



Argus

League of Women Voters of Lane County Newsletter

RECRUITING FOR LANE COUNTY'S INDEPENDENT REDISTRICTING COMMITTEE

by Charlcie Kaylor, President

Our League has been working with Lane County Board of Commissioners since 2019 to establish an ordinance to ensure redistricting is as fair and transparent as possible. On June 15 we were sent the information below. Since then they have developed a more user friendly link - www.LaneCountyOR.gov/IRC

Please consider applying and/or forwarding this to someone you know would be interested. **While the July 16 deadline seems early**, they want time to prepare the committee so the work can begin as soon as the census data is received in September - or later.



INDEPENDENT REDISTRICTING COMMITTEE (IRC)

The Lane County Home Rule Charter requires the Lane County Board of Commissioners to draw new lines for the five Lane County Commissioner positions. The new commissioner boundary lines must be drawn in such a way as to not deny any citizen equal rights. This process is called redistricting and the Lane County Home Rule Charter requires that it be done not less than every ten (10) years. The boundaries were last drawn on October 26, 2011. The Lane Charter also requires that the new commissioner boundary lines be adopted in the form of an ordinance by the Lane County Board of Commissioners. On June 8, 2021 the Lane County Board of Commissioners adopted an ordinance creating the IRC.

The IRC will prepare at least two (2) but not more than four (4) proposed redistricting plans in ordinance form for adoption by the Lane County Board of Commissioners as required by the Lane County Home Rule Charter Chapter III, section 3 subsections (d) and (e). The proposed plans must comply with the relevant law relating to redistricting, voting rights and the applicable local, state and federal requirements. The proposals must be ranked by the IRC in the order of its preference and the IRC must report to the Lane County Board of Commissioners the strengths and weaknesses of each proposal.

MEETINGS: The scheduling of meetings will depend upon receipt of United States Census data and are estimated to average two (2) per month through the end of the year.

MEMBERSHIP: Fifteen (15) Regular Members and three (3) Alternate Members.

VACANCIES: Fifteen (15) Regular Members and three (3) Alternate Members.

GEOGRAPHIC MEMBERSHIP REQUIREMENTS: Must be a resident of Lane County at the time of appointment. Every reasonable effort will be made to select membership from different geographic areas of Lane County.

OTHER MEMBERSHIP REQUIREMENTS: Applicants must complete an ethics/conflict of interest form.

APPLICATION DEADLINE: Must be received no later than Friday July 16, 2021 at 4:00pm.

All interested applicants are required to submit both an application for the IRC committee, located [here](#), as well as a current Statement of Economic Interest, located [here](#). Both applications are also available online on the Lane County website located [here](#). Hard copies of the applications may be obtained from the Lane County Board of Commissioners' Office in the Lane County Public Service Building, 125 East 8th Avenue in Eugene Oregon.

APPLICATION SUBMITTAL: Hard copy applications can be turned in at the Lane County Commissioners' Office in the Lane County Public Service Building, 125 East 8th Avenue in Eugene Oregon. Online applications can be mailed to: Stephen.Dingle@lanecountyor.gov

LWV of Lane County Board and Off Board Roster 2020-21

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president@lwvlc.org

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CIVICS EDUCATION

There are no committee reports this month, so this slim *Argus* issue concentrates on civics education.

Oregon SB 513 requires a half-credit civics course for an Oregon diploma, starting with the Class of 2026. LWVLC's commitment to Harvard's Case Method which includes facilitating Lane County teachers to participate in training to use the method. (See below)

A summary from *Democracy - A Case Study*, is an example of the material is on page three.

A conversation excerpted from *The Atlantic* on page four explores today's political divisiveness and the path to a solution.

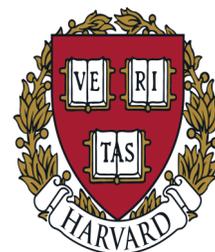
Charlcie Kaylor, President

CIVICS TEACHERS WHO LOVE TO LEARN!

By Freddi Weishahn, Development Chair

The LWVLC has currently nominated six teachers from Lane County who will attend a virtual workshop in August offered by the Case Method Institute (CMI) at Harvard University:

Clair Wiles - Social Studies teacher at North Eugene High School
Joe Neill - Social Studies teacher at Pleasant Hill High School
Chad Kessler - US History teacher at South Eugene High School
Jacob Clark - AP US Government teacher at South Eugene High School
David Frost - Social Studies Department Chair at Springfield High School
Cailey Sokolowski - AP US Government teacher at Oakridge Junior-Senior High School



The Institute offers free training for high school teachers of US history, government, and civics. We will look forward to hearing from our nominees in the next school year as they implement the Case Method which utilizes deep levels of questioning, discussion, and debate.

We have contacted county high school administrations and librarians to see if a gift of David Moss' book, *Democracy - A Case Study*, will align with their collection policies. At this point, we have received requests from fourteen schools. We plan to send the books out in late August or early September.

Look at the summary of one of Moss's cases on page three.

Case # 16 - Martin Luther King and the Struggle for Black Voting Rights (1965)

(From David A. Moss, *Democracy - A Case Study*)

It is March 9, 1965, and Martin Luther King, Jr. must decide if he will go against a federal court order which would block him and his more than 2,000 protestors from crossing the Edmond Pettus Bridge in Selma, Alabama.

In the previous decade, King had become a spokesman for the boycotts and nonviolent disobedience against segregation in the South. He was director of the Southern Christian Leadership Conference (SCLC) and had recently been awarded the Nobel Prize for his leadership in the fight for civil rights in the US.

In January of 1965, the SCLC had begun a campaign of protests, nonviolent but illegal, to fight the suppression of black votes in the South. When a protester was killed in February, an 80-mile march was planned from Selma to Montgomery, a route which would necessitate crossing the Edmund Pettus Bridge. As the protestors marched across the bridge, the sheriff, his deputies, and state troopers used clubs, tear gas and cattle prods to push back the marchers.

In response to this violence, King planned to lead another march, this time with hundreds of clergy from all across the country. President Johnson had already helped enact the Civil Rights Act and was currently drafting a voting rights bill. He worried that the defiance of the marchers could jeopardize its chance of passing. Pressure mounts for King to change his plans for the march across the bridge when he is informed of an injunction by a federal judge. King waited for confirmation that if he and his marchers would turn around after reaching the bridge, they would not be in violation of the federal injunction. When King did not get a response, the march began.



When King did not get a response, the march began.

David Moss and his team lead us through the granting of equal suf-

frage in the Reconstruction Act followed by the multitude of ways former slaves were intimidated or blocked from voting. Before disenfranchisement efforts, black voters in Mississippi numbered in the hundreds of thousands but dwindled to less than 8,000 by the turn of the century.

Industrialization and the world wars created new jobs and migration to the northern cities. Many Americans began to see the hypocrisy of fighting the racism in Nazi Germany during WWII and the disenfranchisement of blacks at home, many of whom fought in the war. The NAACP, which was founded in the early part of the 20th century, became more successful with its lobbying and legal challenges to segregation. Its most famous victory was the unanimous vote by the Supreme Court to overturn "separate but equal" in *Brown v. Board of Education of Topeka, Kansas*.

The fight against segregation continued to mount, leading to the rise of the civil rights movement which encouraged boycotting and civil disobedience. Martin Luther King, Jr. was a prominent figure throughout this period and he began to realize the effectiveness of mass marches to create "moral pressure." King was so prominent that John F. and Robert Kennedy felt compelled on a number of occasions to intervene on King's behalf.

In the follow-up to this case, we learn that as King and his marchers approached the Edmond Pettus Bridge on March 9th, 1965, a deputy made clear the federal court order forbidding them from crossing. King and his marchers continued onto the bridge where he knelt and led the marchers in prayer. As state troopers waited for them to march forward, King instead turned the marchers around, disappointing many of them. He had avoided violence that day, but the white backlash of beatings, arrests, and killings that followed led to national outrage. Within a few weeks, President Johnson introduced the Voting Rights Act and King and his marchers were given immediate permission to cross the Edmond Pettus Bridge and continue on to Montgomery. Johnson was ultimately successful in getting the majority of Congress to pass the Voting Rights Act and it was signed into law in August of 1965. King, unfortunately, would continue to be a target of white backlash and was assassinated in 1968 at the age of 39.

ARE WE HEADED TO A COLD CIVIL WAR?

Continuing the discussion on civics education, the following article from *The Atlantic* explores the USA's political divide. Thank you, **Keli Osborn**, for bringing it to our attention.

Four competing visions are tearing the country apart, George Packer [argues in our July/August issue](#). In this week's newsletter, we give you a peek at our editor in chief Jeffrey Goldberg's interview with George on America's future as a unified country and share a selection of his latest writing.

— [Mara Wilson](#)

This conversation first appeared in [Notes From the Editor in Chief](#), a monthly newsletter that brings readers inside The Atlantic; it has been condensed and edited for clarity.

Jeff: You've written entire books on this general subject, but try to answer this question in a couple of lines: What causes you to worry the most about America's future as a unified, coherent country?

George: We Americans don't just disagree with one another. We don't just have different values, narratives, and perceptions of truth. We actually see one another as moral threats, incompatible with all that we consider good, and we fantasize about a country in which the threats are no longer around. Not to be melodramatic, but you can recognize this kind of thinking in countries that fall into civil war.

Jeff: You think we're actually heading to civil war?

George: Not likely, not with violence on a large scale. More like a cold civil war that continues to erode democracy, make every election seem existential, and prevent us from solving our major problems, with long-term decline.

Jeff: Are there, in your mind, credible, discernible off-ramps?

George: I see three ways this could change. One is separation (not actual secession, but red and blue areas having more and more political autonomy). Another is conquest (one side wins a decisive majority). Neither of these seems very tenable. The third off-

ramp is more complex but more feasible: government-led improvements in people's lives, a reversal of the inequality that's at the root of much of our disunion, along with socially binding ideas like universal national service and better K-12 education (civics!).

Jeff: Reversing "the inequality that's at the root of our disunion" seems like a pretty big damn thing. But put that aside: How do you convince people that (a) selfless national service and (b) a universal civics agenda could, or should, be done?

George: Becoming more equal as Americans is a huge thing. What matters is that we start moving in the right direction—and I think in recent months we've begun. As for national service and universal civics (though not a national curriculum, which would probably self-destruct), they would take some explaining, some persuading. But I don't think they're impossible. Majorities of both Democrats and Republicans rate civic education as the single best way to strengthen American identity, and there's a bipartisan bill in Congress to spend \$1 billion on U.S. history and civics. Maybe Americans are beginning to grasp that a Thirty Years' War between the red and the blue is not the best way to remain a strong democracy. Maybe there's an untapped, even unconscious desire, especially among younger people, to be asked to do something larger than themselves. We'll never know until we try.

If you are interested in the original article, click on the blue title and read the note below.

[HOW AMERICA FRACTURED INTO FOUR PARTS](#)

People in the United States no longer agree on the nation's purpose, values, history, or meaning. Is reconciliation possible?

If you are reading this electronically, usually, anything that shows in a blue font is a live link.

Reading the print version? Go to the LWVLC website to find the electronic *Argus* and click on the words in blue font to link to the site cited.

EVICTION MORATORIUM CONCERNS

The Eugene Human Rights Commission - Poverty and Homelessness Workgroup meets monthly to discuss the latest legislation and the most current issues affecting the unhoused in our community. The group is headed by Heather Seiliki, Administrative Operations Coordinator for White Bird, and includes representatives from the Oregon Law Center, the Neighborhood Leadership Council, the Eugene City Council, and other community advocates.



In the most recent meeting, the group was briefed on eviction moratoriums and tenant protections by Tim Morris, Executive Director of the Springfield Eugene Tenants Association (SETA). SETA does not give legal

advice but has phone volunteers to help tenants and landlords navigate the required forms to declare hardship or apply for compensation. There is a fear that there could be a wave of newly evicted residents after July 1, 2021 when the current moratorium expires. Councilor Emily Semple estimates that there are 80 thousand renters statewide who may need help but only 13% have tapped into the resources available from Oregon Housing and Community Services.

More information about SETA and how to volunteer can be found at https://www.springfieldeugenetenantassociation.com/covid_19.

Freddi Weishahn

IN PRAISE OF...

LEAH MURRAY

In her first year of League membership, Leah, as a member of AAUW, continued a partnership that brought about four editorials in the *Creswell Chronicle* during Women's History Month - two from our League and two from AAUW. Thanks to her efforts LWVLC partnered with Wordcrafters of Eugene to award scholarships to Lane County high school students for their essays on "Women and the Vote." As the executive director of the Shelton, McMurphy, Johnson House Museum, prior to her League membership, she worked with us to feature the 100th anniversary of women's suffrage including a tea party at the museum. Leah's other community service includes a collection of video's showcasing stories from minority citizens. Thanks, Leah, for your remarkable commitment to the League and beyond.

FREDDI WEISHAHN

As you can see from this issue, Freddi is a highly active Leaguer. Her official title is Development Committee Chair which she takes so seriously she convinced her dentist, carpet cleaner and a shop owner to buy ads for our directory! They couldn't say no to this gracious convincer. Freddi is furthering civic engagement via Harvard's Case Method Institute (see page 2) and reports on other community activity (see above). She provided the energy for the campaign to sell VOTE411 and LWVLC masks that raised funds and our visibility while conveying our mission. Thanks, Freddi, for these and all the other work you do for LWVLC.

Charlcie Kaylor

Action Committee Meeting

July 7, 10 am

In the League office and
Via Zoom - To receive the link
contact action@lwvlc.org.

Voter Service Meeting

July 8, 10 am

In the League office and
Via Zoom - To receive the link
contact voterservice@lwvlc.org.

Membership Meeting

July 20, 10 am

In the League office and
Via Zoom - To receive the link
contact membership@lwvlc.org.



380 Q STREET, Suite 250, SPRINGFIELD, OREGON 97477
541-343-7917

For the latest information visit our website <http://lwvlc.org/>

CALENDAR

JULY

- 7 - 10 am, Action Committee (page 5)
- 10 - 10 am, Voter Service Committee (page 5)
- 20 - 2 pm, Membership Committee (page 5)
- 21 - 10 am, Board retreat
- 23 - Midnight, *Argus* deadline

LWVLC Office Hours
Monday, Wednesday and Friday
(except holidays)
11 am - 1:30 pm

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MANY, MANY THANKS
to all who have generously contributed
to our League in the past year!

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