



Proposal to the State of Maryland to provide new member benefits to its schools, teachers and students and to aid FEMA, and other relief agencies, that support the more than 680,000 families who lost loved ones due to COVID-19.

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

Americans All (AA), a program of the nonprofit 501(c)(3) People of America Foundation, desires to establish a social outreach, limited partnership with a few high school(s) in one or two self-selected Maryland counties to create pilot programs that can be replicated countywide, statewide and then nationwide. Our program provides new benefits to teachers and students, as well as revenue to the schools and the State of Maryland.

In addition, the partnership will demonstrate the County's willingness to support AA's charitable goal to aid FEMA, and other relief agencies, that are supporting the more than 680,000 families that have lost loved one(s) to the COVID-19 pandemic. **The individuals who tragically died deserve to be remembered as cherished family members, rather than members of a statistical group.** The AA free [storytelling](#) tool (see page 4) enables those families to permanently preserve the memories, contributions, and achievements of their loved one(s). 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 grateful nation must also recognize the incredible, unselfish work of the first responders who risk their own lives to help those in need.

How Americans All Works

Americans All is no longer participating in the social studies arena due to its modified goals (its mission remains the same), but it had a successful 35-year history in supporting education (see [pilot programs](#)), and its [resources](#) are currently being used in more than 2,000 schools and libraries nationwide. Importantly, AA now donates 80 percent of its business membership fees and 80 percent of the subscription fees from members who join its optional Social Legacy Network (after a free, 3-month trial period), to continue to receive additional program benefits and discounts from AA business members.

Our website enables people and groups to [create and publish](#) stories that can be easily stored, updated and permanently accessed. What makes us unique is that we have experience to include verified historical information—presented in multiple perspectives—to provide context for these stories and the experiences, observations and accomplishments reflected in them. Each member can create and publish two stories in English. Stories can contain images, hyperlinks, audio-video and music links and be published in as many [multiple languages](#) as desired. (See page 5.)

Our storytelling tool is free for individuals, education organizations and nonprofits. [Businesses](#), cottage industries and professional service providers pay a nominal fee to create their stories. They can use their stories to reach out and offer discounts to their customers and clients—an especially critical asset as they struggle to reopen and rebuild (see page 6). We also offer our individual members and groups an optional, inexpensive subscription upgrade, after a 3-month, free trial period, to continue to access the discounts offered by our member businesses.

By sharing stories, especially those of immigrants, refugees and underserved minorities, our nation will 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. This nonpolitical tool can be implemented in several curriculum areas without interfering with existing teaching strategies. Topics for the stories can be chosen

either by the student or the teacher and can focus on individual family or group members or groups, or those who have made an impact on their school, community, state or our nation.

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 is a valuable tool to help build trust among strangers.

Program Launch

Our website can now accept an unlimited number of new members. We are currently in substantive discussions with several counties in Maryland to set up pilot programs that can be replicated countywide, statewide and then nationwide. We are also in contact with a select group of organizations to become National Partners so we can generate, in addition to social media, exposure for the program. Each state will create a partnership entity to distribute funds provided by AA. The entity will initially include a representative from the local affiliate of each of our National Partners, a representative from the state education department and a member of any pilot-program school in the state.

Financial Integrity

To ensure financial integrity, AA has designed the following system. AA will only accept credit cards, and all revenue will be automatically deposited into a master checking account. All monthly distributions (credit card fees, schools, states, limited partners, funders, overhead, and management entity) will be based on their percentage of gross revenue received by AA. Each entity will choose how the funds it receives are to be used. National Partners and funders will have visual access to the master checking account, which will show the monthly distributions. Only the management entity, as the general partner, can create distribution checks. There is no financial responsibility to AA for any organization receiving funds from the partnership. Federal and state tax reporting will be done at the end of each calendar year by the management entity. All funds will be expensed at the end of the calendar year, and if there is a revenue surplus for any reason, those funds will be distributed to the states. There cannot be a shortfall because all funds are distributed on monthly basis and overhead items (marketing and operations) will be a function of available revenue. Any grant revenue received by the Foundation, or by the AA program, will be used to enhance program benefits and will not be subject to a distribution. However, if the additional benefits generate new revenue, that revenue will be distributed to the states.

I look forward to hearing back from the appropriate staff person to discuss the details on how we can work together to bring Americans All to our nation.

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 that incorporate images of individuals and events important in the life of Bayard Rustin. The images are summarized below, and each can be viewed online/download in 8.5" x 11" format by clicking on this link. Each image in the photograph selection is listed in the text by a number in bold brackets. Photograph credits are listed with the full name of the photographer.

For more than 50 years, Bayard Rustin was a ministerial activist and leading strategist in the struggle for human rights and economic justice. As a gay man and radical politician, 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, *Stonewall: The Life of Bayard Rustin*, [14] have recognized the importance of his work in building a more democratic and egalitarian society. In 2013 he was awarded a posthumous President Medal of Freedom [48] by President Barack Obama.

Bayard Rustin (March 17, 1912 - August 24, 1987)
 Activist, African American, Athlete, Black, Civil Rights, Desegregation, Economic Justice, Freedom Ride, Gay, G.I. Bill, Jim Crow, March on Washington, Minister, Nonviolence, Peace, Proletarian, Quaker, Socialist, Strategist, Voting Rights

Bayard Rustin was born in 1912 in West Chester, PA, to an uneducated couple, Florence Rustin and Achille Hawkins. His maternal grandparents, Julia Davis [1] and Joseph Rustin, raised him as their son. As a child, Julia had lived in a Quaker household where her mother was a domestic servant. The attended three Charter Friends School and was taught the values of equality, among the members of the Rustin family, and a belief in the nonviolent resolution of conflict. Motivated 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 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 Weldon Johnson [3] who were not welcome at local hotels. Such distinguished visitors and the values instilled in Bayard by his grandparents set him on a course to challenge racial discrimination. "Jim Crow" laws, beginning as a high school student.

Despite being an outstanding student [5] athlete [7], and musician, Rustin was denied the scholarship he felt would enable many white students to further their education. Julia's determination to challenge the injustice resulted in her raising funds for Bayard's matriculation at the historically Black college, Wilberforce [10]. In Ohio, the new office in several campus organizations, including the Student Welfare Quarter [11], but was expelled in 1932 for organizing a student union. His sex was not at issue [12] and while not completing a degree program, he was honored with a posthumous "Doctor of Humane Letters" degree in 2013.

After completing a workshop in activist training with the Quaker sponsored American Friends Service Committee, Rustin traveled to New York City in 1937. Rustin with his aunt and uncle in Harlem, he worked at City College [9] for other labor "The year Rustin was working, that the area was still a community of artists, writers, composers, performers, and intellectuals. Bayard earned his keep singing with a Jewish group's Cantillones [8], briefly working as a teacher for the Works Progress Administration (WPA), and doing odd jobs. City College was an exciting ground for political activists and Bayard joined the Young Communist League, one of the few entities that addressed the problem of racism at the time. He worked as a youth organizer addressing the issues of social segregation and peace. Initially opposed to World War II, the YCL recruited Rustin after Hillary Oppenheimer [13] became active in the Soviet Union in June of 1941. Ordered to cease his work and support the "people's war" [14]. Rustin [15] realized that the Communist Party USA was just a front for the Soviet policy and having genuine interest in social justice work or peace building.

Disillusioned, he quit the YCL and began working with A. Philip Randolph, founding secretary of the Brotherhood of Sleeping Car Porters (BSCP), the premier Black trade union. Dubbed "The most dangerous Negro in America," Randolph was both a trade union leader and a major force working for African American civil rights. Simultaneously, Rustin began a long association with a socialist colleague of Randolph's, Rev. A.J. Muste [6], the head of the Christian League following the Disinvolvement [16] [17]. Serving as the FOR's Black Relations Secretary, Bayard found the country's existing Black Quaker institutions designed to facilitate understanding among racial groups, the was an impressive speaker, often ending his talks with a fringe appeal. Active in Randolph's March on Washington Movement [18], Bayard also became the first Black secretary of the Congress of Racial Equality (CORE), group that began as a small Communist Party USA. In 1942 the FOR and the American Friends Service Committee sent him to the west coast to help prepare the property of the town near 1,300 Japanese-Americans imprisoned in internment camps. During this time, he became acquainted with Norman Thomas [19], 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 Louisville, KY, bound for Nashville, TN, and sat in the rear section. Several drivers ordered him to address the policy of "Jim Crow" seating and move to the rear. The railroad and police stopped the bus 10 miles from Nashville. Rustin was dragged off, beaten, and arrested.

Make a Difference, Get Involved TODAY!
 Register for Americans All for credit and permanently share a paper story—CLICK HERE

Upgrade your Americans All program membership, after a free, 30-minute trial, by subscribing to our Social Legacy Network beyond and your family can match its benefits—membership cards for discounts on goods and services from our program partners and access to new K-12 social studies resources—CLICK HERE

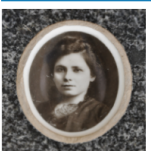
Become a point of contact so your business can become a Legacy Partner for free—CLICK HERE

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 historical society 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 1895, one of eight children of Jovita and Mariano Idár. She attended the leading Institute in Methodist school in Laredo, from which she earned a teaching certificate in 1910. She then taught at a small school in Ogden, inadequate equipment and poor conditions, as well as her inability to improve them, frustrated her, she resigned and joined her 100 brothers as soldiers for her father's weekly newspaper, *La Oroya*.

In 1910 and 1911 La Oroya was vocal in criticizing certain aspects of Hispanic-Anglo relations. It featured stories on educational and social discrimination against Mexican-Americans, deteriorating economic conditions, decreasing use of the Spanish language, the loss of Mexican culture, and language of Hispanics. The newspaper also supported efforts of the revolutionary forces in Mexico. In 1911 La Oroya called a convention of the Orden Colonizador de Honor, a formal order, to discuss the building of a school of the Press. The September 1911 Jovita Idár joined league members and others in Laredo in the First Mexican Congress (1908) to discuss educational, social, labor, and economic reforms. Women participated as speakers and participants, for some, it was the first political meeting. The Congress had been called the first attempt in Mexican American history to organize a militant feminist social movement. That same year, she published a pro-woman suffrage piece in *La Oroya*. In 1912, when she and her brother, Eleuterio, formed another newspaper called *El Progreso*, they continued to advocate 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 to provide relief, to provide education for poor children.

Jovita Idár (September 7, 1895 - June 16, 1942)
 Methodist, Hispanic, Teacher, Journalist, Political Activist, Labor

In 1913 during the Mexican Revolution battle of Nuevo Laredo, Idár and a friend, Leonor Villegas de Magnón, 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 soon affiliated the United States Army and Texas Rangers with an editorial protesting President Woodrow Wilson's dispatch of United States troops to the border. When Rangers arrived to close down *El Progreso*, Idár stood in the doorway to keep them from entering. The rangers closed the newspaper later, however, and Idár returned to *La Oroya*. Idár was later quoted in 1934, when on the paper:

In 1917 I had married Bartolo Idár. The couple moved to San Antonio, where Julia Idár became an active member of the Democratic Party, established a free kindergarten, worked as an interpreter for Spanish-speaking patients in a county hospital, and was an editor of *El Heredero* (Cronista), a publication of the Rio Grande Community of the Methodist Church. She and her husband had no children. She died in San Antonio in 1946.

The original article and bibliography were prepared by Nancy Diane Jones for the Texas State Historical Association, the Handbook of Texas Online. All copyright, unless otherwise noted, are the original article and all images are available on the internet and included in accordance with the 17 U.S.C. Section 107. Additional typewritten and public domain photographs have been added. The portrait photograph of Jovita Idár, provided by www.angonewspapers.com, appears on her headstone. Idár and other 1942 protestors are preserved with a few specific items in the area "A year after Septimas, Chaco and resistance: however, for resistance, they were not so common outside of the area, which probably a reflection of their economic status in rural areas. See image of Jovita Idár from the video clip of her 1917 prepared by her two women, etc.

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 to the Internet for students, teachers, scholars, and the general public. The TSHA was organized in Austin on March 2, 1907, and the first edition began to be printed volumes in 1952, with a supplemental third volume in 1978. Twenty years later, the *Handbook* expanded to six volumes again. With the onset of the digital age, the TSHA chose to digitize the existing *Handbook* to create a new history digital repository of Texas history that currently includes more than 27,000 encyclopedic entries. The *Handbook* consists of overview, general, and biographical entries based on the entire history of Texas from the indigenous Native Americans and the Pilgrims Era to the state's diverse population and the Modern Era. These entries emphasize the role Texas played in state, national, and world history. The TSHA continuously expands the *Handbook* through multi-year special projects that focus on diverse topics to preserve all Texans' history. The most recent additions include the *Handbook of Texas Music* (2012, 2015), *Handbook of Civil War Texas* (2011), *Handbook of African American Texas* (2011), *Handbook of Texan History* (2014), *Handbook of Houston* (2017), and the *Handbook of Texas Women* (2020).

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 research, preservation, and publication of historical materials. *Handbook* entries are written by volunteer historians and professionals, reviewed by TSHA staff, edited by scholars, and approved by TSHA Civil 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 revised to updated information to user suggestions and a routine editorial schedule. Authors also maintain and primary sources such as books, critical reports, newspapers, military service records, obituaries, diaries, and letters to craft historically accurate entries. The sources are compiled into a bibliography and periodically 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 at least 1,487,230 students and 15,500 teachers through resources such as the *Handbook*, teacher workshops, and Texas History Day.

Make a Difference, Get Involved TODAY!
 Register for Americans All for credit and permanently share a Legacy story—CLICK HERE

Upgrade your Americans All program membership, after a free, 30-minute trial, by subscribing to our Social Legacy Network as you and your family can match its benefits—membership cards for 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 so your business can become a Legacy Partner for free—CLICK HERE

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

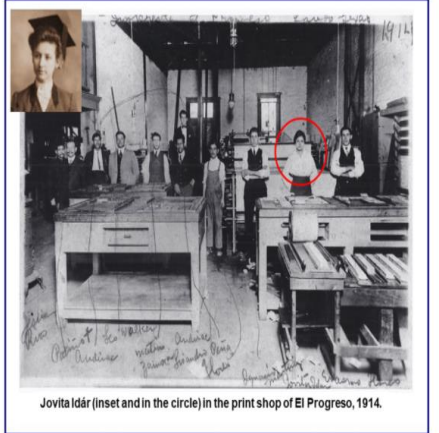
Become a point of contact so your school, library or historical society can become a Legacy Partner for free—CLICK HERE

To learn more about Americans All—CLICK HERE

Read More



Portrait image, Bayard Rustin, 1963. 1. Julia Davis Rustin, c.1940. 2. W.E.B. Du Bois, c.1918. 3. James Weldon Johnson, 1932. 4. A. J. Muste, 1931. 5. Rustin as a young man, c.1940. 6. Rustin's paper 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 Outsider: 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.1850-1860.



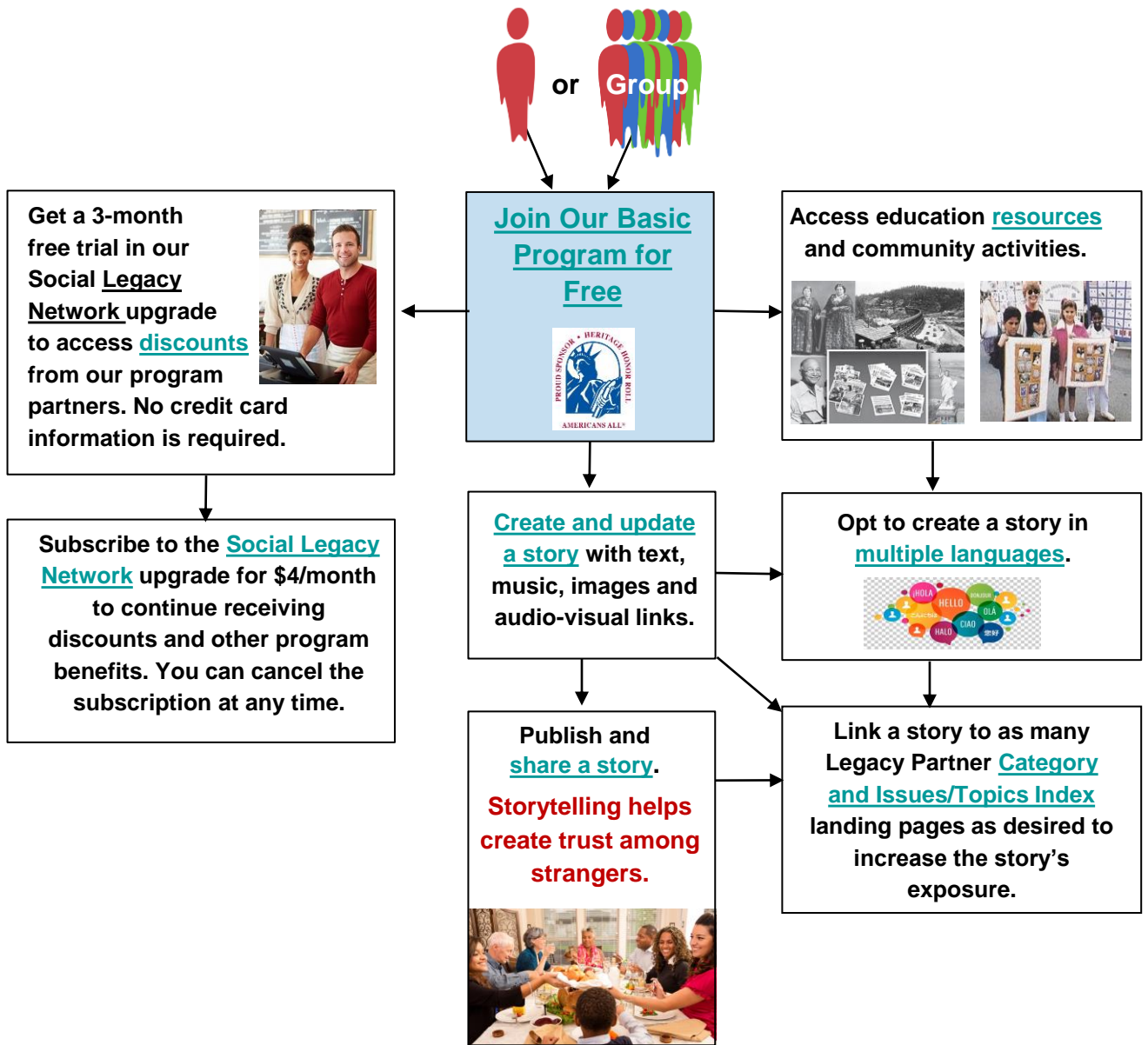
Jovita Idár (inset and in the circle) in the print shop of *El Progreso*, 1914.



Legacy stories reflect members' views. Americans All does not edit these stories. However, if you find content or language you deem to be profane, offensive or otherwise inappropriate, please contact us.

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

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.

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.

