

communities and teachers who will be affected. It will create great hardship for students and for their communities.

As schools are closed, students are transferred to other neighboring schools. Some students in the Bronzeville area on the city's south side have attended four schools in three years due to closings and transfers in a precursor to Renaissance 2010 that began in 2002. At community meetings, parents and students have denounced school closings that would force high school students to cross gang lines to attend transfer schools and require children as young as five to walk more than a mile to a new school. One parent at a community meeting in Bronzeville in March 2005 said, "They're treating our children like livestock."

Many teachers committed to the communities where they teach will have to find new jobs as their schools are closed under Renaissance 2010. Seventeen teachers at Englewood High School were informed in mid-April 2005 that they will not be rehired as the school is phased out. There is also a burden on the schools that receive the students displaced by Renaissance 2010. Many of these receiving schools are already overcrowded and are unprepared for an influx of new students. And, because CPS has stated that enrollment in some "Renaissance Schools" can be selective or lottery-based, there is no real guarantee that when a "Renaissance school" opens up in their neighborhood the children who live there will be able to attend it.



—Rochester's Community Education Task Force holds a press conference in front of City Hall, denouncing mayoral control

Black Facts

—DANA BRATCHER

In honor of Black History month here are a few little-known facts on African-American inventions:

Thomas J. Martin patented a fire extinguisher in 1872.

George T. Sampson invented a clothes dryer that used heat from a stove in 1892.

Madame C.J. Walker (born Sarah Breedlove, 1876-1919) invented specialized hair products for African-American hair and was the first American woman to become a millionaire.

John Love invented the pencil sharpener in 1897.

Otis Boykin (1920-1982) invented electronic control devices for guided missiles, IBM computers, and the control unit for a pacemaker.

For those who do not know, today's African-American people come from a very strong and very rich heritage. Feel free to do more research on your own. There is so much more we all need to learn.

Like the great man said, "If you don't know where you come from, you can't know where you're going!"



Get Parents More Involved in Education Reform

—BRIAN KANE

Mayor Robert Duffy has stirred a hornet's nest of controversy with his announced intention to take over the City School District. It's uncertain he'll get the state Legislature's support, and

there are questions about whether he can turn the district around. If nothing else, the mayor has galvanized attention on one very big problem.

It's unfortunate that the current debate is crisis-driven and framed around questions of control, money and hidden agendas. Yet, there are some deeper questions being asked about what is hindering student achievement, such as the staggeringly high rate of child poverty and the number of kids with teenage mothers. Why is district-wide parental involvement not a more significant reform goal, regardless of who controls city schools?

Unlike administrators, teachers, the school board, and city hall, parents have consistently been without the kind of resources and leadership that would allow for sustained and district-wide involvement.

I'm not talking about parents volunteering at a used book sale or helping sell candy for the band, worthy as those efforts are. What I'm talking about is systematically expanding the capacity of parents by developing skills that will enable them to establish the right relationships with each other and with teachers; to listen to each other's concerns and to act on those concerns to improve student performance; to create a community of interest that focuses on families and teaching and is sustained over a long period of time.

This approach has produced huge positive results in cities around the country, like Oakland and Denver. A study called "Unleashing the Power of Parents" reported that parent-led organizing at one Denver school helped raise reading scores from 10 percent proficiency to 41 percent proficiency in four years. Parents helped to enact "significant changes in policies and practices of individual schools and of the school system as a whole," the study concludes.

An Anneberg Institute for School Re-7

form study reported that parent-led organizing in Oakland was the key to sustaining school reform through an \$80 million deficit, a state takeover of the school district, and five changes in superintendent or state administrator leadership. Oakland parents, for example, shifted their district's priorities toward creating small schools and opening charter schools that have made a real difference.

Organizing is not top-down or social service-oriented. Organizing plays a critical role in engaging and educating parents. It requires the right resources to support parents. When it is seen as a vital strategy, rather than a threat by teachers and administrators, it can help produce genuine reform.

Why not Rochester?



An Alternative Proposal

—CHRIS EDES

The politicians are now talking about Mayoral control of City schools. Is this a good idea? I would argue no. Here's why:

The first problem is that Mr. Duffy doesn't know anything about education. Of course, many have argued that most school board members don't know anything about education. Yet, since all the Democratic Committee-endorsed candidates won the election, the responsibility for that problem lies with the Party. Those same people who produced a bad school board—Joe Morelle and David Gantt, among others—are now the strongest proponents of Mayoral control. They created the problem, and are now asking us to trust them with the solution. There's a credibility gap here that supporters of Mr. Duffy's takeover strive to ignore.

Rather than offer concrete proposals, Duffy says that education is the "hill [I] want to die on". I assume Duffy does not mean this literally. Our children's future, and the future of our community, representing hundreds of thousands of lives, depends on the quality of our education. **Yet Mr. Duffy will not enroll his own children in City schools.** His bold statements are designed to hide this fact: Mr. Duffy is in no way personally invested in our City's education. Sophomoric rhetoric about dying on hills is a poor substitute.

Mr. Duffy and the Democratic establishment have created this problem. Asking us to trust them with the solution, while offering only hollow words and vague promises, is an insult to the thoughtful and intelligent citizens of our community. I take offense, and you should also. Where's the beef?

I have an alternative proposal. Rather than continue to entrust our children's education to the (political) party bosses, we should eliminate their influence. Rochester used to have non-partisan school board elections. The vast majority of towns and cities in New York have non-partisan elections also. In fact, the quality of education in the City was better under non-partisan elections. Ever since the Party took over the school board, things have gone downhill.

The solution is not to adopt empty, finger-crossing proposals, made by the same party bosses who created the problem. The solution is to end partisan control of the school board. We should have no party names listed on the ballot, only people. That worked before, and it can work again. More party politics will not.



A Community Forum: Featuring a True Scholar and the Know-Nothing Mayor

—HOWARD J. EAGLE

During a recent community forum hosted by the Baptist Ministers Alliance and United Church Ministries at Helping Hand Missionary Baptist Church, we listened to a 40-year veteran, expert, educator (former Interim Superintendent of the RCSD, and long-time former Superintendent of the Fairport, NY School District, Dr. William Cala lay out (point-by-point) an enormous amount of rock-solid, research-based evidence, which clearly illustrates the complete failure of all forms of mayoral control within urban school districts across the U.S.—all of which are overwhelmingly composed of predominantly black, brown, and (to a lesser degree) poor white student/parent bodies.

A so-called highlight of the meeting was that Rochester's Mayor, Robert Duffy showed up unexpectedly to (in his own words) "listen." With regard to Duffy's presence, the common reaction of mainstream media operatives was nothing less than baffling. Their focus clearly and quickly turned from the man, and more importantly, the message of the hour (that of Dr. Cala) to emphasizing the relatively empty thoughts of the surprise guest.

For example, according to a news story the next morning, written by the *Democrat and Chronicle's* education reporter, the mayor said that what he "came away [from the forum] with is that we're all saying the same thing. Everyone that spoke talked about the system that is broken," which is absolutely true. But what Duffy didn't say is that he, vis-a-vis those who sponsored the forum, is fundamentally and diametrically at totally opposite ends of the spectrum, relative to solutions aimed at fixing or reforming that broken system. Regarding this particular issue, (as Dr. Cala rightly pointed out during his impress-

urban children without stomping on the rights of Rochester's citizens, I recommend that the mayor and city council put the issue on the ballot for the voters to decide whether or not the mayor should take control of the schools and include in the ballot **resolution accountability**. The mayor would be **recalled** if there is no progress in five years. That's exactly the same accountability the president and secretary of education are calling for when they are insisting that principals and teachers be fired if schools don't perform. This vote should take place after vigorous debate and **before** our legislators go to Albany with a mayoral control bill in hand.

Mayor Duffy has cast his opponents as "a small group of self-interested adults and cheap politics to sway public opinion." I hardly call this a desire to debate the issues. There's Metro Justice, parents' groups, and anti-racist activists... and then there's the Mayor. Who's the politician in the group?

For Duffy, this takeover is not about kids and student performance. It's about power, control, and money. My plea to you tonight is to do everything within your power to preserve the voices of the poor and reject mayoral control. I would rather live in a messy democracy than in a tidy autocracy.



"We're Not Blind. Just Follow the Dollar Sign"

—PAULINE LIPMAN

The following is an excerpt from a detailed article written in 2005, describing some of the devastating effects mayoral control has had on Chicago Public Schools since Mayor Daley took control in 1995. To read the rest of the article, **5**

which focuses on A Corporate Agenda, 'Pushing Us Out of the Neighborhood', and Disastrous Consequences, check out the following link online: http://www.rethinkingschools.org/archives/19_04/blin194.shtml

Students, teachers, and parents in Chicago are resisting a plan to revamp Chicago's schools—a restructuring that is harming unions, communities, and eliminating democratic control.

Last summer, Chicago's Mayor Daley announced Renaissance 2010, a dramatic new plan he said would revitalize Chicago Public Schools (CPS). The plan calls for closing 60 public schools and opening 100 new small schools, two-thirds of which will be charter or contract schools run by private organizations and staffed by teachers and school employees who will not be members of CPS unions. The schools also will not have Local School Councils (LSCs). LSCs, established with Chicago's 1988 School Reform law, are elected school governance bodies composed primarily of parents and community members. They have power over a school's discretionary budget, approve the School Improvement Plan, and hire the principal.

The first phase of Renaissance 2010, closing 60 schools and opening 100 new schools, is expected to affect about one-sixth of the system. (There are about 431,000 students in CPS.) However, CPS leaders have suggested this is just the first step in overhauling the third largest school system in the United States. In its 2005 first quarter "executive agenda," A.T. Kearney, a corporate consulting firm that is developing the plan, notes, "Once field-tested in Chicago's mid-south region, this model will become the basis for new approaches throughout the district."

This plan was passed by the Chicago Board of Education, which is appointed by the mayor, in September 2004 without genuine community involvement and against widespread opposition in a move that profoundly disrespects the

While my three minutes will not provide ample time to highlight all of the extant data and research, I will focus on New York City, as the mayor has raised New York as the nexus for his decision for a hostile takeover. No fewer than a dozen times in the past week Mayor Duffy has cited the success of the NYC takeover as reason to do the same here.

Here are the irrefutable facts:

New York City has been controlled by the mayor since 2002: On the National Assessment of Educational Progress (NAEP)—the only valid measure of student performance in the nation with a 40-year track record—NYC students have shown no gains in 4th grade reading, 8th grade reading, 8th grade math; and there have been no gains for African-Americans, Latinos, Asians, Whites, or lower-income Students.

As for graduation rates, SED statistics cite NYC with a 52% graduation rate—virtually the same as the RCSD. Mayor Bloomberg, however, has invented his own mathematical formulas, utilizing “Discharge Codes.” These are labels that he has attached to students who leave the system in order to disguise dropouts. In an April 30th study out of Columbia, the discharge scandal was uncovered. It states: *“The findings of this report suggest that the high school discharge system continues to provide a loosely regulated loophole that can be used to inflate graduation rates by pushing at-risk students out of school.”*

The study found that the discharge rate went from 17.59% in the year 2000 to 21.1% in 2007. The number of discharges during that time totals 142,262 kids. Special education discharges went from 17% to 28% in that same time period with a startling 39% discharged in 2005. The African-American graduation rate for boys is 29%.

Enough said about whether mayoral control produces positive academic outcomes. It doesn’t. As in the rest of the country, mayoral control in NYC is a

dismal failure and a fraud. Sunday’s *Chicago Tribune* headlines tell of the failure of mayoral control in Chicago: “Daley School Plan Fails to Make the Grade.”

So what about DEMOCRACY?

City residents are already disenfranchised by laws governing big cities in New York State. While suburban citizens are empowered with the right to vote on their district budgets, city residents are not entitled to do so. Mayoral control effectively removes Rochesterians from any meaningful input into the education of their children.

This issue outweighs any consideration relative to academic outcomes and political perceptions of economic feasibility. **Eliminating yet one more avenue to parent and citizen participation in government is an outright assault on democracy.** I have cited ample research in my report that demonstrates how citizens, especially minorities have lost their voices in cities where schools are controlled by mayors. Mayor Bloomberg has led the way in denying citizens input of any kind.

Would any type of a takeover like this be suggested in the suburbs? Hardly. There would be a riot. Why are these takeovers occurring? Because the poor have no voice and the urban poor are treated like second-class citizens. It is done because mayors can get away with it. They do it *because they can!*

Using the logic of the mayoral takeover scheme, Governor Patterson should be calling for a constitutional amendment to eliminate the New York State Legislature and take control of the entire state by himself. I know this has a certain appeal given the reputation of our legislature, but the absurdity of eliminating voters’ voices is **autocracy, not democracy.**

While I have made many suggestions in my paper that can improve the lot of

ive presentation) it is better to “fix a broken arm [meaning: reform the democratic electoral process of voting for the Rochester Board of Education] than it is to cut it off” (or, eliminate the electoral process altogether) and thereby deprive citizens of their Constitutional right to vote for local representatives on the Board.

Relative to the outcome of the forum, indeed the above referenced education reporter was correct in his observation that “the meeting didn’t appear to change any minds.” For example, it was absolutely amazing that (after “listening” to Dr. Cala present a massive amount of objectively factual information, including the fact that Washington D.C.—along with Chicago and Cleveland—represents one of the worst performing public school districts in the nation) Mayor Duffy had the audacity to stand up and start praising the District of Columbia’s so-called chancellor of schools, Michelle Rhee for having made substantial progress under mayoral control. Duffy’s seemingly thoughtless political maneuvering and grasping for straws is really quite alarming, especially after hearing Dr. Cala talk about the importance of *not* building models of reform around individuals, but instead developing and implementing fundamental, systemic change that transcends individuals. That is to say, a vital goal is to develop reform models that can be implemented by anyone who is knowledgeable, competent, and committed, and models that lead to clear, measurable, sustainable improvement. So, even if it’s true (which is very doubtful) that, according to Duffy, “schools in Washington D.C. have closed gaps between racial groups markedly in two years”—a critically important question is: can the supposed improvement be sustained? What happens when super-chancellor Rhee decides to move on?

Lastly, with regard to the underlying, fundamental issue of voting rights, as Duffy slithers around the City and

State (with his nearly all-black entourage in tow), he continues to spew purely rhetorical, politically inspired proclamations, such as, “officials overseeing the district under his plan—the mayor and the city council—are still democratically elected.” What’s with this guy? Does he believe that people can’t count?—that we don’t know the difference between the right to vote for 17 local representatives (school board, city council, and a mayor) and voting for 10 (city council and a mayor—minus the school board)?

It seems evident that Mr. Duffy made a gross political-miscalculation by believing that his charm and popularity, paired with the desperation of many for immediate change, would enable him to gain a quick and relatively easy victory concerning mayoral control of the RCSD. He never dreamed that a potential, full-fledged suffrage movement would become a reality. Apparently the misguided mayor believed that people are so desperate for immediate change that the majority would acquiesce to having their voting rights diminished. Instead, he has opened a can of worms, and actually helped create a very real opportunity for us to finally secure the type of widespread, sustainable, permanent, systemic change that RCSD students and families so richly deserve.

Thus, it is my greatest hope (for the sake of our children, including generations yet unborn) that concerned citizens of this community, especially parents and activists, will not squander this golden opportunity.



Dozens picket Assemblyman Gantt’s office

in the bitter cold Rochester winter.

Eyes Open, Fists Clinched: Embracing Our Anger

—TIM ADAMS

There has been organized resistance to mayoral control since it was first announced back in late December. And I've followed the media reports closely. The reporting I've seen, like reporting of the past within the framework of any for-profit "mainstream" media, has followed the usual trends: sympathy and leniency toward those in power (in this case, Mayor Duffy and Gov. Patterson), and the holding of their opposition to standards unimaginable, assuming the best of intentions on the part of the Mayor and the worst on the part of the people.

A common theme throughout all of this (and one which has stood out to me) is the portrayal of those standing out in the cold with picket signs, braving single-digit wind chills, and chanting oppositional phrases, as "angry." But not *just* angry. They are *too* angry—as if suffering from a blind rage so overwhelming that it's left no room for rational thought or civil conversation. Never mind that this opposition has been, in fact, perfectly rational and civil. The underlying message is this: *such angry voices do not deserve to be heard until they can compose themselves.* Never mind that this opposition has been perfectly composed through and through.

Yet still, Mary Anna Towler recently wrote in *City Newspaper* that, "Some in this debate—particularly mayoral control opponents—are letting their mouths and their emotions overwhelm their argument...[and] are beginning to look a lot like [Tea Partiers]." This, of course, was the same issue of *City* whose cover depicts a black high school-aged man smiling as he serves coffee to an elderly white woman—the same kind of "docile-black-

man-as-servant" image that has eased the white liberal psyche for centuries. Compare that to the photograph recently printed in the D&C of mayoral control opponent Howard Eagle (see below)—alarming (if not terrifying) to the white psyche, outright denying the absurd notion that black people in this society enjoy their position at the bottom (as *City* readers might unwittingly believe, based on the images presented to them). This may seem beside the point—but it's not; contexts can be crucial.

It is time that we stop tiptoeing around the feelings of the easily alienated, and get to the real issue: the future lives of our children—and our whole community. If we know (as experts have stated time and again) that mayoral control comes down to a reversal of suffrage rights, a push toward further privatization of public schools (similar to war- and prison-profitteering—turning government-run programs into for-profit industries), and extreme city-wide gentrification (displacement of poor urban communities), then what's left to debate? This is a scam, and it needs to be exposed as such. If that makes you angry, then good—it should! Collective anger has driven social movements throughout the entire world, for all of history. And this is no different.

The bottom line is that Mayor Duffy's proposal for control over the RCSD is not about the children. Rather, it is about nothing more than the consolidation of money and power into the hands of one person who has proven time and again that his interests and concerns do not reflect those of the city residents he is supposed to represent—particularly those in the poor and working-class African-American and Latino/a communities. Our children have been experimented with for far too long. We are putting our anger to good use. Please join us.

Community Members Speak to Council

On the cold winter evening of January 19, 2010, over 200 Rochesterians came out to picket against Mayor Duffy's plan to take control of the Rochester City School District. Students, parents, educators, community and church groups, labor activists, and even firefighters joined in chants of "Whose Schools? Our Schools!" and "This is what democracy looks like!" The scene outside set the tone for the Speak to Council session scheduled to take place immediately after, where more than 40 people spoke out against mayoral control. Ryan Acuff and William Cala were two of those voices. Their statements made that night are reprinted here with their permission.

RYAN ACUFF

My name is Ryan Acuff and I am a member of Rochester Students for a Democratic Society. I want to speak tonight on the issue of mayoral control. We are currently in a place all too familiar in U.S. politics. An "emergency" or "crisis" is declared; then a strong charismatic leader emerges who promises to save the day, but only if people let him consolidate and centralize control—eroding the scarce remnants of democracy that still exist. Within the next 10-15 years it is likely that a much larger crisis will befall Rochester, and of course there will be people calling for the dissolution of city council and further centralization. What will we do then? But of immediate importance, what are we going to do now?

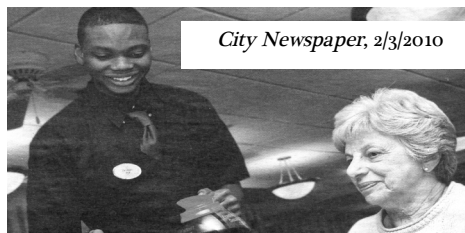
When it comes to Rochester public schools, many are saying we can't return to the status quo—and they're right. We have to take this moment not to strip away democracy but to make the structural changes that democratize the system further, such as abolishing partisan school board elections (like many other Upstate school

districts) and implementing participatory budgeting practices where citizens can be directly involved in designing and voting on their school's budget. Why is it that many predominately white suburban school districts are allowed to vote directly on their budget, but a city which is predominately people of color does not have this right?

It is important that we see mayoral control as part of larger movement that is sweeping the country, which is seeking greater privatization of public education and lesser community control over schools. We've seen urban districts across the country who have centralized authority (through state or mayoral takeovers) in order to push through unpopular privatizing reforms such as charter schools and contract schools. We need to stop mayoral control in its tracks and turn back the tide of privatization. Students, parents, and teachers need to come together and get more involved in reshaping their educational system and putting forth ambitious visionary plans on the basis of equity, racial justice, and student power. I propose that our next step is to have an old-school town hall meeting on the topic of mayoral control where everyone's voices can be heard. We need to reinvigorate democracy in Rochester, not destroy it.

WILLIAM CALA

It pains me deeply to have to come before you tonight to speak. It has become apparent that the mayor is bulldozing his way to a takeover of the Rochester City Schools irrespective of the facts and the consequences to the children and the citizens of this city. I have provided you with an extensive analysis of mayoral takeovers throughout the country using validated statistics and citing current and germane research studies on this issue. On February 10, 2009 I sent Mayor Duffy an email providing the essence of the paper that I have provided to you. Unfortunately, the mayor was not interested in the facts. He never responded. Last week's phone efforts proved fruitless as well.



City Newspaper, 2/3/2010



From The Editors

Greetings! Thank you for checking out the latest issue of the Activists Against Racism Movement (AARM) Newsletter. We are committed to keeping the Rochester community informed of anti-racist activity in the city and surrounding areas on a regular basis. Look for this newsletter at the beginning of each month.

In case you haven't heard, our ex-police chief-turned-mayor is attempting to pull a coup on the Rochester City School District (RCSD). This is taking the form of "mayoral control", meaning all members of the (currently democratically elected) school board would be simply appointed by the Mayor. One need only look to the history of other cities (New York, Chicago, and Washington D.C. for example) to see the devastating effects such changes have on school districts and their communities—particularly poor communities of color. But Duffy and his spokespersons have repeatedly denied those facts—yes, facts!—and stuck to a strictly rhetorical campaign based on false information, smiles and handshakes all around.

THIS ISSUE of the AARM Newsletter focuses on getting past the rhetoric and glad-handing, and exposing the mayor's plan for what it is: **a sham**. We've included pieces written by experts in the field of education reform, informed parents, students, community members, and educators—all of whom agree that, while serious change is needed in the RCSD, mayoral control will only make matters worse. So please read these pieces carefully, make note of the facts, and decide for yourself.

If you would like more information, or want to get involved in the movement resisting mayoral control, here are a few things you can do: 1) Go to facebook and look up the group that's formed: "Stop Mayoral Control of Rochester City Schools", join the group, and invite all of your friends/family to join. Articles are posted almost daily on that page, and in just over a week's time, it has attracted nearly 1,000 members. 2) Contact AARM (aarm@roculus.org), and we will be sure to keep you informed of public demonstrations and various campaigns. And 3) join the Community Education Task Force, a coalition of community members, educators, and church groups committed to organizing against mayoral control and for legitimate public education reform. They meet every Wednesday at 5:30 at the Rochester Freedom School, 630 N. Goodman St.

It should be noted that we had originally intended to devote this issue to the commemoration of Black History Month, focusing on those in the struggle who have made a difference in the lives of African and African-American people in the U.S. The cover photo reflects local history, dating back to 1968—days after the assassination of the Rev. Martin Luther King Jr.—where thousands gathered and marched through the streets of Rochester (the photo is set on Court St.) to denounce the violent death of one of the strongest advocates of non-violent civil disobedience in our nation's history. While a breath of fresh air would be nice, we fully understand that the struggle for liberation cannot concede to the commemoration of small victories. In other words, the best we can do to pay homage to those who came before us is to follow in their footsteps.

As an action-oriented anti-racist organization, we are consistently spreading ourselves thin; however, we believe that one of the most important aspects of our work is keeping the Rochester community informed, for history has demonstrated time and again the "power of the pen" in liberation struggle. So please look for new editions of this newsletter in the same place you found this one—we will have them available and distributed during the first week of every month. If you can't find a copy, just let us know, and we will get one to you. And of course, if you experience racism and want support, or if you want to get involved in any way, please don't hesitate to contact us.

The struggle continues...

Leadership Team
Activists Against Racism Movement

AARM's Mission:

To expose, confront, and actively oppose racism within ourselves and within our local, regional, and national communities; facilitate education, responsibility, and accountability regarding individual and institutional racism—in order to increase awareness, knowledge, and participation in anti-racist struggle.

We Want Your Writing!

Do you want to talk about racism as you see and experience it? Do you have something that needs to be said? Do you write stories? Poetry? If so, AARM wants to work with you. Talk to us about publishing your work in our next newsletter. Come to a meeting or e-mail us at aarm@roculus.org.

AARM Meetings:

Join us in our struggle against racist oppression. Come share your issues, views, and suggestions as we build a movement to produce concrete, effective solutions.

WHEN: Every Monday evening, 6:00 – 8:00 pm
WHERE: Flying Squirrel Community Space, 285 Clarissa St. Rochester, NY



MARK YOUR CALENDAR!

*UPCOMING LOCAL EVENTS:

3/4: Global Day of Action to Defend Public Education: *March On City Hall*

Rochester Students for a Democratic Society (SDS) will be leading a march on City Hall to stand in solidarity with parents, teachers, labor unions, and the Rochester community and say NO MAYORAL CONTROL! This will be followed by a town hall meeting at a nearby church, where we will discuss further strategies.

When: Thursday, March 4th
Rally 4:30-5:30, march starts at 5:30
Where: The Liberty Pole

3/6: Activist Summit – “Solidarity in Struggle”

Rochester is home to many dedicated activists and organizations, but sometimes it feels like we're fighting our struggles alone. Why isn't there more concrete, operational unity, solidarity, and support between Rochester activist groups? What links the work we are doing? How can we work towards unity and collective action?

The goal of the Rochester Activist Summit is to begin an ongoing process of building understanding, concrete, principled, operational unity, solidarity, and systems of support between local activists/organizations that are working to create change in the Rochester area. If we are serious about liberation, then we need to be serious about coming together, discussing the barriers that exist between us, and working towards unity and collective struggle.

When: Saturday, March 6th, 10am-6pm
Where: Flying Squirrel Community Space, 285 Clarissa St.

For more information on the summit, or to get involved in the planning, please visit <http://activistsummit.roculus.org/> or email: rochesteractivistsummit@roculus.org



MAKE EVERY MONTH BLACK HISTORY MONTH

—A MESSAGE FROM AARM, FEBRUARY 2010

AARM

Activists Against Racism Movement

Informed and committed community members working consistently and effectively to eradicate racism.

VOLUME II: ISSUE II, FEBRUARY 2010



SPECIAL EDITION:

ALL OUT in Defense of Public Education!

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