

**1971 Save Our Schools Charrette: Communicating for Change  
in Durham Schools**

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**Junior Division**

**Exhibit**

**Exhibit: 490 Words**

**Process Paper: 484 Words**

Our strong interest in civil rights and inequality in the United States led us to the movie, *The Best of Enemies*. It explains how the communication between a Ku Klux Klan leader and Black civil rights activist established a mutual understanding regarding school segregation through the 1971 Save Our Schools Charrette. The consensus of this event resulted in the integration of racially divided schools in Durham, North Carolina. We decided to pursue this topic because it fit the theme well and the battle for equality in the American educational environment fascinated us.

We began with basic research to develop a general understanding of our topic. Through this, we found interviews with key figures of the charrette. They helped us understand the charrette process by describing its structure and what made it successful. We also found many primary documents and images in the collections of the Library of Congress and national archives. Those sources enhanced our comprehension of the topic. For example, our research of the Civil Rights Movement helped us understand the different perspectives of both white and Black people during that time period. Another helpful source was the book, *The Best of Enemies: Race and Redemption In the New South*. It provided us with a bibliography that directed us to a range of primary sources that were essential in deepening our understanding of the topic.

Initially, we hoped to build a physical exhibit, however, due to this year's regulations, we were required to create a digital version of the exhibit using Google Draw. Although we lacked experience working with Google Draw, after a lot of learning and practice, we slowly became more comfortable with formatting and designing the exhibit. In an attempt to create a simple, visual connection to suit the time period of our project, the colors of our exhibit match what one would usually see walking through the streets of Durham in the 1970s.

The 1971 S.O.S. charrette was a critical step toward ending racial segregation in Durham, North Carolina. Segregation in Durham schools had persisted for nearly 20 years despite the 1954 *Brown v. Board* ruling that called for integrated schools across America. The charrette provided a platform for opposing sides to communicate their ideas and reach a solution to school issues like segregation. Without the charrette, it is very likely that schools in Durham would not have been integrated for many years.

The charrette proved that white and Black people can come together, peacefully communicate, and create a consensus. The outcome of the charrette integrated schools and led to

equal education opportunities, a significant turning point in Durham history. In addition, the charrette created a lifelong friendship between a Black civil rights activist and a former Ku Klux Klan leader. The impact of the charrette can be seen today, as many schools in Durham continue to strive toward creating racially diverse and inclusive environments for their students.

# Annotated Bibliography

## Primary Sources

**"Ann Atwater--In Her Own Words — School For Conversion". *School For Conversion*, 2020.  
<https://www.schoolforconversion.org/ann-atwaterin-her-own-words>**

Ann Atwater's piece, "What Forgiveness Costs" showed us how she used Nelson Mandela as an example for forgiveness and how she related it to her own life experiences: when she and C.P. managed to overcome their differences through the Charrette.

***College.Cengage.Com*, 2020.**

**[https://college.cengage.com/english/chaffee/thinking\\_critically/8e/students/additional\\_activities/p198.pdf](https://college.cengage.com/english/chaffee/thinking_critically/8e/students/additional_activities/p198.pdf)**

This interview with C.P. Ellis explains his life story, growing up in poverty with a father with a drinking problem, how the Ku Klux Klan gave him a sense of community when he felt alone, how he began to blame Black people for his problems because he had no one else to blame, and how he eventually became friends with Ann Atwater through the S.O.S. Charrette. This helped us understand Ellis's perspective and experiences on a deeper level.

**"EAST END GRADED SCHOOL | Open Durham". *Opendurham.Org*, 2021,  
<https://www.opendurham.org/buildings/east-end-graded-school>**

This source provided an image of the burning down of the East End Elementary school for Black children. It contributed to our understanding of what caused the charrette as many Black parents wanted their children to go to school with white children rather than in a destroyed school.

**"Extended Interview With Ann Atwater — School For Conversion". School For Conversion, 2020. <https://www.schoolforconversion.org/extended-interview-with-ann-atwater>**

Ann Atwater's interview explains her life story, from working as a single mother of two, as well as her journey from improving housing conditions to work as a civil rights activist, teaching us how her work has impacted the history of Durham, North Carolina before her most famous work during the Durham charrette where she stood for school desegregation.

**Halverson, Grant. *Ann Atwater and CP Ellis Watching the Premiere of "An Unlikely Friendship."* Chapel Hill, North Carolina, 2003.**

This primary source image was taken in 2003. It features Ann Atwater and CP Ellis watching the premiere of a documentary created about them, "An Unlikely Friendship." It helped us understand how CP Ellis and Ann Atwater's friendship lasted over many years.

**"High Court Bans School Segregation; 9-To-0 Decision Grants Time To Comply". Archive.Nytimes.Com, 2021, <https://archive.nytimes.com/www.nytimes.com/learning/general/onthisday/big/0517.html> primary news**

We used the headline from this newspaper to provide a significant piece of historical context to include in our project. It reported on the Brown V. Board Supreme Court ruling, which is a crucial part that contributed to the S.O.S Charrette.

**"HOLLOWAY STREET SCHOOL | Open Durham". Opendurham.Org, 2021, <http://www.opendurham.org/buildings/holloway-street-school>**

We used the image of white school children in our exhibit to show the segregated schools before the charrette. Our aim was to provide a visual representation to prove the significance of the charrette as it integrated schools in Durham. This image contributed to our understanding of schools in Durham after the Brown V. Board Supreme Court case as they still remained segregated despite the ruling.

***Klan Marches Through Raleigh, NC. 28 June 1965.***

This is an image of the North Carolina Klan at its peak in 1965. It shows many Klan members marching. This image helped us understand that there were a large number of Klan members who would rally and protests. We used this image in our historical context to show visual evidence of the North Carolina Klan and its growth in the number of members.

**KLANSMAN MEETS CAROLINA BLACKS (Published 1971)". *Nytimes.Com*, 2020.**

**<https://www.nytimes.com/1971/08/01/archives/klansman-meets-carolina-Blacks-a-biracial-school-forum-is-an.html>**

The 1971 article Klansman Meets Carolina Blacks was used to provide us with information on how the press communicated the S.O.S. Charrette to people outside of Durham who may not be aware of this event. We understood how the irregularity of having the leader of a white supremacist group and a civil rights activist in a room together meeting about school segregation translated onto the news. The article was written from the perspective of C.P. Ellis, Exalted Cyclops of the K.K.K.

**Ku Klux Klan. "Kloran." *Images.library.wisc.edu*.**

**[images.library.wisc.edu/WI/EFacs/WiscKKK/RiverFalls/KlanEphem/reference/wi.klan.ephem.i0004.pdf](https://images.library.wisc.edu/WI/EFacs/WiscKKK/RiverFalls/KlanEphem/reference/wi.klan.ephem.i0004.pdf)**

This primary source is the original version of the Ku Klux Klan rule book. It was written in 1916 and provides useful information about the Ku Klux Klan rules, and beliefs. It also provides us with primary information and a deeper perspective of the Ku Klux Klan ideology.

**Lincoln, Abraham. Emancipation Proclamation. 1863. <https://www.loc.gov/item/97507511/>**

The Emancipation Proclamation proved its significance to us through the line “all persons held as slaves within any State or designated part of a State, the people whereof shall then be in rebellion against the United States, shall be then, thenceforward, and forever free” It signified the freedom of slaves, providing context for the Civil Rights movement that fought for African American rights. It was useful towards our understanding because it was the first step towards equality, and eventually school integration.

**"May 26, 1866, Memphis Race Riots, Original Front Page Woodblock Engravings And Article From Harper's Weekly. ". *Peterspaperantiques.Com*, 2020.  
[http://peterspaperantiques.com/memphis\\_riot02.html](http://peterspaperantiques.com/memphis_riot02.html)**

This source was used to provide a visual representation regarding the burnings of the freedmen's school by the Klan during the Memphis Race Riot. It shows us how the men cheered as they watched smoke flow out of the burning building. We got to understand what the mindset of many whites was towards the wellbeing of Black people in the south. One of the reasons they made sure to destroy things that symbolize the thriving in Black communities was to prevent them from further strengthening, as it angered the whites.

**"NPR Choice Page". *Npr.Org*, 2020.**

**<https://www.npr.org/templates/story/story.php?storyId=4994854>**

This source, an interview with Ann Atwater and C.P. Ellis, taught us about how the Charrette impacted their relationship using their own words, how they hated one another and became friends after the charrette after discovering that their beliefs were not very different. It allowed us to understand their relationship better than we would have if we read a secondary source summary.

**Olivia Owusu-Ansah, Donna. "The Best of Enemies' Interview with Bill Riddick." *Urban Faith*, 23 Apr. 2019, [urbanfaith.com/2019/04/best-of-enemies-interview-with-bill-riddick.html/](http://urbanfaith.com/2019/04/best-of-enemies-interview-with-bill-riddick.html/).**

This source is an interview conducted with Bill Riddick. He discusses the entire charrette process, from coming to Durham to the schools being integrated. He also discussed what happened during the charrette and his thoughts on Atwater and Ellis working together. We used this source to find many quotes and to enhance our understanding of Bill Riddick's involvement in the charrette.

**"Primary Sources: The 1960s: Ku Klux Klan 1960s." *LibGuides*. [cnu.libguides.com/psthe1960s/kkk](http://cnu.libguides.com/psthe1960s/kkk)**

This primary source is a collection of images of the Ku Klux Klan in 1960. The images include what they wore and the actions that they took to maintain their belief in white supremacy. This source was beneficial to give us more perspective on CP Ellis's initial perspective, and how he most likely used to think and act.

**Riddick, Bill. "Reaching Across the Aisle: Why the Charrette Matters Now (More Than Ever)." *Medium*, Medium, 13 Apr. 2019, [medium.com/@tboeriddick/reaching-across-the-aisle-why-the-charrette-matters-now-more-than-ever-c2e1560f9cdd](https://medium.com/@tboeriddick/reaching-across-the-aisle-why-the-charrette-matters-now-more-than-ever-c2e1560f9cdd).**

Bill Riddick, the organizer and facilitator of the SOS charrette, wrote an article describing the charrette process. We learned that he picked Ann Atwater and C.P. Ellis because of the groups they represent and how he had to put aside his biases before the charrette began to ensure a fair meeting. This allowed us to fully understand how the event took place and Bill Riddick's role in it.

**"Search Results For Newspaper, Ku Klux Klan, Available Online ". *The Library Of Congress*, 2020. <https://www.loc.gov/newspapers/?q=ku+klux+klan>**

These primary source newspaper articles provided us with useful information about how the United States of America responded to the crimes committed by the Klansmen. These sources provided us with information about the dates and locations of acts of terrorizing and explained how they used violence to preserve white supremacy and the impact they had on society.

**"Segregated Water Fountain". National Museum Of American History, 2021, [https://americanhistory.si.edu/collections/search/object/nmah\\_1915808](https://americanhistory.si.edu/collections/search/object/nmah_1915808)**

We used this image to provide an example of discriminatory Jim Crow laws African Americans needed to follow. Separate facilities for Black and white people were implemented in accordance with the “separate but equal” doctrine established by the Plessy V. Ferguson Supreme Court case. The image strengthened our understanding of equality and discrimination in the United States because this proved that despite the doctrine, facilities were far from equal.

**Supreme Court Of The United States. U.S. Reports: Plessy v. Ferguson, 163 U.S. 537. 1895. Periodical. Retrieved from the Library of Congress. <[www.loc.gov/item/usrep163537/](http://www.loc.gov/item/usrep163537/)>**

This source was used to give an explanation of the Plessy V. Ferguson Supreme Court case of 1895. Justices ruled segregation laws as constitutional, therefore establishing Jim Crow laws that were present for over half a century. It furthered our understanding of the origins of segregation, who fought for, decided upon, and enforced it.

**“The Constitution of the United States.” 13th Amendment, 1865. <https://www.archives.gov/historical-docs/13th-amendment>**

This primary source is of the 13th Amendment, Abolition of Slavery. This source was used to provide important information about the amendment: the date of when it was passed (January 31, 1865), who passed it (congress), and the details about the amendment. This amendment formally abolished slavery, applying its use towards our understanding of our topic as it gives context to the Civil Rights movement and segregation, which were key factors leading to the charrette.

**“The Constitution of the United States” 14th Amendment, 1868.**

**[www.ourdocuments.gov/doc.php?flash=false&doc=43#](http://www.ourdocuments.gov/doc.php?flash=false&doc=43#)**

This document is the 14th Amendment to the U.S. constitution. This amendment is important because it granted civil rights to all citizens of the United States, regardless of their race and whether they were former slaves.

**Thornton, Jim. Herald Sun Collection. 1971.**

This primary source image shows Atwater and Ellis working together in the charrette in 1971. This source helped us visually understand how Atwater and Ellis were able to put their differences aside while they worked together in a peaceful manner. We used this image as a visual representation of the two conflicting sides coming together.

**"Visit Of The Ku-Klux / Drawn By Frank Bellew.". *The Library Of Congress*, 1876.**

**<https://www.loc.gov/item/2001695506/>**

This image helped us understand the violent acts committed by the Ku Klux Klan, how they harassed Black families and got away with it to promote white supremacy throughout the south. It was used as an example of their acts in our Exhibit to display the wrongdoings of the Klan.

**" Visit Of The Ku-Klux ". Loc.Gov, 2021, <https://www.loc.gov/pictures/item/2001695506/>**

This engraving shows an act of terror done by the Ku Klux Klan towards African Americans. We used it in our exhibit to give an example of what African Americans had to go through during the times when the Klan was active. This also helped with our own understanding of the hostile behavior of the Klan as it supports our initial perception of them.

## Secondary Sources

**"And Justice For All | » Andree Mckissick And Henry Vickers Integrate Carr Junior High ". *Andjusticeforall.Dconc.Gov*, 2021, [http://andjusticeforall.dconc.gov/gallery\\_images/andree-mckissick-and-henry-vickers-integrate-carr-junior-high/](http://andjusticeforall.dconc.gov/gallery_images/andree-mckissick-and-henry-vickers-integrate-carr-junior-high/)**

This source provided us with a brief overview of the integration of the four Durham schools, Brogden Junior-High, Carr Junior High, Durham High School, and North Durham Elementary School. This source highlighted this important event in Durham education history. It helped us understand how the McKissick's case helped paved the way for crucial ameliorations in the Civil Rights Movement. It also provided us with a primary source image, taken by Jim Sparks, of Andree McKissick, her parents, and her friend Henry Vickers entering Carr Junior High.

**"Ann Atwater Freedom Library — School For Conversion". *School For Conversion*, 2020, <https://www.schoolforconversion.org/ann-atwater-freedom-library>**

The video found in this library, "Meet The Real Ann Atwater", was used to learn about her life as an activist and active speaker for Black people in poverty. We understood how God drove her actions as well and how some members of her community broke ties with her after learning she was working with a Klansman

**Bartoletti, Susan Campbell. "*They Called Themselves the K.K.K.: the Birth of an American Terrorist Group*". Houghton Mifflin Harcourt, 2010**

This book was the source of our primary understanding of the Ku Klux Klan, used as a method to understand its influence on C.P. Ellis's perspective on African Americans. It gave us information, such as names, places, dates, and events particularly during the 1800-1900s where the KKK terrorized the Blacks. This book advanced our basic understanding of the Klan after reading.

**Bellamy, Cliff. "When Was the Last Time the KKK Marched in the Triangle?" *The Durham Herald-Sun*, 18 Sept. 2017,  
[www.heraldsun.com/news/local/counties/durham-county/article167962302.html](http://www.heraldsun.com/news/local/counties/durham-county/article167962302.html).**

This source is from a newspaper located in North Carolina. It was helpful because it provided us with a timeline of the North Carolina Klan. It includes information about when the Klan first came to North Carolina, to Bob Jones (the Grand Dragon's) leadership. We used this source to develop a deeper understanding of the North Carolina Klan.

**Bloom, Diane. "NC Channel." *PBS, Public Broadcasting Service*, 1 Feb. 2019,  
[www.pbs.org/video/an-unlikely-friendship-tbnri0/](http://www.pbs.org/video/an-unlikely-friendship-tbnri0/)**

This source is an award-winning documentary by Diane Bloom, about the unlikely friendship that was created between CP Ellis and Ann Atwater. It explains their different perspectives, and how those perspectives came to be. It also explains how the charrette process helped them understand their similarities.

**Brown, DeNeen L. "Ann Atwater's Amazing Rise from Advocate for the Poor to 'Best of Enemies' Stardom." *The Washington Post*, WP Company, 7 Apr. 2019,  
[www.washingtonpost.com/history/2019/04/05/ann-atwaters-amazing-rise-poverty-teen-pregnancy-best-enemies-stardom/](http://www.washingtonpost.com/history/2019/04/05/ann-atwaters-amazing-rise-poverty-teen-pregnancy-best-enemies-stardom/)**

This secondary source gave us a brief overview of the most significant events in Ann Atwater's life. It explains how she began a career as someone earning less than minimum wage, to a Black civil rights advocate who changed the history of Durham. We used this source to understand more about her relationship with CP Ellis, and how their friendship grew despite their initial rivalry.

**"Bob Jones And The North Carolina Klan | American Experience | PBS". Pbs.Org, 2021,  
<https://www.pbs.org/wgbh/americanexperience/features/klansville-gallery/>.**

The source provided us with information about the North Carolina Klan and Bob Jones's impact on it, as well as a photo collection that shows Bob Jones and the North Carolina Klan. This source helped us understand the role that Bob Jones played in growing the North Carolina Klan.

**"Civil Rights Movement". HISTORY, 2020,  
<https://www.history.com/topics/Black-history/civil-rights-movement>**

This source provided a brief overview of the Civil Rights movement, listing why it happened, when it occurred, who was involved and how it was significant. It was useful for putting into perspective a timeline of significant events related to our topic. This led to a deeper understanding as it also led us to find more credible sources as well.

**"Constitutional Rights Foundation". Crf-Usa.Org, 2020,  
<https://www.crf-usa.org/Black-history-month/a-brief-history-of-jim-crow>**

This source explained the use of Jim Crow laws and how, even though they were supposed to promote equality, they did the exact opposite. This led to an understanding of the government system and the racism that was everpresent in the United States even after slavery was lawfully abolished.

**Currie II, Jefferson. "With Deliberate Speed: North Carolina and School Desegregation."  
Microsoft Word - F04.Deliberate.speed.doc, 2005,  
<https://files.nc.gov/dncr-moh/With%20Deliberate%20Speed.pdf>**

This piece is useful to our project as it provided important information regarding integration in the early 1800s and 1900s in North Carolina in relation to the Plessy V. Ferguson Supreme Court Case as well as the Brown V. Board of Education Supreme Court Case. It explains how North Carolina leaders—mostly whites—decided to study the situation and find a way to avoid true integration. This helps build our understanding towards the reluctance to integrate schools almost completely by white leaders and residents.

**Cyna, Esther. "Equalizing Resources Vs. Retaining Black Political Power: Paradoxes Of An Urban-Suburban School District Merger In Durham, North Carolina, 1958–1996". *History Of Education Quarterly*, vol 59, no. 1, 2019, pp. 35-64. Cambridge University Press (CUP), doi:10.1017/heq.2018.50**

The abstract of this book was used to provide us with basic information about political influence over the Durham school systems. It also explained how the white population and white leadership hated desegregation and devised assignment plans that preserved the racial status quo. This helped us understand the lengths white politicians would go through to oppose desegregation.

**"Durham Civil Rights Mural — Mural Durham". Mural Durham, 2021,  
<http://www.muraldurham.com/durham-civil-rights-mural-2015>**

This mural was created in 2015 in Durham, North Carolina. It represents the S.O.S. charrette and helps support the idea that the charrette changed racial equality in Durham. This added to our understanding of how the impact of the charrette lasted.

**Davidson, Osha Gray. *The Best of Enemies: Race and Redemption in the New South*. The University of North Carolina Press, 2019**

This book provided a detailed history of Durham leading up to the charrette. It explains the process, how it came about, who were the key people involved, and why it is significant in Durham history. It is one of our most important sources as it greatly improved our understanding of our overall topic.

**Doron, Lily. "Save Our Schools - 1971 Dialogue About Integration: Durham Civil and Human Rights Map." *Durham Civil and Human Rights History Map*,  
[www.durhamcivilrightsmap.org/places/14-save-our-schools-1971-dialogue-about-integration](http://www.durhamcivilrightsmap.org/places/14-save-our-schools-1971-dialogue-about-integration)**

This secondary source provided us with a perspective on the Durham charrette in an unbiased way. This source also included many primary sources, for example quotations, and a lot of key information from the Durham charrette. We used this source just to deepen our understanding of what happened in the charrette and the kinds of impacts that it made.

**Gino, Francesca, and Jeffrey Huizinga. "Bill Riddick and the Durham S.O.S. Charrette"  
Harvard Business School Case 920-048, February 2020**

This source was used to explain the role that Bill Riddick had as the organizer of the Save Our School Charrette in Durham, North Carolina. It helped us understand his first experiences with charrettes in other states such as Indiana and Pennsylvania. We also understood more about his interaction with Ann Atwater and C.P. Ellis and how he was able to bring them together despite their resistance

**History.com Editors. "Ku Klux Klan." *History.com*, A&E Television Networks, 29 Oct. 2009,  
[www.history.com/topics/reconstruction/ku-klux-klan](http://www.history.com/topics/reconstruction/ku-klux-klan).**

This source was used to give a brief overview of the history of the Ku Klux Klan, from its formation in 1865, to the Ku Klux Klan act that caused the majority of the men to go into hiding, to the revival of the Klan in the 1900s but never to its previous glory. It provided us with extra information which was beneficial for our understanding that the book we read did not completely elaborate.

**History.com Editors. "14th Amendment." *History.com*, A&E Television Networks, 9 Nov. 2009, [www.history.com/topics/Black-history/fourteenth-amendment](http://www.history.com/topics/Black-history/fourteenth-amendment)**

This source explains the factors that influenced the establishment of the 14th amendment and the impact that this amendment had. It also explains some of the parts of the amendment that are significant.

**History.com Editors. "Brown v. Board of Education." *History.com*, A&E Television Networks, 27 Oct. 2009,  
[www.history.com/topics/Black-history/brown-v-board-of-education-of-topeka](http://www.history.com/topics/Black-history/brown-v-board-of-education-of-topeka)**

This secondary source provided us with the historical context of a school integrational court case prior to the S.O.S. Charrette. The Brown v. Board of Education court case occurred after the "separate but equal" rule was passed in Plessy v. Ferguson. This source helped us understand more about the legality of school integration.

**History.com Editors. "Civil War." *History.com*, A&E Television Networks, 15 Oct. 2009, <http://www.history.com/topics/american-civil-war/american-civil-war-history>**

The civil war was influential toward our topic because it led to the Emancipation Proclamation and the abolition of slavery which created more racial equality in the United States. This source explained many aspects of the civil war and the two conflicting sides of the war. We used it to develop more historical context about the origins of racism and slavery.

**History.com Editors. "Plessy v. Ferguson." *History.com*, A&E Television Networks, 29 Oct. 2009, [www.history.com/topics/Black-history/plessy-v-ferguson](http://www.history.com/topics/Black-history/plessy-v-ferguson)**

This source helped us understand more about the Plessy v. Ferguson court case of 1896. This is relevant to our topic because this Supreme Court decision declared that racial segregation was constitutional under the "separate but equal" doctrine. This source helped us understand how that decision came to be, and the impact it had on racial equality in the United States.

**H. Jones, Alexander. "The Ku Klux Klan's Long History in North Carolina." *PoliticsNC*, 25 Aug. 2020, [www.politicsnc.com/the-ku-klux-klans-long-history-in-north-carolina/](http://www.politicsnc.com/the-ku-klux-klans-long-history-in-north-carolina/).**

This source was essential to our general understanding of the KKK in North Carolina. It has a range of information that we used to understand more about the relevance of the North Carolina Klan. This helped us understand the KKK's relevance during the civil rights movement because it provided us with information about the KKK in the 1960s, during the civil rights movement. It explained how the KKK would oppress Black Americans.

**"KKK Series | Federal Bureau Of Investigation". *Federal Bureau Of Investigation*, 2020, <https://www.fbi.gov/history/famous-cases/kkk-series>**

This source was used to find specific events about the Klan and its riots. It provided the dates, places, and actions they did to spread their beliefs and cause terror throughout the U.S. This source helped us understand the tactics of the Klan and detect repetitions and patterns of its attacks. It also led us to research more about the events that occurred.

**"Klansville U.S.A.: Chapter 1 | American Experience | PBS". *Pbs.Org*, 2021,  
<https://www.pbs.org/wgbh/americanexperience/features/klansville-chapter1/>**

This source is a PBS documentary about the North Carolina Klan. It discusses Bob Jones's leadership and how he helped grow the KKK. This source helped us learn that North Carolina was known as "Klansville, USA" because of how significant the Ku Klux Klan there. This source had many interviews and helped us understand what people had to say about the North Carolina Klan. We used this source to help deepen our understanding of the North Carolina Klan.

**Kuesel, Christy. "Best of Enemies' Film Telling Story of Durham Desegregation Premieres at the Carolina." *The Chronicle*, 20 Mar. 2019,  
[www.dukechronicle.com/article/2019/03/best-of-enemies-film-telling-story-of-durham-desegregation-premieres-at-the-carolina](http://www.dukechronicle.com/article/2019/03/best-of-enemies-film-telling-story-of-durham-desegregation-premieres-at-the-carolina)**

This secondary source article gave us a deeper understanding of Ann Atwater, and CP Ellis's friendship, it also explained their roles in the S.O.S. charrette in Durham. This article mainly talks about how they are getting the recognition that they deserve in the premiere of 'The Best of Enemies' movie, and how they hope that the movie can help spread awareness about racial inequality.

**"Ku Klux Klan | Ncpedia". *Ncpedia.Org*, 2021, <https://www.ncpedia.org/ku-klux-klan>.**

We used this source to learn about the KKK in North Carolina. It has a range of information that discusses the beginning of the KKK during reconstruction to the revival and how the KKK came to North Carolina. This source helped us find new sources and was beneficial in our understanding of the North Carolina Klan.

**"Lakewood Elementary School". *Facebook.Com*, 2021,  
<https://www.facebook.com/LESExplorersPC/photos/a.338006639728197/1277191482476370/?type=3&theater>**

This source shows a picture of students in a classroom in Durham taken in 2020, there are both white and Black children in that class. It shows how the impact of the charrette has persisted until today as schools strive to create diverse environments by having students of different races. It helped us understand that the charrette's impacts have lasted to this day.

***"Little Rock School Desegregation". The Martin Luther King, Jr., Research And Education Institute, 2017,***  
***<https://kinginstitute.stanford.edu/encyclopedia/little-rock-school-desegregation>***

This source explains how Martin Luther King Jr. attempted to integrate the Little Rock School, Arkansas by requesting a resolution sent to President Eisenhower. It highlights the important events such as the governor hiring national guards to prevent the Black students from entering, and later the students needing a police escort and military protection due to the dangerous white mobs outside the school, which led us to a deeper understanding of the perspective of the white people during that time and how violent they could be.

**"Mckissick V. Durham City Board Of Education, 176 F. Supp. 3 | Casetext Search + Citator".**  
***Casetext.Com, 1959,***  
***<https://casetext.com/case/mckissick-v-durham-city-board-of-education>***

This court case outline was extremely helpful to our project because it highlights the events that occurred before the actual segregation. It explains the fight the McKissicks and Richardsons started against the Durham board of education through a class-action lawsuit in 1958, following the Brown V. Board Supreme Court case federal ruling.

**Milne, Andrew. "Ann Atwater Pushed To Integrate Her City's Schools And Got A Klansman To Join Her In The Fight." *All That's Interesting*, All That's Interesting, 19 Aug. 2019,**  
***[allthatsinteresting.com/ann-atwater](http://allthatsinteresting.com/ann-atwater)***

This article provided an image of Ann Atwater speaking during the charrette which we used in our exhibit to show how the event allowed representatives to peacefully communicate their opinions in a formal environment. It was beneficial to our understanding because it displays the charrette process of how people participating communicated.

**“Obituary: CP Ellis.” *The Guardian*, Guardian News and Media, 18 Nov. 2005,**  
**[www.theguardian.com/news/2005/nov/18/guardianobituaries.usa](http://www.theguardian.com/news/2005/nov/18/guardianobituaries.usa)**

This article is CP Ellis’s obituary. It explains many details of his childhood and pivotal moments of his life that changed his identity. It was published in The Guardian after he died in 2005.

**Oliver, Myrna. “C.P. Ellis, 78; Once a Ku Klux Klan Leader, He Became a Civil Rights Activist.” *Los Angeles Times*, Los Angeles Times, 9 Nov. 2005,**  
**[www.latimes.com/archives/la-xpm-2005-nov-09-me-ellis9-story.html](http://www.latimes.com/archives/la-xpm-2005-nov-09-me-ellis9-story.html)**

This source, an obituary, was used as a way to highlight the accomplishments of C.P. Ellis, such as the renouncing of his title as Grand Cyclops of the Ku Klux Klan and how he joined Ann Atwater’s cause of desegregating the Durham school system. We got to understand his mindset about joining the Klan in the first place, the impacts his home environment had towards that, and how he finally joined Atwater after finding that they were fighting for the same cause.

***"Our Separate Ways". Google Books, 2021,***

***<https://books.google.com.sg/books?id=51HqCQAAQBAJ&pg=PA73&lpg=PA73&dq=Rachel+Richardson+durham+desegregation&source=bl&ots=7rI-ASm-bA&sig=ACfU3U3F9tgHzq7s4t1bmYi4IeSumSYGGQ&hl=en&sa=X&ved=2ahUKEwivvyuru147wAhXA8HMBHWNCd-oQ6AEwEXoECBAQAw#v=onepage&q=Rachel%20Richardson%20durham%20desegregation&f=false>***

This book provided an in-depth look into what the McKissick family and friends did to fight for their children’s future education, helping our understanding about the order of events. This would have led to so much more further research if the bibliography was accessible through this version because the book was so thoroughly researched and pivotal to understanding this topic.

***"Plessy V. Ferguson | Summary, Facts, & Significance". Encyclopedia Britannica, 2020,***  
***<https://www.britannica.com/event/Plessy-v-Ferguson-1896>***

This source explained the significance of the Supreme Court Plessy V. Ferguson thoroughly. The information gave us the perspectives of both sides of the court case and allowed us to understand the hardships African Americans went through as a result of the case.

**"Report Of Evidence Taken Before The Military Committee In Relation To Outrages Committed By The Ku Klux Klan In Middle And West Tennessee: Tennessee. General Assembly. Senate. Committee On Military Affairs. [From Old Catalog]: Free Download, Borrow, And Streaming: Internet Archive" *Internet Archive*, 2020, <https://archive.org/details/reportofevidence00tenn/page/8/mode/2up>**

This source is a list of testimonies from people who were attack victims of the Ku Klux Klan. It was used to provide evidence of the harsh crimes committed, such as break-ins and beatings, to prove that the Klan was destructive and manipulative especially towards the African-American communities. This source helped us understand what victims, such as Geo. F. Bowles, a Black school teacher, went through firsthand by the Klan.

**Riddick, Bill "Reaching Across The Aisle: Why The Charrette Matters Now (More Than Ever)". *Medium*, 2019, <https://medium.com/@tboeriddick/reaching-across-the-aisle-why-the-charrette-matters-now-more-than-ever-c2e1560f9cdd>**

This source was written by Bill Riddick, organizer and host of the charrette. We used it to help fortify our understanding of his in the charrette and how important the event was for Durham education. He explains the whole story, in which he played a major role, from his perspective. The article also describes the process of the charrette and what needed to be done for it to be successful.

**Roy, Ethan, et al. "Deep Rooted: A Brief History of Race and Education in North Carolina." *EducationNC*, 19 Dec. 2019, [www.ednc.org/deep-rooted-a-brief-history-of-race-and-education-in-north-carolina/](http://www.ednc.org/deep-rooted-a-brief-history-of-race-and-education-in-north-carolina/)**

This source gave us a timeline of events throughout the whole state of North Carolina. This helped us understand the past events (from the early 1800s) that led to de facto and de jure segregation there. We learned that Durham was actually one of the first cities to allow a handful of Black students into white schools and how steps needed to be taken to further integrate the remaining public schools.

**"Search | JFK Library". *Jfklibrary.Org*, 1963,**

**<https://www.jfklibrary.org/search?search=civil+rights+movement>**

This source was used to give context about John F. Kennedy's presidency and how it impacted the lives of African Americans throughout the United States. It was one of the factors that sparked the Civil Rights movement where Blacks all over the country demanded to be heard and fought for their rights, deepening our understanding of the significance of civil rights activists and integration.

***Sandiego.Gov*, 2020, <https://www.sandiego.gov/sites/default/files/gychardesc081110.pdf>**

This government source gave context to charrettes and provided the origin and definition of them as well. This furthered our understanding as it allowed us to learn more about the structure of these meetings as well as their benefits and possible disadvantages.

**Smith, Chuck. "The Case Against Jesse Helms". *WSJ*, 2021,**

**<https://www.wsj.com/articles/SB122643894408618377>**

This source helped us understand Jesse Helms' role in promoting segregation. It had an example of a piece of his writing that was published in the newspaper for a campaign. We used this quote in our exhibit to include the perspective of segregationists in North Carolina.

**"The Klan's Rise To Prominence In 1960s North Carolina". *WUNC*, 2013,**

**<https://www.wunc.org/politics/2013-02-26/the-klans-rise-to-prominence-in-1960s-north-carolina>.**

This article gave us a brief description of the KKK specifically in North Carolina to contribute to our understanding of the Klan activity in that area. It also helped us develop a better understanding of why the KKK was so prominent in North Carolina, and how it came to be that way.

**“Timeline of Durham History.” *School for Conversion*,  
[www.schoolforconversion.org/timeline-of-durham-history](http://www.schoolforconversion.org/timeline-of-durham-history)**

This secondary source is a timeline of all of the major events in Durham that led up to the SOS Charrette. This was beneficial to our understanding of what inspired the separate perspectives in the charrette, and what led up to the life-changing impacts of the charrette.

# 1971 Save Our Schools Charrette: Communicating for Change in Durham Schools

## 2. Historical Context

The 1954 *Brown v. Board of Education* Supreme Court ruling ordered the end of school segregation "with all deliberate speed." North Carolina segregationists exploited the lack of a firm deadline to avoid true integration. The 1958 *McKissick v. Durham Board of Education* class-action lawsuit, however, challenged these segregationists. *McKissick's* victory allowed eight Black children to desegregate four Durham public schools. This case enabled further advancements in Durham education by inspiring events such as the charrette to completely integrate remaining public schools.



"Segregation of white and colored children in public schools has a detrimental effect upon colored children."

- Chief Justice Earl Warren, *Brown V. Board of Education*, 1954

"The mixing of the races forthwith in the public schools throughout the state cannot be accomplished and should not be attempted."

- Raleigh, NC: Governor's Special Advisory Committee on Education, Dec. 1954

"May we direct your attention to the fact that by the assignment made of this minor to the same racially segregated school solely because of her race does irreparable damage to her personality and hinders her development in that it creates a feeling of inferiority and makes her feel that she cannot fully develop in the community as a first class citizen."

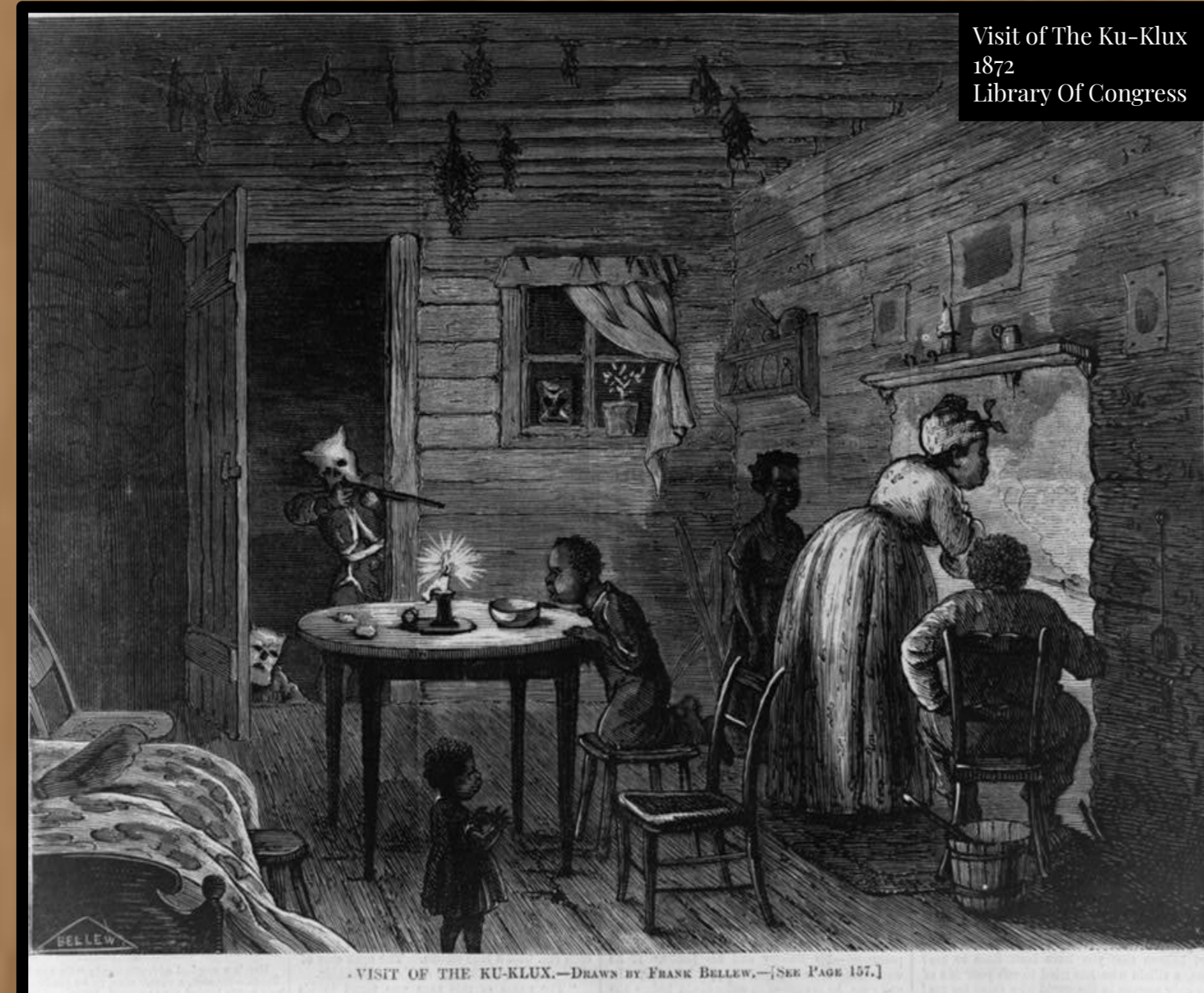
- *McKissick v. Durham City Board of Education*, 176 F. Supp. 3, 10 (M.D.N.C. 1959)

## 3. Segregation in Durham North Carolina (1960s)

Despite North Carolina's progressive history, in the 1960s, it became a center of Klan activity. Over the course of three years (1963 - 1966), the North Carolina KKK, using a variety of violent methods to communicate white supremacy, grew from a handful of people to more than 10,000 members.



Alan Marches, Through Durham, NC, 1965, North Carolina State Archives



Visit of the Honorable Earl Warren to the Library of Congress

## 4. Civil Rights vs. KKK

Durham KKK leader C.P. Ellis battled prominent civil rights activist, Ann Atwater. When a fire destroyed half of East End Elementary School for Black children, students were not allowed to transfer to neighboring white schools. While Ellis and other segregationists favored this, Black parents like Atwater protested.



Burning Down of East End Elementary School 1963, The Herald-Sun Newspaper

"If we didn't fight for our children, nobody else was."

- Ann Atwater, University of North Carolina Press, 2010

"I will never forget some black lady I hated with a purple passion. Ann Atwater. Every time I'd go downtown, she'd be leadin' a boycott... Her and I have had some pretty close confrontations."

- C.P. Ellis, *Why I Quit The Klan*, 1980

"I hated him just as hard as he hated me. And we showed that towards each other up until we went into the charrette, a 10-day meeting."

- Ann Atwater, *Civil-Rights Activist, Ex-Klansman C.P. Ellis*, 2005

"After the fire, however, the Black and White communities of Durham became fiercely divided over the possibility of school desegregation."

- Bill Riddick, *Reaching Across the Aisle: Why the Charrette Matters Now (More Than Ever)*, 2019

## 1. Thesis

In the 1970s, schools remained segregated in Durham, North Carolina, despite federal laws mandating integration. This perpetuated unequal education for Black children. The 1971 Save Our Schools Charrette, resulted in school integration by creating a critical opportunity for Durham residents to communicate their conflicting perspectives in order to reach a consensus.

"A charrette is designed to create dialogue between community members with opposing viewpoints to solve problems for the betterment of the community. It's a holistic, grassroots, and solution-oriented tool that brings different perspectives together into the same physical space so that ideas can be shared and heard."

- Bill Riddick, *Reaching Across the Aisle: Why the Charrette Matters Now (More Than Ever)*, 2019

## 5. 1971 Charrette

The AFL-CIO enlisted the help of Bill Riddick as he had successfully used the charrette method of communication in other states by allowing the opposing sides to communicate and understand one another. School segregation became the primary topic of the SOS charrette and was ultimately resolved using this method.



**SOS a Charrette**  
SOS was a "charrette," an experiment in intensive community involvement in the identification of problems in a certain area and the formulation of solutions. The word "charrette" originally referred to the intensive effort made by architectural students to solve a problem in an allotted time.

The SOS charrette, the first to be conducted on a community wide basis in the South, was sponsored by the North Carolina AFL-CIO through a grant from the Emergency School Assistance Program, the \$75-million measure passed by Congress in 1970 to aid school desegregation efforts.

White conservatives tended to stay away from the charrette and Mr. Ellis often found himself discussing school problems in the company of blacks and moderate and liberal whites.

In 10 days of intensive exchanges, residents attacked problems in curriculum, administration, student discipline, school planning and student involvement.

*The New York Times*, Published August 9, 1971, Copyright © The New York Times



Ann Atwater (Right) In Interview Her City's Schools - See Gov's Klansman Fight For The Fight On That's Interesting

"Everybody come together and sit down and put their ideas together to get it integrated peacefully, and this is what they did."

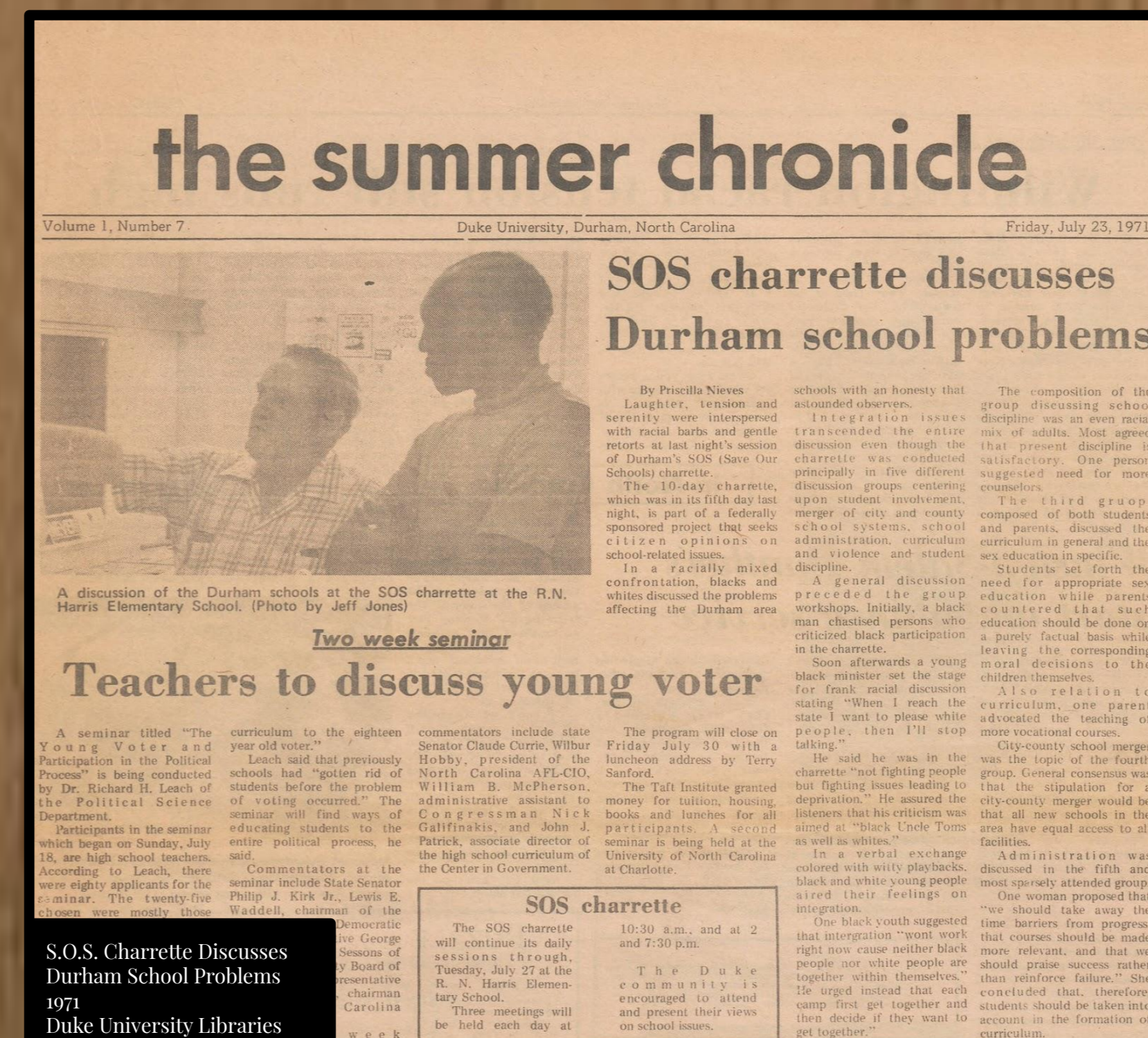
- Ann Atwater, University of North Carolina Press, 2010

"I had my own biases when I first started working with Ann and C.P. But, in order for the charrette to be successful and to make progress, I had to put them aside."

- Bill Riddick, *Reaching Across the Aisle: Why the Charrette Matters Now (More Than Ever)*, 2019

## 6. Confronting Polarized Perspectives

Despite their clashing perspectives, Atwater and Ellis co-chaired the SOS charrette. These two leaders worked together to create understanding between the two sides. The charrette provided a platform for the racially diverse audience to understand the polarized community perspectives. After ten days of intense discussion, the group came to a consensus, resulting in the integration of Durham public schools.



"Two individuals who were at polar opposites in their views about school desegregation were selected to be co-chairs of the committee: Black civil rights activist and community organizer Ann Atwater, and local Ku Klux Klan chapter leader C.P. Ellis. Both were strong personalities that came to the table as opponents."

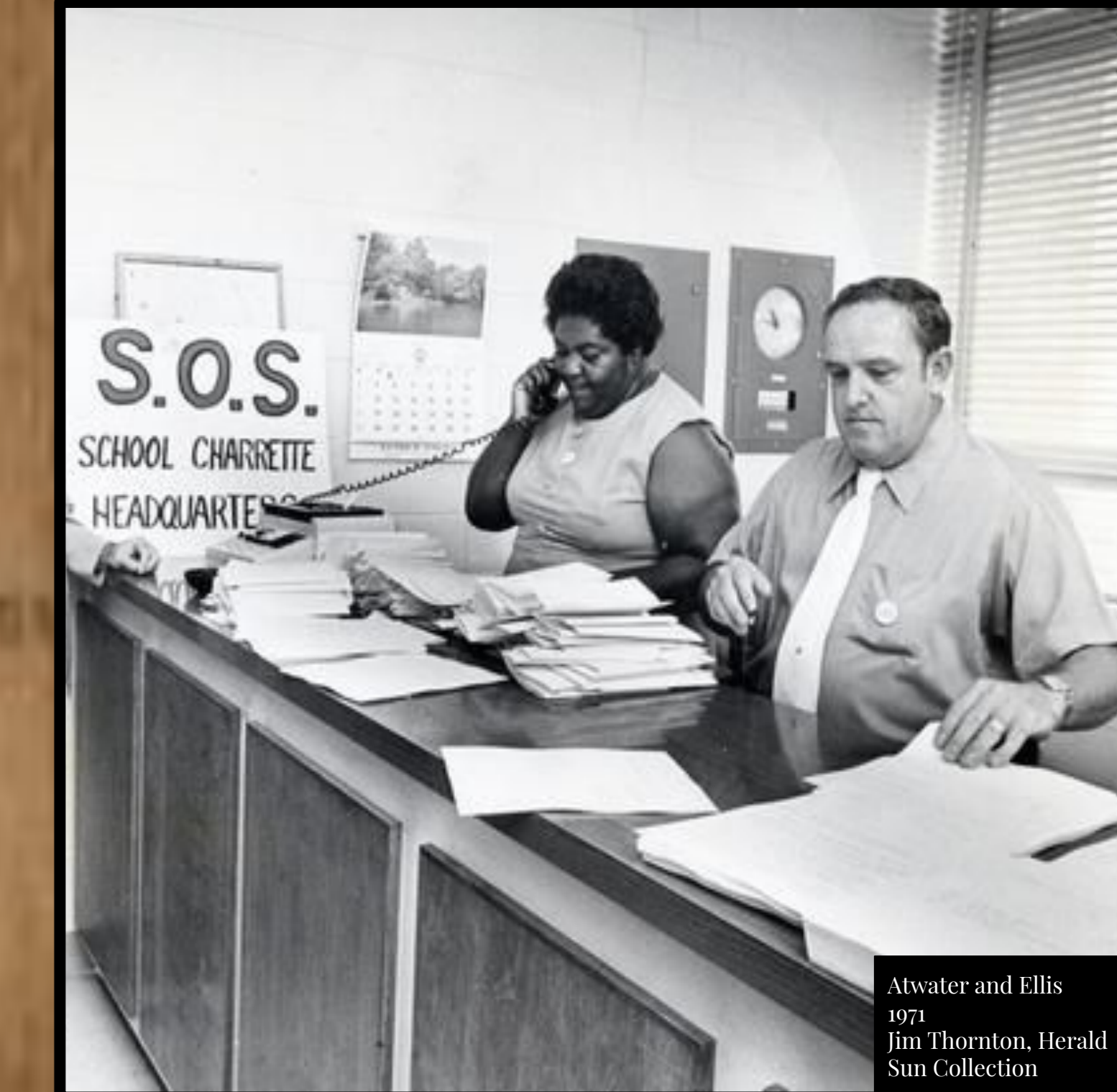
- Bill Riddick, *Reaching Across the Aisle: Why the Charrette Matters Now (More Than Ever)*, 2019

"A Klansman and a militant black woman, co-chairmen of the school committee, it was impossible. How could I work with her?"

- C.P. Ellis, *Why I Quit The Klan*, 1980

## 7. Changed Perspectives

Ellis' experiences during the charrette compelled him to change his perspective. He renounced the Klan and became a civil rights activist alongside his new friend, Ann Atwater.



"Ann made C.P. see and understand that the hate that he had learned was wrong, and he ended up denouncing the KKK and the two of them became lifelong friends."

- Bill Riddick, *Reaching Across the Aisle: Why the Charrette Matters Now (More Than Ever)*, 2019

"C.P. showed me that people can learn to love. We really can be born again, but it means leaving the life we've known behind."

- Ann Atwater, *What Forgiveness Costs*, 2013

"Here we are, two people from far ends of the fence, havin' identical problems, except hers bein' black and me bein' white. From that moment on, I tell ya, that gal and I worked together good. I begin to love the girl really."

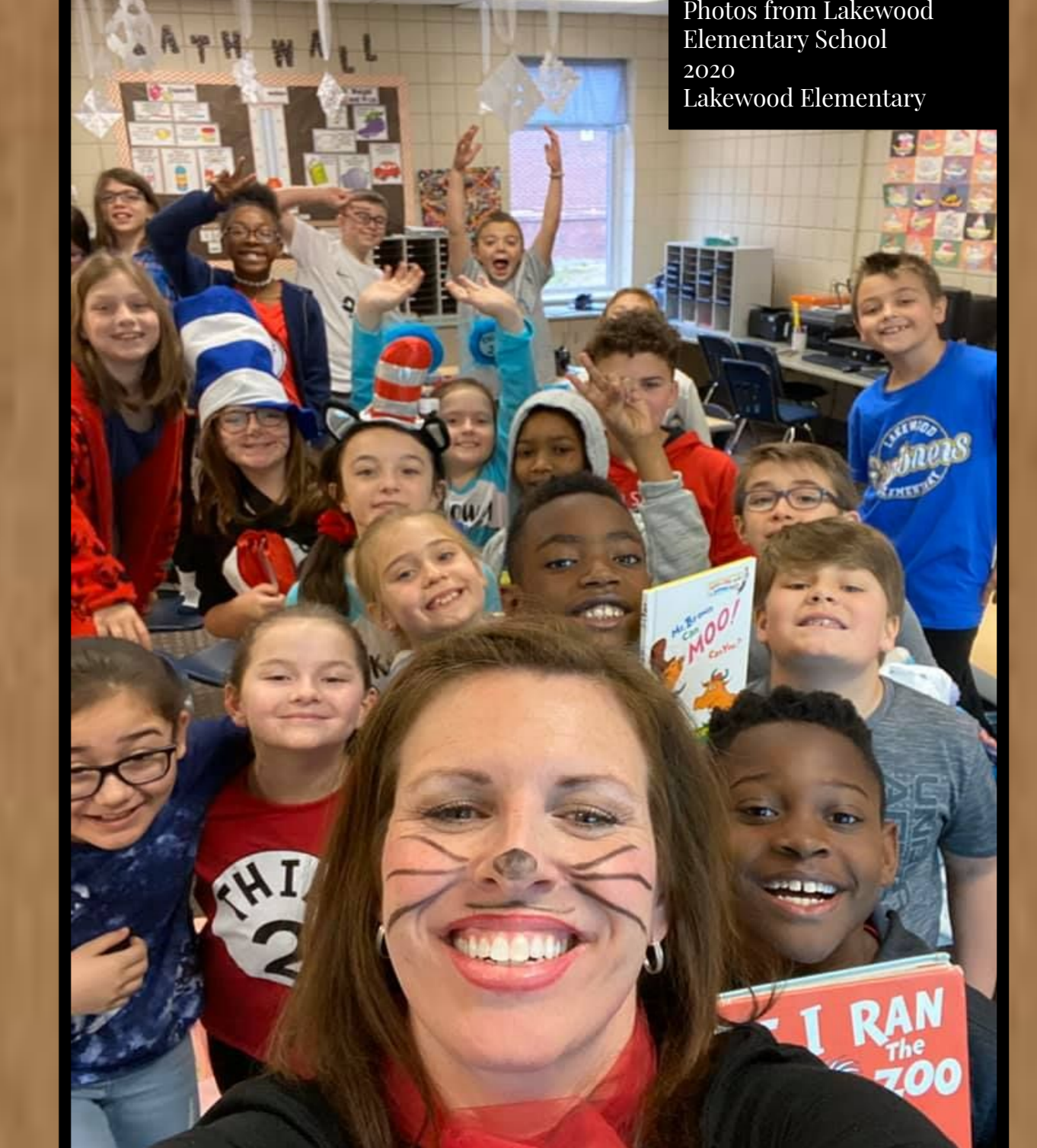
- C.P. Ellis, *Why I Quit The Klan*, 1980

## 8. Lasting Impact

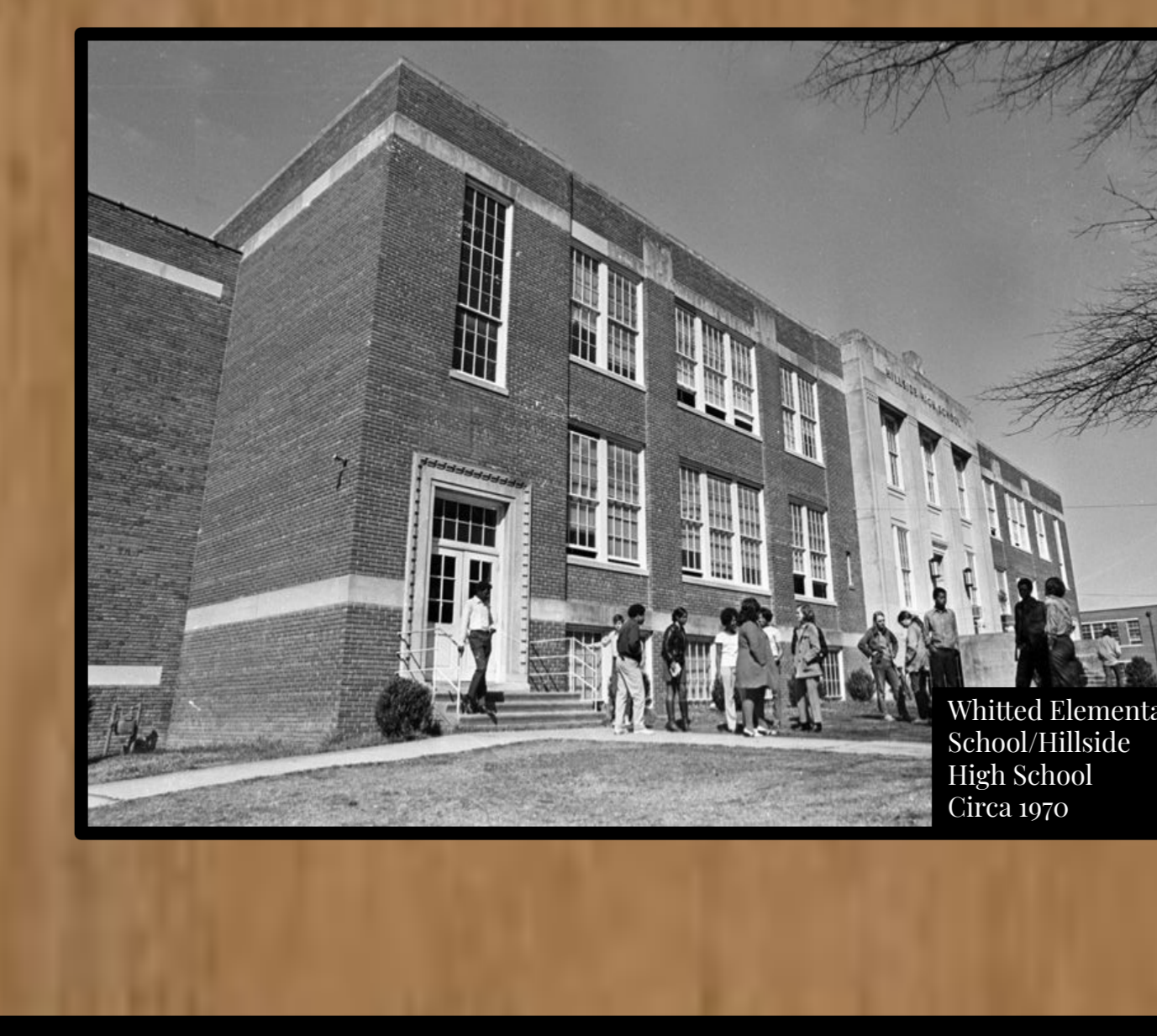
The charrette's success promoted racial equality, served as a catalyst for school integration, and created equal educational opportunities for all, regardless of race. This left a lasting impact on Durham's education system.



Highway Street School 1971, Durham



Photos from Lakewood Elementary School 2010, Lakewood Elementary



Willard Elementary School 1970, Durham

"God had a plan for both of us. And that plan was to put us there to make sure that this school integration would be done peacefully, and that's what happened. It's just a strange thing, but it really happened. And the funny part about it, we stayed friends all these years."

- Ann Atwater, *Civil-Rights Activist, Ex-Klansman C.P. Ellis*, 2005

## 9. Conclusion

The charrette process, still widely used today, provides a platform for productive communication that helps groups with divergent ideologies understand one another and align on a course of action. The fact that Durham integrated schools much earlier than other southern states highlights the power of the charrette to resolve complex issues.

"The way forward must be paved by people who are brave enough to change their own minds and bold enough to change the hearts of others for the good of all."

- Bill Riddick, *Reaching Across the Aisle: Why the Charrette Matters Now (More Than Ever)*, 2019

"That was the intent of the charrette: that we will listen and respond and listen and respond until we come up with a solution. We just don't have the attitude, nor the time, to do that kind of thing today."

- Bill Riddick, *The Best of Enemies Interview with Bill Riddick*, 2019



Ann Atwater and C.P. Ellis, Walking the Precipice of 50 Years' Promise, 2010, Durham



The Durham Civil Rights Memorial, 2012, Friends Miller Holmes