

EDUCATION WORKSHOP

Raising the Volume Episode II

*A conversation on
Charleston activism,
past and present with
the former Municipal
Court Judge for the
City of Charleston for
33 years, Judge Arthur
McFarland.*

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Grades 6th and Up

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provided in part by:



CHARLESTON
GAILLARD
CENTER

RAISING THE VOLUME

with Marcus Amaker & Charlton Singleton



CORE SUBJECTS AND 21ST CENTURY THEMES

Mastery of core subjects and 21st century themes is essential for all students in the 21st century. Core subjects include English, reading or language arts, world languages, arts, mathematics, economics, science, geography, history and government, and civics. In addition to these subjects, schools must move forward to include not only a focus on mastery of core subjects, but also an understanding of academic content at much higher levels by weaving 21st century interdisciplinary themes into core subjects.

Global Awareness

1. Use 21st century skills to understand and address global issues.
2. Learn from and work collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work, and community contexts.

Civic Literacy

1. Participate effectively in civic life through knowing how to stay informed and understanding governmental processes.
2. Exercise the rights and obligations of citizenship at local, state, national, and global levels.
3. Understand the local and global implications of civic decisions.

Work Creatively with Others

1. Develop, implement, and communicate new ideas to others effectively.
2. Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work.
3. Demonstrate originality and inventiveness in work, and understand the real world limits to adopting new ideas.
4. View failure as an opportunity to learn; understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes.
5. Implement Innovations.
6. Act on creative ideas to make a tangible and useful contribution to the field in which the innovation will occur.

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OVERVIEW

Everyone has a story. It's our place to take a moment to listen. Once you listen, your eyes open. You can put yourself in someone else's shoes and try to comprehend their experiences. You may be inspired, you may come away with more knowledge, or you may find a bit of yourself in someone else.

Raising the Volume is a series of Black stories. Stories about Black entrepreneurs, judges, authors, artists, and leaders in our community. Stories that need to be heard. Led by the Gaillard Center's Artists-in-Residence, Charlton Singleton and Marcus Amaker, Raising the Volume gives a platform to Black community members and opens us all up to honest discussion.

As you introduce this series to your students, follow the bullet points below for discussion. Your students will find that they are challenged to think about uncomfortable things. Those conversations are what will help us change our world. In the words of Judge McFarland, "To break down racial barriers, start where you are." So, let's start where we are and see what change we can bring to our community.

For each lesson, split your class into small groups for discussion or discuss as a whole. Choose the model that is the most comfortable for your students so they feel free to discuss opinions openly.

Teachers, if you are interested in scheduling a cross-school discussion on Raising the Volume Episode I, please email Sterling deVries at sdevries@gaillardcenter.org. Through cross-school Zoom calls, we can offer students from one school a different perspective on the video with students from a second school. We will schedule class-to-class meetings where whole groups can discuss various topics covered in Episode I.

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EPISODE II VIDEO



(CLICK THE IMAGE TO WATCH EPISODE II)

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VIDEO DISCUSSION

In this interview, Judge McFarland shares that he was part of the first class to desegregate Bishop England High School in Charleston, SC in 1964. **What is desegregation? How do you believe Judge McFarland felt as a young student to be a part of such an enormous movement?**

Brown v. Board of Education forced an end to segregation with the ruling in 1954. **Why did a private Catholic school not do the same for ten years after the ruling? Why did the Catholic Church eventually desegregate?**

[Read this paper for more information on Catholic School desegregation.](#)

Judge McFarland recalls being a good basketball player, but was poorly received by the crowds from the opposing teams during his high school basketball games. **Why did the crowds heckle and throw things at him? How would this make you feel?**

Following graduation from Bishop England High School, Judge McFarland attended college at Notre Dame University. He was one of 28 Black students out of 7,000 total

students. As he looked around campus and could observe his race as only 0.4 percent of the student body, **what do you believe that felt like?**

In his third year at Notre Dame, Judge McFarland formed the Afro-American Society. He served as the first president. **Why is that significant?**

Today, the percentage of Black students at Notre Dame is 3.5 percent. **How has that changed over fifty years since Judge McFarland attended?**

Judge McFarland mentions being drafted into the military. This started in 1969 and was a lottery system for the Vietnam War. Names were put into the lottery and if selected, those individuals were drafted into the war. There has not been a draft since Vietnam. **What is a draft? What does it mean for those chosen?**

Following college graduation, law school, and the war, Judge McFarland returned to Charleston to serve his community. **Have you considered coming back to your hometown after you complete your education? If so, how will you contribute to your community?**

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VIDEO DISCUSSION

Judge McFarland is part of the Charleston Area Justice Ministry (CAJM). This organization focuses on change in our community. The CAJM focuses on:

- [Poor Reading Levels](#)
- [Youth Incarceration](#)
- [High Rate of School Suspensions](#)
- [Young Adult Unemployment](#)
- [Wage Theft](#)
- [School-Based Arrests](#)
- [Racial Discrimination in Police Practices](#)
- [Lack of Affordable Housing](#)
- [Inadequate Transportation](#)

As an example of the CAJM's commitment to change we will focus on the bullet point, "Racial discrimination in Police Practices." According to the CAJM:

"One of the most alarming statistics that we learned is that the Lowcountry actually leads the state in the amount of stops the police conduct for minor violations that then don't result in a ticket or a citation. In a five-year period, North Charleston had 130,000 of these stops and Charleston had 127,000 – Columbia, comparable in size, only had 33,000 of these stops during that same time period. That means that police in Charleston and North Charleston stop people nearly four times as often as police in Columbia and in our community African Americans and other minorities are stopped at a rate of two and three times that of Whites."

With this data, the CAJM requested an external audit of the police departments. As a result, the Charleston Police Department participated in an audit in 2019 and the North Charleston Police Department is following suit. The CAJM is provoking action towards one of its goals. **How do you believe an audit of the police departments will evoke change in our community?**

What do you believe should be an additional concern of the CAJM for our Lowcountry youth? What bullet point would you add, and what are three steps towards change of that concern?

To further this, write a letter to the CAJM introducing your idea and how you believe it should add your concern to its list of endeavors and why.

Judge McFarland states, "To break down racial barriers, start where you are." This statement is impactful, because no matter who you are, you have the ability to bring about change. **How can you, as a student, break down racial barriers? List three options to start change; pick one and create action steps with your group to evoke this change.**

Click [here](#) to learn more about the CAJM.

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ABOUT CHARLTON SINGLETON



A native of Awendaw, SC, Charlton Singleton began his musical studies at the age of three on the piano. He would then go on to study the organ, violin, cello, and the trumpet throughout elementary, middle and high school. In 1994, he received a Bachelor of Arts in Music Performance from South Carolina State University. Since that time, he has taught music at the elementary, middle, and high school levels, as well as being an adjunct faculty member at the College of Charleston. In 2008 he co-founded and became the Artistic Director and Conductor of the Charleston Jazz Orchestra: an 18-piece jazz ensemble of some of the finest professional musicians in the Southeast and the resident big band in Charleston, SC. Mr. Singleton is also the organist and choir director at St. Patrick Catholic Church in Charleston, SC. In November of 2016 he was named the inaugural Artist-in-Residence at the recently renovated Gaillard Center in downtown Charleston. He remained in this position until July 2019; at that point he was named Artist-in-Residence Emeritus.

In this position he continues to lead the Summer Youth Jazz Orchestra Camp as well as lead the “Jazz Through the Ages” assembly, which attracts a capacity crowd of students at the Gaillard Center.

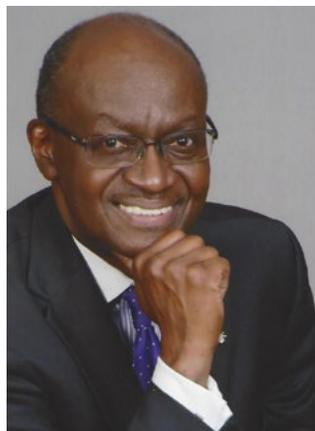
As a performer, Charlton leads his own ensembles that vary in size and style. He has performed in France, Great Britain, Scotland, Spain, Germany, Austria, Italy, Switzerland, Norway, Canada, the Netherlands, as well as many great cities throughout the United States. He is a founding member of a new ensemble called Ranky Tanky. The group is a quintet that interprets the sounds of Gullah from the Southeast Coast of the United States. In 2017 Ranky Tanky reached the top of the Billboard, iTunes, and Amazon Contemporary Jazz charts with their self-titled debut recording. In 2019 they accomplished the same feat with the release of their sophomore effort, “Good Time”, which recently won the 2020 Grammy Award for “Best Regional Roots Music Album”.

In addition to performing, he is in demand as a speaker, clinician, composer, and arranger. He has also shared the stage with and/or worked with some of most talented entertainers in the world, including Bobby McFerrin, Jimmy Heath, Slide Hampton, Houston Person, Darius Rucker, Fred Wesley, and Cyrus Chestnut to name a few. Outside of music and entertainment, he and his wife, MaryJo, are the proud parents of Shalamar and D’Marcus, as well as their pets...Sassy, Jango, Mojo, Kota Bear, Pumpkin, and Ginger.

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ABOUT JUDGE ARTHUR MCFARLAND



Judge Arthur C. McFarland is a native of Charleston's Eastside community. He is the seventh of child of the late Thomasina Jenkins McFarland and Joe McFarland. His mother encouraged all her children to become community activists like her and his oldest brother Joe McFarland. He attended Immaculate Conception grade and high school. As a teenager, he participated in the 1963 civil rights sit-ins and demonstrations in Charleston and attended the March on Washington. In 1964, he was one of nine African American students to desegregate Bishop England High School. Upon graduation from Bishop England, he entered the University of Notre Dame where he received a Bachelor of Arts Degree in Government. At Notre Dame, he became the first president of the Afro-American Society. In 1973, he received his Juris Doctor Degree from the University of Virginia Law School. Following graduation from Virginia, he worked as an Earl Warren Fellow with the NAACP Legal Defense Fund in New York receiving training in civil rights litigation. In 1974, he opened his law practice in Charleston. He is admitted to practice before the State, Federal and U.S. Supreme Courts.

In 1976, Judge McFarland was appointed Associate Judge of the Charleston Municipal Court. In 1978, he was appointed Chief Municipal Judge and held that post until his retirement in 2009. During the past 46 years, he has been a practicing attorney in Charleston handling school desegregation and employment rights as well as heirs' property and other civil cases.

In addition to his professional work, Judge McFarland has held positions in numerous local and national organizations. He has just completed service as co-President of the Charleston Area Justice Ministry (CAJM) which is comprised of 35 congregations and organization in the Charleston area engaged in social justice work. For six years he served as Supreme Knight and CEO of the Knights of Peter Claver, Inc., the largest African American Catholic lay organization in the nation, overseeing over 1000 units in 32 states, the District of Columbia and Colombia, South America. He serves as National President of the Gadsden Family Reunion (his mother's side of the family). He previously served on the boards of the MUSC Foundation, Daniel Joseph Jenkins Institute for Children, and the College of Charleston Foundation; President of several organizations including the the Charleston Business and Professional Association, Charleston County Human Services Commission (now Palmetto CAP), Robert Shaw Boys and Girls Club and Gamma Lambda Boule-Sigma Pi Phi Fraternity.

Judge McFarland is listed in the Who's Who in Black America. He has been featured in the Congressional Record and Ebony and has been referenced in numerous articles and books. He has appeared on ABC's Nightline, South Carolina ETV and numerous radio and television programs, locally and in other States. He has been a frequent speaker at churches, schools, legal and civic gatherings. He has received numerous awards and honors for his community service, locally and nationally. In 2007, he was inducted into the South Carolina Black Hall of Fame.

Judge McFarland is married to Dr. Elise Davis-McFarland. They have two children, Kira J. McFarland and William J. McFarland and two grandchildren, William J. McFarland, Jr. and Lara Elise McFarland. He is an active member of St. Patrick Catholic Church.

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