

MARTIN  
LUTHER  
KING

DAY CELEBRATION



Princeton University's Annual Celebration  
of Dr. Martin Luther King Jr.

*January 16, 2012*





“I have the audacity to believe that peoples everywhere can have three meals for their bodies, education and culture for their minds, and dignity, equality and freedom for their spirits .”

Dr. Martin Luther King Jr.  
Nobel Prize lecture, 1964

Dr. Martin Luther King Jr. with Assistant Dean of the Chapel Carl Reimers and chapel deacons on the steps of Chancellor Green in 1960.

**MUSICAL SELECTIONS**  
**A New Perspective Jazz Band**

**WELCOME**  
**Michele Minter**  
Vice Provost for Institutional Equity and Diversity

**OPENING REMARKS &  
INTRODUCTION OF KEYNOTE**  
**Shirley M. Tilghman**  
President

**KEYNOTE ADDRESS**  
**Bob Moses**  
Distinguished Visitor, Center for African American Studies

**JOURNEY AWARD PRESENTATION FOR  
SPECIAL ACHIEVEMENT**  
**Debbie Bazarsky**  
Director, Lesbian, Gay, Bisexual, Transgender Center

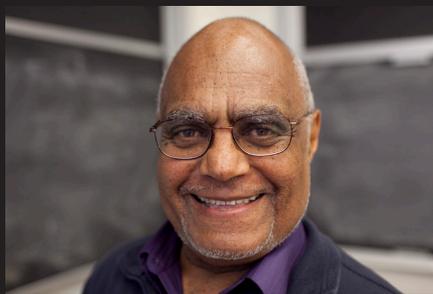
**JOURNEY AWARD PRESENTATION FOR  
LIFETIME SERVICE**  
**Shirley M. Tilghman**

**STUDENT AWARDS PRESENTATION**  
**Torey Wilson**  
Associate Director, Princeton University Preparatory Program

**CLOSING**  
**Michele Minter**

**MUSICAL SELECTIONS**  
**A New Perspective Jazz Band**

## Bob Moses, Distinguished Visitor, Center for African American Studies



Robert (Bob) Parris Moses grew up in Harlem, New York, where he attended Stuyvesant High School before receiving his bachelor's degree from Hamilton College and master's degree from Harvard University. Bob then taught middle school math for three years.

In the summer of 1961, he joined the burgeoning sit-in movement as a field secretary for the Student Nonviolent Coordinating Committee (SNCC). He initiated SNCC's Mississippi Voter Registration Project that summer, and was appointed its director in 1962. Together with activists Medgar Evers, David Dennis and Aaron Henry, Moses revitalized and led the Council of Federated Organizations into the Mississippi Summer Project, which parachuted the Mississippi Freedom Democratic Party to the

National Democratic Convention in Atlantic City, where Fannie Lou Hamer led the insurgency that eliminated Jim Crow from the National Democratic Party.

When Moses turned 18 in the middle of his freshman year at Hamilton, he petitioned his Harlem-based draft board for Conscientious Objection (CO) to war. He was granted student deferment status through his Hamilton, Harvard and Horace Mann years, but, soon after joining SNCC, he was denied his conscientious objection status at a hearing in 1961. Bob persevered and was a speaker at the first national student rally against the war in Vietnam (organized by Students for a Democratic Society, SDS, spring 1965). Bob joined Staughton Lynd, Dave Dellinger and Women's Strike For Peace to organize The Congress of Unrepresented People, spoke out against the war, and left the country in 1966 when ordered to report to the Army.

He and his wife, Janet Jemmott, made their way to Tanzania where they served as teachers for its

Ministry of Education until 1976. He and Janet returned to the States with their children, Maisha, Omo, Taba and Malaika, where Bob returned to Harvard's PhD Philosophy program in the summer of 1976 to study W.V.O. Quine's philosophy of mathematics. While Janet worked with the children on their language arts, Bob organized their mathematics education and used a MacArthur Foundation Fellowship to enter their school as a parent volunteer in 1982 to teach his daughter Maisha algebra, as well as initiate the Algebra Project, and the use of mathematics as an organizing tool for a Quality Public School Education (QECR) for all students.

By 1991, Moses became the founder and president of the Algebra Project, Inc., which was incorporated in Cambridge, MA. Moses has published *Radical Equations—Civil Rights from Mississippi to the Algebra Project* (Beacon, 2001) and *Quality Education as a Constitutional Right: Creating a Grassroots Movement to Transform Public Schools* (Beacon Press, 2010).

## A New Perspective Jazz Band



Daniel and David Bamber are young, up and coming musicians from Mercer County, NJ. Both studied piano under pianist Howie Resnick, George Laks, and Laurie

Altman. Along with the piano, David Bamber demonstrates much passion for jazz on the acoustic and electric bass. Daniel Bamber branches out with his unique diverse talent on the vibes. Mentorship from the world-famous trombonist Clifford Adams has allowed these young artists to take their training to the stage. Playing with the Bamber twins is an outstanding young percussionist, Austin Marlow. Austin who originates from Philadelphia, PA has studied

with several of Philadelphia's top jazz artists at the renowned Clef Club. His wonderful sound and technique demonstrates a great love of jazz and outstanding talent. He has also received professional training and mentorships from various artists and schools in the area. The final member of the quartet is another Philadelphia-area alto saxophone wizard, Yesseh Furaha' Ali. Yesseh has studied alto sax for past five years with Dan Petterson and Rayburn Wright.

## The Journey Award

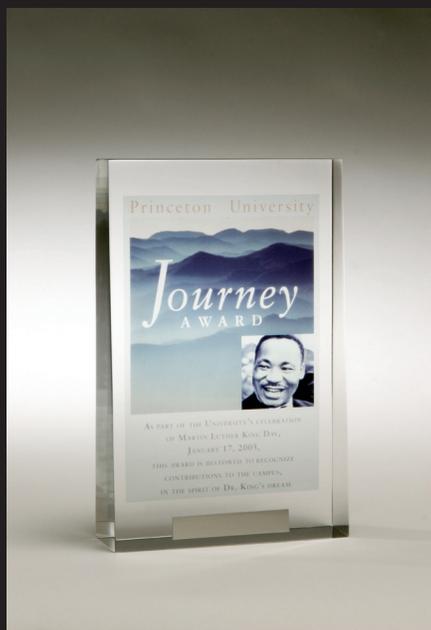
Dr. Martin Luther King Jr. was a powerful advocate for human rights who became one of the most noted African Americans in history. Yet even King acknowledged that his work represented the continuation of a journey started by others before him, including some of his personal mentors and heroes such as Dr. Benjamin E. Mays, Jesus Christ, A. Philip Randolph, and Mahatma Gandhi. King also predicted that the journey would not end with his own death. He often warned that this journey was not an easy path, but a courageous one. In his 1967 address, "Where Do We Go From Here?" King said: "I must confess, my friends, the road ahead will not always be smooth.

There will be still rocky places of frustration and meandering points of bewilderment. There will be inevitable setbacks here and there. There will be those moments when the buoyancy of hope will be transformed into the fatigue of despair. Our dreams will sometimes be shattered and our ethereal hopes blasted. ... Difficult and painful as it is, we must walk on in the days ahead with an audacious faith in the future." And so, the journey continues.

The MLK Day Journey Award has been created to recognize annually members of the Princeton University faculty, staff, or student body who best

represent the continued journey to achieve King's vision. Awardees have demonstrated that they support King's philosophy and teachings and that they have actively contributed to the improvement of civil rights and/or human rights, particularly in manners that have positively affected the Princeton University community.

President Shirley M. Tilghman and the MLK Day Celebration Organizers are pleased to honor this year's award recipients, Miguel Centeno and Sandra Mukasa, and are grateful for their continued efforts.



Lifetime Service Award recipients receive a commemorative plaque (above) and an engraved wristwatch.

## Past Journey Award Recipients

**2011**

Tommy Parker, for Lifetime Service  
Josue Lajeunesse, for Special Achievement

**2010**

Janet Smith Dickerson, for Lifetime Service

**2009**

William A. Massey, for Lifetime Service

**2008**

John Templeton, for Lifetime Service  
Anna Almore, for Special Achievement

**2007**

None Awarded

**2006**

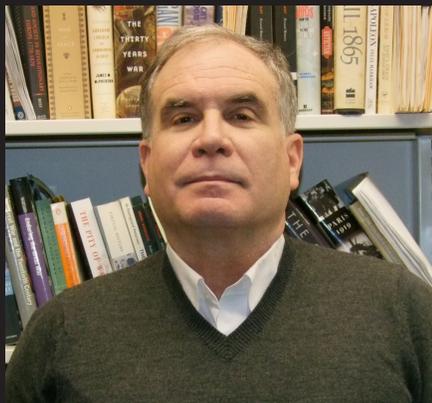
Albert J. Raboteau, for Lifetime Service

**2005**

Robert K. Durkee, for Lifetime Service  
Dylan H. Tatz, for Special Achievement

## *Journey Award for Lifetime Service*

Miguel Centeno



A dedication to service and the spirit of giving back to young people has been the hallmark of Miguel Centeno's career. Centeno, a Cuban immigrant to the United States at the age of 10, grew up in an environment that did not predict academic success, let alone foretell a journey that would lead to the Ivy League. Yet, Centeno completed his undergraduate, graduate and doctoral studies at Yale University and he has been a professor for more than 20 years, teaching classes in both Sociology and

International Affairs in the Woodrow Wilson School.

Centeno is deeply committed to ensuring Princeton is accessible to all potential students. Although he is a prolific author, scholar and winner of various academic awards and fellowships, Centeno says that his proudest professional achievement is having founded the Princeton University Preparatory Program (PUPP) in 2000.

The core of PUPP's mission is to support high achieving, low-income area high school students with intensive supplemental training to prepare them for admission to and ongoing success within selective colleges and universities. "Miguel's own experience must be what persuaded him that the right opportunities, given at the right time, can make an enormous difference in the lives of young people," said Dean Christina

Paxson of the Woodrow Wilson School. After 10 years, PUPP alumni have college retention and graduation records far above national averages and have attended some of the best schools in the country, including Princeton.

In addition to his dedication to teaching, for which he was awarded the Presidential Teaching Prize, Centeno has been active in practically every aspect of University life. He has been the Master of Wilson College, the founder of the Princeton Institute for International and Regional Studies (PIRS) and the Director of Latin American Studies, as well as serving on nearly every committee on campus. Starting next year, he will chair the Sociology Department.

He is married to Professor Deborah Kaple and they are the proud parents of two children.

## *Journey Award for Special Achievement*

Sandra Mukasa



A bold and dynamic leader, Sandra Mukasa, in her tenure as a member of the great Class of 2012, has blazed a trail of activism and enlightenment across Princeton's campus. Since her arrival in 2008, Mukasa has

not been shy about working to create an environment that is welcoming and safe for students who are part of the LGBTQ community.

She has served in a myriad of capacities: leader of the queer women's support and social group, facilitator of Queering the Color Line, LGBT peer educator, and co-chair of the LGBT Task Force, to name a few. In each endeavor, Mukasa has shown incredible thoughtfulness and leadership. Whether volunteering her time in support of women's rights and HIV/AIDS in Africa, or facilitating conversations to make The Street a more welcoming environment for LGBT students,

or sharing her experiences as an LGBT student at Princeton, Mukasa is, "an impeccably poised and prepared young woman, who manages herself with intellectual acuity and activist acumen," stated Professor Jill Dolan of the Program in Gender and Sexuality Studies.

A Sociology major seeking certificates in both the Program in the Study of Africa and the Program in Gender and Sexuality Studies, Mukasa plans to enter the arena of social justice work in east Africa after graduation before pursuing graduate school programs. She is a native of Baltimore, Maryland and is the oldest of four children.

This year, hundreds of New Jersey students helped to commemorate the legacy of Martin Luther King Jr. by submitting original writings, artwork, and videos. 2012 marks the 55th anniversary of the desegregation of Central High School in Little Rock, Arkansas by the brave and steadfast young people known as the Little Rock Nine. We asked students to think about the importance of a quality education as a foundation for success throughout life, and propose viable options for addressing disparity in educational access and encouraging academic excellence.

## VISUAL ARTS CONTEST

### Grades 4–6

First Prize	Brent Ferenczy, grade 5, Holland Brook School, Whitehouse Station
Second Prize	Preetham Prince, grade 4, The Village Elementary School, Skillman
Third Prize	Katherine McLaughlin, grade 6, Stuart Country Day School, Princeton
Honorable Mention	Alexandra Rounds, grade 5, Stuart Country Day School, Princeton

## LITERARY AND VIDEO CONTEST

### Grades 7–8

First Prize	Rachel Asir, grade 7, Stuart Country Day School, Princeton
Second Prize	Hayley Siegel, grade 8, Stuart Country Day School, Princeton
Third Prize	Hayley Filippini, grade 7, Readington Middle School, Whitehouse Station
Honorable Mention	Chloe Mario, grade 8, Stuart Country Day School, Princeton

### Grades 9–10

First Prize	Erik Ferenczy, grade 10, Hunterdon Central Regional High School, Flemington
Second Prize	Bindu Bansinath, grade 10, Stuart Country Day School, Princeton
Third Prize	Vanessa Li, grade 10, Stuart Country Day School, Princeton
Honorable Mention	Matthew Filippini, grade 10, Hunterdon Central Regional High School, Flemington

### Grades 11–12

First Prize	Christina Chun, grade 12, Stuart Country Day School, Princeton
Second Prize	Alisha Mehndiratta, grade 12, Stuart Country Day School, Princeton
Third Prize	Christina Zeppenfeld, grade 11, Stuart Country Day School, Princeton
Honorable Mention	Colleen Baker, grade 12, Stuart Country Day School, Princeton

# First Prize Winner

**Brent Ferenczy**

grade 5  
Holland Brook School, Whitehouse Station



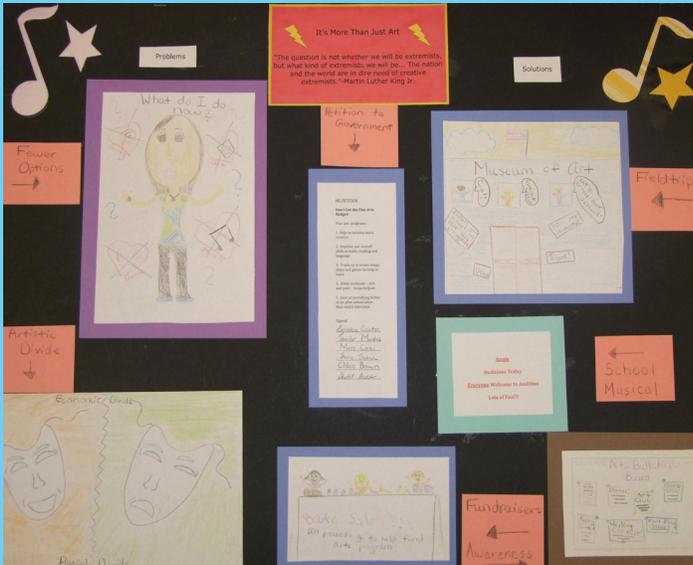
# Second Prize Winner

**Preetham Prince**

grade 4  
Village Elementary School, Skillman



# Third Prize Winner



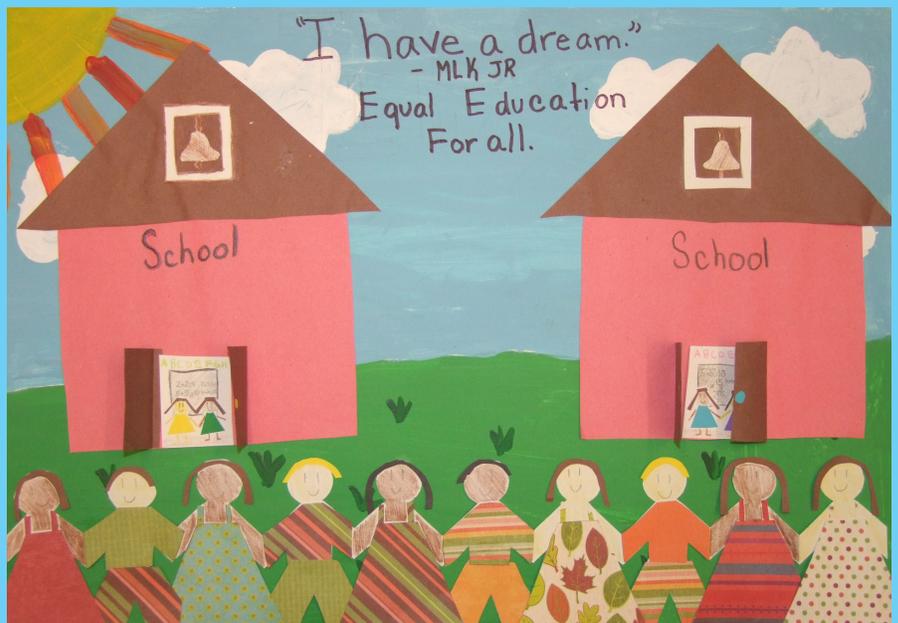
**Katherine McLaughlin**

grade 6  
Stuart Country Day School, Princeton

# Honorable Mention

**Alexandra Rounds**

grade 5  
Stuart Country Day School, Princeton



A sampling of literary and video excerpts follows:

## Grades 7–8

**RACHEL ASIR**

grade 7, Stuart Country Day School, Princeton

First Prize

What can we do to solve this problem? We can use the power of technology to address this issue...We can bring about an awareness of overcrowding through social media, just as the revolution of democracy is taking place in the Middle East. The power of technology can provide the same education to the richest and the poorest districts. We can use government funding more wisely to build more schools than prisons. Instead of depending solely on government funding, schools can partner with wealthy individuals, banks, corporations and foundations to address issues such as overcrowding...

**HAYLEY SIEGEL**

grade 8, Stuart Country Day School, Princeton

Second Prize

By using Dr. Martin Luther King's principal that everyone deserves to be equal, and by creating awareness of this issue in America's schools, the digital divide can be eliminated. Leading retailers in technology such as Apple, Microsoft, and Google have the power, resources and influence to aide these schools in need... Each company can sponsor an area of schools across the nation to alleviate funding and other technological expenses. They can bring attention to the inequality through ads and media, thereby prompting other citizens to take action.

**HAYLEY FILIPPINI**

grade 8, Readington Middle School, Readington

Third Prize

From her video, "Early Childhood Education Reform"

The disparity in education has led to an achievement gap. Beginning school in kindergarten is too late. We need to establish public preschool programs that are available in every neighborhood and to every child...Making early childhood education available to all underprivileged people will carry on Dr. King's dream by improving the quality of education available to those very people. MLK changed the world, so can we...let's start with education reform.

**CHLOE MARIO**

grade 8, Stuart Country Day School, Princeton

Honorable Mention

Providing early childhood development programs for the disadvantaged is not only an investment in the individual child, but in our country, as well. Investing in these programs will provide a foundation for the disadvantaged children so they are more prepared for kindergarten, and as a result, it will help them to better succeed in school. Their education will allow them to grow up and be productive citizens, achieve their own personal successes, and most likely earn higher incomes as adults as well. Their contribution to the workforce will help strengthen our economy and keep the US competitive.

## Grades 9–10

**ERIK FERENCZY**

grade 10, Hunterdon Central Regional High School,  
Flemington

First Prize

A possible solution to this educational disparity would be to access federal funds to put in place a program that extends the school day, giving children time to complete their homework assignments while proctored by qualified teachers....Perhaps if the plan for an extension of the school day comes to fruition, the coming generation can obliterate the chains of poverty by improving their academic achievement, which in turn will increase the probability of their being able to earn a living wage and will decimate the desperation of the disadvantaged.

**BINDU BANSINATH**

grade 10, Stuart Country Day School, Princeton

Second Prize

No matter how we financially back up our schools, we need to work within them to truly improve. Because students come to class each morning from houses both stable and broken, some may value an education more than others. In fact, dropout rates in secondary schools are burgeoning. It is our mission to reinvigorate the importance of education in our students' eyes....How can we expect to inspire students to stay on track when the schools themselves are simply getting through the work week? Schools need to implement motivational speakers, career fairs, as well as any type of incentive for our students.

**VANESSA LI**

grade 10, Stuart Country Day School, Princeton

Third Prize

From her video, "The Importance of Art on the Development of a Student's Mind"

Studies show that Art not only helps the development of creativity, innovation, observation, reflection of the students' mind, but also advances their ability to problem solve. Furthermore, higher-level thinking is required for art projects, especially when students need to create a hypothesis, work towards a specific goal, and finally observe their results to evaluate their success... Hopefully your school may provide more funding for the arts. If not, managing fundraisers to support the art education is the way to go. Last but not least, artists can always go to local community centers to support and help out at the art programs for children.

**MATTHEW FILIPPINI**

grade 10, Hunterdon Central Regional High School,  
Flemington

Honorable Mention

Schools need to reach out to parents who have already been failed by the education system to ensure that the next generation is the first to abolish illiteracy, to eliminate poverty, and to resist the stereotypes that maintain minority subordination. If a parent wants to ensure that a child benefits from all that a school has to offer, he must understand that he can intervene on his child's behalf and actually change the outcome of that child's future. Classes need to be made available to parents to strengthen their education so they can be better collaborators on their children's education, in so doing, developing a learning community.

## Grades 11–12

**CHRISTINA CHUN**

grade 12, Stuart Country Day School, Princeton

First Prize

Though our present circumstances may render things fiscally impossible, we can change the structure of our schools in the way they are managed, operated, and held accountable to the public. Two score and eight years ago, a dream was proposed by an itinerant African-American preacher. But a dream must be met with practical progress, and by establishing more charter schools in high-risk cities, we will come closer to tasting, breathing, living this dream, one charter school at a time.

**ALISHA MEHNDIRATTA**

grade 12, Stuart Country Day School, Princeton

Second Prize

In the end, it all comes down to equality: equality in school districts, equality in resources, and equality in professions. ...In America, we are thinkers, innovators, and believers. We are unique in that we nurture a love for learning in everyone from preschoolers to college graduates. If we lose this, we lose our identity. Instead, let us embrace what makes us different, and allow teachers from very background to give our children a thorough education, one that provides a view of many perspectives, and one that empowers them to grow to solve the problems that confound us today. ...With good teachers, we bloom. With bad teachers, we struggle. In teachers' hands lies the answer we seek.

**CHRISTINA ZEPENFELD**

grade 11, Stuart Country Day School, Princeton

Third Prize

From her video, "Inequities of Educational Access"

Economic disparity should not determine the quality of public education. Dr. Martin Luther King knew the importance of equal access to education. We need to stop the budget cuts. Students who live in low income areas should not be denied educational opportunities.

**COLLEEN BAKER**

grade 12, Stuart Country Day School, Princeton

Honorable Mention

Geoffrey Canada began the Harlem Children's Zone as an experiment to help children through their entire academic career in the 24-block zone of Harlem. The beauty of the program is that it is comprehensive. It is reaching into the home and changing the culture, but also the success rates of the students is phenomenal. ...Real and permanent change is difficult to achieve, but Martin Luther King Jr. dreamed of a country of equality, of all types. The inequality of our education is deplorable, but not beyond repair. I think to make truly great schools and thoroughly educated students, it will take a village.

The MLK Day contests are open to all New Jersey students in grades 4 through 12. Students may submit entries as individuals, or through their schools or community organizations. Please be sure to check [www.princeton.edu/mlk](http://www.princeton.edu/mlk) periodically for updates and information on next year's contest theme. Generally, contest submissions are due in November.

#### Martin Luther King Jr. Day Celebration Conveners

Shirley M. Tilghman, President  
Michele Minter, Vice Provost for Institutional Equity and Diversity  
Lianne Sullivan-Crowley, Vice President for Human Resources

#### Martin Luther King Jr. Day Celebration Student Contest Judges and Staff

Zia Bartley, Office of Human Resources  
Trevor Dawes, Princeton University Library  
Joseph DeLucia, Office of Information Technology  
Felicia Edwards, Office of the Provost  
Floee Fusin-Wischusen, Princeton Institute for Computational Science and Engineering  
Alison Gammie, Department of Molecular Biology  
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Marguerite Vera, Office of Alumni Council  
Valentine Vollmer, Office of Disability Services  
Torey Wilson, Program in Teacher Preparation

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[www.princeton.edu/mlk](http://www.princeton.edu/mlk)

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