



**REFERENCES TO THE WORDS:  
PARTICIPATION and CIVIC ENGAGEMENT**

Reports of the Truth and Reconciliation Commission of  
The Americas:

Canada and Greensboro

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THE **CONFRONTING**  
**ATROCITY** PROJECT

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The word references analysis was done by NVivo software.

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## **Researcher Notes on the Reports:**

### **Canada: Summary of the Final Report of the Truth and Reconciliation Commission Report**

#### **Detail:**

- Published in 2015.
- Pdf has 527 pages.

### **Greensboro: Truth and Reconciliation Commission Final Report Details:**

- Pdf has 563 pages.
- Pdf has two reports:
  1. “Executive Summary Report” is pages between 1 and 54. Published in 2006.
  2. “The Final Report” is pages between 55 and 563.

## References to Civic Engagement in Canada Report Tree Map



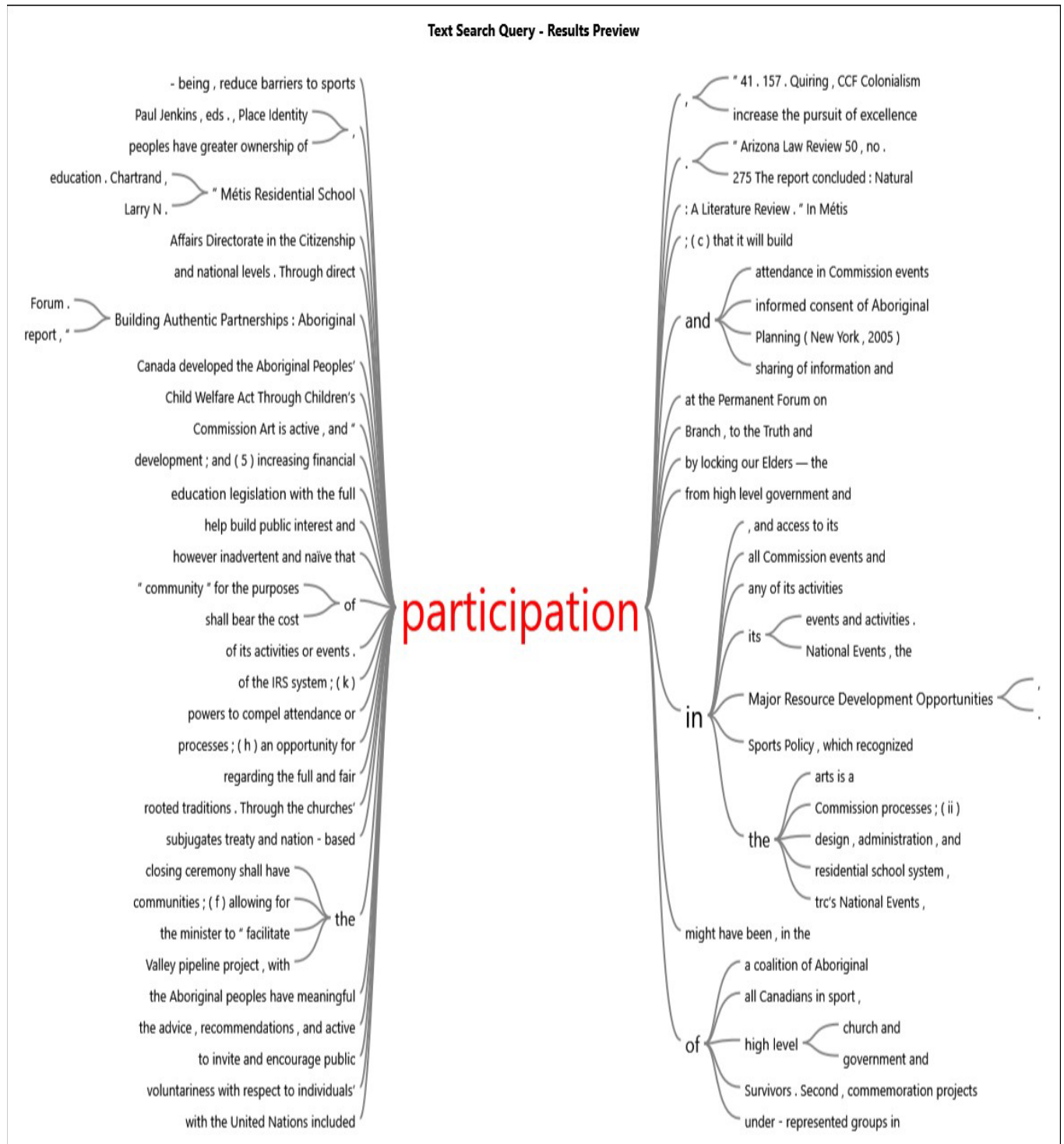
**Name:** References to Civic Engagement in Canada Report

<Files\\TRC\_Summary-of-the-Final-Report-of-the-Truth-and-Reconciliation-Commission-of-Canada> - § 1  
reference coded [0.03% Coverage]

Reference 1 - 0.03% Coverage

to play in the commem-  
oration process. The state is responsible for managing public space and has the capacity to maintain monuments and develop long-term national commemoration policies and strategies.<sup>231</sup> The Special Rapporteur further concluded that states should ensure that memorial policies contribute to, in particular ... providing symbolic reparation and public recognition to the victims in ways that respond to the needs of all victims oppressed in a recent or distant past and contribute to their healing ... the development of reconciliation policies between groups ... [and] promoting civic engagement, critical thinking and stimulating discussions on the representation of the past, as well as contemporary challenges of exclusion and violence.

# References to Participation in Canada Report Tree Map



## **Name:** References to Participation in Canada Report

<Files\\TRC\_Summary-of-the-Final-Report-of-the-Truth-and-Reconciliation-Commission-of-Canada> - §  
32 references coded [0.46% Coverage]

### Reference 1 - 0.01% Coverage

statement-gathering activities and to help build public interest and participation in its National Events, the trc organized Regional Events in Victoria and Whitehorse. It also held 238 days of local hearings in seventy-seven communities across the country. The Commission also sponsored "town halls" on reconciliation at its Victoria

### Reference 2 - 0.02% Coverage

educate the public about the legacy of residential schools and to invite and encourage public participation in its events and activities. The Commission took part in nearly 900 separate events. These included a number of special events that the trc organized with various partners to engage with Survivors' organizations and other Aboriginal groups, youth, women, faith communities, the philanthropic community, and new Canadians. The Commission also accepted invitations to share information about its work internationally through the United Nations, the International Centre for Transitional Justice, and a number of university law faculties.<sup>10</sup>

### Reference 3 - 0.01% Coverage

10) We call upon the federal government to draft new Aboriginal education legislation with the full participation and informed consent of Aboriginal peoples. The new legislation would include a commitment to sufficient funding and would incorporate the following principles: i. Providing sufficient funding to close identified educational achievement gaps within one generation.  
ii. Improving education attainment levels

### Reference 4 - 0.02% Coverage

central to reconciliation. He said,  
There are those who believe that a generic reconciliation process is a Westernbased concept to be imposed on the Aboriginal peoples without regard to their own traditional practices of restoring personal and collective peace and harmony. We must therefore insist that the Aboriginal peoples have meaningful participation in the design, administration, and evaluation of the reconciliation process so that it is based on their local culture and language. If reconciliation is to be real and meaningful in Canada, it must embrace the inherent right of selfdetermination through self-government envisioned in the treaties....

### Reference 5 - 0.02% Coverage

the dispossession and dismantling of

Aboriginal societies. It must dramatically change if it is going to have any legitimacy within First Nations, Inuit, and Métis communities. Until Canadian law becomes an instrument supporting Aboriginal peoples' empowerment, many Aboriginal people will continue to regard it as a morally and politically malignant force. A commitment to truth and reconciliation demands that Canada's legal system be transformed. It must ensure that Aboriginal peoples have greater ownership of, participation in, and access to its central driving forces. Canada's Constitution must become truly a constitution for all of Canada.<sup>48</sup>

#### Reference 6 - 0.02% Coverage

If reconciliation is focused only on residential schools rather than the broader set of relationships that generated policies, legislation, and practices aimed at assimilation and political genocide, then there is a risk that reconciliation will "level the playing field" in the eyes of Canadians.... I also worry that institutionalization of a narrowly defined "reconciliation" subjugates treaty and nation-based participation by locking our Elders—the ones that suffered the most directly at the hands of the residential school system—into a position of victimhood. Of course, they are anything but victims. They are our strongest visionaries and they inspire us to vision alternative futures.<sup>53</sup>

#### Reference 7 - 0.04% Coverage

youth must have a strong

voice in developing reconciliation policy, programs, and practices into the future. It is therefore vital to develop appropriate public education strategies to support the ongoing involvement of children and youth in age-appropriate reconciliation initiatives and projects at community, regional, and national levels. Through direct participation in the trc's National Events, thousands of young people and their teachers across the country had the opportunity to learn about the residential schools and think about their own role and responsibility in reconciliation. The trc's Education Days were designed specifically for elementary and high school students and their teachers. Young people had the opportunity to listen to, and interact with, Elders and Survivors. They attended interactive workshops where they learned about the residential school history, resilience, and healing through the arts—painting, carving, storytelling, music, and film. They visited the Learning Places to walk through the Legacy of Hope Foundation display, "One Hundred Years of Loss," and to see posters and archival photographs of the residential schools from their own region. Education Days were well attended. For example, at the British Columbia National Event in Vancouver, approximately 5

#### Reference 8 - 0.01% Coverage

280 • Truth & Reconciliation Commission Art is active, and "participation in the arts is a guarantor of other human rights

#### Reference 9 - 0.03% Coverage

Survivor Committee, identified three elements of the commemoration process that were seen as being essential to supporting long-term reconciliation. First, the projects were to be Survivor-driven; that is, their success was contingent upon the



advice, recommendations, and active participation of Survivors. Second, commemoration projects would forge new connections that linked Aboriginal family and community memory to Canada's public memory and national history. Third, incorporating Indigenous oral history and memory practices into commemoration projects would ensure that the processes of remembering places, reclaiming identity, and revitalizing cultures were consistent with the principle of self-determination. Commemorating the life stories of Survivors strengthens the bonds of family and community memory that have been

#### Reference 10 - 0.02% Coverage

Despite the many achievements of individual Indigenous athletes, too many Aboriginal youth remain excluded from community-based sports activities and the pursuit of excellence in sport. The Physical Activity and Sport Act (2003) set out the federal government's sport policy regarding the full and fair participation of all Canadians in sport, and mandated the minister to "facilitate the participation of under-represented groups in the Canadian sport system" (S. 5.m). However, the Act made no specific reference to Aboriginal peoples.<sup>261</sup>

#### Reference 11 - 0.02% Coverage

89) We call upon the federal government to amend the Physical Activity and Sport Act to support reconciliation by ensuring that policies to promote physical activity as a fundamental element of health and well-being, reduce barriers to sports participation, increase the pursuit of excellence in sport, and build capacity in the Canadian sport system, are inclusive of Aboriginal peoples. In 2005, Sport Canada developed the Aboriginal Peoples' Participation in Sports Policy, which recognized the unique

#### Reference 12 - 0.04% Coverage

organization, held a series of six regional dialogues across the country, bringing together Aboriginal leaders; senior federal, provincial, and territorial government officials; and representatives from industry, business, and financial institutions. The purposes of the dialogues were to discuss issues, identify best practices, and make recommendations for action on how to ensure that Aboriginal communities benefit from large-scale resource development projects. The resulting report, "Building Authentic Partnerships: Aboriginal Participation in Major Resource Development Opportunities," identified five key opportunities for action: (1) developing authentic partnerships among Aboriginal communities, industry, governments, and academic institutions by building trust; (2) developing human capital by removing barriers to education, training, and skills development for Aboriginal entrepreneurs, workers, and leaders; (3) enhancing community control over decision making; (4) promoting entrepreneurship and business development; and (5) increasing financial participation.<sup>275</sup>

#### Reference 13 - 0.01% Coverage

10) We call on the federal government to draft new Aboriginal education legislation with the full participation and informed consent of Aboriginal peoples. The new legislation would include a commitment

to sufficient funding and would incorporate the following principles: i. Providing sufficient funding to close identified educational achievement gaps within one generation.

#### Reference 14 - 0.01% Coverage

89) We call upon the federal government to amend the Physical Activity and Sport Act to support reconciliation by ensuring that policies to promote physical activity as a fundamental element of health and well-being, reduce barriers to sports participation, increase the pursuit of excellence in sport, and build capacity in the Canadian sport system, are inclusive of Aboriginal peoples.

#### Reference 15 - 0.01% Coverage

conduct a formal legal process;

(c) shall not possess subpoena powers, and do not have powers to compel attendance or participation in any of its activities or events. Participation in all Commission events and activities is entirely voluntary;

#### Reference 16 - 0.01% Coverage

(b) that the truth and reconciliation process is committed to the principle of voluntariness with respect to individuals' participation;

#### Reference 17 - 0.01% Coverage

advice to the Commissioners on:

(i) the characteristics of a "community" for the purposes of participation in the Commission processes;

#### Reference 18 - 0.01% Coverage

from their community reconciliation processes;

(h) an opportunity for participation and sharing of information and knowledge among former students, their families, communities, experts, church and government officials, institutions and the Canadian public;

#### Reference 19 - 0.01% Coverage

(k) participation of high level government and church officials; (l) health supports and trauma experts during and after the ceremony for all participants.

#### Reference 20 - 0.01% Coverage

better relationships with local communities;

(f) allowing for the participation from high level government and church officials, if requested by communities;

#### Reference 21 - 0.01% Coverage

of its mandate to recognize the significance of all events over the life of the Commission. The closing ceremony shall have the participation of high level church and government officials.

#### Reference 22 - 0.01% Coverage

sufficient resources allocated to the community events over the five year period. The Commission shall also ensure that a portion of the budget is set aside for individual statement-taking/truth sharing and to archive the Commission's records and information. Institutional parties shall bear the cost of participation and attendance in Commission events and community events

#### Reference 23 - 0.01% Coverage

before any encounter with Christianity, found meaning, spiritual benefit and the presence of the creator through life-giving Indigenous spiritual practices that have deeply rooted traditions. Through the churches' participation in the residential school system, The Presbyterian Church in Canada contributed

#### Reference 24 - 0.02% Coverage

that beset Native communities today—high unemployment, alcoholism, family breakdown, domestic violence, spiraling suicide rates, lack of healthy self-esteem—are not so much the result of personal failure as they are the result of centuries of systemic imperialism. Any people stripped of its traditions as well as of its pride falls victim to precisely these social ills. For the part that we played, however inadvertent and naïve that participation might have been, in the setting up and maintaining of a system that stripped others of not only their lands but also of their cultural, linguistic, and religious traditions we sincerely apologize. Beyond this regret for having been part of a system which, because of its historical privilege and assumed superiority did

#### Reference 25 - 0.01% Coverage

Primrose, A. P. (5th Earl of Rosebery). Australian speechlets, 1883–84. Public Policy Forum. Building Authentic Partnerships: Aboriginal Participation in Major Resource Development Opportunities. Ottawa: Public Policy Forum, 2012. [http://www.ppforum.ca/sites/default/files/Aboriginal%20Participation%20in%20Major%20Resource%20Development\\_ENG\\_3.pdf](http://www.ppforum.ca/sites/default/files/Aboriginal%20Participation%20in%20Major%20Resource%20Development_ENG_3.pdf).

Reference 26 - 0.01% Coverage

Atwood, Barbara. "The Voice of the Indian Child: Strengthening the Indian Child Welfare Act Through Children's Participation." *Arizona Law Review* 50, no.1 (2008): 127–156

Reference 27 - 0.01% Coverage

Chartrand, Larry N. "Métis Residential School Participation: A Literature Review." In *Métis History and Experience and Residential Schools in Canada*, by Larry N. Chartrand, Tricia E. Logan, and Judy D. Daniels, 5–55. Ottawa: Aboriginal Healing Foundation, 2006.

Reference 28 - 0.01% Coverage

10. The Commission's engagement with the United Nations included participation at the Permanent Forum on Indigenous Issues, the Expert Panel on Indigenous Issues, an Expert Seminar on Truth Commissions and Access to Justice, and a Human Rights Council Special Panel on Education and Teaching History.

Reference 29 - 0.01% Coverage

156. For example, it was estimated in 1936 that 80% of Métis children in Alberta received no education. Chartrand, "Métis Residential School Participation," 41.

Reference 30 - 0.01% Coverage

92. Email from Glenn Morrisson, Policy Manager of the Aboriginal Affairs Directorate in the Citizenship Participation Branch, to the Truth and Reconciliation Commission (July 9, 2012).

Reference 31 - 0.01% Coverage

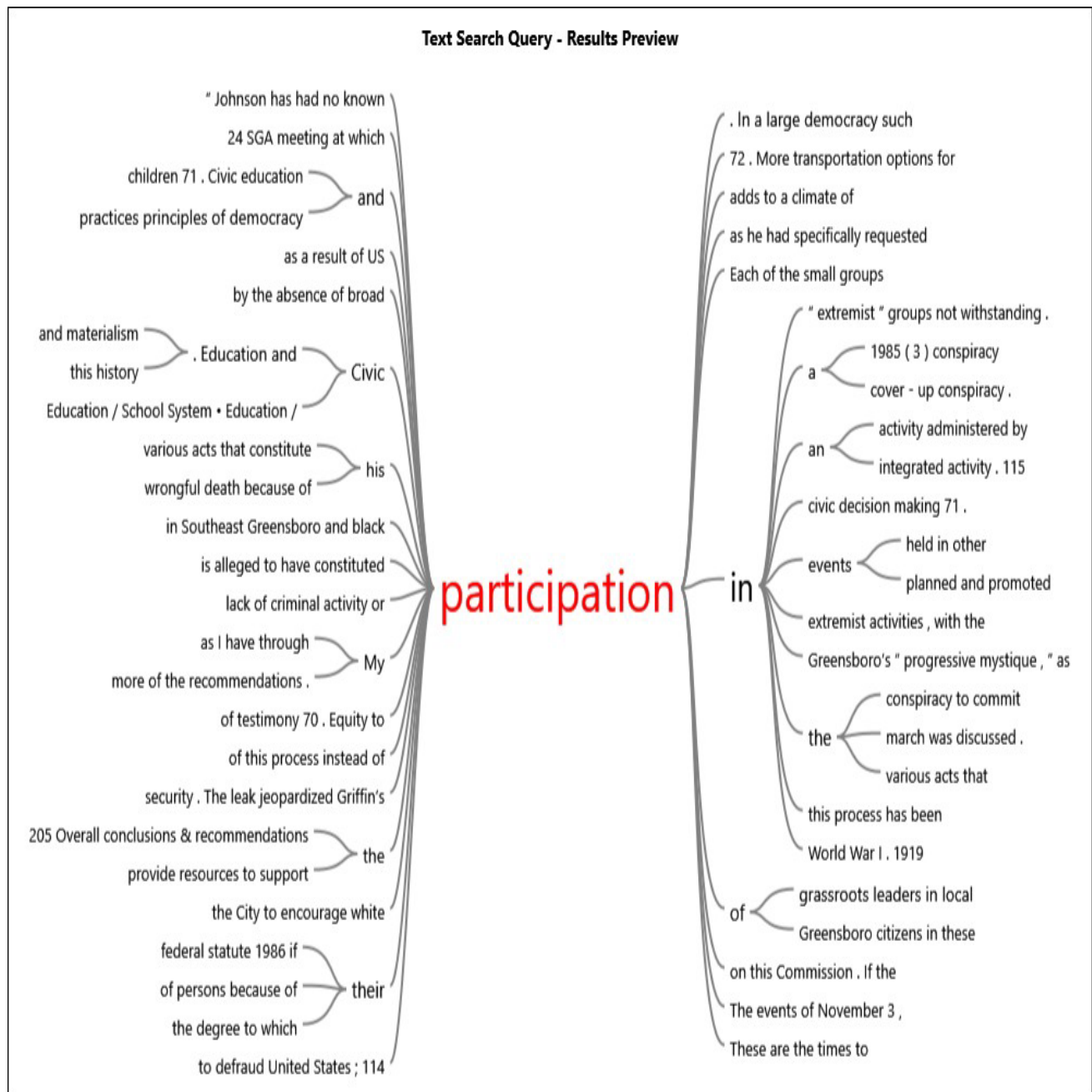
217. Hague defines place as "a geographic space that is defined by meanings, sentiments and stories rather than by a set of co-ordinates." See: Cliff Hague, "Planning and Place Identity," in Cliff Hague and Paul Jenkins, eds., *Place Identity, Participation and Planning* (New York, 2005), 4, cited in Opp and Walsh, *Placing Memory*, 5.

Reference 32 - 0.04% Coverage

269. Canada, *Northern Frontier, Northern Homeland*, 1:1, 82–83. Beginning in the 1980s, several land-claims agreements were signed across the North, including the Inuvialuit Final Agreement (1984), the Gwich'in Comprehensive Land Claim Agreement (1992), the Sahtu Dene and Métis Comprehensive Land Claim Agreement (1994), and the Tlicho Agreement (2005) in the Northwest Territories. Although there have been

attempts to revitalize the Mackenzie Valley pipeline project, with the participation of a coalition of Aboriginal partners, as of 2014, it remained unclear as to whether the project would proceed. See: Brent Jang, "Gas Exports from B.C. Seen as Key to Reviving Pipeline," Globe and Mail, February 2, 2014, <http://www.theglobeandmail.com/report-on-business/industry-news/energy-and-resources/gas-exports-from-bc-said-key-to-reviving-pipeline/article16657138/>; Jeff Lewis, "Northwest Territories Eyes Revival of Mackenzie Valley Pipeline Project," Financial Post, June 11, 2013, [http://business.financialpost.com/2013/06/11/northwest-territories-eyes-revival-of-mackenzie-valley-pipeline-project/?\\_\\_lsa=c5d4-608a](http://business.financialpost.com/2013/06/11/northwest-territories-eyes-revival-of-mackenzie-valley-pipeline-project/?__lsa=c5d4-608a).

## References to Participation in Greensboro Report Tree Map



## **Name: References to Participation in Greensboro Report**

<Files\\UnitedStates.Greensboro.TRC\_Report-FULL> - \$ 23 references coded [0.34% Coverage]

### **Reference 1 - 0.01% Coverage**

ii. The City of Greensboro and other organizations should provide resources to support the participation of grassroots leaders in local or out-of-state programs and activities that affirm and enhance their leadership ability.

### **Reference 2 - 0.01% Coverage**

Institutions should exist for the welfare of ALL citizens in a healthy democracy. The process of pushing institutions to become accountable to the citizens they are supposed to serve assumes and involves a collective citizenry that understands and practices principles of democracy and participation. In a large democracy such as ours, this is a learned skill that includes responsibilities, rights and privileges.

### **Reference 3 - 0.02% Coverage**

(L)eaders in Greensboro have yet to acknowledge the degree to which their participation in Greensboro's "progressive mystique," as I have dubbed it, has aided and abetted the perpetuation of white racial hegemony in Greensboro. What is the "progressive mystique?" It is a series of beliefs focused on perceiving Greensboro, and the Piedmont more generally, as moderate in its politics, tolerant in its social behavior, and above all, courteous and open to people of all persuasions as long as they play by the rules of the game. What are those rules? First, that people treat each other with civility. Second, that they are willing to listen to petitions for change, but only if these are offered with due deference and courtesy. And third, that any significant alteration of the status quo requires consensus that change is necessary – in effect, unanimous consent...

### **Reference 4 - 0.01% Coverage**

sequence of November 3, 1979

The investigation opened on Johnson on Dec, 18, 1975, notes that "Johnson has had no known participation in extremist activities, with the possible exception of helping Claude Barnes with a project on the A&T campus." It further notes his active role in the Greensboro Association of Poor People, "a black civic organization," but that "it appears Johnson is devoting his attention ... to the pursuit of his job at Cone Mills."66

### **Reference 5 - 0.01% Coverage**

The environment and concern at Cone appears to have encouraged the FBI to continue their investigation of Johnson, his lack of criminal activity or participation in "extremist" groups notwithstanding.92 The investigation continued from December 1975 until Aug. 13, 1976,93

#### Reference 6 - 0.02% Coverage

The Mobilization Committee identified another source of resistance to the march when it filed a suit on Jan. 29, 1980, asking the court to direct the SBI to "stop harassing and intimidating students organizing for the march." An example of that intimidation was offered by the committee on behalf of Kelvin Buncum, president of the Student Government Association at N.C. A&T State University, as described in a Greensboro Daily News article on Jan. 30: Buncum said two A&T security guards, "accompanied by two men who I knew to be agents of the SBI," attended a Jan. 24 SGA meeting at which participation in the march was discussed. "I feel that the presence of campus security and the SBI agents had a chilling effect on the students at the meeting," Buncum said. "Most have not participated in any further activities with respect to the Feb. 2 march."<sup>73</sup>

#### Reference 7 - 0.01% Coverage

3. Efforts should be made by the City Council and other groups in the City to encourage white participation in events planned and promoted by the City to be held in Southeast Greensboro and black participation in events held in other parts of the City. The City Council and other organizations in the City should provide leadership in an effort to break down the barriers which separate the citizens in our community.

#### Reference 8 - 0.02% Coverage

- Before the GTRC's official announcement, someone in the GPD, city council or city manager's office leaked to the News & Record that Klansman Virgil Griffin was to speak at the first public hearing, prompting an article raising concerns about security. The leak jeopardized Griffin's participation as he had specifically requested that we keep it confidential so as not to attract too much press or protestors. In addition, some citizens say they stayed away from the hearing out of fear when they heard comments from council members implying that the GTRC was putting the city in danger. One council member compared the hearings to the violence in 1979 by saying, "We never wanted an incident then and we don't want an incident now." Another said, "I don't understand what they're doing to start with and don't know what they want to gain... It's nuts to me."<sup>116</sup>

#### Reference 9 - 0.01% Coverage

to defraud United States;<sup>114</sup>

participation in an activity administered by any state or its subdivision; and conspiracy to violate the rights of persons because of their participation in an integrated activity.<sup>115</sup>

#### Reference 10 - 0.02% Coverage

The court next turned to the motions to dismiss the allegations of a cover-up after the shootings.<sup>188</sup> The court dismissed Brereton of the FBI from the lawsuit on the basis that the complaint had failed to allege sufficient facts to sustain an allegation of agreement or cooperation between Brereton, who conducted the FBI investigation after the incident, and any other defendants, nor did it "appraise him of how his role in the investigation is alleged to have constituted participation in a cover-up conspiracy." This dismissal, on the



basis of “sufficiency of the pleadings,” has little significance for Brereton’s accountability as it is premised solely on the insufficiency of the complaint.

#### Reference 11 - 0.01% Coverage

federal defendants could be susceptible

to a finding of liability under the federal statute §1986 if their participation in a §1985(3) conspiracy charge is demonstrated at trial. Thus, the Court rejected the motions to dismiss as to Counts Three and Six and dismissed the part of Count Ten as to the federal defendants only.

#### Reference 12 - 0.02% Coverage

The jury instructions next went on to define the state law claims. On wrongful death, the instruction recited the N.C. statute, in and of itself a fairly confusing section of law. The instructions then broke down the requirements of proof: (1) that the plaintiff is the personal representative of the named five deceased persons; and (2) that the death was proximately caused by a defendant’s wrongful act. To prove this the plaintiff must show that a defendant acted intentionally or recklessly in causing the death. The defendant could also be liable for wrongful death because of his participation in the various acts that constitute his participation in the conspiracy to commit the federal civil rights violations.<sup>249</sup>

#### Reference 13 - 0.01% Coverage

Overall conclusions & recommendations

the participation of grassroots leaders in local or out-of-state programs and activities that affirm and enhance their leadership ability.

Many of the existing leadership

#### Reference 14 - 0.01% Coverage

Reconciliation Commission Final Report

Recommendations

Institutions should exist for the welfare of ALL citizens in a healthy democracy. The process of pushing institutions to become accountable to the citizens they are supposed to serve assumes and involves a collective citizenry that understands and practices principles of democracy and participation. In a large democracy such as ours, this is a learned skill that includes responsibilities, rights, and privileges.

#### Reference 15 - 0.02% Coverage

social pariah, namely Nelson Johnson.

In reality, the Greensboro Truth and Reconciliation Process has been a bold experiment – the first of its kind in the United States. It has the potential to be the catalyst for serious social change in Greensboro if people across the city take the risk of reading the report, dispel long-held myths about Nov. 3, 1979, and assume responsibility for implementing one or more of the recommendations. My participation in this process has

been nothing less than a life-changing challenge. I have met people who will no doubt become lifelong friends and allies in my journey toward social change. I have had to confront fears and weaknesses, even as I had the opportunity to offer my gifts and strengths to the process.

I've thought a lot about

#### Reference 16 - 0.01% Coverage

Even through this process, trust was not established between the police department and the community. Where is trust to be found when the police used intimidation tactics to try to stop our community forum from happening? In addition, their surveillance of this process instead of participation adds to a climate of mistrust.

#### Reference 17 - 0.04% Coverage

The two years spent on the Commission have been extremely rewarding. I feel, without any qualification, that there had to have been divine guidance in the selection of the seven commissioners. None of us knew one another prior to our selection. We each have come from very different backgrounds. We are from different faith traditions, have followed different career paths, and have had very different life experiences. It would be difficult to assemble a more diverse group of people than we, even if one were to attempt such a feat on purpose. Yet, we have managed to come together to pursue a common task with mutual respect and a vibrant willingness to share responsibilities according to each of our unique abilities and skills. There were moments we would not have been able to proceed without the insights of one member or another, or without the technical knowledge of one member or another. It seemed that at each hurdle we needed to cross, there would be one among us who had the specific information, way of asking questions, or sensitivity that we all needed in order to proceed. Quite frankly, I've never in my life been so honored to have been among a group of people as I have through my participation on this Commission.

#### Reference 18 - 0.01% Coverage

the Klan's revival.

1917-1918

Labor union membership doubles to 5 million workers as a result of US participation in World War I.

#### Reference 19 - 0.01% Coverage

following were then discussed further:

- Health Care/Housing/Living Conditions • Developing Community Leadership • Continuing Reconciliation
- Media Accountability • Government Accountability (including police) • Acknowledging November 3, 1979
- Economic Justice • Workers' Rights (no one chose to participate in this discussion) • Confronting Racism
- Education/School System • Education/Civic Participation

Each of the small groups

#### Reference 20 - 0.01% Coverage

obtain economic wealth and materialism.  
Education and Civic Participation

#### Reference 21 - 0.02% Coverage

thinking associated with this history.  
Education and Civic Participation

These are the times to grow our souls. We are profoundly disturbed by the absence of broad participation of Greensboro citizens in these proceedings and believe that this is rooted in the growing tendency of the American people to be preoccupied with material accumulation rather than the well-being of our community and country. To address this apathy, we propose: (a) sponsoring grassroots discussions of the TRC in the public square, community organizations, and neighborhood groups; and (b) including community building in the school curriculum for our children K-12.

#### Reference 22 - 0.02% Coverage

64. Responsive and responsible government 65. Systemic problems in primary and secondary education 66. How people are educated about the event 67. Ignorance of the past 68. Misunderstanding of connections between issues then and now 69. Persistence of old story in the face of testimony 70. Equity to participation in civic decision making 71. Displacement of poor communities 72. Commitment to economic development in east Greensboro. 73. City leadership: lack of integrity 74. 2 Greensboros 75. Gap between people of color and whites 76. Status Quo mentality for those in power 77. Not enough people of color in real positions 78. Lack of creativity-doing the same things even when they aren't working 79. Lack of city involvement in grassroots prompted issues 80. Questions of community empowerment have been ignored

#### Reference 23 - 0.02% Coverage

63. Encourage leadership 64. Establish leadership training programs 65. Develop an aggressive community education institute 66. Thorough and frequent reporting by providing adequate resources to reporters 67. Work to balance individual and community 68. Economic justice and development 69. Grassroots involvement of "regular folks" 70. Creative education for all children 71. Civic education and participation 72. More transportation options for walkers and biking lanes 73. Media as community building resource 74. Integrated schools 75. Opportunities to develop communities such as community dialogue 76. Promoting healthy environment-energy policies and pollution 77. Equal health care 78. Conflict/community discussions 79. Education