turned up to a level that most of us do not experience most of the time—or perhaps more accurately, that we do not try to experience, thinking that the end result, however desirable, is not worth the energy price.

Kay Snyder’s excitement about her “calling” is evident in the way she responds to Ron Dorr’s questions. Her words tumble over one another showing the excitement she feels because of the calling she found through her experience in STEP. In telling about the impact of this experience she writes, “I felt it as a calling and in fact I say now to students, “Whatever you do, find something that is a calling for you, find a calling and the rest will sort itself out, if you have something that you really care about. This became a calling for me. What was interesting was it was about social justice, it was certainly about ethical, moral issues...through the experience in Mississippi I later then worked for SCLC for a summer in Chicago connected with Bob Green and it was an “Oh My Goodness” experience. I came to realize that there are issues out there that women face, there are inequalities there, including the women’s civil rights movement and that was very transformative. So looking at my adult life, I mean not only did I become a college professor but, I teach sociology and my areas of interest are inequalities and I now teach a lot of gender in sociology. The sociology of gender, well that wasn’t even a topic, I never studied it, in graduate school, Gender certainly wasn’t an issue at that time but it was the undercurrent of realizing now wait a minute, wait a minute, if we’re going to talk about justice and inequality, hmm...it isn’t just in one domain. We have to think what’s happening to women, so the seeds of all this were planted in the work of the STEP Project.

She also said, “But working with those entering freshmen, just the experience of thinking how do you communicate something to someone, how do you build those skills, was so engaging and I realized I could teach college. You have to understand I had not had, at that point, a woman college professor in my freshman and sophomore years of college. So here I was, I was teaching students who were going to college and realized that I could do this. I was hooked on teaching, I was hooked on teaching at that level. In working with these students I realized I could make a difference in their lives.

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Dr. Dale Herder: Yes.

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David Hollister: ...a block at a time...

Dr. Dale Herder: Yes.

David Hollister: That's what's honorable.
Hard Work, plus the belief that hard work pays off

**Merrie Milton:** I taught for about twenty years in the Detroit inner schools...

**Dr. Dale Herder:** Did you?

**Merrie Milton:** I loved it first grade.

**Dr. Dale Herder:** Mm hmm.

**Merrie Milton:** Oh and I loved, I loved the kids and I miss it so much, so bad. Sorry I had to retire in ’88 for my, you know, cardiac arrest.

**Dr. Dale Herder:** Yes.

**Merrie Milton:** Losing all the memories and what not, I loved it...

**Dr. Dale Herder:** Yes. You apparently remember the memories of good feelings...

**Merrie Milton:** Oh yes...

**Dr. Dale Herder:** Of those students, second graders mostly?

**Merrie Milton:** No first graders, Oh yes, that’s, that’s a crucial time.

**Dr. Dale Herder:** Were a lot of your students African American kids?

**Merrie Milton:** A lot of Mexican and black.

**Dr. Dale Herder:** And you as a white teacher were able to touch them, to reach out, to communicate, to connect?

**Merrie Milton:** Yes.

**Dr. Dale Herder:** How did you do that, how did you do that, how did they come to trust you and like you?

**Merrie Milton:** I don’t know, I just I took a lot of time with them which was hard to do because you had as many as thirty-five children in the classroom which is an awful lot of first graders but that’s the Detroit school system. And a lot of times I would tutor some children after school because there was no reason why you couldn’t advance up to the second grade without being, and then I knew the second grade teachers loved to have had my children because they were ready.

**Dr. Dale Herder:** You prepared them.
Merrie Milton: I prepared them.

Dr. Dale Herder: So you weren’t just passing them along.

Merrie Milton: Oh there’s no such thing as passing them along, passing means knowing what you need to know in order to progress.

Dr. Dale Herder: Yes.

Merrie Milton: And I loved my students, (Giggling) I miss them so much.
Risk taking, not in the entrepreneurial sense, but rather the readiness to take a chance.

Phyllis Barton Harris: The atmosphere of living on a small plot of land surrounded by people who would sometimes drive by in their pickup trucks with their rifles in the back window. Across the corner on one street was the SNCC House and the people there had some run ins with the law. I found it rather intimidating to walk with my students to a local store to try to buy some feminine supplies and realize that we weren’t going to get waited on. One time we went to a restaurant and got seated, finally, in the back room, and discovered we’d been passed two different kinds of menus one with higher prices and the other with lower prices and were told by the waitress that the lower prices were the old ones and we were expected to pay the higher prices.

Christine Lundberg: Yes, well I didn’t go twice, after the summer ‘66 and again because of Dr. Beaman he ended up talking to President Smith at Rust College, I was looking for a job, and so Frank called me and said, “Chris, do you want to teach at Rust College?” I said, “Hey, why not?” So I went back that fall and I worked at Rust College the years, ’66–’67, ’67–’68 so.

Christine Lundberg: The (students’) courage came through once I got to know them a lot better and there were some that actually even after I left Rust after the two years I went to their homes and when I think back on it I wonder, man, did I really put them in jeopardy but they had asked me to come and I took that as the opportunity to go in and be able to meet them. 

I left Rust College I went down to Drew, Mississippi and I taught for two years I was one of two white teachers in the black high school after that I ended up and I lost that job because I was out in a march picketing for equal employment for blacks so my contract was not renewed that year. Went down to Jackson, Mississippi and worked with some people in the Mississippi Head Start Training Coordinating Council; Mississippi had the largest head start program in the country. So we had a staff of 5 or 6 of us, James Meredith’s sister was the nutritionist in the program, met a great number of people, actually I was up in Drew, Mississippi had a chance to meet Fannie Lou Hamer was involved in many marches with her. When I was down in Jackson, got involved with the NAACP Legal Defense Fund, many people do not know but Alice Walker was down there at that time because her husband was with the Legal Defense Fund. We got a little women’s group going so I had a chance to meet Alice Walker, I mean any number of experiences just down in Mississippi but after that I mean I moved to Washington, D.C. and you name the marches, whether it was for the equal rights amendment, abortion rights, women’s health rights, gay rights, anti-war; I mean, I don’t know how many miles I’ve put on this body marching.

Christina Lundberg: I was at Rust College when Dr. King was assassinated and I suspect that it might’ve been Dr. McMillan at the time but he closed the campus and said nobody could leave, well, myself and a women named Vera Williams who was an older woman from Iowa who was working in the library and two of the students, we went to the march in Memphis. I mean, how could you not have gone? I mean we were that close and the
two students were very careful Vera was an older woman even at that time and so they marched on either side of us to protect us we were in the middle then of the row and they were very protective of us at the same but I didn’t feel that I needed that but they wanted to do it and I don’t think in that march I ever felt afraid of anything and again it was just one of the incredibly, powerful, moving things that kind of set the tone for a lot of the other marches.

**Lewis Rudolph:** When I was a student at Michigan State University I studied Psychology and Philosophy and during my senior year I applied to the Peace Corp to go to Brazil, to go to Recife, Brazil.

I remember being in the Holly Springs movie theatre, sitting in the balcony, this is all part of our social development we had blacks downstairs, whites upstairs, interracial dates on Saturday night, series of events on Holly Springs movie theatre, man by the name of Roundtree was at least rumored to be the head of the local Ku Klux Klan in Holly Springs, ran the theatre. And I remember sitting in the balcony and I heard my name being called, paged by Roundtree and I thought of the worst case scenario because we were outside educators and we were reaching for this cultural tipping point in local social relations and hearing my name called in a dark theatre had all kinds of fear going through it, I followed him out to the lobby, strangely enough and he knew exactly where I was sitting and he said there’s a phone call for you and I thought okay I’d better be ready for anything and he said it’s your mother and it was.

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**David Hollister:** But we didn’t really think about the risk we just, it was such it was such, the right thing to do. We were gonna go teach school for god’s sake! I was a school teacher, I had a teaching background, my wife was a school teacher we were gonna be teaching kids who were high school seniors who were from segregated schools that were
so disadvantaged it didn’t seem like a big threat but it turned out it was a life transforming experience.

**John Scuiteman** And of course going on the march was perhaps the most exhilarating and with some trepidation, you know, how nervous we were about that prospect of going down into a march where you know you hear the stories about the civil rights workers being shot, there were people taking pot shots at people you know, James Meredith was shot on the road down there so and it was in a time you know, some, some nut out in the country would just take a shot at you ‘cause you were down there and you were white and you had a car that had a Michigan license plate so... *(Laughing)*

**Thom Peterson:** all those connections wound up with me getting to get a flyer about the STEP Program and went over I think it may have been on campus but after a while we were meeting at Larry Klein’s place and talking about this program and I decided maybe there was something I could do as a tutor. I understood what was going on I was I think interested in the, the positive activity that STEP represented as opposed to a confrontational protest or something, you know I had the sense that changes need to be made and this was a really good way to do it and a low key but direct way to participate in a change in society. *(Thom didn’t mention it in the interview, but he dropped out of MSU during his Junior year, 1967-8, and enrolled in the University of Mississippi in order to try to recruit some Ole Miss students to participate as tutors in STEP. He was unsuccessful at Ole Miss but the Chaplain there put him in touch with some smaller Methodist Colleges and he was able to recruit at least one volunteer, Alex Valentine)*
Spirituality

Phylis Harris: My father was a minister so I have always been probably aware of people who had been under privileged in one way or another and as a preacher’s kid you make a decision early on that you’re either going to fight that or you’re going to accept it. And somewhere along the way I had enough grace to embrace it.

Lewis Rudolph: Thank you, Ron. I am Lewis Rudolph and I took part in the STEP program in the summer of 1968. When you asked me what were the origins of my decision making to go to STEP I would trace it back to the speech in February 1965 of Dr. Martin Luther King Jr. in the MSU auditorium that speech and educational process deep within my soul and was a major confrontation of values and beliefs that I had had up until that point and began to kind of cook inside of me for about three years and I can’t remember specifically if I whether I saw a notice in the paper or heard something word of mouth but I found out about the STEP Program in 1965 and it took me three years until I was ready to act in that sort of deep committed way.

Lewis Rudolph: After the assassination of Martin Luther King and Bobby Kennedy in 1968 I like many others during that time was positioning myself to make a difference to act, to put my body in motion to go to a place where I could make a difference and the STEP Program was very convenient, it was originating here and I was propelled to become a part of it.

Thom Peterson:
Dale Herder: Is there anything that occurred that not only particularly a discreet experience but is there something that you think the STEP program did to help guide or shape your inner journey and bring you to be the person you are today, the human being you are today?

Thom Peterson: puts me of mind to think about something that we discussed in Sunday School class at one time long time ago and it was the issue of vocation or a calling and what we concluded in our discussion was that when we’re thinking about it as young people and wondering what we’re to do with our life, “what do you want to be when you grow up,” some people have that and they’re ready to go and then there’s folks like me (both laughing) who haven’t a clue, you know, who’re ready to go and curious and interested but not in any specific direction but the idea of the voice in the night giving you direction is kind of what I was looking for and what we said in that Sunday School class was well maybe that becomes clear once you have made a selection, made some decision, made some choices and there you are. So then you look back and you then you see it’s a straight line and the experiences you had helped shape you and direct you into that thing. So the idea was to follow your instincts and follow what makes you, fulfills you, makes you happy or satisfies your intellectual curiosity, whatever floats your boat you go for that, you take something that you’re interested in and you go ahead and do that. Not exactly knowing what the outcome of something like that might be but going on those instincts then using your intelligence once you get into that situation to see wher
Caroline Wong: Well I was raised in a Christian family and there was always that sense that you’re given gifts and they’re not for you, you should use the gifts that you’ve been given and so there’s always this not only concept but I saw my parents live it out; doing for others and involving yourself in other people’s lives. And I suppose that was an expectation it was also something, it’s kind of like you go from accepting your parents values and making them your own.
Commitment to the task at hand and the underlying cause

Phyllis Harris:  
Dr. Ron Dorr: And why did you go back a second and third time?

Phyllis Barton Harris: Probably because it was the most interesting, fulfilling thing I had done at that point and I became thoroughly convinced that education was the key to getting out of whatever situation that you happen to be in.

Dr. Ron Dorr: Did you talk about those experiences then back in the dormitory after you had gone through something like that?

Phyllis Barton Harris: Not only in the dormitory but in the fundraising speeches that we gave to the various churches because we were expected to raise enough money to pay our own way. My father at one point in later years, told me that he was surprised that I did as well I did because I came back pretty radical and he thought that I was probably insulting some of the people who were doing a pretty good job at making sure I was there.

Christina Lundberg: I left Rust College and went down to Drew, Mississippi and I taught for two years I was one of two white teachers in the black high school after that I ended up and I lost that job because I was out in a march picketing for equal employment for blacks so my contract was not renewed that year. I went down to Jackson, Mississippi and worked with some people in the Mississippi Head Start Training Coordinating Council; Mississippi had the largest head start program in the country. So we had a staff of 5 or 6 of us, James Meredith’s sister was the nutritionist in the program, met a great number of people, actually I was up in Drew, Mississippi had a chance to meet Fannie Lou Hamer was involved in many marches with her. When I was down in Jackson, got involved with the NAACP Legal Defense Fund; many people do not know but Alice Walker was down there at that time because her husband was with the Legal Defense Fund. We got a little women’s group going so I had a chance to meet Alice Walker, I mean any number of experiences just down in Mississippi but after that I mean I moved to Washington, D.C. and you name the marches, whether it was for the equal rights amendment, abortion rights, women’s health rights, gay rights, anti-war; I mean, I don’t know how many miles I’ve put on this body marching.

Dr. Ron Dorr: And back to something you said earlier, how’d you feel after the second president let you go because of black power issues and that?

Christina Lundberg: I was disappointed but I think on another hand I may have been ready to go. It’s what you talk about leadership, I mean, if you can’t do anything, I mean if all you’re gonna be is be there and be his token in many ways because you knew he was using you to say, “Hey, look at us we’re integrated,” but on the other hand if you were not going to be allowed to do anything and you could see some levels of nepotism around you then it’s like, “Is it time for me to move on?” And I think it was.
Bill Skocpol: I and Theda Barron spent the next year as leaders of some aspects of the, for the 1967 program. I coordinated the people that were developing curriculum and teaching skills for math and Theda did that for communication skills. On the sort of educational side of things we had those roles and by the end of the year we got married on June 10th and then went down on June 17th to oversee the beginning of the program and then return to East Lansing.

Merrie Milton: I taught for about twenty years in the Detroit inner schools...

Dr. Dale Herder: Did you?

Merrie Milton: I loved it first grade.

Dr. Dale Herder: Mm hmm.

Merrie Milton: Oh and I loved, I loved the kids and I miss it so much, so bad. Sorry I had to retire in ’88 for my, you know, cardiac arrest.

Dr. Dale Herder: Yes.

Merrie Milton: Losing all the memories and what not, I loved it...

Dr. Dale Herder: Yes. You apparently remember the memories of good feelings...

Merrie Milton: Oh yes...

Dr. Dale Herder: Of those students, second graders mostly?

Merrie Milton: No first graders, Oh yes, that’s, that’s a crucial time.

Dr. Dale Herder: Were a lot of your students African American kids?

Merrie Milton: A lot of Mexican and black.

Dr. Dale Herder: And you as a white teacher were able to touch them, to reach out, to communicate, to connect?

Merrie Milton: Yes.

Dr. Dale Herder: How did you do that, how did you do that, how did they come to trust you and like you?

Merrie Milton: I don’t know, I just I took a lot of time with them which was hard to do because you had as many as thirty-five children in the classroom which is an awful lot of first graders but that’s the Detroit school system. And a lot of times I would tutor some children after school because there was no reason why you couldn’t advance up to the
second grade without being, and then I knew the second grade teachers loved to have had my children because they were ready.

**Dr. Dale Herder:** You prepared them.

**Merrie Milton:** I prepared them.

**Dr. Dale Herder:** So you weren’t just passing them along.

**Merrie Milton:** Oh there’s no such thing as passing them along, passing means knowing what you need to know in order to progress.

**Dr. Dale Herder:** Yes.

**Merrie Milton:** And I loved my students, *(Giggling)* I miss them so much.

**David Hollister:** The 30 seconds to have met up with King, was probably the most significant event in my life. Before I had read I had an intellectual understanding of *(Inaudible)* commitment but hearing that message and engaging his eye contact…

**Dr. Dale Herder:** Yeah.

**David Hollister:** …fundamentally changed my life…

**Dr. Dale Herder:** Inspirational.

**David Hollister:** …he was the essence of a leader I’ve always felt that you need four things to be a leader…

**Dr. Dale Herder:** Okay.

**David Hollister:** …you need a clearly defined goal…

**Dr. Dale Herder:** Mm hmmm.

**David Hollister:** …and he articulated his social justice goal…

**Dr. Dale Herder:** Mm hmmm.

**David Hollister:** …you need a clearly define strategy…

**Dr. Dale Herder:** Mm hmmm.

**David Hollister:** … and he articulated this nonviolent direct action, *(DDH is nodding)* but you can’t act without two or more critical components, one is a sense of hope…
Dr. Dale Herder: Mm hmm.

David Hollister: ...and King gave people hope and fourth and probably most important, you need courage you have to be able to act and if your group or you’re in a leadership role, if your group doesn’t have hope, courage, strategies and goals it will turn on itself, it’ll begin back stabbing, irrationalizing, scape-goating, this is a boy scout group, a community group, a national group a state group; you can see it and King had the essence, he could capture people’s imagination, he could give them courage, he had a clear strategy and a clear goal; Chaves had it as well...

Dr. Dale Herder: Yes.

David Hollister: ...and I have always tried to take that experience with King and then the years in Mississippi and internalize them as far as how I would be a leader on a local level. I started out in college when you and I were at Michigan State...

Dr. Dale Herder: Yes.

David Hollister: ...I was going to save the world

Dr. Dale Herder: Mm hmm

David Hollister: and then after about 10 years of teaching I thought well maybe if you just save western civilization and then after a couple years in the legislature *Both laughing* I thought well if I could just save Michigan and then I spent 10 years as mayor and I thought if we could just save Lansing *Both laughing* the city and then I came to really understand who we are to save our families...
Dr. Dale Herder: Yes.

David Hollister: ...our neighborhoods...

Dr. Dale Herder: Yes.

David Hollister: ...a block at a time...

Dr. Dale Herder: Yes.

David Hollister: That’s what’s honorable.

Caroline Wong: And I was majoring in social studies ...

Dr. Dale Herder: Okay.

Caroline Wong: ...here for a graduate degree and I was majoring in a lot of ethnic studies kinds of, taking a lot of ethnic courses and very interested in Black American
history taking a lot of courses knowing that I would be going back to Hawaii to teach in a multicultural place I was really interested in just experiencing that and being a part of it.
Humor:

Number of times during interview that laughter occurred:

Phyllis Barton Harris
Kay Snyder
Christine Lundberg
William Skocpol 1
Lewis Rudolph
Elizabeth King Snodgrass

Linda Garcia Shelton 5 (laughing at herself or her situation)
Merrie Milton 8 (interviewer and Merrie laughing together at herself and situations)
David Hollister 3
John Scuiteman 2
Thom Peterson 3
Caroline Wong 1
Student Ownership: recruiting, designing, carrying out, managing project

Kay Snyder: I am a Sociology Professor. I was involved in the very first STEP Project, year 1965, actually I was very involved in the organizing of that and the fundraising that occurred before we went the first year. So I was really involved in it from the very beginning; I worked for Bob Green in the College of Education he was very involved in the program and knew John Duley well. So I knew a lot of the people that were spearheading this and that's really how I got involved in helping set it up. I was then the Social Science Coordinator in terms of the students that went that first year.

there were a group of us, we knew many of the people who were setting us up they involved a number of us from the very early stages of the planning and so when I think how was this program something that had a real impact on my life it was to be taken seriously, working with faculty who were committed to civil rights; they were committed to something big and that to be involved in various steps of this when I was hearing this speech that Martin Luther King gave in '65 in February, you know I had helped lead him in that day, I talked to him that day and so those kind of involvements as a sophomore in college were transformative in terms of my life.

: I learned I could it and that was an amazing thing to realize and I learned it from being involved and again in the planning and coordinator ship and you have to realize the very first year it wasn't just fund raising, it was figuring what are we going to teach, how are we going to teach this, how are we going to organize these students. None of us had done this before, none of us had been teachers, any of it, how are we going to interface with the faculty? So it was working with faculty and being listened to and you realize I can do all of those things;

Bill Skochpol: I was a participant in 1966 project, I met my wife there, we participated as curriculum coordinators for the next year and went for the beginning of the 1967 program to make sure that everything got off to a good start. But we had more than enough volunteers at that point and so we felt we weren’t needed and my wife had back trouble so we.....

And the second or third week that we were there I guess it was the second week the first really thorough discussion of those issues came about the so called Meredith March was gaining strength and approaching Jackson and Martin Luther King and Stokely Carmichael were having dialogues with each other at the head of the procession and Bob Green invited students from the campus and STEP volunteers to participate and I remember I have notes from a long steering committee meeting where we discussed the principles of what restrictions did being there as an educational project place on what people could do. And the ground rules that were set up was that day of arrival was a Sunday which was not part of our academic program, that was the day people should participate. And that if you were under 21 you needed your parental permission, your parents permission and there were a number of parents that did not give permission, including my future wife’s and I did not go so it was an experience for some of us and
that connected it to the nonviolent marching aspect of the civil right movement in a very, very direct way already the second week that we were there.

Dr. William Skocpol: Well about three weeks into the session, I noticed another volunteer we were both students at Michigan State but with 40,000 students we probably wouldn’t have met so we rapidly (DD laughs) took great notice of each other, fell in love, spent the next year as leaders of some aspects of the, for the 1967 program. I coordinated the people that were developing curriculum and teaching skills for math and Theda did that for communication skills. On the sort of educational side of things we had those roles and by the end of the year we got married on June 10th and then went down on June 17th to oversee the beginning of the program and then return to East Lansing.

Lewis Rdolph: And I remember meeting Larry Klein, and Roy Bryan, and Paul Herron who were engineering this interview process and the interview process was quite intimidating it was one of the first interview processes that I had taken part in and the whole premise was why should we even be wasting our time talking with you this kind of commitment; you certainly can’t be ready to undergo this kind of an experience, you’re not prepared. And so it really throttled me.

Linda Garcia Shelton: Well I was involved right from the beginning; I was in the first group ‘65 and I was again ‘66, present in both of those and the ‘67 year I was involved in raising money and setting it up but I did not go
Conference Publications

Principles of Good Practice for Combining Service and Learning

by Ellen Porter Honnet and Susan J. Poulsen, The Johnson Foundation

These Principles result from extensive consultation with more than 70 organizations interested in service and learning. Those consultations were conducted by the National Society for Internships and Experiential Education (NSIEE, now known as National Society for Experiential Education, NSEE).

In May, 1989, a small advisory group met at Wingspread to compose the preamble and the language of the ten Principles.

The Johnson Foundation recognizes and thanks all of those who have had a hand in the development of these ten Principles of Good Practice For Combining Service and Learning.

PREAMBLE

We are a nation founded upon active citizenship and participation in community life. We have always believed that individuals can and should serve.

It is crucial that service toward the common good be combined with reflective learning to assure that service programs of high quality can be created and sustained over time, and to help individuals appreciate how service can be a significant and ongoing part of life. Service, combined with learning, adds value to each and transforms both.

Those who serve and those who are served are thus able to develop the informed judgment, imagination, and skills that lead to a greater capacity to contribute to the common good.

The Principles that follow are a statement of what we believe are essential components of good practice. We invite you to use them in the context of your particular needs and purposes.

Principles of Good Practice for Combining Service and Learning

1. An effective program engages people in responsible and challenging actions for the common good.

2. An effective program provides structured opportunities for people to reflect critically on their service experience.

3. An effective program articulates clear service and learning goals for everyone involved.

4. An effective program allows for those with needs to define those needs.

5. An effective program clarifies the responsibilities of each person and

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organization involved.

6. An effective program matches service providers and service needs through a process that recognizes changing circumstances.

7. An effective program expects genuine, active, and sustained organizational commitment.

8. An effective program includes training, supervision, monitoring, support, recognition, and evaluation to meet service and learning goals.

9. An effective program insures that the time commitment for service and learning is flexible, appropriate, and in the best interests of all involved.

10. An effective program is committed to program participation by and with diverse populations.

INTRODUCTION

The level of interest and sense of urgency in community and voluntary service grows greater every day. In every community, programs are being designed for participants from kindergartners to the elderly. Is there a set of guiding principles by which service programs can be designed and by which their effectiveness can be judged? Is there a set of ideas which have the potential for deepening and sustaining current movements?

The Principles described on these pages reflect the grassroots experience and the thinking of thousands of people, hundreds of programs and numerous national organizations over the last several decades. They are offered with the hope that current initiatives to create service programs will benefit from a rich recent history.

The combination of service and learning is powerful. It creates potential benefits beyond what either service or learning can offer separately. The frequent results of the effective interplay of service and learning are that participants:

- Develop a habit of critical reflection on their experiences, enabling them to learn more throughout life,
- Are more curious and motivated to learn,
- Are able to perform better service,
- Strengthen their ethic of social and civic response,
- Feel more committed to addressing the underlying problems behind social issues,
- Understand problems in a more complex way and can imagine alternative solutions,
- Demonstrate more sensitivity to how decisions are made and how institutional decisions affect people's lives,
- Respect other cultures more and are better able to learn about cultural differences,
- Learn how to work more collaboratively with other people on real problems,
- Realize that their lives can make a difference.

The emphasis on learning does not mean these Principles are limited in any way to programs connected to schools. They relate to programs and policies based in all settings -- community organizations, K-12 schools, colleges and universities, corporations, government

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agencies, and research and policy organizations. They relate to people of all ages in all walks of life.

1. An effective program engages people in responsible and challenging actions for the common good.

Participants in programs combining service and learning should engage in tasks that they and society recognize as important. These actions should require reaching beyond one's range of previous knowledge or experience. Active participation—not merely being a spectator or visitor—requires accountability for one's actions, involves the right to take risks, and gives participants the opportunity to experience the consequences of those actions for others and for themselves.

Some Examples:

College students from the United States helped create a local primary school in Liberia; students in Ecuador work with foster and abandoned children; students in England care for mentally and physically handicapped persons; and in Jamaica, they work at a Human Rights Center and in literacy projects. In each of these cases, students are matched up with professional staff members of local agencies through the Partnership for Service-Learning, New York City.

A program of the Anderson YMCA/YWCA in Stockton, California, helped establish a relationship between area university students and the local Cambodian community. This enabled students to help respond to the needs of the Southeast Asian community in the aftermath of a sniper who killed nearly a dozen children. Students acted as translators, attended funeral services, and comforted grieving families.

At Grant High School in Los Angeles, in the Community Service Leadership class, students assessed community needs and helped develop projects. Additional students were recruited from the Constitutional Rights Foundation's (CRF) Youth Community Service group on campus. A child care group initiated tutoring in a local elementary school; a group working with the homeless organized a collection and distribution of goods, as well as serving food at homeless shelters; an environmental committee worked on community beautification and tree planting; a group working with senior citizens "adopted grandparents" at a local convalescent home and led aerobic classes for the elderly.

The Retiree Group of Mellon Volunteer Professionals in Pittsburgh volunteers thousands of hours each year doing mailings, bookkeeping and conference registration, among other things for local charities and non-profit organizations.

Youngsters in Addison County, Vermont, know where to turn when they're in trouble, thanks to the efforts of students and teachers at Middlebury Junior High School. Under a SerVermont grant, the students produced a valuable resource guide, "If You're In Trouble, We're Here to Help."

A journalist came to the school to help the students learn to interview; computer students taught their peers how to do desktop publishing, word processing, and graphics; students interviewed local service agencies and published the information in a booklet created especially for area middle school students.
In the Chestnut Ridge School District in Pennsylvania, The National Honor Society requires that members earn 20 points per year in public service to remain in the Society. Members may choose from tutoring programs, programs to install emergency road signs, and plotting of emergency call numbers for homes and businesses to assist the local fire department, among other interesting projects.

In the Big Brothers/Big Sisters program of the Golden Triangle in Columbus, Mississippi, high school student volunteers learn the value of service by working with children in need of direction. Matched up with needy youngsters, these high school students offer companionship, attitude development, self-esteem, relationship skills, recreational activities, school adjustment, male-female role models, and improvement in family function.

2. An effective program provides structured opportunities for people to reflect critically on their service experience.

The service experience alone does not insure that either significant learning or effective service will occur. It is important that programs build in structured opportunities for participants to think about their experience and what they have learned. Through discussions with others and individual reflection on moral questions and relevant issues, participants can develop a better sense of social responsibility, advocacy, and active citizenship. This reflective component allows for personal growth and is most useful when it is intentional and continuous throughout the experience, and when opportunity for feedback is provided. Ideally, feedback will come from those persons being served, as well as from peers and program leaders.

Some Examples:

As part of "Project Motivation" at the YMCA of the University of Minnesota, students are paired with 4th and 6th graders in need of "big buddies." Volunteers attend a retreat at the beginning of the program, and meet bi-weekly throughout the school year. They are assisted by school social workers who help them learn more about issues related to their work as a volunteer and lead them in discussions of problems and successes they are having with their "little buddies."

At San Francisco State’s Community Involvement Center, students working with outside agencies keep journals on their community service and meet for two hours a week in support sessions to discuss, evaluate, and solve problems relating to their work. In other high school and college level programs, students compile annual reports of service experiences that reflect different themes and personal growth. City-wide conferences scheduled throughout the year provide opportunities for high school level volunteers to exchange ideas, interact with community representatives about pressing ideas, and reflect on leadership, philanthropy, and service.

Some school programs link reflection more formally with the curriculum. In Indiana, Goshen College students are required to submit extensive journals reporting on their international service experiences. "Project Community" at the University of Michigan at Ann Arbor complements field experience with an academic program back on campus that includes reading and writing, as well as a weekly seminar that helps students integrate their experiences with their reading.

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As part of the Center for Service-Learning's Vermont Internship Program, students at the University of Vermont participate in one of three courses which provide structured reflection and articulation of learning from the service experience. Students may earn from 1-18 credits and participate in weekly or bi-weekly seminars with other students, keep journals, and write critical essays on aspects of the service experience. One course, the Field Studies Internship, is portable, in that it provides a service curriculum and reading material that can be taken to a service assignment in a foreign country or other setting outside Vermont.

3. An effective program articulates clear service and learning goals for everyone involved.

From the outset of the project, participants and service recipients alike must have a clear sense of: (1) what is to be accomplished and (2) what is to be learned. These service and learning goals must be agreed upon through negotiations with all parties, and in the context of the traditions and cultures of the local community. These goals should reflect the creative and imaginative input of those providing the service, as well as those receiving it. Attention to this important factor of mutuality in the service-learning exchange protects the "service" from becoming patronizing charity.

Some Examples:

Students from Hinesburg, Vermont, in the Champlain Valley Union High School DUO (Do Unto Others) service program design a learning program with their school supervisor and the agency in which they'll serve. This is done during the student's interview for the service opportunity. Activities and goals are agreed upon by all parties at that time, and are used in the evaluation process throughout the experience.

At-risk students in two San Antonio school districts are identified as "valued youths" and trained to tutor youngsters at nearby elementary schools. The "valued youths" are given training in communications skills, child development theory, and economic opportunities. Volunteers meet their service goals by tutoring the children; they meet their learning goals by reinforcing their own academic skills as well as those of the younger students. Participants in this program have also been found to be much less likely to drop out of high school, and they cite the development of relationships with the children as a key factor to staying in school. (Valued Youth Partnership Program, Intercultural Development Research Association.)

The University of Minnesota YMCA conducts informational meetings for nearly every program and requires an interview for all program participants. Volunteers in some programs are asked to sign learning contracts.

Stanford University's Ravenswood Tutoring Program, serving a primarily minority and low-income population, stipulates that tutors must make a minimum two-quarter commitment to work with an individual student. Before beginning tutoring, the Stanford student meets with the pupil's teacher to discuss and outline a set of learning goals and objectives for the sessions.

"Project Down East SERVE" in Lubec, Maine, works with rural low-income community members to motivate students who have limited educational and vocational aspirations. The learning goal of the project is to encourage students to complete high school and further

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education and to move on to satisfying careers. Students volunteer in clerical, health care, social services, teaching, day care, and fundraising activities to help local agencies as part of their service.

4. **An effective program allows for those with needs to define those needs.**

The actual recipients of service, as well as the community groups and constituencies to which they belong, must have the primary role in defining their own service needs. Community service programs, government agencies, and private organizations can also be helpful in defining what service tasks are needed and when and how these tasks should be performed. This collaboration to define needs will insure that service by participants will: (1) not take jobs from the local community, and (2) involve tasks that will otherwise go undone.

**Some Examples:**

In a successful student-generated community service project sponsored by SerVermont in Chester, Vermont, senior citizens were included as "SerVermont Seniors." Students were required to include a senior citizen and a teacher on each planning team.

The Murray State University YMCA in Murray, Kentucky, held a college day for sixth graders. After a full day of participating in classes, recreation, and meals, the sixth grade guests were given a needs assessment to identify what they felt to be critical needs and issues of their peers. Together with college student volunteers, they developed a plan for several program activities.

Employee volunteers in one corporation’s "Public Affairs Action Committee" invite speakers from local agencies to make presentations during monthly lunch meetings to learn about service opportunities and find innovative ways in which employees can be involved in service work.

College students at Virginia Tech, through their YMCA responded to a call for assistance in the small community of Ivanhoe. During their spring break, students helped renovate a community center. Community members provided potluck meals, home stays, and evening social activities for the students. Students continue to travel the 40 miles to Ivanhoe on weekends and school holidays to be of further help. A community organizer from Ivanhoe now teaches a course in community development at Virginia Tech.

The Atherton YMCA in Honolulu includes both student volunteers and the developmentally delayed teens they work with in the process of planning events and activities.

5. **An effective program clarifies the responsibilities of each person and organization involved.**

Several parties are potentially involved in any service and learning program: participants (students and teachers, volunteers of all ages), community leaders, service supervisors, and sponsoring organizations, as well as those individuals and groups receiving the services. It is important to clarify roles and responsibilities of these parties through a negotiation process as the program is being developed. This negotiation should include identifying and
assigning responsibility for the tasks to be done, while acknowledging the values and principles important to all the parties involved.

**Some Examples:**

Agencies accepting students from San Francisco State’s Community Involvement Program are given written guidelines on the agencies’ responsibilities to volunteers, including the requirement for supervision and evaluation of students. They remind the agencies that students need direct personal contact with clients, and that there should be minimal, if any, clerical and clean-up work. Students, in turn are given detailed requirements, including number of hours required, the importance of keeping a journal, and the need to attend support sessions.

In programs sponsored by the Partnership for Service-Learning, the student, the faculty, and agency personnel work together to achieve the goals of service and learning. Job descriptions and schedules are defined by the agencies. Learning is matched to the individual service experience, and all involved provide evaluation and reflection on the value and achievements of the learning and the service.

The United Negro College Fund (UNCF) and Citicorp in New York City work together to provide a mentorship opportunity each year for one male and one female entering freshman from each UNCF college. The students must have demonstrated outstanding academic and leadership potential, as well as community and school service. A Citicorp executive volunteers as a mentor for each selected student. Mentors are screened and assigned for four years. They help students with academic and personal problems, summer work, and internships.

Many community service agencies have found it useful to have clear job descriptions, not only for staff, but also for board members, student staff, and volunteers. Ideally, the responsibilities and expectations of the volunteers are reviewed during early orientation sessions and periodically throughout the experience.

Some business people and lawyers, in cooperation with a local Chicago youth agency (The Centre, Inc.), helped a group of urban young people follow through on their idea to organize a small storefront office supply business. Clear divisions of responsibilities were set out for all those involved. The business people and lawyers consulted with agency staff and advised the youth, who actually ran the business. The young people involved gained valuable skills and enhanced their sense of self-worth and alternatives for their futures.

6. An effective program matches service providers and service needs through a process that recognizes changing circumstances.

Because people are often changed by the service and learning experience, effective programs must build in opportunities for continuous feedback about the changing service needs and growing service skills of those involved. Ideally, participation in the service partnership affects personal development in areas such as intellect, ethics, cross-cultural understanding, empathy, leadership, and citizenship. In effective service and learning programs, the relationships among groups and individuals are dynamic and often create dilemmas. Such dilemmas may lead to unintended outcomes. They can require recognizing and dealing with differences.
Some Examples:

At the University of California-Berkeley's Student Volunteer Clearinghouse (Cal Corps), a graduate student has developed software that, within two or three minutes, can provide a list of volunteer opportunities based on the student's interests, preferred location, schedule, and need for public transportation. To help spread the knowledge of how to develop and use this kind of resource, Operation Civic Serve in San Francisco funded a trip for this student to participate in a conference with students from other campuses in California.

The Lee Honors College at Western Michigan University works with the local Voluntary Action Center in identifying appropriate sites for students. To help broaden the connections, the College hosted a Volunteer Opportunities Fair involving many area service agencies.

The Literacy Council in Bedford County, Pennsylvania is one of several programs run by students. The students make most of the decisions, assist trainers, apply for funding, produce television spots, do public relations, and recruit adults to work as tutors. While this is primarily a tutoring project, only a few of the students actually tutor due to the difficulty of daytime scheduling, students' safety concerns, and adult embarrassment in admitting to a high school student that they can't read.

High school students in Los Angeles help match their interests to community service needs through a 60-Minute Community Search Activity provided by the Constitutional Rights Foundation. The students use the session to go out into their communities, identify resources, assess their own abilities and interests, and connect with agencies and businesses in need of volunteers.

Recognizing that initial matching of volunteer to service opportunity is only the beginning, Partnership for Service-Learning programs incorporate ongoing evaluations into all service experiences. These are conducted jointly by the volunteer, the coordinating agency, and the recipients of the service as a basis for responding to changes and reshaping the program for subsequent participants.

High school students in the Vermont DUO Program establish a clear understanding of talents and skills as well as goals for the volunteer experience through an initial meeting involving a school staff member, agency supervisor, and the student. After the student spends three days at the site, the supervisor is called to check on progress, and a site visit is made by the school staff member. The student keeps a written journal of the experience. Final evaluations are written by the student, the agency supervisor, and the school staff member.

Hospital Auxiliary Aids in a midwestern community conduct a review after the first two weeks of volunteer service and monthly thereafter to be certain that the volunteer is comfortable in that position and is meeting the hospital's service expectations. In some cases, volunteers who have been assigned to emergency room admissions find that they would be more comfortable working in the gift shop, after working with people in the outpatient admissions area for several months, a volunteer may discover a gift for consoling families and may be placed in the hospice program.

7. An effective program expects genuine, active, and sustained organizational commitment.
In order for a program to be effective, it must have a strong, ongoing commitment from both the sponsoring and the receiving organizations. Ideally, the commitment will take many forms, including reference to both service and learning in the organization's mission statement. Effective programs must receive administrative support, become line items in the organization's budget, be allocated appropriate physical space, equipment, and transportation, and allow for scheduled release time for participants and program leaders. In schools, the most effective service and learning programs are linked to the curriculum and require that the faculty become committed to combining service and learning as a valid part of teaching.

Some Examples:

Corporations across the country commit thousands of hours of employee release time each year in the United Way Loaned Executive Program. Employees are given time away from their regular jobs to serve on area campaigns, helping United Way raise needed funds to operate a wide range of community service agencies.

The DUO high school program in Vermont has received full funding from its school district for the past 17 years. An office, staff, funds for professional growth, and transportation funds for students are included in the school budget. Teachers, guidance counselors, and administrators encourage students to get involved.

Commitment to student service by the college or university president is critical to the success of service programs on campus. Campus Compact, The Project for Public and Community Service, is a consortium or more than 200 college and university presidents who provide leadership and visible institutional support for service as a part of the educational experience on their many campuses. Campus Compact, headquartered at Brown University, provides coordination and support for a wide range of service projects and opportunities for students, including literacy programs and mentoring.

COOL (Campus Outreach Opportunity League) promotes the creation of a "Green Dean" administrative position on college campuses. Each college or university involved hires an energetic recent graduate to organize community/voluntary service programs for undergraduates. The positions may be funded for one to two years, or ideally, become permanent staff positions, as they have at Carleton College and Fordham University.

Some colleges and universities integrate service components into the educational structure and curriculum. These programs are not "at risk" to budget constraints; they remain central to the educational mission of the school and are supported by the faculty. Antioch College in Yellow Springs, Ohio, University of Massachusetts at Boston (College III especially), Alverno College in Milwaukee, the Fielding Institute in Santa Barbara, Goshen College, and Manchester College in Indiana are good examples.

Other institutions provide resources for volunteer programs. The University of San Francisco provides university-owned vans to bring volunteer tutors to community centers to meet with young members of the Southeast Asian community and help them bring their scholastic achievements up to grade level.

Nearly all college-affiliated YMCAs have at least one full-time staff person who works with student leadership groups and with volunteers. These staff people must be trained in the YMCA Career Development Program or be full-time members of the university staff. The
commitment to having a consistent staff person ensures continuity of relationships with students, university, and community. It also allows for programming that goes beyond being a broker for students and the service programs, to addressing the developmental needs of students.

The Community Volunteer Center in Albion, Michigan, provides clerical and computer support, a meeting place, information, technical assistance, and training to meet a wide range of needs for volunteer organizations. Their program helps new volunteer organizations get started, and encourages support and participation within the community for both adult and student volunteers.

8. An effective program includes training, supervision, monitoring, support, recognition, and evaluation to meet service and learning goals.

The most effective service and learning programs are sensitive to the importance of training, supervision, and monitoring of progress throughout the program. This is a reciprocal responsibility and requires open communication between those offering and those receiving the service. In partnership, sponsoring and receiving organizations should recognize the value of service through appropriate celebrations, awards, and public acknowledgment of individual and group service. Planned, formalized, and ongoing evaluation of service and learning projects should be part of every program and should involve all participants.

Some Examples:

At Stanford University’s Ravenswood tutoring project, tutors are required to take a one-day training session. Staff of the tutoring program provide students with support and resources to plan effective tutorials. Student tutor coordinators act as liaisons between teachers and tutors in each school. Stanford’s Education Department offers a 2-4 unit course in tutor training; teachers from the Ravenswood schools lead math and reading workshops throughout the year; on campus there is a Tutor Resource Center and a monthly newsletter called Tutoring Times.

International service programs of the Partnership for Service-Learning include pre-program academic and cultural materials, a statement of expectations of behavior and responsibility, a two-week introductory orientation to the culture and what it means to serve, and ongoing monitoring by academic and agency personnel. Evaluation is comprehensive and includes academic grading for demonstrated learning. It also includes service agency reports on the behavior and value of the student to the community.

The United Way of Minneapolis helped to fund a longitudinal study of the impact of the “Big Buddy” program on elementary school children.

Volunteers from Walker Manufacturing Company, Racine, Wisconsin, "pitched in" to help clean up the Root River. In recognition, the company provided personalized tee shirts ("Jane Pitched In") which the employee could then wear to other corporate and voluntary functions. The event was prominently pictured on the back cover of the company magazine, and volunteers were recognized for their ongoing service at an annual banquet hosted by the company president.

Hudson High School in Ohio gives each student who contributes time to the service program a handsome certificate. Many schools recognize service through award ceremonies,
banquets, presentations of award pins, or other celebrations.

"Prompters" volunteer organization at SUNY-Purchase in New York involves some 175 community members in the process of linking the campus and its arts programs with others in the community. After an extensive in-service training for volunteers, community members become "ambassadors" for the arts programs of the college, speaking in schools and helping expose some 8,000 elementary and secondary school students to the arts.

9. An effective program insures that the time commitment for service and learning is flexible, appropriate, and in the best interests of all involved.

In order to be useful to all parties involved, some service activities require longer participation and/or a greater time commitment than others. The length of the experience and the amount of time required are determined by the service tasks involved and should be negotiated by all the parties. Sometimes a program can do more harm than good if a project is abandoned after too short a time or given too little attention. Where appropriate, a carefully planned succession or combination of participants can provide the continuity of service needed.

Some Examples:

Many successful programs arrange projects to accommodate the busy schedules of student and professional participants. A Stanford student, for example, whose heavy schedule made her unable to volunteer during daytime hours, answered calls for a crisis hotline in her dorm room from midnight to 8:00 a.m.

Members of "New York Cares", a group of 600 professionals, can only volunteer on weekends and in the evenings. The coordinator of the group works closely with service agencies to arrange service activities that fall within these time constraints. For example, teams of volunteers plan, fund, and host parties on weekends for children living in homeless hotels.

Many academic programs that link service to the curriculum design the time commitment based on two factors: what is needed for legitimate recognition of academic credit, and the length of service that agencies and their clients define as necessary. In some cases, this may require the commitment of a semester or even an entire academic year, while others may be as short as a summer or even a couple of weeks.

Many successful programs in high schools and colleges organize activities to keep volunteers involved for the entire school year. They conduct retreats, have weekly or bi-weekly meetings, and use extensive communications to keep track of volunteers. Others recruit student volunteers on a rotating basis. These operate on the philosophy that students should be afforded opportunities to volunteer whenever they are ready. This gives more flexibility for program entry and exit.

The Mellon Volunteer Professionals (MVP) Retiree Group generally places people in short-term projects without long-term, on-going commitments to a specific task in order to accommodate participants' travel and lifestyle schedules. Volunteers work on events such as intergenerational fairs, special fundraising events, and development campaigns for local non-profit organizations.

http://www.johnsonfdn.org/principles.html
10. An effective program is committed to program participation by and with diverse populations.

A good service and learning program promotes access and removes disincentives and barriers to participation. Those responsible for participation in a program should make every effort to include and make welcome persons from differing ethnic, racial, and religious backgrounds, as well as those of varied ages, genders, economic levels, and those with disabilities. Less obvious, but very important, is the need for sensitivity to other barriers, such as lack of transportation, family, work, and school responsibilities, concern for personal safety, or uncertainty about one’s ability to make a contribution.

Some Examples:

The best school programs are designed specifically to be open to all students. They meet students at an appropriate place where they can learn, give, and feel of value to the community. Release time is provided (often as much as one day a week), and transportation is available for students who do not have access to an automobile. Students may also do projects after school, on weekends, or during the summer.

"City Year," a service corps program in Boston, in its original charter, proposed to include a diverse group of participants and to have specific recruitment efforts to create a balance of participants that reflects the diverse population of Boston.

A group of largely Asian and Latino students in the "Learning Through Service" program in seven San Francisco area high schools perform after-school community service in their own ethnic communities. These students, many of whom were initially reluctant to volunteer, noted at a recent recognition luncheon that they had come to discover, in their own words, "the great rewards of serving."

In many programs in which activities are culturally integrated, students report that stereotypes break down and that they learn to appreciate cultural differences, and find out that they share similar goals and values.

The "Magic Me" program in Baltimore links children with nursing home residents, specifically enlisting students who are not doing well in school. This allows both the youngsters and the elderly to "serve" one another. It also makes it possible for a group of persons confined to a nursing home, who traditionally could not engage in service, to make a difference to society.

Senior citizens are often among those most willing to volunteer, yet least able because of logistical barriers. One successful literacy program provides transportation for senior citizens to the community centers where they help others learn to read and write.

A high school in Steel Valley, Pennsylvania, has adopted the elderly community. Youngsters visit with residents one-on-one at a personal care facility, helping with arts and crafts and performing concerts. One important aspect of the program is that it involves a wide range of students, not only those with high academic achievement.

A Caveat

A caveat is called for in the presentation of examples: clearly, not all examples of successful
programs can be presented in this limited space. Most of the examples included are drawn from material submitted by organizations that participated in the creation of a set of Principles developed by the National Society for Internships and Experiential Education (NSIEE). The early Principles developed by NSIEE served as an essential starting point for this final document. Many of the contributing organizations are oriented toward school or educational settings, hence so are the examples. In an effort, however, to acknowledge the broader possibilities for combining service and learning, others have been included. Examples are meant merely to suggest possible ways in which to implement the spirit of the Principles.

Wingspread Conference Participants:
Joan M. Braun
Cecilia L. Delve
Deborah Gertzer
Barbara M. Gomez
Ellen Porter Hornet
Jane C. Kendall
Lee Levison
Janet Luce
Sally Migliore
Susan J. Poulsen
Catherine A. Rolzinski
Sharon Rubin
Robert Lee Sigmon
Timothy Stuntan
Hal Woods
Allen Wutzdorff

Conference Sponsors:
American Association of Higher Education
Campus Compact
Constitutional Rights Foundation
Council of Chief State School Officers
The Johnson Foundation, Inc.
National Association of Independent Schools
National Association of Secondary School Principals
National Society for Internships and Experiential Education
Youth Service America

Special Thanks to Those Organizations That Helped in the Development of These Principles:

ACCESS: Networking in the Public Interest
American Association of State Colleges and Universities
American Sociological Association
Association for Experiential Education-University of Colorado
Association of American Colleges
Association of Episcopal Colleges
Campus Compact
Campus Outreach Opportunity League-University of Minnesota
Center for Creative Community

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Constitutional Rights Foundation
Council for Adult and Experiential Learning
Council for the Advancement of Citizenship
Council of Chief State School Officers
Educators for Social Responsibility
Executive High School Internship Association-Birmingham Public Schools
Facing History and Ourselves National Foundation, Inc.
The William T. Grant Foundation Commission on Youth
Higher Education Consortium for Urban Affairs, Hamline University
Independent Sector
Intercultural Development Research Association
Thomas Jefferson Forum, Inc.
Charles F. Kettering Foundation
Maryland Student Service Alliance-Maryland Department of Education
Michigan Campus Compact-Michigan State University
National Association of Secondary School Principals
National Association of Service and Conservation Corps
National Association of Student Employment Administrators
National Civic League
National Community Education Association
National Crime Prevention Council
National Institute for Work and Learning, Academy for Educational Development
National Service Secretariat
National Society for Internships and Experiential Education
National Youth Leadership Council
North Carolina State Government Internship Program, Youth Advocacy and Involvement Office, North Carolina Department of Administration
Operation Civic Serve
 Overseas Development Network
The Partnership for Service-Learning
PennSERVE
The Philadelphia Center Great Lakes Colleges Association
SerVermont
Service-Learning Center-Michigan State University
United Negro College Fund, Inc.
VISTA Student Community Service, ACTION
VOLUNTEER-The National Center
YMCA of the USA
Youth Policy Institute
Youth Service America

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12/16/2008
458.00
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Acknowledgment for the credit card payment
Premont Insurance Company

Thank you for the payment
JOHN S DUBY
H 0193856 14
System Policy Module Insured Name
Report: INS_CREDPTT12/15/08 23:45:49
Greetings, John, and a belated Happy New Year to you!

Here are the two citations:

Daloz, Keen, Keen, and Parks, COMMON FIRE: LIVES OF COMMITMENT IN A COMPLEX WORLD (Beacon Press, Boston: 1996)


Glad to hear that the article is coming along so well. Now the task of chopping, chopping, chopping (depending upon the audience and intended journal or medium). Good luck! I will, of course, be happy to help if needed.

Lunch next week is a good idea. Would Monday work for you? If so, I can wrap up some morning meetings and meet you at Coral Gables at 12:30 or 1 p.m.

An alternative is Wednesday at noon. Every other day that week is locked in for meetings. (Getting spring semester courses up and running. Sorry!) I certainly am enjoying Obama's THE AUDACITY OF HOPE.

No substantive action on the CCC so far. Have been making some phone calls around the country, but it is hard to know how to get to the right people inside the Obama administration. I have sent a letter to Leon Panetta and talked with his secretary in California, and I was pleased with the receptivity to my call and letter. Panetta will be preoccupied with the fact that Obama has nominated him (Panetta) to be CIA Director. Included with my letter to Panetta was my book, COMMON SENSE REDISCOVERED, with the Monica Lewinsky photo inside the front cover. Hopefully Panetta will remember our CCC lobbying visit to his office -- and the photo taken by his intern.

Will call you.

Dale

--- Original Message ---
> Dale: I have finished the rough draft of the article (It is
> more like a monograph--18 pages) and am beginning to work my
> way through it reading it aloud to find where its redundancies
> and weak spots are. I need to cite my references so could you
> send me by e-mail the footnotes I need on the two books I
> loaned you. They are the only two references I have used.
> Also, could we have lunch together sometime next week before
> the reading group on the 29th? I don't want to trouble you
> with another writer's work for review but if you don't mind I
> would like to send you a copy after I have a chance today and
> early next week to rework it. Would that be ok? How are you
> coming with your push for a rebirth of the CCC? I don't know
> if this article would provide any persuasive material with the
> President and his staff but it may be the next best thing to
> a longitudinal study of the impact of the CCC on its participants.
> Give me a call so we can set up a luncheon if that is possible.
> John
> > I GoodSearch for Edgewood Village Non Profit Housing Corporation
John Duley

From: "Dwight Giles" <Dwight.Giles@umb.edu>
To: <duley@msu.edu>; "Suzanne Buglione" <CmUnityBuild@aol.com>
Sent: Friday, September 12, 2008 3:29 PM
Subject: Coding thoughts and challenges

John & Suzanne,

Here are my thoughts so far:

Initially I had thought/hoped that we might find some service/service learning themes here—we may still but not too much. Recall the three main questions for the areas of impact are inner journey, leadership and general impact. Maybe what will emerge is an article for Jon Dalton's Journal—http://www.collegevalues.org/. In fact that might be a good place to start with a literature search.

Another dimension that came out in the interviews I watched was the influence on career—many of these folks were teachers, public service types etc.
Also—the racial dimension: most of the MSU students were white on to Rust College as an HBCU. (John do you have a STEP background document that you could send to me and Suzanne?) So maybe tolerance or empathy outcomes?

The common Fire book inquired about lives of commitment—one of the major factors in shaping that type of life is ‘a constructive engagement with otherness’—I think we should look at that.

So—our data are limited, but as you said John, more meat is there than you thought. Of course we only have 12 so that limits us.

so I share these thoughts as we walk the twin lines of seeing what themes will emerge and also thinking how to focus and connect this.
Dwight

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9/14/2008
First, Garry Hesser conveys warm greetings. He was in Providence this week to visit his son and family, so we had lunch. He is doing really well and keeping the faith and continuing to pioneer at Augsburg. I gave him your e-mail address.

I have taken a quick look at your preliminary extraction of themes and coding but in truth I have been busy. With some co-authors I am finishing up a chapter for Jossey Bass new directions volume on community engaging. We have been studying faculty reward systems for engaged scholarship—I will send it to you. Next week I will look at what you have sent. In truth I am in a funny ‘space’ now—trying to finish projects as well as to sit back and take it easy this last month of sabbatical and summer. But I won’t hold you up. I also need to see about having HI support a vast this fall so we can work on this more.

It’s a beautiful morning here on the Cove—I am off to ride my bike before plunging into the weekend tasks.

Shalom,

Dwight

Dwight E. Giles, Jr.
Bissell Cove
Wickford RI 02852

8/2/2008
STEP Interviews
Themes

List of questions developed by interviewers and J. Duley
1. How did you learn about STEP or get involved?
   A. Why?
   B. Was there opposition from your parents
2. What role did you play in STEP?
3. What is the most important thing you took away from the experience?
4. What impact did the experience have on your career choice?
5. What were the long and short term impacts on your life?
6. Inner Journey—How did it connect with the rest of your life?
7. Leadership: long and short term impact on your role in organizations, your profession, and in society?

Lead-in comment: “As we proceed through our interview today, it would be good if you can respond in terms that go beyond mere recounting. Instead, if you can be a bit reflective, you will be helping the SSTEP archival project.”

Phyllis Barton Harris:
1. Background
2. Attitude of Parents
3. Impact A, B, C, D
4. Leadership

1. Background: Phyllis is a Preacher’s Kid (PK) and as such she inherited the insight that some people have been underprivileged in one way or another. Also, as a PK she learned early on that you either had to fight being a PK or embrace it. She said she had grace enough to embrace it.

2. Attitude of parents: “I got mixed signals from my parents. Mississippi in the 60s was not a place you would want to send your daughter, but my dad... supported me more than my mother did because he was also an (advocate?) for human rights.

3. Impact:
   A. She spent three years in the project. This is an unusual length of time as a participant, especially given her return after her first year of teaching. This says a lot about what the experience meant to her. “It was definitely a part, not only of my formal education, but a lifelong learning experience.”
   B. “I thought I was going to teach them all how to read music and wonderful things about how to work together as an ensemble. I didn’t expect to learn as much as I did about hand jiving and the correct way to do “Were You There When They Crucified My Lord?” It was an eye-opening experience to find out that people who didn’t read music were probably much more innately musical than I was.” She goes on to tell in detail, with considerable emotion, her experience in being taught how to do “Were
You There…” “The notes on the page never change. The first verse is done in a pretty regular tempo; the second verse is done at a slightly slower tempo. By the time you get to the ‘nails,’ it is so slow and agonizing, every vowel and every consonant (stands out), and by the time they roll the tombstone away, the whole atmosphere changes, the brightness of the color in the voices (explodes).” This description encapsulates the immensely powerful cultural learning she experienced that kept her coming back year after year and broadened her understanding of the potential power of music to capture and express truth at a new and different level. “The music was incredible. I went down with things like Elijah Rock and things I thought would appeal to them and some classical things. I discovered a whole new world of popular music, most of it from either Nashville or Detroit.”

C. In response to a further question “Why did you go back a second and a third time?”, she said, “...Because it was the most interesting, fulfilling thing I had done...and I became convinced that education was the key to getting out of whatever situation you were in.” In response to a further question “What was the fulfilling and interesting part?” Phyllis said, “It was...the interpersonal relationships. I had never lived with black people on a one to one daily basis...So watching them straighten their hair, deal with their makeup, find out that they had the same boyfriend/girlfriend problems we had, and the same parental problems was a (new) insight. The atmosphere of living on a small plot of land surrounded by people who would drive by in their pickup trucks with their rifles in the back window, and (then) to realize that on the corner of the campus was the SNCC (Student Non-violent Coordinating Committee) House (the student backbone of the non-violent direct action arm of the Civil Rights Movement) was unsettling. I also found it intimidating to walk with my student friends to a local store to try to buy some feminine supplies and realize that we were not going to get waited on. One time we went to a restaurant and got seated in a back room and discovered we had been given two different menus, one with higher prices and the other with lower prices, and were told by the waitress that the menus with the lower prices were old ones and we were expected to pay the higher prices. ...It made me angry. I thought there had to be a better way to treat people because these were suddenly people I had come to know as friends.

D. In response to her engaging, on her return to MSU, in fund raising activities to help pay the expenses of the project she reported, “My father, in later years, told me that he was surprised that I did as well as I did because I came back pretty radical.” She also said in response to a direct question about the long lasting effect of STEP, “I learned a couple of things. I learned not to be as shy and timid as I was. I learned, or maybe relearned, that what’s on the outside doesn’t count, what’s on the inside counts.”

4. Leadership: Her direct answer to a question about what she learned about leadership was, “I...learned not to worry about what other people thought about me but to go ahead
and stand by my conscience and what I thought was right.” In response to a career accomplishment question she described herself as “Director of Music Ministries, St Pius V (on sabbatical to compose music 2007), Past Dean, American Guild of Organists—Houston Chapter, Past President and current President Elect, Bay Area Choirs, spent 8 years in Mexico teaching English as a Second Language. She provides “Pipe Organ Encounters for high school pianists (“education is vital”), organizes and directs choir tours to Italy (“Never be afraid to go somewhere new and sing”), and participates in Community Theater (“Forget what people look like, what gifts do they have?”)

Her leadership in her field and in the community confirms the impact made by the STEP experience on her career, inner journey and her quality of life.
Kay Snyder

Themes:

1. Background—How did you get involved?
2. What was your role?
3. Attitude of parents
4. Impact
   a. While there
   b. Career choice
   c. Inner journey
5. Leadership

1. Background: “I was involved in the very first STEP project in 1965. I was involved in organizing and fundraising for it. I worked for Bob Green in the College of Education. He was very involved in the program and I knew John Duley well. So I knew a lot of the people who were spearheading this and that is how I got involved in helping set it up.”

2. What was your role? “I was the Social Science Coordinator at Rust College. We were teaching these entering freshmen study habit, reading comprehension, computation and communication skills so they could make better use of the education they would receive and I had just recently become certified as a life guard so I was one of the ones teaching swimming to the black children from the community at the public pool...We had the only integrated pool in the state of Mississippi that summer. It was integrated because those of us from the north were white, the local whites were no longer coming to the pool, and we were...teaching swimming classes to black children who had never been in a pool before and often did not have indoor plumbing.”

3. Attitude of Parents: “I didn’t really ask my parents permission, I just knew I was going and they were supportive of me but Mississippi was a scary state and they were concerned about my safety. I did have a dramatic moment as I was getting ready to go. When I went upstairs to get a suitcase I found something I did not expect. I found a KKK robe and a book written by a grand imperial wizard back in the 1920s. I came storming downstairs and I said to my mother, ‘What is this anyway?’ My mother looked very sheepish and at a loss of words. It turned out that the robes and the book belonged to my grandfather, who had been living with us for a number of years, and his wife I knew that my grandfather was not at all happy about my going and I learned by the end of the day some interesting things about the history of our family. I did learn that they got out after a while when they realized what the political agenda was. But, there were many family members, more distant than my parents, who were opposed to my involvement in Civil Rights.”

4. Impact:
   a. While there: “From the beginning of this program the people who were setting it up involved a group of us (students) in the very early stages of the planning. This meant to us that it was a program to be taken seriously
working, as we were, with a group of faculty who were committed to civil rights. This was something big and, being involved in the various stages of its development; it had a real impact on my life. I not only heard Dr. King’s speech that day but I helped lead him on to the stage, and had the opportunity to talk with him. Those kinds of involvements as a sophomore in college were transformative for my life. I remember the experience of crossing the border into Mississippi. In those days when we talked about Mississippi it was like you were going to a foreign country. I really thought that people were going to jump out and start beating on the car because we were from the north. It was scary...but it also felt like we were part of something really, really big. I didn’t realize at the time how big but many years later I met a woman who was just finishing her dissertation in which she was looking at what had happened in Mississippi during those years. I realized then that these historic black colleges, including Rust, were unaccredited, and to work to assure their accreditation, as we did, was contrary to the intention of the power structure in Mississippi."

b. Career choice: “Bob Green was the very first person to say to me, ‘You are going to graduate school, you can do this.’ But it was not until that summer, working with those young people, thinking, ‘How do you communicate something to someone, how do you help them acquire those communication, computation, writing skills?,’ (it) was so engaging, that I realized I could teach at the college level. I was really hooked on teaching and realized I could make a difference in the lives of college students.

c. Inner Journey: “I am not only a college professor of sociology but my area of interest is inequalities and I deal a lot with gender issues. When I was in Graduate School gender was not an issue in the area of inequalities, but because of my experience in STEP, it became an issue for me and in my teaching. So, again, the seeds of all of this were planted in the work of the STEP Project.” In response to this question of Professor Dorr “And it is very clear from what you are saying, was there in addition to the pedagogical and the social education components, was there a real moral issue for you?” She said, (direct quote) “Oh, absolutely, absolutely, absolutely. I first had gotten to know John Duley being involved in Edgewood United Church. Certainly there were people there, Truman Morrison, the minister, went to Selma, marched in the demonstrations. I knew Eleanor Morrison very well, this was a moral issue for me, very much so and it was very much grounded in ethical concerns and so yes, it was really. I felt it was a calling and in fact I say now to my students ‘Whatever you do, find something that is a calling for you, find a calling and the rest, if you have something that you really care about’ and that’s what (it) became for me. And what was interesting was it was about, it was about social justice, it was certainly about ethical moral issues and at the time I remember writing in my journal. You know, I really, I envied blacks, I wished that, that because I felt there was a cause and through the experience in Mississippi. I later then worked for SCLC for a summer in
Chicago connected with Bob Green and it was ... the difference in experiences that I began to realize increasingly that this was true for a lot of women that 'Oh my goodness' there (are) issues that women face, there's inequalities there including the women's civil rights movement’ and that was very transformative.” “I also want to say something (more) about the moral issue. I look at my journal and realize from the recorded comments of the students we worked with, and subsequent involvements, that we, as whites from the north, going to Mississippi were very presumptive and ethnocentric, thinking that the folks in Mississippi had a problem and that we needed to help them with this problem. I came back to my own situation to realize what kinds of inequalities existed in the north that needed to be dealt with, not just race, but gender and social class as well. It was a very humbling realization.”

5. Leadership: “I learned that I could be a leader. I learned it from being involved in the planning and in my coordination responsibilities. During that first year it was not just fund raising, it was figuring out what we were going to teach, how we were going to teach it, and how we were going to organize these students. None of us had done this before; none of us had been teachers. So it was working with the faculty and being listened to that I realized I could do all of these things. My involvement in community activities has reflected a commitment to greater equality for all, regardless of race, ethnicity, gender, sexual orientation, etc., an interest that I believe was deepened through the STEP Project. My community leadership has included various involvements with women’s issues and issues engaged in with members of our local Unitarian Universalist Church.”

Part of the power of this interview stems from two factors: 1. Kay Snyder kept a journal during the STEP and reread it before coming to the reunion in 2007, and 2. The experience radically shaped her life and career to the extent that her reflections on the experience resembled a quiet stream overcome by a deluge, becoming a raging torrent at flood stage. The words and thoughts seem to cascade over each other, leap-frogging and tumbling in an effort to get expressed.

(See the section of the transcript on page 8 for the direct quote of what she said and then read my recounting of it under Impact: Career Choice.)

Dwight: I hesitated to use (”) throughout this document because much of it was gleaned from various parts of the interview and connected together by me, yet it does, I think, represent well her interview. Read the interview again and see what you think.

John
Dear Dwight and Suzanne: I have finished with my analysis of the 12 interviews using five criteria from Common Fires and 11 from Local Heroes, five of which are shared by Common Fires. They are (the numbers indicate how often the criteria is mentioned in the interviews.)

CF1 Ability to live within the tribe and break tribal barriers 7
CF2 Anger 2
CF3 Marginality 3
CF4 How the experience impacted participants in their view of the world and themselves 8
CF5 How the experience contributed to the way they live their lives. 11
BB1 (CF) Belief in the power of one person to affect large events 7
BB2 Considerate treatment of others 3
BB3 (CF) Naiveté 4 (Most, being 18-20 years old, were naive without it being mentioned
BB4 Parental influence 7
BB5 (CF) Persistent 6
BB6 Excitement 2
BB7 Belief in hard work and that at pays off. 1 (a look at results would indicate a higher number)
BB8 (CF) Risk takers 6 + (They all were, just by going)
BB9 Spirituality 6 (most had some minimal spiritual orientation, just because of the sponsorship-UCM) -- number represents extent of spirituality in interviewees evidenced in the interviews
BB10 (CF) Commitment to the task and the cause 5
BB11 Humor 7 (need to listen to the first six interviews to see if it occurred there)
JD1 Student ownership of the project 6

The number indicate evidence provided, in the interviews, of these characteristics existing in their adult lives. Because of the low number of responses I would not include marginality, anger, treatment of others, or excitement in the mix. I used the written statements provided by the reunion participants in determining the contribution of the experience to the way in which they lived their lives.

In using the criteria from Common Fires, my sense in rereading the book was that the authors were primarily concerned about the loss of the original meaning of the "Commons" and how people in the 21st century were going to find a "commons" (community?) to be the arena in which they find the opportunity to "live for the common good." In short what can people find in the 21st century to replace the center piece of the "Commons" that existed in an agrarian/fishing society and secondly, what characteristics mark the lives of those who find a 'commons' and live for the common good'. I also tend to equate "living for the common good" with what Berkowitz means by local heroes.

On that basis I found that, at best, 10 of the 12 interviewees qualified as "living in their commons for the common good" and two of the interviewees having had their professional performance enhanced by the experience. (Skocpol and Snodgrass) with the possibility of Wong and Harris falling into that category also although I think the later two found their professional community to be their commons.

On the basis of my thinking, thus far, I think we have the potential for an article (although the outline reads more like a monograph) The outline would be as follows.

I. A brief description of the project evaluated against the principles of good practice (in which it would fall short on a number of counts) but with a strong case to be made for the nature and extent of student ownership of this project, its importance in terms of its impact on the learning of the students, and the wisdom of adding "student ownership" as a principle of good practice worth thinking about. (Dwight to write this)

II. The Players:

A short biography of each participant (using an abbreviated copy of their self descriptions re professional and community activities), the commons they identified and in which they have "lived for the common good" using quotes from the interviews as evidence--I see two kinds of commons: floating or movement types (John Scuiteman and his active engagement in the GLTB movement) and a fixed commons--like a profession within which the person goes above and beyond the professional expectations to live for the common good (Caroline Wong in education and Hollister in his social activism and in his political and civic engagement commitments). I would include the two interviewees for whom the experience served to enhance their professional service to indicate the different impact the experience had on participants.

1/8/2009
Chris’ reflections on the 40th reunion of the Student Tutorial Education Project (STEP) January 13-15, 2007 at Michigan State University

I will try and put this in some kind of order, but some background is necessary.

--Rev. John Duley and Dr. Robert Greene had gone to Miss and talked with people and learned that Rust College in Holly Springs was about to lose its accreditation.

The STEP project started at MSU in 1965, when some MSU students (including the only 2 Blacks to go) went to Rust. The project went for 6 weeks for four years focusing on tutoring incoming freshmen at Rust in language arts, math and science, recreation and educational trips. (1965 was the year that Viola Luizzo, a white civil rights worker from Detroit was killed in Miss. and of course Emmitt Till and the 3 civil rights workers who were killed before.)

At Dr. Green’s invitation, Rev. Martin Luther King, Jr. came to MSU on Feb. 11, 1966 and delivered a speech endorsing the STEP program. The next weekend he was back in Selma, AL and the whole series of events with being attacked by dogs, arrests and finally a march to Montgomery over the Selma bridge.

--One of the Rust students in the summer of 1966 was Paul Herron. He enjoyed his science classes and communicated with his tutor during the school year. His tutor, Elwood Linney, suggested Paul come to MSU the summer of 1967 and work in a lab with Elwood. As I was at Rust at that time, Paul and I left early one morning and we drove to Washington, DC for some reason, and ultimately to East Lansing. Paul stayed at East Lansing—living with a couple other guys in the “old” Lundberg home as he attended Lansing Community College, then to MSU where he got his doctorate. He is now teaching at Memphis State University. (In talking with Larry and Paul later, yes it did raise some eyebrows of our old neighbors! Remember East Lansing was not integrated in housing back in 1966.)

Several years ago, when Killen was found guilty of murdering the 3 civil rights workers, Paul started thinking about his STEP experience. Working with Rev. Duley he put together a proposal for a longitudinal survey of both MSU and Rust participants, as well as a reunion. Rev. Duley presented to MSU’s President Lou Anna K. Simon who funded it.

Paul worked on the survey, and Rev. Duley worked with MSU to put together this incredible 40th reunion as part of MSU Colloquy on Seeking Meaning, Purpose and Authenticity and Integrity within the larger MSU Community: Connecting the inner and outer journey.

-Saturday, 8am- walked into the room and immediately recognized Larry Klein who helped coordinate the project for 4 years, but who also lived in our house. The hugs and stories started. They had picture boards up around the room which brought back names and experiences. As other people came in-thank heavens we had name tags—but it was faces and we started talking and hugging with each other. Remembering how hot it was (probably a 100 each
day) and being in the girl’s dorm on the 3rd floor with no ac, grits, field trips to Memphis zoo and the University of Mississippi, etc.

Rev. Duley and Dr. Green gave background information and we listened to Dr. King’s speech. I was chosen as one of eight people to be videotaped for 20 minutes— but someone did not show up so I was there for 40. From my notes: 3 questions to address: 1) how did you get involved, 2) what happened, and 3) effects on your life.

1) How did you get involved: While I was in high school, as Karen was off living with Day and RoseMary had married, my Mother and I went to a Catholic retreat outside Chicago on housing. My first contact with blacks. I came back and kind of got involved in open housing in East Lansing while going to college and met Dr. Frank Beeman. (Frank’s daughter Kathy and I played in the high school band together—so we knew of each other.) While I officially graduated from MSU on June 12, 1966 (yes it was my birthday) I still had a 3 hour Recreational Leadership class to take. Dr. Beeman asked me if I wanted to do that class at Rust College and he would be my supervisor. I said yes—so I did not go through the 10 week orientation for STEP volunteers. I guess I did sign the oath of non-violence.

2) What happened: I was involved in the recreation program—swimming and a picture of me playing badminton. After the program, I was back in East Lansing looking for a job, when Frank called me and said he had talked with Rust President Smith and was I interested in a job. I said yes, so back to Rust to be the dorm “mother”, teach PE, and coach the women’s track team and drill team.

There was a change in administration that year, and Dr. MacMillan, a back power advocate, became President. I helped coordinate from Rust College the STEP program at Rust the summer of 1967. I stayed on at Rust another year, and when my contract was not renewed, I went hunting. One of my students was teaching in Drew, MS, and I had visited her. Her principal asked me if I wanted a job, so off to Drew. I was one of two white teachers at the black school—grades 7-12. I taught PE and was the girl’s basketball and track coach.

When King was assassinated in Memphis in 1967, we were told we could not leave Rust. However another white woman and I and 2 Rust students— one male and one female drove to Memphis to be in the march. I never felt any fear, but the students were very protective of us—putting us in the middle and them on the outside as we marched.

The second year I was the only white in a protest outside a store in Drew around the issue of hiring blacks. The next Monday I was in the Superintendent’s office and told his teachers did not do that. My contract there was not renewed. But as I said in the taping—Drew is only 15 miles from Ruleville and that is where Fannie Lou Hamer lived (she was the main voice for the Miss Freedom Democratic Party that tried to unseat the Miss delegation at the Democratic National Convention), and I did get to march with her later on.
Contacts I made in Drew had me a job offer in Jackson, the state capital, with the Mississippi Head Start Training Coordinating Council. Miss had the nation's largest head start program at that time, and I worked with James Meredith's sister. I also was involved in a women's group— that included Alice Walker— as her husband was head of the NAACP legal defense team. I was in Jackson after the murders at Kent State, and I can say that the press did not cover the uprising at Jackson State University— all back school.

All of this to say I was the only STEP volunteer who ended up working at Rust or staying in Miss. (For the fourth year of the program, a STEP volunteer did go to Ole Miss for a semester to try and recruit white students to help with the program, and 1 student from Millsaps College did come and volunteer— Alec Valentine. Alec grew up in Miss and is still there and we found out he knows my friends Rims and Judy Barber who have been in Miss since the 60's working for children and health care— so Alec is going to give them both a big hug for me.)

3) What effect on me- Connecting the inner and outer journey: how many marches have I been involved in for ERA, abortion/women's rights, gay and lesbian rights, anti-war. One of the questions also asked was how did one take the inner journey and turn it into an outer journey. I talked about finding causes and believing in them, and being involved at what ever level. Leadership has many forms and you do what you can at the time.

(I am not sure where these taped interviews will show up— hopefully back on the website, but as I learn I shall let people know.)

Of course there was food, about then we had lunch with the President of MSU giving welcome and I was in a wonderful discussion with a STEP volunteer who was working for Michigan Ag about corn, cherries and Michigan wine; also Carol now in New England who immediately after STEP she left for the Peace Corps in Malaysia, and returned to the US to find a much different world.

Then we had a bus tour of MSU- still about same number of students, 40,000, but oh my what new buildings. Glad we were on a bus, I would have been lost. Sat with a guy who brought out this folder of stuff he had kept since 1966, including a copy of "Safety Precautions", list of participants, pictures of students. (Oh the gray cells were working overtime trying to recall all the names)

Then we toured an exhibit at the Museum "Lest we forget the triumph over slavery" which originated from a UNESCO 2004 Slave Route Project as part of an UN Proclamation- International Year to commemorate the struggle against slavery and its abolition (www.digital.nypi.org/lwf). Also a colorful exhibit from South Africa of crafts produced to help raise money to combat AIDS/HIV.

Then back to hear Paul give the results of his survey: The Transforming Racial Integration Experience of an Educational Mission in Mississippi 40 Years Ago: The Reflections of the Whites and Blacks Who Lived It.* 287 Rust students participated in STEP in the 4 years. Prior to STEP, 36% of the Rust students
had no positive interaction with whites. 38% of the white MSU STEP volunteers had no experience with blacks before STEP. 46% of the Rust students were the first in their family to go to college. Paul also asked about positive and negative experiences. As part of the grant he is now looking for the right professional journal to publish the results of this longitudinal study. Then he hopes to turn it into a book.

Then we had dinner and I had an opportunity to talk with Frank Beeman and Kathy. Frank is 86 and had forgotten that he had gotten me the job at Rust. Many people came just for Saturday, and with threatening weather on Sunday-ice and snow, some left and went home.

-Sunday we started by meeting with graduate students from the African American studies program one of only 7 in the country. This program offers US and international internships before they return to teaching or research.

Then off to Rev. Duley’s church in Okemos, followed by a community pot luck lunch where each of us talked about our experiences. Again I traced my roots from my Mother, housing issues in East Lansing and my years in Miss.

Then we were given tickets to MSU’s 27th annual Rev. Dr. Martin Luther King Jr commemorative celebration: Jazz Spirituals, Prayer and Protest with the MSU Jazz Band and Vocal Jazz Ensemble, solos, faculty reciting Dr. King’s words and tap dancing.

Then six of us went to dinner which Phyllis from Texas paid for—she said she was well paid to perform music at a funeral. I told Phyllis I remember her saying after the six weeks that she thought all black music sounded alike, and her response now was- you have to remember I was classically trained. Now I understand the music.

-Monday we spent with MSU students as the campus was closed for MLKing Day—for a Student Leadership Conference: Leadership and Service: The Journal to Personal Meaning and Purpose. There was a whole page about the STEP project in the program.

There were 3 sets of workshops sponsored by various student groups- all very well done. (A University of Michigan white male had the US Supreme Court agree that affirmative action at the University discriminated against him. So last November there was an initiative on the ballot to remove affirmative action from educational institutions, government, etc. Unfortunately it passed and the faculty and students at MSU are using this as a rally point for moving forward.)

As I mentioned at one workshop- 40 years ago we were motivated by the murders of civil rights workers, at least this time you are being motivated by a non-violent act at the ballot box.

President Simon spoke again at lunch as did Rev. Duley who recalled the violence against the SNCC students who took the bus from Philadelphia but only made it to Montgomery AL, not New Orleans.
Later that afternoon, President Simon led the Celebration March from the Union to Beaumont Tower—there were probably 5 or six of us STEP people left at this point that marched. There were not any slogans or songs.

Then we were taken to a Celebratory Community Dinner where Phyllis and I joined with Rev. Duley and David Hollister a volunteer I did not remember but he went onto to become the Mayor of Lansing and he spoke about the 30 seconds of talking with Rev. King after his speech at MSU in 1966, and how those 30 seconds changed his life.

As I told President Simon, I was proud to be an MSU Alumni and see the wonderful kinds of programs going on. There is a Center for Service-Learning and Civic Engagement and I will share that information with the Community College I work at to see if some of it can be incorporated into the United Way’s Day of Caring and maybe on future MLKing Days.

To all of you that contributed to my travel for this reunion, my sincere thanks. I do believe this was a truly wonderful and reaffirming experience as I continue to grow my inner journey and look for new way to spread my outer journey. This year I have become the Chair of the Berkeley County Water Advisory Committee, serve on the Board for Berkeley Community Pride- a recycling and anti-litter group, and on the Management Council for the Professional Business Women’s Association. Along with the Hispanic and minority projects through my work.

This has all been a little overwhelming, but worth it. Detroit has a new commuter terminal with a connecting tunnel that has music and lights like the street in Las Vegas. They had Vernor’s in the Pepsi vending machines!

I close with two lines I heard during this trip:

As we let our light shine, we unconsciously allow others to let theirs shine.

Asking a high quality of question helps get a higher quality of answers.