



Proposal to [Organization] to support a public-private partnership between FEMA and Americans All to aid families who lost loved ones due to COVID-19 and to also help heal our increasingly polarized nation.

June 14, 2021

Contents

3. An Investor Opportunity to Support Americans All
 - Americans All's Mission and Goals
 - A Social Issue That Must be Addressed
4. Introduction to the FEMA Proposal
 - Investment Details**
5. **Distribution of Revenue From Membership and Subscription Fees**
6. Projected Expenses for the Americans All Program Start-up
7. Credit Card Processing Company for Americans All (Graphic)
8. Summary of the Americans All Marketing Plan
9. Target Markets
10. Target Markets (continued)
11. Flow Chart of How the Americans All Program Works (Graphic)
12. Benefits to Schools, Students and Small Businesses (Graphic)
13. Sample Heritage Honor Roll Stories (Rustin, Idár--Graphic)
14. Sample Heritage Honor Roll Stories (Boyle, Neal--Graphic)
15. Legacy Partner & Issues/Topics Index
16. Sample of a Legacy Partner Landing Page
17. Sample of a Legacy Partner Landing Page (continued)
18. Benefits to Students, Teachers and Students
19. Revenue Opportunities for a School (Graphic)
Americans All Program Resources (Graphic)
20. Appendix 1: Summary of Pilot Programs
21. Appendix 2: Media Information of Social Studies Resource Programs
22. Appendix 3: Ethnic and Cultural Groups
23. Appendix 3: Ethnic and Cultural Groups (continued)
24. Appendix 4: Examples of Systemic Racism (Graphic)
25. Appendix 5: Legacy Partner Page for TimeBanks.org

For additional information, contact

Allan Kullen, President ■ People of America Foundation / Americans All
7723 Groton Road ■ Bethesda, MD 20817 ■ 301-520-8242
www.americansall.org ■ akullen@americansall.org

An Investor Opportunity to Support Americans All

Americans All's Mission and Goals

[Americans All](#), a program of the 35-year-old, nonprofit [People of America Foundation](#), has a website where people and groups can [create](#) and publish stories that can be easily stored, updated and permanently accessed. What makes us unique is we include [historical information](#), much of it in [timeline formats](#), to provide context for these stories and the experiences, observations and accomplishments reflected in them. Stories can contain up to 2,000 words, and augmented with images, hyperlinks, audio-video and music links and be published in [multiple languages](#).

Our storytelling tool is free for individuals, education organizations and nonprofits. [Businesses](#) and service providers, especially those rebuilding after the pandemic, pay a nominal fee to create their stories can use stories to reach, and offer discounts to, their customers and clients. This will be extremely valuable to minority business owners and those that hire people of color. We also offer our members an optional, inexpensive subscription [upgrade](#) after a free trial period to receive additional program benefits and partner discounts. Importantly, we **invest 80 percent** of member subscriptions and business fees in communities that support our program. We believe storytelling can help foster care, respect, trust and justice in our communities and nation.

By sharing stories, especially those of immigrants and underserved minorities, we recognize the contributions of [everyone](#), reinforce the value of diversity, and promote tolerance and acceptance. Storytelling also helps students further their knowledge of history, strengthen their communications, research and writing skills and helps prepare them for success in our democracy and workforce.

It is our sincere hope that the political polarization, lack of serious conversations about systemic racism (see page 24) and damaging pandemic effects that have plagued the United States in recent times can be mitigated through storytelling and a commitment to know and understand one another better. We recognize that differences make us human, but respect for one another—a key to getting past stereotypes or politics—is the glue that makes communities work. Storytelling builds trust among strangers.

A Social Issue That Must be Addressed

The COVID-19 pandemic severely limited our ability to access to gain to our major markets but did open a new opportunity for us to help serve the nation. We recently repurposed its unique storytelling tool to support families who have lost a loved one to Covid-19. This follows the passing of the Coronavirus Response and Relief Supplemental Appropriations Act of 2021 and the American Rescue Plan Act of 2021, which enables FEMA to provide financial assistance for COVID-19 related funeral expenses incurred after January 20, 2020.

We have created a private-public proposal for FEMA, which is in the process of being delivered to them. If they accept it, it will automatically jump-start our program nationwide since we will be able to provide a free benefit to the families of more than 614,000 (as of June 13, 2021) who have lost a loved one to the disease. A copy of that proposal is attached and the introduction to it is on page 4.

FEMA can also use this program retroactively for families that lost loved ones from natural disasters.

Introduction to the FEMA Proposal

A Free Opportunity for Families to Preserve Stories of Lost Loved Ones.

The 35-year-old 501(c)3 People of America Foundation's Americans All program desires a public-private partnership with [FEMA](#) to advance the agency's support for families who have experienced—and continue to experience—personal losses due to the COVID-19 pandemic. In addition to financial help with unanticipated funeral expenses, families need an appropriate way to get closure. This is especially true if family members of the deceased never had a chance to express their feelings and/or say good-bye to them.

Our Americans All program has repurposed its unique [storytelling tool](#) to support these families at no cost to them or to FEMA. Written stories celebrating lives—in contrast to oral histories that disappear after two generations—can keep a lost loved one's legacy alive and enable his or her experiences, achievements and contributions to motivate current and future generations. What makes our program unique is we include historical information to provide context for these stories.

“Stories are one of the most powerful means that [all people] have to influence, teach, and inspire. Storytelling forges connections, among people and between people and ideas. They convey the culture, history, and values that unite people. When it comes to our countries, our communities, and our families, we understand intuitively that the stories we hold in common are an important part of the ties that bind.” —Excerpted from a post by Vanessa Boris, author at Harvard Business Publishing, and Lani Peterson, Psy.D., psychologist, storyteller and executive coach.

[CLICK HERE](#) to view the complete FEMA proposal.

Investment Details

To support the FEMA initiative and develop other markets (especially schools), we seek an interest-bearing \$125,000 start-up loan. The structure of the loan will enable [Organization] to control the distribution of non-allocated revenue to communities that support our program.

Option 1. The start-up loan will be made by a donor (who will not be responsible for its repayment) to the [Nonprofit Organization], which in turn, will loan it to the Foundation and the Benefit Corporation. The loan will carry a 6% rate of interest and be repaid directly from net membership fees received by the program. The first release of funds will go to the schools; the balance will go to repay the loan. No other distributions will be made until the loan is repaid. [Operating costs are covered by the loan.] Once the loan is repaid, as part of the reward for arranging the loan and supporting the program, [Organization] will determine how the funds are invested in each community.

Option 2. If the nonprofit “Option 1” is not feasible, Americans All will approach the Venture Capital Network (VCN) for the funds. The return for the VCN will be negotiated and will increase if they are able to assist with the marketing outreach. The downside is that this will be more expensive and may add another equity partner to the structure, which will reduce funds available to the public and the full ownership of the program to the nation.

**Distribution of Revenue Generated by Business Legacy Partner (BLP)
Membership Fees and Social Legacy Network (SLN) Subscription Fees
(revenues increase proportionally as memberships/subscriptions increase.⁵)**

| | | | |
|--|---|------------------|-----------|
| 10,000 BLP ¹ memberships: (10,000 x \$98 annual fee) | = | | \$980,000 |
| Minus credit card fees of 3 percent: (\$980,000 x .03) | = | <u>\$ 29,400</u> | \$950,600 |
| Minus \$15 gift direct to schools ² : 10,000 x \$15 | = | <u>\$150,000</u> | \$800,600 |
| Minus management distribution to benefit corporation; \$950,600 x 7.5 percent | = | \$ 72,295 | \$728,305 |
| Minus distribution for operations: \$950,600 x 4 percent ⁴ | = | <u>\$ 38,024</u> | \$690,281 |

Unapplied BLP gross revenue for local communities \$690,281

| | | | |
|--|---|------------------|-----------|
| 10,000 SLN subscription fees ³ : (10,000 x \$48/year fee) | = | | \$480,000 |
| Minus credit card fees of 3 percent: (\$480,000 x .03) | = | <u>\$ 14,400</u> | \$465,600 |
| Minus \$12 gift direct to schools ² : 10,000 x \$12 | = | <u>\$120,000</u> | \$345,600 |
| Minus \$12 gift direct to foundation: 10,000 x \$12 | = | <u>\$120,000</u> | \$225,600 |
| Minus distribution to benefit corporation: \$480,000 x 7.5 percent | = | <u>\$ 36,000</u> | \$189,600 |
| Minus management distribution for operations \$480,000 x 4 percent ⁴ | = | <u>\$ 19,200</u> | \$179,400 |

Unapplied SLN gross revenue for local communities \$170,400

Total annual distribution to local communities \$860,681⁵

Notes

- ¹ The U.S. is home to more than 30 million small businesses (SBA Office of Advocacy).
- ² The U.S. approximately 133,000 public and private schools (Digest of Education Statistics) .
- ³ In the Fall 2019, the U.S. had 3,661,000 students in the 11th grade and 3,615,000 in the 12th grade (Digest of Education Statistics) .
- ⁴ Unused operations allocation will be returned to the Foundation.
- ⁵ For example, if there were 100,000 BLP memberships and 100,000 SLN subscriptions, the total distribution to local communities would be approximately **\$8,606,810**. The overhead allocation cannot be determined exactly at that level, but it clearly would not be greater than 4 percent.
- ⁶ The 800,000 homeschool families are not included in these numbers. Included in Target Markets.
- ⁷ As far as the potential size of the market for legacy stories, at least 161,000,000 adults voted in 2020.

Projected Expenses for the Americans All Program Start-up

1. We will select an accounting firm with experience in both nonprofit and for-profit entities to prepare quarterly statements and all tax returns. Allan Kullen, president of Americans All, will be maintaining ongoing accounting records.
2. Taoti Creative, 530 8th Street SE, Washington, DC 20003 is hosting our web site. Due to the need for additional bandwidth, hosting fees could increase.
3. The program is built on the Drupal 7 platform and its community support will end this year, forcing a major upgrade. In addition, as the program receives income, a new module will be needed to allocate funds to each school and supporting community. Funds for that will come from earned revenue.
4. Consultants will be used on an as needed basis for marketing.
5. Outstanding obligation to current web design firm. All other debts have been paid by Allan Kullen.
6. This will cover creating new promotional literature. Our current designer and editor will continue with the program.
7. NFP Property & Casualty, 707 Westchester Avenue, Suite 201, White Plains, NY 10604. The policy is with The Travelers Companies, Inc., 485 Lexington Avenue, 6th Floor, New York, NY 10017.
8. The only potential legal work required will be to reviewing any new documents.
9. Most office supplies are already on hand. This covers replacement items, such printing cartridges, paper, etc.
10. Help with creating new content for the website.
11. As needed for normal operations.
12. As needed to for presentations.
13. As needed to support outreach.
14. Program office will be the home office of Allan Kullen at 7723 Groton Road, Bethesda, MD 20817.
15. We will need to create web presence in all social media outlets.
16. We will outsource (with supervision) the support task to an experienced Customer Call Center and provide video-links with needed information. We estimate our call volume to be 25 percent of new members and estimate call time to be 2-3 minutes at an estimate cost of \$2.00 per call.
17. Once the program has identified key markets, we may attend appropriate trade shows and conferences.
18. Travel, as needed, but will use Zoom Calls as much as possible.

| | |
|-------------------------------------|----------------|
| Accounting ¹ | 2,500 |
| Computer Hosting ² | 4,500 |
| Computer Updating ³ | 40,000 |
| Consultants ⁴ | 2,000 |
| Debt Retirement ⁵ | 30,000 |
| Design and Editorial ⁶ | 2,000 |
| Insurance ⁷ | 2,000 |
| Legal ⁸ | 2,500 |
| Office Expenses ⁹ | 300 |
| Part-Time Staff ¹⁰ | 4,000 |
| Postage ¹¹ | 200 |
| Printing ¹² | 1,000 |
| Public Relations ¹³ | 10,000 |
| Rent ¹⁴ | 0 |
| Social Media Outreach ¹⁵ | 15,000 |
| Support Staff ¹⁶ | 4,000 |
| Trade Shows ¹⁷ | 0 |
| Travel ¹⁸ | 5,000 |
| Total | 125,000 |

Credit Card Processing Company for Americans All

Merchant Services

MERCHANT PROCESSING CENTER
ONE HEARTLAND WAY JEFFERSONVILLE IN 47130

Page 1 of 1

Merchant Statement

Processing Month: 04-21
 Association Number: 010380
 Merchant Number: 5436-8455-5804-7154
 Routing Number: xxxxx2406
 Deposit Account Number: xxxxxx0828



19851200 - 008310 - 0001 - 0001



AMERICANS ALL
7723 GROTON RD
BETHESDA MD 20817-2036

**N0006310



FOR CUSTOMER SERVICE PLEASE CALL (800) 654-9256

Amount Deducted 47.75

Plan Summary

| Plan Code | Number of Sales | Amount of Sales | Number of Credits | Amount of Credits | Net Sales | Average Ticket | Base P/I | Base Rate | Discount Due |
|-----------|-----------------|-----------------|-------------------|-------------------|-----------|----------------|----------|-----------|--------------|
| VS | 0 | 0.00 | 0 | 0.00 | 0.00 | 0.00 | 0.050 | 0.700 | 0.00 |
| MC | 0 | 0.00 | 0 | 0.00 | 0.00 | 0.00 | 0.050 | 0.700 | 0.00 |
| AM | 0 | 0.00 | 0 | 0.00 | 0.00 | 0.00 | 0.050 | 0.700 | 0.00 |
| DS | 0 | 0.00 | 0 | 0.00 | 0.00 | 0.00 | 0.050 | 0.700 | 0.00 |
| PP | 0 | 0.00 | 0 | 0.00 | 0.00 | 0.00 | 0.050 | 0.700 | 0.00 |
| ** | 0 | 0.00 | 0 | 0.00 | 0.00 | 0.00 | 0.050 | 0.700 | 0.00 |

News For You

Fees

| Number | Amount | Description | Total |
|-------------------|--------|---------------------------------------|--------------|
| 1 | | MONTHLY SERVICE FEE | 5.00 |
| 1 | | STATEMENT MAILING FEE | 5.00 |
| 1 | | \$100,000 BREACH COVERAGE MONTHLY FEE | 6.95 |
| 1 | | TRANSLINK MONTHLY FEE | 10.00 |
| 1 | | QUARTERLY PCI COMPLIANCE SUPPORT | 18.80 |
| 1 | | FIXED ACQUIRER NETWORK FEE (FANF) | 2.00 |
| TOTAL FEES | | | 47.75 |

| | |
|-----------------|-------|
| Discount | 0.00 |
| Fees | 47.75 |
| Amount Deducted | 47.75 |

PLAN CODES

TRANSACTION CODES

| | | | | |
|-----------------------|-----------------------------|---------------------------|-----------------------|---------------|
| VS -VISA | MC -MASTERCARD | DS -DISCOVER | AM -AMERICAN EXPRESS | D -DEPOSIT |
| VL -VISA LARGE TICKET | ML -MASTERCARD LARGE TICKET | DL -DISCOVER LARGE TICKET | DB -NETWORK PIN DEBIT | A -ADJUSTMENT |
| VB -VISA BUSINESS | MB -MASTERCARD BUSINESS | DZ -DISCOVER BUSINESS | EC -ELECTRONIC CHECK | |
| VD -VISA DEBIT | MD -MASTERCARD DEBIT | DD -DISCOVER DEBIT | EB -EBT | |
| V\$ -VISA CASH ADV | M\$ -MASTERCARD CASH ADV | D\$ -DISCOVER CASH ADV | PP -PAYPAL | |

Summary of the Americans All Marketing Plan

The website is complete, nine pilot programs using our supplemental social studies resources have been successfully completed and evaluated, marketing materials are in place and many historical documents are in place. We are shifting from a provider of vetted, diversity-based social studies resources with a storytelling component to a provider of a storytelling component supported by historical resources.

- Contact FEMA to establish (at no cost to the government or the families) a private-public partnership to provide our storytelling tool as a way for families to gain closure. Due to the number of individual and their various locations, we can develop a database of users so that the business component can be started. We need to have potential customers for businesses to reach in their Zip Codes, and this national outreach will make it easier for us to contact schools and other target market groups..
- If the partnership is accepted, we can easily reach out to either Angel or Venture Capital entities to obtain funding for the FEMA project and the national outreach.
- Contact all pilot sites to introduce them to this version of Americans All.
- Begin outreach to [ethnic and cultural](#) groups we have reached in the past and others to inform them of the release of this new version of our program.
- Create a mechanism to share our storytelling tool with TimeBanks.org.
- Create a new Drupal Module to serve as a financial structure to allocate revenue from member subscriptions and business/professional service providers fees to local communities and to determine the entity in each community that will receive and distribute these funds if a partnership is not established with a major nonprofit.
- Once schools return in the fall, begin contacting the English-Language Arts departments to have them add our storytelling tool (supported by historical content) to their classroom activities without interfering with existing teaching strategies.
- Update the homeschool section on the site and set up a partnership to reach them.
- Begin outreach to markets outlined in the Business Plan.
- Once financial benchmarks have been met determine the program's successor.

Target Markets

The target markets for legacy preservation are broad, and the membership of most of these markets expands every year. Therefore, there will never be a shortage of people who have stories to record and share.

- **Active Seniors:** More than 46.2 million people in the United States are above age 65, and that number is expected to grow to 98.2 million by 2060. Of individuals 65 years of age and older, 71 percent report that they use computers and 62.4 percent report that they have high-speed Internet connectivity. (www.census.gov)
- **Ethnic and Cultural Groups:** With today's increasing demographic diversity, our nation is becoming severely polarized in many sectors. Literature and research studies show that a significant barrier that prevents people from accepting one another is that people are identified by their generic group affiliation rather than as individuals who have names, faces and common characteristics. An easily accessible Web site like Americans All that contains stories about all the races, nationalities and ethnicities that comprise our nation's population can significantly reduce this barrier. Their stories are America's stories.
- **Engaged Couples:** A direct tie-in with seniors is that they often have children and grandchildren. A senior can register for Americans All, join the Social Legacy Network and then ask that benefits be assigned to support the education needs of members of his or her immediate or extended family. Moreover, an engaged couple can also create their own membership and save wedding planning costs by using the announcement tool to notify participants of dates and special events.
- **Military Personnel:** The story of America is about the countless men and women who give up their own comfort, the company of their loved ones, and sometimes their lives in service to our nation. From the Revolutionary War to Afghanistan, in times of both war and peace, military personnel endure hardship so Americans can enjoy peace and freedom. Yet, because these men and women often serve in anonymity, their stories of sacrifice and dedication to duty can be lost to posterity. Some of their legacy stories can be added to our school database to help inform students about how military personnel have contributed to preserving the nation's democratic way of life.
- **Domestic First Responders (other than COVID-19 related):** These individuals—firefighters, police officers, paramedics and emergency medical technicians—dedicate themselves to aiding and protecting citizens in emergency situations. They put others' safety and well-being above their own, often at great risk to themselves. The tragic events of 9-11 offer dramatic proof of the heroism and self-sacrifice of America's first responders. By creating and sharing a permanent record of their service, current and future generations gain insights and inspiration.
- **PTA/PTO Organizations:** PTA/PTO organizations support schools in getting both unrestricted funds and classroom resources. We can fill a dual role for these groups by providing them with a program to add as a fundraising tool (Heritage Honor Roll) and giving

Target Markets (continued)

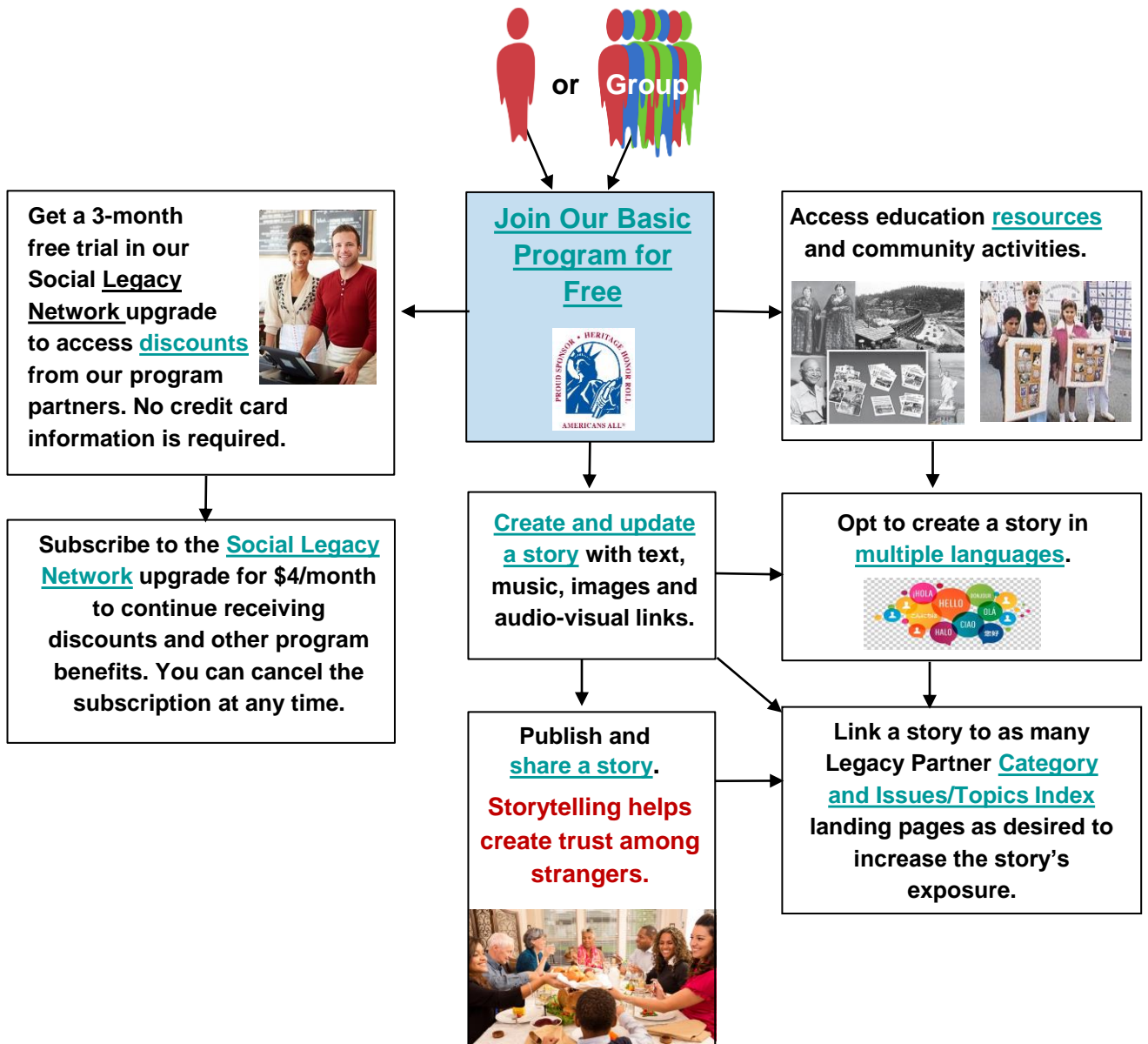
schools electronic access to much-needed instructional resources in social studies, including texts and songs that reflect the experiences of major groups who came to America in the early 20th century; hundreds of annotated, period-specific photographs; and a 412-page timeline that provides multiple perspectives on events that shaped our nation's history.

- **Public and Private Schools:** The need to complete a community service project is becoming increasingly familiar to upper middle school and high school students. Schools are encouraging students to include service as part of their school experience. Several have recently mandated service as a graduation requirement, while others have added to the curriculum courses that include service. Students can help others create legacy stories and simultaneously meet their service obligation.
- **Legacy Partners:** Legacy Partners—families, groups and local, regional and/or national businesses or organizations whose social philosophy reinforce our mission—gain an opportunity to use this program in many ways. They are covered in other sections.
- **Universities and Teacher Colleges:** Students at schools that have a teacher training department can benefit from access to our education resources. We are also a valuable resource for students to use in creative writing and language arts programs, because their stories and the stories they help write are published.
- **Homeschools:** Although there is no government data on which to base exact figures, it is estimated that approximately 2.3 million students nationwide are homeschooled, a 15 percent increase in the past seven years. A 2013 study by Noel, Stark and Redford showed that 32 percent of homeschooled students are Asian, black and others (i.e., not white/non-Hispanic). Most parents and youth decide to homeschool for more than one reason, and the most common reasons are to:
 - customize or individualize the curriculum and learning environment for each child;
 - accomplish more academically than is accomplished in institutional schools;
 - use pedagogical approaches other than those typical in institutional schools;
 - enhance family relationships between children and parents and among siblings;
 - provide guided and reasoned social interactions with youthful peers and adults;
 - provide a safer environment for children and youth, because of physical violence, drugs and alcohol, psychological abuse, racism, and improper and unhealthy sexuality associated with institutional schools; and
 - teach and impart a particular set of values, beliefs and world view to their children.²

Homeschool families do not get public (i.e., tax-funded) resources to support their efforts and pay approximately \$600 per student out of their own funds. Our Homeschool Resource Center, to which these families gain access when they join the Social Legacy Network, will provide them with instructional resources that meet their specific needs and the resources public school students use to help prepare for state testing and college admission.

<https://www.nheri.org/research/research-facts-on-homeschooling.html>.
Brian D. Ray, "Research Facts on Homeschooling" .

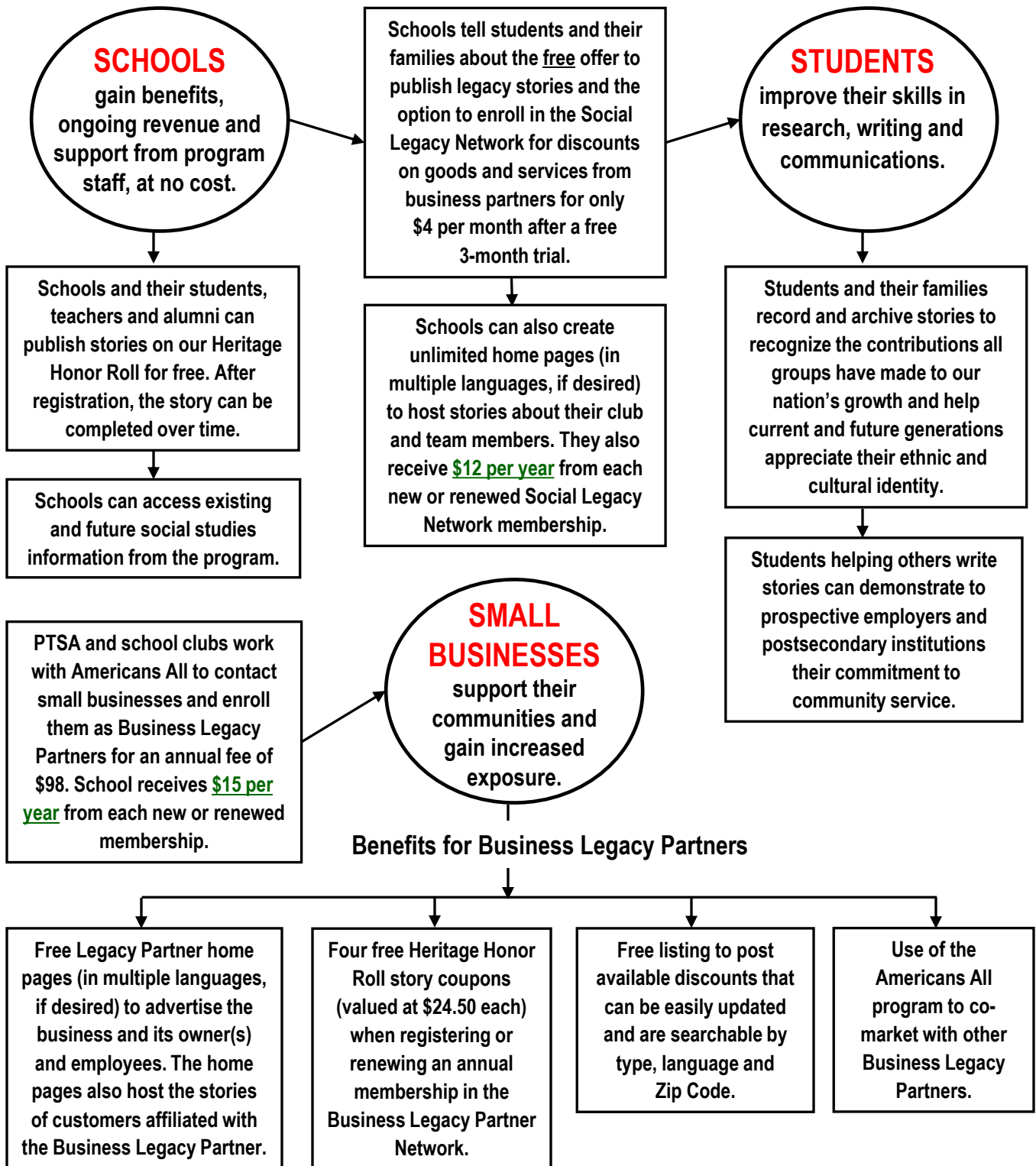
Flow Chart of How the Americans All Program Works.



When each story is published, it is assigned a unique 6-digit identification number. If a reader knows the number, he or she can use a shortcut to directly access the story. The reader simply types "www.americansall.org/node/" followed by its identification number as shown here, www.americansall.org/node/566231. The same is true for a nonprofit or business legacy partner when they create their homepage on our site. For information on individual stories, see pages 13 and 14. For information on Legacy Partners, see pages 15-17.

Americans All invests 80 percent of the revenue from Social Legacy Network subscribers and Business Legacy Partner members in communities that support our program. In addition, our supplemental social studies resources help students succeed in our democracy, economy and workforce and reinforce the value of diversity, tolerance and acceptance. We also honor the contributions that immigrants continue to make to our nation, using historical timelines to establish context for their stories.

Americans All uses a unique storytelling tool to facilitate legacy preservation, enable students to communicate better and help small businesses succeed. Schools receive ongoing revenue from Business Legacy Partner and Social Legacy Network membership fees.



Sample Heritage Honor Roll Legacy Stories (Rustin, Idár)

Bayard Rustin Activist, African American, Athlete, Black, Civil Rights, Desegregation, Economic Justice, Freedom Ride, Gay



This legacy story contains four photographs depicting milestones in the life of Bayard Rustin. The images are square-format and each can be viewed online or downloaded in 8 1/2 x 11" format by clicking on this link. Each image in the photograph collection is listed to the right in a **numbered hot link**. Photograph credits are listed with the list.

For more than 50 years Bayard Rustin was a nonviolent activist and leading strategist in the struggle for human rights and economic justice. As a gay man with radical politics, he was often marginalized despite his major contributions to the struggle for African American civil rights and his work for peace and disarmament. Since his death in 1987, numerous biographies and a feature length documentary, *Brother Rustin: The Life of Bayard Rustin*, [10] have recognized the importance of his work in building a more economic and egalitarian society. In 2011 he was awarded a posthumous President Medal of Freedom [40] by President Barack Obama.

Bayard Rustin was born in 1912 in West Chester, PA, to an unmet couple, Clarence Rustin and Lucille Hopkins. His maternal grandparents, Julia Davis [1] and Andrew Rustin, raised him as their own. As a child, Julia had lived in a Quaker household where her mother was a domestic servant. She attended West Chester Friends School and was taught the values of equality, integrity, the virtues of the human family, and a belief in the nonviolent resolution of conflict. Influenced by these beliefs she became an activist and leader in the community, joining the newly formed National Association for the Advancement of Colored People (NAACP) while also working as a nurse. Julia Davis Rustin was a member of the African Methodist Episcopal (AME) church, and while Julia attended AME services after her marriage, it was her Quaker upbringing that informed her activism. The Rustin home was a way station for traveling African American leaders such as W.E.B. Du Bois [2] and James Watson Johnson [3] who were not welcome at other hotels. Such distinguished visitors and the values instilled in Bayard by his grandparents led him on a course to challenge racism, discrimination, "Jim Crow" laws, segregation at a high school level.

Despite being an outstanding student [5] athlete [7] and musician, Bayard was denied the scholarship he felt would enable him while students to further their education. Julia's determination to challenge this injustice resulted in her raising funds for Bayard's matriculation at the first historically Black college, Wilberforce [9] in Ohio. He was active in several campus organizations including the Student Welfare Quarter [9], but was expelled in 1935 for organizing a student strike. He went on to attend Central State College, and while not completing a degree program, he was honored with a posthumous "Doctor of Honorary Letters" degree in 2013.

After completing a workshop in activist training with the Quaker-sponsored American Friends Service Committee, Rustin moved to New York City in 1937, bringing his life and work with him. He enrolled at City College [9], then often called the poor man's Harvard. The Northern Renaissance was ending, but the area was still a community of artists, entrepreneurs, politicians, and intellectuals. Bayard earned his living working as a teacher for the Works Progress Administration (WPA), and doing odd jobs. City College was a breeding ground for political activists and Bayard joined the Young Communist League, one of the few activities that addressed the problem of racism at the time. He worked as a youth organizer addressing the issues of racial segregation and peace. Healy opposed to World War II, the YCL, organized by pacifist ally Helen Wigington. Bayard also became the first NAACP secretary of the Congress of Racial Equality (CORE), group that began as a small committee of the YCL. In 1942 the FOM and the American Friends Service Committee sent him to the east coast to help protect the property of the more than 1,200 Japanese-Americans imprisoned in internment camps. During this time, he became acquainted with Norman Thomas [10], a leader in the democratic socialist movement in America. He joined the movement and remained a democratic socialist for the remainder of his life.

Bayard Rustin was also a pioneer in the movement to desegregate interstate bus travel. In 1942, he boarded a bus in LaSalle, IL, bound for Nashville, TN, and set in motion the Freedom Riders who refused to adhere to the policy of "Jim Crow" seating and more to the rear. The bus was harassed and police stopped the bus 12 miles from Nashville. Bayard Rustin was arrested and held in Sevier, Tennessee, and later released.

Read More ...

Portrait image, Bayard Rustin, 1963. 1. Julia Davis Rustin, c. 1940. 2. W.E.B. Du Bois, c. 1918. 3. James Watson Johnson, 1932. 4. A. J. Muste, 1931. 5. Rustin as a young man, c. 1940. 6. Rustin's page in his high school yearbook, 1932. 7. Rustin (in red circle) on his championship high school football team, 1931. 8. Josh White, Café Society, NY, c. 1946. 9. Shepard Hall at City College of New York, early 1900's. 10. Cover for the DVD of *Brother Rustin: The Life of Bayard Rustin*, 2003. 11. The Wilberforce Quartet, Rustin is far right, 1933. 12. Postcard of historic Wilberforce University, in Xenia, Ohio, c. 1950-1960.

Make a Difference, Get involved TODAY!

Register for Americans All to receive and permanently share a legacy story—CLICK HERE

Upgrade your Americans All program membership, after a fee, by donating to our Social Legacy Network to support your family can maximize its benefits—membership cards for discounts on goods and services from our program partners and access to more 50+ local studies—CLICK HERE

Become a point of contact so your business can become a Legacy Partner—CLICK HERE

Become a point of contact so your group or nonprofit organization can become a Legacy Partner for free—CLICK HERE

Become a point of contact so your school, library or historically quiet can become a Legacy Partner for free—CLICK HERE

To learn more about Americans All—CLICK HERE

Jovita Idár Methodist, Hispanic, Teacher, Journalist, Activist



Jovita Idár (1896) teacher, journalist, and political activist was born in Laredo in 1896, one of eight children of a poor Mexican family. She attended her high school in a boarding school in Laredo, from which she earned a teaching certificate in 1903. She then taught at a small school in Oquillas, Mexico, and returned to her hometown, as well as her ability to improve them. Husband, her husband, and her children were her father's steady newspaper, *La Ochoa*.

In 1910 and 1911 *La Ochoa* was vocal in criticizing certain aspects of Hispanic-Anglo relations. It featured stories on educational and social discrimination against Mexican Americans, denouncing economic conditions, denouncing use of the Spanish language, the use of Mexican culture, and language of Hispanics. The newspaper also supported efforts of the revolutionary forces in Mexico. In 1911 *La Ochoa* called a convention of the Orden Caballeros de Honor, a fraternal order, to discuss the troubling issues of the times. In September 1911 Jovita Idár joined lodge members and others at Laredo in the *Orden Caballeros* (1906) to discuss educational, social, labor, and economic matters. Women participated as speakers and participants. For some, it was the first political meeting. The Congress had been called to establish a Mexican-American history organization to reflect Hispanic social movement. That same year, Idár published a poem written in Spanish in *La Ochoa*. In 1916, when she and her brother, Eduardo, formed an editorial committee with *El Ochoa*, they continued to contribute publicly through their press the importance of women's rights in politics. Another outcome of the congress was the formation in October 1911 of the League of Mexican Women. Jovita Idár became its first president and organized its principal effort, provide education for poor children.

In 1913 during the *Revolución* battle of Nuevo Laredo, Idár and a friend, *Luis Véliz de Velasco*, crossed the border to care for the injured. Idár later joined La Cruz Blanca, a medical group similar to the Red Cross, and traveled in northern Mexico with revolutionary forces as a nurse. When she returned to Laredo later that year she joined the staff of the newspaper *El Progreso* and was affiliated with the United States Army and *Tras Estados* with an editorial providing President Woodrow Wilson's dispatch to the border. When rumors arrived at Laredo that *El Progreso* Idár stood in the doorway to keep them from entering. The rumors closed the newspaper later, however, and Idár returned to *La Ochoa* after her father died in 1914, when she was the editor.

In 1917 Idár married Bartolo Juárez. The couple moved to San Antonio, where Jovita became an active member of the *Orden Caballeros* Party, established a tea kindergarten, worked as an interpreter for Spanish-speaking patients in a charity hospital, and was an editor of *El Progreso*. Jovita Idár, a journalist of the *Methodist Church*. She and her husband had no children. She died in San Antonio in 1948.

The original article and photograph were prepared by Nancy Baker Jones for the Texas State Historical Association, the Handbook of Texas Online. All photographs, unless otherwise noted, are from the original article and all images are uploaded on the member and included in accordance with the 17 U.S.C. Section 107. Additional captions and public domain photographs have been added. The print photograph of Jovita Idár, provided by www.americansall.org, appears on her headline. Units about 1940, photograph on previous page is a cultural item in this area in Texas among Germans, Czechs and Poles. Member for inspiration. They were not to continue before the city, and a picture of a vehicle of their company, shown in a new area. Best image of Jovita Idár from the video clip of her prepared by Paul for Idár, Inc.

Note for students, teachers and researchers:
The Handbook of Texas Online is a digital state encyclopedia developed by the Texas State Historical Association (TSHA) that is free and accessible on the Internet for students, teachers, scholars, and the general public. The TSHA was organized in Austin on March 2, 1907, and the *Handbook* began as two printed volumes in 1912, with a supplemental third volume in 1930. Thirty years later, the *Handbook* expanded to six volumes. At the onset of the digital age, the TSHA chose to digitize the existing *Handbook* to create a user-friendly digital repository of Texas history. The currently includes more than 21,000 encyclopedia entries. The *Handbook* consists of overview, general, and biographical entries focused on the entire history of Texas from the indigenous Native Americans and the Pre-Columbian Era to the most recent population boom in the Modern Age. These entries emphasize the role Texans played in state, national, and world history. The TSHA continuously updates the *Handbook* through multi-year editorial projects that focus on diverse topics to preserve all Texans' history. The most recent additions include the *Handbook of Texas Atlas* (2003, 2012, 2015), *Handbook of Civil War Texas* (2011), *Handbook of Texas History* (2011), *Handbook of Migration* (2011), and the *Handbook of Texas Women* (2005).
The TSHA is a 501(c)(3) nonprofit organization with a mission to foster the appreciation, understanding, and teaching of Texas history to encourage and promote preservation, and publication of historical materials. *Handbook* entries are written by scholars, historians and professionals, reviewed by TSHA staff, edited by scholars, and approved by TSHA's Chief Historian before appearing online. The development of new entries is driven by current events, user suggestions, and internal identification of missing topics, which are reviewed by the TSHA Chief Historian for consideration. Existing entries are continuously updated according to user suggestions and a regular review schedule. Authors utilize secondary and primary sources such as books, census records, newspapers, military service records, obituaries, diaries, and letters to craft historically accurate entries. The sources are compiled into a bibliography and updated regularly to provide readers with the most current scholarship. The *Handbook* editors fact-check, copyedit, and format entries using appropriate language for users ranging from middle school to college. The TSHA impacts the educational landscape in Texas by serving to assist 1,467,724 students and 15,080 teachers through resources such as the *Handbook*, teacher workbooks, and *Texas History Day*.

Make a Difference, Get involved TODAY!

Register for Americans All to receive and permanently share a legacy story—CLICK HERE

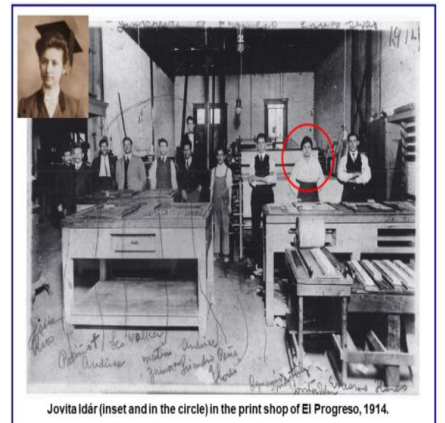
Upgrade your Americans All program membership, after a fee, by donating to our Social Legacy Network to support your family can maximize its benefits—membership cards for discounts on goods and services from our program partners and access to more 50+ local studies—CLICK HERE

Become a point of contact so your business can become a Legacy Partner—CLICK HERE

Become a point of contact so your group or nonprofit organization can become a Legacy Partner for free—CLICK HERE

Become a point of contact so your school, library or historically quiet can become a Legacy Partner for free—CLICK HERE

To learn more about Americans All—CLICK HERE



Jovita Idár (inset and in the circle) in the print shop of *El Progreso*, 1914.



Legacy stories reflect members' views. Americans All does not edit these stories. However, if you find content or language you do not to profess, offend or otherwise objectionable, please contact us.

Legacy stories can be up to 2,000 words (Rustin) or less than 1,000 words (Idár). The photograph can contain captions, if desired, or a single descriptive line and the story can use up to 5 logos that are relevant to the honoree's life. The stories can also be created in multiple languages. Moreover, the story can be further identified if the member includes several category "key words" to help a reader search for an individual.

To view the complete story on Bayard Rustin, visit www.americansall.org/node/566378

To view the complete story on Jovita Idár, visit www.americansall.org/node/433995

Sample Heritage Honor Roll Legacy Stories (Boyle, Neal)

Honorable Brendan Francis Boyle Irish, Ireland, Catholic, AOH, Politician, US Congressman



Brendan Francis Boyle, born February 6, 1937 in the Cloney neighborhood of Philadelphia, PA, is a Democratic member of the US House of Representatives, representing since 2015 Pennsylvania's 11th Congressional District. The district includes most of the northeastern part of Philadelphia from 2015-19, he represented the 13th district. Prior to that, he was a member of the PA House of Representatives, representing the 170th District from 2003-05, being an active supporter of public school funding, transportation and operational labor among other important issues.

Brendan's father, Francis ("Frank"), is an Irish immigrant who, at age 19, came to the U.S. in 1910 from Clonsilla, County Donegal, and worked as a maintenance custodian for the Southeastern Pennsylvania Transportation Authority (SEPTA). His late mother, Ellen, a child of Irish immigrants from County Sligo, worked as a Philadelphia School District cleaning guard for over 20 years. The younger brother, Kevin J. Boyle serves as a representative of Pennsylvania's 172nd House District, having been elected in 2010 by defeating former Senator of the House John M. Pender. Brendan and Kevin were the first brothers to serve simultaneously in the Pennsylvania House.

Brendan attended Cardinal Dougherty High School and became the first in his family to attend college, receiving an academic scholarship to the University of Notre Dame where he graduated, in 1966, with a degree in Government, completing the National Program in Public Service. After working for several years as a consultant with the U.S. Department of Defense, including Naval Sea Systems Command, he attended graduate school at Harvard University's John F. Kennedy School of Government, earning a master's degree in Public Policy.

In August 2010, he was named "one of top 10 rising stars" in politics by the Philadelphia Daily News. In 2011, the Aspen Institute chose him for one of its *Global Fellow*, a program that seeks to enhance our democracy by identifying and bringing together the nation's most promising young political leaders. In 2013, he was selected as the Pennsylvania School Boards Association's "Legislator of the Year" award for his introduction of legislation to expand school construction across Pennsylvania. He also served as a positive faculty member at *United Opportunity's* Center for Public Policy, teaching courses in public and campaign management.

Election history: Brendan has been active in the political arena since 2004, when he ran unsuccessfully for the Pennsylvania House of Representatives (and again in 2008), losing both times to longtime Republican incumbent **George E. Ratner**. Unsuccessful by these setbacks, he decided to remain active and build support, and on November 4, 2010, defeated Republican **Matthew Subberger** by a margin of 59.2 percent to 40.8 percent. On November 2, 2010, he was re-elected, defeating Republican **Mark Callahan** by a margin of 84 percent to 16 percent. Brendan was the first Democrat ever elected to represent the 11th district.

In 2012, he was engaged and was selected as Chairman of the Pennsylvania House Democratic Campaign Committee, the campaign arm of the Pennsylvania House Democratic Caucus. In 2014, he was re-elected with 87 percent of the vote. However, on January 2, 2015, he resigned the seat prior to being sworn in as a member of the US House of Representatives. He was succeeded by Mark Wolf.

In February 2015, the Supreme Court of Pennsylvania imposed a new map for Pennsylvania's congressional districts. Brendan announced that he would run for reelection in the new 2nd District, previously called the 1st District, represented by retiring former Democrat **Bob Brady**. However, the new map shut out all of the House's previous members of the old 13th, including Boyle's father.

Political career: As a elected member, his focus was on greater educational access, healthcare and economic growth. As the first member of his family to attend college, he provided greater access to higher education. During his first term in office, he introduced the **HECHES** Scholarship program, which would allow talented public students to qualify for Pennsylvania students.

He fought to raise public K-12 and higher education funding, and supported greater investment in infrastructure, voting in 2013 for legislation (passed later as Act 60) that provides the first comprehensive transportation funding overhaul in Pennsylvania in nearly 20 years. It provided several billion dollars in new state bonds for roads, bridges and mass transit. He also founded the Eastern Districts Congressional/Statewide Political Legislative Alliance, a group of local and state lawmakers who work across Northeast Philadelphia and Montgomery County on issues affecting both regions.

Brendan was a leading member of the **US-IR Equality Caucus**, and during the first term in office, he was voted in favor of the legislation prohibiting discrimination of LGBT+ Pennsylvanians in work, housing and other equal-opportunity areas. In 2014, he introduced legislation to amend Pennsylvania's hate crime laws.

Make a Difference, Get Involved TODAY!

Register for Americans All to create and permanently share a legacy story—[CLICK HERE](#)

Upgrade your Americans All program membership after a trial 30-month trial by subscribing our Social Legacy Network so you and your family can maximize its benefits—member-to-member discounts on goods and services from our program partners and access to new K-12 social studies resources—[CLICK HERE](#)

Become a point of contact for your business on become a Legacy Partner—[CLICK HERE](#)

Become a point of contact for your group or nonprofit organization on become a Legacy Partner for free—[CLICK HERE](#)

Become a point of contact for your school, library or historical society on become a Legacy Partner for free—[CLICK HERE](#)

To learn more about Americans All—[CLICK HERE](#)

Honorable Richard Edmund "Richie" Neal Irish, Ireland, AOH, Politician, US Congressman



On November 7, 1962, Mary Doreen Neal, who had come to Weymouth County Virginia from her birth town in Springfield, Massachusetts, born Feb. 18 was very late and Richie Neal, then 10 years old, would never forget that evening.

He was there to witness one of the last campaign stops of Senator **Jack Kennedy** during the final frenzied stop of the race against **Richard Nixon** for the presidency. He vividly remembers seeing his father due on the steps of Springfield City Hall, and a left turn with a sense of mission and aspiration. Moved by the passion and the risk-takers, he decided then and there he wanted to be a politician. And it was a great time of ascendancy in Irish life. In his area, there was a succession of mayors, six or seven in a row, whose parents or grandfathers were Irish born. He also learned that the Democratic Party was the beneficiary of the Irish vote through the electrification of energy. And there was a great alliance between unions and the Democratic party.

Richard Edmund Neal was born February 14, 1949, in Worcester, Massachusetts, the eldest of three children of Gary E. Neal and Edward J. Neal. Richard's immediate grandparents were from Northern Ireland and the paternal grandparents were from Ireland and Connemara. He and his two younger sisters were raised in Springfield by their mother, a housewife, and their father, a consultant at Massachusetts. Neal's mother died of a heart attack when he was 13, and he was attending Springfield Technical High School when his father died not long after. Neal and his two younger sisters were fortunate to be able to move in with their grandmother and later their aunt.

He felt any boy who has been in his life—and he had been from being adopted. Both women were very Catholic. It was his mother, and his aunt was devout. They got by as a family on a modest income. His father had a small insurance policy and they lived on their own apart from their mother and a social security survivor's benefit of about \$110 a month for each child. Although he acknowledges that there is much controversy regarding what is happening in the Church today, when he finally was growing up, the Church was an anchor in their lives.

After graduating from high school, Neal attended Holyoke Community College in Holyoke, Massachusetts, and then American International College in Springfield, with the assistance of survivor's benefits. He graduated in 1972 with a Bachelor of Arts in political science. He then attended the University of Hartford's **School of Business and Public Administration**, graduating in 1976 with a Master of Arts in public administration. Early in Neal, Neal taught history at Catholic High School.

Local government history: Neal began his political career as co-chairman of Democratic presidential candidate **George McGovern's** 1972 election campaign in Western Massachusetts. He was elected to the Springfield City Council in 1978 and was named President of the City Council in 1979. While a city councilor, Neal taught history at Catholic High School and was an accepted lecturer in 1983. He was elected to the first of three terms as Mayor of Springfield.

U.S. House of Representatives: In 1988, Neal ran for the United States House of Representatives in Massachusetts's 2nd congressional district, losing the House of his political rival, **ES Borne**, when he retired. He ran unopposed in the Democratic primary and his only general election opponent was Democratic Party candidate **Jack R. Siders**, when he defeated with over 80 percent of the vote. He has won reelection every two years since. In fact, since 1984, he has had no real electoral opposition.

For his first 12 terms in Congress, he represented a district centered on Springfield and stretching far to east to the southern and western suburbs of Worcester, Massachusetts. He was generally liberal and he was closely allied with the Democratic party leadership. Domestically, he has made economic policy, especially simplifying the tax code, the focus of his career. He also a strong supporter of the Social Security program and an advocate of health care reform. His path to the leadership of **Ways and Means** was elongated, but thanks to a combination of retirement and a shift of those elected in January 2011 as the head of the most important committee in Congress. These future politicians—**James P. Cox**, **Michael Pittman**, and **William McKinney**—arrived as **Ways and Means** chairmen, while the very first occupant was **Thomas F. Blanton**, a native of Ireland who also represented Pennsylvania in the Constitutional Convention in 1787.

An advocate for Irish Concerns: Descended from Irish grandparents on both sides, Neal has been an advocate for Irish concerns throughout his Congressional career, pushing to keep the United States involved in the **Northern Ireland peace process**. The following text has been excerpted from his conversation with Neal O'Donnell in May/June 2016, published in the Irish Embassy magazine.

O'Donnell: You first got involved in the North when you were a congressman. The first time I got involved was in 1981 when Bobby Sands died [in hunger strike], that's when I took a position because people in my community were outraged. You know, those guys were dying on hunger strike, and Margaret Thatcher's response was that they were criminals. My first or second speech on the House floor after that got adopted was in the name of rubber bullets [in Northern Ireland].

Make a Difference, Get Involved TODAY!

Register for Americans All to create and permanently share a legacy story—[CLICK HERE](#)

Upgrade your Americans All program membership after a trial 30-month trial by subscribing our Social Legacy Network so you and your family can maximize its benefits—member-to-member discounts on goods and services from our program partners and access to new K-12 social studies resources—[CLICK HERE](#)

Become a point of contact for your business on become a Legacy Partner—[CLICK HERE](#)

Become a point of contact for your group or nonprofit organization on become a Legacy Partner for free—[CLICK HERE](#)

Become a point of contact for your school, library or historical society on become a Legacy Partner for free—[CLICK HERE](#)

To learn more about Americans All—[CLICK HERE](#)

Read More ...



1. Brendan with his wife Jennifer, daughter Abby and father Frank, 10/19/19. 2. Part of a delegation led by House Speaker Pelosi to Ireland and the UK, to support the Good Friday Agreement, 4/29/19. 3. With two of the winners of the 2018 Annual Pennsylvania Congressional Student Act Competition. 4. Supporting seniors. 5. Brendan, his brother Kevin (L) and father Francis (back), being welcomed to Easkey, Ireland, 8/29/17. 6. With some of the winners of the Congressional Award Gold Medal, 6/22/17. 7. Rally with 9th District Councilwoman Cherielle Parker and neighborhood stakeholders to protest the potential loss of CDBG funding in the 2018 Federal Budget.



PHOTO COURTESY OF PHILADELPHIA IRISH AMERICAN ORGANIZATION



1. Visiting Stormont with (left) former congressman Jim Walsh (R-VT) and (center) Rep. "Newt" Gingrich (R-VA) in 2006. 2. Receiving an honorary degree of Doctor of Laws from Little, Brown University's Magee Campaign in May 2013. 3. Fiona Callaghan-Randall unveils her winning artwork from Massachusetts' 1st Congressional District, June 29, 2017. 4. Tanasie Simon-Coleman, Ambassador Cass Mulrow, and other Irish government representatives in his office in March. 5. With former Gov. John Carney and Gov. Charlie Baker (right). 6. 2009 former president Bill Clinton. 7. At the 1916 Garden of Remembrance at Forest Park in Springfield, MA. At the border in Northern Ireland, April 2019. 8. With Taoiseach Leo Varadkar (right) in March 2019.



PHOTO COURTESY OF PHILADELPHIA IRISH AMERICAN ORGANIZATION

Legacy stories can be up to 2,000 words. The photograph can contain captions, if desired, and the story can use up to 5 logos that are relevant to the honoree's life. The stories can also be created in multiple languages. Moreover, the story can be further identified if the member includes several category "key words" to help a reader search for an individual.

To view the complete story on Brendan Boyle, visit www.americansall.org/node/565063

To view the complete story on Ritchie Neal, visit www.americansall.org/node/433995

Legacy Partners & Issues/Topics Index

Legacy Partners are businesses, professional service providers and nonprofit organizations whose missions reinforce our goals of preserving legacy stories, acknowledging the contributions of immigrants, supporting social studies instruction and helping small businesses succeed.

All Legacy Partners receive a 6-digit ID Number when they [register](#) so their clients, members, friends and staff can easily find them on our site by putting the word “node” and that ID Number after our web address—www.americansall.org/node/xxxxxx. Moreover, Legacy Partners can access Americans All logos and marketing materials to help advertise their membership in our program.

Business Legacy Partners

Business Legacy Partners pay a \$49 fee that is renewable every 6 months. For this fee, they can:

- Receive free home pages on our Web site—one for each location and in multiple languages, if desired—to share information about their business or practice and advertise discounts for current and future Americans All members.
- Get 2 free 7-digit Gift Codes (worth \$49) to publish stories on our Heritage Honor Roll. We recommend using one of the codes to create a story on the business or practice and the other to create a story on the owner/founder. Every renewal includes two 7-digit Codes, which can be gifted to individuals not affiliated with a school.
- Host, on its home page(s), [legacy stories](#) that customers have published on our Heritage Honor Roll to provide further exposure for these stories. By doing so, they begin creating or expanding an affinity club for your business or practice.
- Be listed on both our [Discounts](#) page and our Legacy Partner landing page, so Americans All members can identify Business Legacy Partners offering discounts on goods and services.



Nonprofit Legacy Partners and Issues/Topics Index

Nonprofit Legacy Partners (NLPs) participate in Americans All at no cost because they host, on their free Legacy Partner home page(s) on our website, [legacy stories](#) that members have published on our Heritage Honor Roll to provide further exposure for these stories. These home page(s)—one for each chapter/division/office and in multiple languages, if desired—share information about the organization and help it better connect with current and future members.

NLPs are listed on our Legacy Partner landing page and can be searched by name, language, category and location. To help individuals and groups that share a common interest but are not represented by a national organization, such as families of COVID-19 victims and First Responders, and to consolidate stories on historically relevant topics, we have added landing pages for these [issues/topics](#) in our Legacy Partner section. If an individual or a group creates a story about an issue/topic we have not identified, notify us via our [Contact](#) page and we will create a landing page for that issue/topic.

Sample of a Legacy Partner Landing Page

Military Personnel and Organizations



The Army, Marine Corps, Navy, Air Force, Space Force and Coast Guard are the armed forces of the United States. The Army National Guard and the Air National Guard are reserve components of their services and operate in part under state authority. From its inception during the American Revolutionary War, the U.S. Armed Forces has played a decisive role in the history of the United States. It helped forge a sense of national unity and identity through its victories in the First Barbary War and the Second Barbary War. It played a critical role in the American Civil War, keeping the Confederacy from seceding from the republic. The National Security Act of 1947, adopted following World War II, created the modern U.S. military framework.

The act established the National Military Establishment, headed by the secretary of defense, and created the U.S. Air Force and the National Security Council. It was amended in 1949, renaming the National Military Establishment the Department of Defense, and merged the cabinet-level Department of the Army, Department of the Navy, and Department of the Air Force into the Department of Defense. The U.S. Space Force (USSF) is a new branch of the Armed Forces. It was established December 20, 2019, within the Department of the Air Force, meaning the Secretary of the Air Force has overall responsibility for the USSF, under the guidance and direction of the Secretary of Defense.

Legacy Stories from the Americans All Heritage Honor Roll

We are pleased to host and share these legacy stories created by honorees' family, friends and associates. They, like us, appreciate that heritage and culture are an integral part of our nation's social fabric and want to help students participate effectively in our nation's economy, workforce and democracy.

Search by: and
Language State

and or
Last Name of Individual First Name of Individual Group name

Civil War: Fifty-Fourth Massachusetts Volunteer Infantry Regiment, 54th Massachusetts (*March 13, 1863 - August 4, 1865*) Carney, Glory, Hallowell, Medal of Honor, Military, Shaw, Fort Wagner
On January 26, 1863, Secretary of War Edwin M. Stanton authorized Massachusetts Governor John Albion Andrew to create volunteer companies of artillery "for duty in the forts of Massachusetts . . . [Read more](#)

Lucian Adams Texas (*October 26, 1922 - March 31, 2003*) Medal of Honor Recipient, World War II, Veteran, Hispanic
Lucian Adams, Medal of Honor recipient and son of Lucian Adams, Sr., and Rosa (Ramírez) Adams, was born in Port Arthur, Texas, on October 26, 1922. The Adams family consisted of nine . . . [Read more](#)

Brendan Fitzgerald Maryland (*March 16, 1967 - ?*) Management and Program Analyst, Veteran, Service Dog, PTSD
Marine Corps veteran Brendan Fitzgerald and his dog Russell offer hope and courage to veterans, their families, and others struggling to overcome trauma. Russell became the first service dog. . . [Read more](#)

Sample of a Legacy Partner Page (continued)

Sam Houston Texas (*March 2, 1793 - July 26, 1863*) Irish, Ireland, Catholic, Houston, Veteran, Politician
Sam Houston was born on March 2, 1793, the fifth child of Samuel and Elizabeth (Paxton) Houston, Rockbridge County, Virginia. He was of Scots-Irish ancestry and reared Presbyterian. His father died when he was thirteen, and in the spring of 1807, he emigrated with his mother, five brothers, . . . [Read more](#)

Honorable John Fitzgerald "Jack" Kennedy Massachusetts (*May 29, 1917 - November 22, 1963*) Irish, Catholic, Ireland, Politician, Author, War Hero, President of the U.S.
John Fitzgerald Kennedy was named in honor of his mother Rose's father, John Francis Fitzgerald, the Boston Mayor popularly known as Honey Fitz. Before long, family and friends called this . . . [Read more](#)

Robert S. McNamara District of Columbia (*June 9, 1916 - July 6, 2009*) Irish, Ireland, Businessman, U.S. Secretary of Defense
Defense issues, including the missile gap, played a prominent role in the campaign of 1960. President-elect John F. Kennedy, very much concerned with defense matters although lacking former . . . [Read more](#)

Lt. Gen. Harold Gregory "Hal" Moore Colorado (*February 13, 1922 - February 10, 2017*) Veteran, Vietnam War, Author
Born in Bardstown, Kentucky, Lt. Gen. Harold Gregory "Hal" Moore moved to Washington, DC, where he completed his high school education. He attended The George Washington University . . . [Read more](#)

Honorable Richard Edmund "Richie" Neal Massachusetts (*February 14, 1949 - ?*) Irish, Ireland, Catholic, AOH, Politician, US Congressman
On November 7, 1960, Mary Garvey Neal, who had roots in Ventry, County Kerry [Ireland], took her son to the Springfield, Massachusetts, town hall. It was very late and Richie Neal, then 10 . . . [Read more](#)

Admiral Chester William Nimitz Sr. Texas (*February 24, 1885 - February 20, 1966*) German, Veteran, Navy Fleet Admiral, Fredericksburg
Chester William Nimitz, who guided Allied forces to victory in the Pacific in World War II, was born in Fredericksburg, Texas, on February 24, 1885, the son of Chester Bernard and Anna . . . [Read more](#)

Zebulon Montgomery Pike New Jersey (*January 5, 1779 - April 27, 1813*) Army Veteran, Western Explorer
Zebulon Montgomery Pike, United States Army officer and Western explorer, was born on January 5, 1779, at Lambertson, now a part of Trenton, New Jersey, the son of Isabella (Brown) and Zebulon . . . [Read more](#)

Honorable Ronald Wilson Reagan: Political Career California (*February 6, 1911 - June 5, 2004*) Irish Catholic, Ireland, Scotland, Veteran, Actor, Politician, Governor of California, President of the U.S.
As a result of his travels on behalf of [General Electric](#) (who had hired him as a home office goodwill ambassador), he became convinced that big business was not the problem in the economy . . . [Read more](#)

Jack Roosevelt "Jackie" Robinson New York (*January 31, 1919 - October 24, 1972*) African-American, Baseball Player, Baseball Hall of Fame, Businessman, Color Line
"A life is not important except in the impact it has on other lives." This, more than his on-the-field statistics, can be viewed as his enduring legacy. He was born in Cairo, Georgia, to a family of share . . . [Read more](#)

Mariano Guadalupe Vallejo California (*c.1808 - January 18, 1890*) Hispanic, Mexican-American, Veteran, Politician, Rancher
Mariano Guadalupe Vallejo (c.1808–January 18, 1890) was a leader in the struggle for statehood for California. During his lifetime, he witnessed three nations rule California. Born to a . . . [Read more](#)

Benefits to Students, Teachers and Schools

Storytelling is a wonderful tool, not only to help students communicate better but also to help families pass on knowledge and experiences to current and future generations. In addition, it can help bring communities together by sharing their common histories, rather than their differences. After schools become members of Americans All for free, they can give their Americans All ID number to students and their families and friends so they can create and publish life stories on our website, at no cost. Americans All members will find it easy to start creating their life stories. Our template only requires individuals to fill in their name, date of birth and a summary not to exceed 60 words. Additional story text, hyperlinks and photographs can be added over time.

Storytelling easily provides opportunities—in many subject areas—for students to create legacy stories, without changing established classroom lesson plans or instructional practices. In earlier versions of Americans All, we focused on the content we have aggregated, that also had a writing component. Because of the tremendous polarization in how states deal with social studies, we have reversed our focus. By becoming a classroom exercise (which does not have a political bias), storytelling enables students strengthen their communications, research and writing skills and helps prepare them for success in our democracy and workforce.

Students also have the opportunity of seeing their work published and they can modify or update it at any time, also at no cost. All previous versions are archived so they can be reviewed at any time, thus giving a student the opportunity of seeing the progress they are making in their communication skills. Students can also help others with more limited computer skills work on their story and this can be a wonderful intergenerational bonding experience, building empathy, compassion and understanding. Where appropriate, a student can earn service-learning credits for helping to volunteer to help others.

Teachers can be more effective when they have easily accessible [instructional resources](#) that align with their school's education philosophies and help their students pass state tests. We use web-based technology to enhance teachers' capacity to use our resources and other related information more effectively. They also need access to free professional development opportunities. Although we are no longer considered a publisher (we are an aggregator), we support the fact that a social studies education develops critical-thinking skills and teaches students how to evaluate different perspectives, assess the validity of evidence, work in groups and apply facts in decision-making.

Our grassroots program aims to provide schools with short- and long-term sources of supplemental income. Schools frequently ask businesses for financial support, but rarely do they provide anything of value in return. Under our approach, schools earn ongoing revenue by helping local businesses increase their exposure when they enroll in Americans All; the program will support schools' outreach to businesses. After a free 3-month trial, Americans All members can subscribe to our Social Legacy Network to continue receiving discounts on goods and services from our business partners and get more benefits from Americans All. The total revenue a school receives from our program depends on the number of businesses that are enrolled in the program and the number of Americans All members who subscribe to the Social Legacy Network.

Revenue Opportunities for a School

| Year | New Business Legacy Partners Enrolled | Total Business Legacy Partners Enrolled | Revenue from Business Legacy Partners @ 15/year | New Americans All Members Who Join for Free | New Social Legacy Network Members @ 25% of Americans All Members | Total Social Legacy Network Members | Revenue from Social Legacy Network Members @ \$12/year | Total Annual Revenue for a School |
|------|---------------------------------------|---|---|---|--|-------------------------------------|--|-----------------------------------|
| 1 | 20 | 20 | \$ 300 | 400 | 100 | 100 | \$ 1,200 | \$ 1,500 |
| 2 | 20 | 40 | \$ 600 | 500 | 125 | 225 | \$ 2,700 | \$ 3,300 |
| 3 | 20 | 60 | \$ 900 | 600 | 150 | 375 | \$ 4,500 | \$ 5,400 |
| 1 | 50 | 50 | \$ 750 | 500 | 125 | 125 | \$ 1,500 | \$ 2,250 |
| 2 | 50 | 100 | \$ 1,500 | 600 | 150 | 275 | \$ 3,300 | \$ 4,800 |
| 3 | 50 | 150 | \$ 2,250 | 700 | 275 | 550 | \$ 6,600 | \$ 8,850 |



Americans All Program Resources

Standard textbooks used to teach social studies are like encyclopedias in which facts follow facts and no sense of drama or story exists. Students discover that things happened but rarely is it clear why they happened or whether it mattered. Often the result is that young people tune out the past.

Americans All [texts](#) incorporate narratives and visuals (i.e., [posters](#) and [photographs](#)), and our [music](#) program contains original recordings of songs representing diverse ethnic and cultural groups. All aim to accommodate students' different interests and learning styles and keep them engaged. Engaged students are more likely to stay in school and actively participate in classroom activities.

Our instructional resources also focus on studying social studies from multiple perspectives; this inclusiveness can be a catalyst for diverse students learning how to interact respectfully and productively with all people in our nation and world.



Appendix 1: Summary of Pilot Programs

Invitation Letter to the First National Meeting

Because of your commitment to our nation's children, schools and families, we are pleased to invite you to a special breakfast meeting on May 3, 1989 at 8:00 a.m. at the historic Charles Sumner School Museum and Archives, Washington, D.C.

The meeting, sponsored by the American Federation of Teachers, the National Education Association, The Learning Channel, the National Association of Elementary School Principals, the National Association of Secondary School Principals, and the Coordinating Committee for Ellis Island, [predecessor to the People of America Foundation] is to brief representatives in the field of education, funding and public policy and the media about an exciting national education project-- Americans All.

This project is a comprehensive public-private partnership/educational support program which addresses critical issues of our time. It provides a vehicle for enhancing skills among students, teachers and parents as well as a tool for delivering resources and needed curriculum materials into our nation's 70,000 public schools. Components of the Americans All program have already been successfully implemented in several school districts across the nation. A comprehensive pilot will be initiated in the San Diego and Chicago public schools in the fall of 1989.

General Information on Americans All Pilot Programs, 1987-95

[National User Survey Report, 2006](#)

[Correlation of Americans All to the Seattle, WA, Social Studies Framework, 1997](#)

[Schools That Participated in the Largest Pilot Programs, 1989-95](#)

[National Intensive Teacher Training and Orientation Sessions, 1989-95](#)

[Hitachi Foundation Grant and Evaluation, 1989, 1995](#)

[Results of an Evaluation of Program Effects for the Washington, DC Pilot, Mark Testa, Ph.D., February 1992](#)

[A thematic correlation of Americans All created by Houghton Mifflin for middle grades, December 1992.](#)

[Results of an Evaluation of Pilot Demonstrations in San Diego, CA and Chicago, IL., Mark Testa, Ph.D., February 1991](#)

[Channel 8 News Segment, San Diego Pilot, mp4 \(Video\), January 16, 1990](#)

The Americans All Pilot Programs:

[ABC United School District, Cerritos \(LA\), CA; Chicago, IL; Dade County, FL;](#)

[Nassau-Boces \(Long island\), NY; Pittsburgh, PA; San Diego, CA; Vermont \(Statewide\);](#)

[Washington, D.C.; Wichita, KS](#)

Appendix 2: Media Information on Social Studies Resource Programs

These news articles and reports have been published about the Americans All social studies instructional resources that were developed beginning in the 1980s by more than 70 scholars and curriculum experts. Click on the title of each document to learn more. This supplements the information on page 20.

[Article about the Ellis Island Simulation from the *Wicked Local, Sherborn, Dover, MA, 2016*](#)

[Baltimore, MD, Pilot Program, 2012](#)

[Article about the Ellis Island Simulation from *The Lexington News, Lexington, MO, 2009, 2010*](#)

[Diane R. Stepp, "Huddled Masses: Fifth-Graders Get a Taste of Ellis Island Experience," *The Atlanta Journal-Constitution, Atlanta, GA, December 12, 2005*](#)

Eight Annual Bridge Builders Awards Ceremony and Dinner, Washington, DC, June 29, 2004

- [About the Award](#)
- [Corporate Sponsor News Release](#)

[Leonard H. Wesley, Jr., Americans All® Takes Root in Wichita, Kansas, January 2004](#)

[State Pilot Program Summary and Vermont Pilots, 2001-02](#)

[Wichita, Kansas, Pilot Program and Evaluation, 1993-96.](#)

[People of America Foundation, *Americans All® User Survey Report* \(Beltsville, MD: People of America Foundation, 1995\)](#)

[Excerpt from *The Hitachi Foundation Ten Year Retrospective 1985–1995, 1995*](#)

["The Hitachi Foundation: Involved, Committed, Responsible," *Age of Tomorrow 117* \(January 1991\):14–15](#)

[Southern Poverty Law Center, *Teaching Tolerance* \(spring 1994\)](#)

[Houghton Mifflin Catalog Sheets, 1993-95](#)

[Instructional Video Created by Dr. Gail C. Christopher and The Houghton Mifflin Company, 1992](#)

[A Thematic Correlation of Americans All Created by Houghton Mifflin for Middle Grades, December 1992](#)

[State and Federal Letters of Support, 1991-2014](#)

["The Peopling of America," *Communicator*, vol. 14, no. 8 \(April 1991\)](#)

["Multicultural Education," *ASCD Curriculum/Technology Quarterly*, vol. 1, no. 1 \(fall 1991\)](#)

["Pressure Rising to Make Curriculum Multicultural," *Education Daily, Special Supplement, August 9, 1991*](#)

[Carol Strickland, "\\$200 Million and Growing," *Foundation News*, vol. 31, no. 6 \(November/December 1990\)](#)

Immigrants All . . . Americans All San Diego Pilot, San Diego, California, January 16, 1990

- [Channel 8 Television News Segment \(Video\)](#)

Appendix 3: Ethnic and Cultural Groups

The history of our nation is deeply tied to immigration, whether forced or voluntary.

Ancestors of all Americans came here from diverse locations, so we all have immigrant roots. These experiences can be shared through [legacy stories](#), which acknowledge that heritage and culture are rich aspects of personal and group identity. The actions, accomplishments and contributions recorded in these stories afford future generations knowledge, insight and inspiration. Using storytelling to communicate about ethnicity and culture broadens understanding, increases tolerance and heightens acceptance. Legacy stories also contribute to the telling of our nation's history and are a key element in a comprehensive social studies education.



Our program's education resources are used in more than 2,000 [schools](#) and libraries nationwide and reinforce the commonalities that help unite, rather than divide, the American people. Individuals, families, schools and nonprofits participate in [Americans All for free](#).

Legacy stories about ethnic and cultural group members are housed and listed alphabetically by their last name on our Web-based Heritage Honor Roll. These stories also appear on the Americans All home pages of our [Legacy Partners](#). Legacy Partners are groups, businesses and organizations that honor and respect diversity in their membership and support our education mission. Included in the Heritage Honor Roll and home pages are legacy stories about immigrants who helped shape America and their descendants who continue to do so. These stories are sometimes shared in multiple languages and can be included in more than one Legacy Partner home page.

However, because our nation has become so polarized, we have expanded our focus and website to support major [Civil Rights](#) and [Women's Suffrage](#) issues as well as the [Black Lives Matter](#) movement. Our engagement aims to help people understand that unconscious bias is the very human tendency to make quick and sometimes lasting judgments about other people without even realizing they are doing so. Once people can see that their unconscious biases may unintentionally lead to discrimination and potentially harm them personally or professionally, the road to change opens. Our goal is to reinforce the notion that differences make us human, but respect for one another—a key to getting past stereotypes or politics—is the glue that makes communities work.

As an aggregator of resources, we are continually expanding our database. Below are the ethnic and cultural groups that are listed on our Legacy Partner landing page, which include links to our diversity-based, supplemental classroom social studies resources. The Legacy Partner ethnic and cultural groups begin on page 23.

[**The Peopling of America: A Timeline of Events That Helped Shape Our Nation**](#)

The Americas, African American, Asian American, European American, Hispanic American, The World

[**A Guide to the Americans All Photograph and Poster Collections**](#)

Statue of Liberty, Ellis Island, Angel Island, Native Americans, Asian Americans, Mexican Americans, European Americans, African Americans, Puerto Rican Americans

[**Music of America's Peoples**](#)

22 original recordings of historic songs representing diverse ethnic and cultural groups.

Appendix 3: Ethnic and Cultural Groups (continued)

(Americans All Resource Texts are Indented and in Bold)

African Americans' Contributions to Our Nation

African Americans: Unwilling and Voluntary Immigrants

Who Helped Shape America

African Americans

Asian Americans

Chinese Americans' Contributions to Our Nation

Chinese Immigrants Who Helped Shape America

European Immigration from the Colonial Era to the 1920s

French Americans' Contributions to Our Nation

French Immigrants Who Helped Shape America

German Americans' Contributions to Our Nation

German Immigrants Who Helped Shape America

Greek Americans' Contributions to Our Nation

Greek Immigrants Who Helped Shape America

Hispanic Americans' Contributions to Our Nation

American Immigration: The Continuing Tradition

An American Symbol: The Statue of Liberty,

Angel Island, Ellis Island

The Peopling of America: A Synoptic History

Irish American Political Leaders

Irish Americans' Contributions to Our Nation

Irish Americans: Members of the Ancient Order of Hibernians

Irish Immigrants Who Helped Shape America

Italian Americans' Contributions to Our Nation

Italian Immigrants Who Helped Shape America

Japanese Americans' Contributions to Our Nation

Japanese Immigrants Who Helped Shape America

Jewish Americans' Contributions to Our Nation

Jewish Immigrants Who Helped Shape America

Mexican Immigrants Who Helped Shape America

Mexican Americans

Native Americans' Contributions to Our Nation

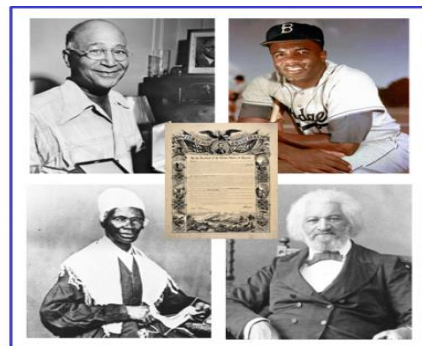
The Indian Nations: The First Americans

Nigerian Immigrants Who Helped Shape America

Puerto Rican Americans' Contributions to Our Nation

Puerto Ricans: Immigrants and Migrants

Romanian Immigrants Who Helped Shape America



Appendix 4: Examples of Systemic Racism

This is a continuation of the philosophy that was used by the South to justify establishing the Confederacy.

When the Confederate States of America was established in 1861 to succeed from the Union to protect its right to own slaves, Vice-President of the Confederacy, [Alexander H. Stephens](#), declared:

"The Confederacy's foundations are laid, its cornerstone rests upon the great truth, that the negro is not equal to the white man; that slavery subordination to the superior race is his natural and moral condition. This, our new government, is the first, in the history of the world, based upon this great physical, philosophical, and moral truth."



This was the general attitude of the legal profession during the Jim Crow era.

After the Oklahoma lynchings of Laura Nelson and her son L.D. Nelson on May 25, 1911, district Judge Caruthers convened a grand jury, but the killers were never identified. In his instructions to the jury, Caruthers said, "The people of the state have said by recently adopted constitutional provision that the race to which the unfortunate victims belonged should in large measure be divorced from participation in our political contests, because of their known racial inferiority and their dependent credulity, which very characteristic made them the mere tool of the designing and cunning. It is well known that I heartily concur in this constitutional provision of the people's will. The more then, does the duty devolve upon us of a superior race and of greater intelligence, to protect this weaker race from unjustifiable and lawless attacks."



Appendix 5: Legacy Partner Page for TimeBanks.org

(Text Size Increased for Readability)



Americans All®

Search

PROGRAM OVERVIEW

Create New Account

Log Into My Account

FAQs

Contact

HOME / ABOUT / HERITAGE HONOR ROLL / SOCIAL LEGACY NETWORK / SOCIAL STUDIES RESOURCES / NEWS & EVENTS

DISCOUNTS / STORY SEARCH / INDIVIDUALS / SCHOOLS / ETHNIC & CULTURAL GROUPS / LEGACY PARTNERS & ISSUES/TOPICS INDEX / AFFILIATES

TimeBanks.org

Social Organization



In 1995, Dr. Edgar S. Cahn started to experiment with a new way to link untapped social capacity to unmet social needs. He created a practice known as "time banking"--a mode of exchange that lets people swap time and skill instead of money. The concept is simple: In joining a time bank, people agree to take part in a system that involves earning and spending "time credits." When they spend an hour on an activity that helps others, they receive one time credit. When they need help from others, they can use the time credits that they have accumulated.

The supporters of time banking want to show that a different kind of currently could exist alongside the dollar. Money should not have a monopoly on the definition of value. The money-based market system fails to reward many types of critical work--the work of raising healthy children, building strong families, caring for the elderly, revitalizing neighborhoods, preserving the environment, advancing social justice and sustaining democracy--and there should be a way to honor and reward that kind of work. In short, time banking provides a medium of exchange that advances goals that money does not and cannot advance. A world increasingly dominated by a fixation on money requires a complementary, local tax-exempt currency that will open opportunities to weave (or reweave) social connections. [Dr. Edgar S. Cahn and Dr. Christine Gray, Summer 2015]

Legacy Stories from the Americans All Heritage Honor Roll

We are pleased to host and share these legacy stories created by honorees' family, friends and associates. They, like us, appreciate that heritage and culture are an integral part of our nation's social fabric and want to help students participate effectively in our nation's economy, workforce and democracy.

Search by: and
Language State
and or
Last Name of Individual First Name of Individual Group name

Search Reset

Edgar S. Cahn Ph.D. District of Columbia (*March 23, 1935 - ?*) Community Health, Co-Production, Educator, Jewish, Juvenile Justice, Hunger, Law School, Legal Education, Native Americans, Scholar, Self-Help, Social Justice, Social Welfare, Speech Writer, TimeBanks, Time Dollars

Dr. Edgar S. Cahn is the originator of Time Dollars and the founder TimeBanks USA, as well as the co-founder of the National Legal Services Program and the Antioch School of Law (now the David A. Clarke School of Law). A compelling speaker, Dr. Cahn possesses the eloquence, passion, and sense of humor to inspire in his audiences a sense not only that social justice matters, but that it calls for immediate action.

[Read more](#)

Allan S. Kullen Maryland (*February 20, 1942 - ?*) Author, Businessman, Golfer, Inventor, Jewish, Marketing, Mergers-Acquisitions, Poland, Printer, Social Entrepreneur, Traveler

"Her name is Ester Baumgartner. Do you know her? She's a pretty Swiss girl who sings beautifully, and I think she lives near here." Allan had posed the question in a broken mixture of Hebrew and English to whoever would listen and could understand him. Allan had met Ester while on an archaeological dig at Masada in the Negev, Israel. All he knew by the time they parted ways was her name and that she was staying in Tel Aviv.

[Read more](#)