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"Education as the practice of freedom becomes not a force which fragments or separates, but one that brings us closer, expanding our definitions of home and community."

bell hooks

INVITED GUEST COLUMN

CLOSING THE DIGITAL DIVIDE
by Kendall Hartley

Internet access is something that many of us take for granted. An informal survey of ten College of Education faculty revealed that each of them had access to the Internet from home. Granted, this is not much of a surprise given that one of our benefits is free Internet access through the University, a privilege that costs most others about two hundred and fifty dollars a year. Many of us cannot imagine completing our professional tasks without this access. The reality is that amongst the rest of the population the proportion of people with home Internet access in the U.S. is about one in four (NTIA, 1999).

Access Inequities

The fact that only 25% percent of the U.S. has Internet access is not as disconcerting as the make up of that twenty five percent. According to the NationalTelecommunications and Information Administration report, *Falling Through the Net*, the disparity between access by race and income in the U.S. is quite pronounced (NTIA, 1999). Data from December 1998 indicate the access for white families is about thirty percent. The access rate for black and Hispanic families is eleven and thirteen percent respectively. Similar disparities can be found for access by income. Households with an annual income of 35 to 50 thousand dollars are four times more likely to have access than households with an income of 15 to 20 thousand.

Like Internet access, inequities exist in the access to computers in the home and school. These disparities: Internet, home computer and school computer access, are jointly referred to as the Digital Divide. When compared to previous reports, current data indicate that the gap divide is widening. This is in spite of the falling prices of computers and Internet access. This indicates that the gap may be as much cultural as it is economic.

Positive Directions

The data used in the NTIA report was from 1998, which preceded the introduction of free Internet access by several companies. This may reduce the number of people who have a computer but lack Internet access. Of course free access is of little value when you do not have a computer. Access to a computer in the home is also increasing when we acknowledge that computers do not have to be limited to the two thousand dollar desktop computer. For example, Internet access can now be achieved through the television with devices such as the WebTV box. These cost about two hundred dollars, but require a subscription, which costs about two hundred and fifty dollars a year.

Connecting allof the nation's classrooms may go a long way in the reduction of access to the Internet. More than half of the nation's classrooms are now connected to the Internet (Fatemi, 1999). Much like what is found in U.S. homes, the gaps between the schools are drawn along economic lines, but the disparity is not as great.

Another encouraging development is the emphasis on wiring the nations public libraries. A 1998 survey by the American Libraries Association found that seventy three percent of the public libraries in the United States had Internet access (ALA, 1998). To realize the potential of this development, libraries must better publicize their new capabilities. Many people expect to find little more than books, magazines and tax forms at their library.

What does all this mean for the educator? Some would argue that overemphasis on the technology in the classroom can put those on the wrong side of the Digital Divide at a disadvantage. Others would counter that a lack of computer experience in the curriculum, the only place some can gain such experience, will make them unemployable in the Information Economy.

The most prudent route for educators involves a combination of common sense and awareness. Using current technologies with sound pedagogy can enhance learning and at the same time improve the social climate of the school and classroom (Wenglinsky, 1996). In addition, these experiences can improve computer skills that are valued highly in our society. Conversely, educators should be cognizant that many students may not have

computer and/or Internet access at home (this of course varies greatly from school to school). Any class activity that requires the use of a computer or Internet access should incorporate several alternative routes for students to access the necessary materials. For example students may need time to use the school computers or insuring a nearby public library has the necessary materials and students are aware that it is an alternative.

In our society, too much disparity exists between the haves and have nots – awareness and common sense on the part of educators can counter the trend towards increased disparity as a result of the Digital Divide.

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SPECIAL GUEST COLUMN

DIVERSITY, TECHNOLOGY, AND CHANGE
by Ann Casados-Mueller

Change!! You know what they say about change: No one likes change except for little babies. As we all know, our classrooms and workplaces are undergoing incredible change with the inclusion of more and more underrepresented groups.

There is no doubt that America stands on the threshold of change, rapid change in its technological advances and in its cultural diversity. Thanks to a confluence of momentous events, we are living in really exciting times right now. We are going through tremendous growth – economically, culturally and technologically.

The United States of the 21st century will be far different from the one we know today or the one that our parents knew in their youth. According to projections by the U.S. Census Bureau, there will be no majority racial or ethnic group in the United States by 2050.

There was a time in very recent history when a lot of America could grow up in neighborhoods without knowing any real cultural diversity, without knowing people from different ethnic groups, different racial groups, different religious affiliations and different national traditions. Such burgeoning diverse groups are now seeking recognition in all segments of society, social, economic, political and judicial.

Similarly, religious, sexual, ethnic, older and disabled persons are quickly becoming more and more visible, more politically active and, therefore, more important to understand. In fact, these groups now account for the majority of 21st century's classrooms and workplaces.

Today's students will be working in the hospitality industry, business, banking, government, education, and a host of other occupations that will require interactions with all the diverse cultures that make up the United States.

To survive, colleges and universities must recruit and retain students and employees from more diverse populations, or enrollments will drop. If the climate is "chilly" for women, ethnic minorities, disabled persons and older

students and workers, they will just go elsewhere. And if we as educators do not prepare our students to understand these cultures, all of society will be the losers.

Technology has invadedour classrooms, our workplaces and even our homes through e-mail, voice-mail, the Internet, e-commerce, cell phones, and a multitude of innovative technology. Advancing technology allows almost instantaneous communication between people and between groups of people scattered throughout the world. It even serves to bring live broadcasts of often chilling news events right into our own living rooms.

Advanced technology is occurring so rapidly that most of us can barely keep track. Ironically, in centuries past, grandfathers and grandsons could realize the same technology in their lifetimes. In the 19th century, for example, there were really three major technological advances: the railroad, the telephone and electric power. In the 20th century, starting with the advent of air travel to the splitting of the atom to the invention of the microchip, there have been so many technological advances that fathers and sons have realized much different technological advances in their lifetimes.

The computer industry will create the most jobs in the 21st century. In fact, the 7th graders of today will work with communication technology that no one has even dreamed of, in jobs yet to be created.

Think of the changes in the communication industry in your lifetime. Who could have foreseen the rise of the personal computer or the proliferation of satellite, fiber-optic and wire communication. The pace of technological change has never been greater. It will accelerate exponentially. Like the Industrial Revolution, this era will be known as the Innovation age. We simply have more changes happening more rapidly. So it is harder and harder to keep up with rapid technological advances, demographic shifts and a body of knowledge that is doubling every two-and-half years.

And people are living longer; medicine is on the cutting edge. Sometime in the near future, it will not be uncommon to live to be 120 years of age. Doctors will crack the genetic code and conquer diseases such as cancer. They will be able to replace cancer-causing damaged DNA with healthy genes, probably by a pill or injections.

But all of the advancing technology combined with the rapidly changing demographics can create conflict and stress -- in the classroom and in the workplace.

A tight labor market makes it more and more inevitable that all of America will be studying and working beside people who have traditionally been left out of the labor force. Ensuring the nation's economic viability as well as UNLV's economic viability depends on how our diversity related issues are handled. An educated workforce has more money to spend on its country's goods and services, thus strengthening not only its economic viability but also an investment in its human potential.

As the United States rapidly becomes the first truly international nation, all of society will continue to wrestle with issues relating to diversity. Notably, higher education is not immune to such pressure any more than are corporations, communities or even families. The Southwestern U.S. will realize greater shifts in demographics than any other region.

At UNLV, for example, 25 percent of undergraduate students are from Hispanic, African American, Asian and Native American cultures. UNLV also has an older student body than most universities, with the average age of 28 years. In the Clark County School District, ethnic and racial groups represent 48 percent of the student body; and 38.7 percent statewide. By 2003, ethnic minority students will make up over 50 percent of the K- 12 student body. Rancho High School is over 52 percent Hispanic.

Currently, one in five Americans are members of ethnic minority groups – the highest it has been since the 1930s. By 2050, that number will increase to 50 percent. Between 1990 and 1997, Hispanics in Las Vegas increased by 86 percent; African-Americans by 47 percent; and Asians by 76 percent. State demographers estimate that the

Clark County Hispanic population exceeds 200,000 – a 140 percent increase in just the past decade.

But in order to understand the importance of diversity, we need to be aware that the world economies are interconnected – much

of that due to accelerated advances in technology. We live in a world of constant movement in ideas, people, economies, ideologies and technology.

We witnessed firsthand an example of that global connection recently in Las Vegas when the Asian and Russian economic crises affected local gaming revenues. Inevitably, the decreased gaming resources resulted in substantial budget cutbacks throughout state government.

A diverse workforce enables U.S. companies to have a competitive edge internationally. For example, everyone profits when language and cultural barriers such as negative stereotypes and biased attitudes are eliminated.

Just learning to market in a global economy, however, often leads to humorous results, like being careful about translating terms such as rebate and cash back. Or the time a major airline promoting its latest luxury feature -- leather seats -- translated a promotional advertisement verbatim into Spanish, and ended up with an ad that invited travelers to fly naked.

We cannot know what innovations will transform the global economy by 2020, but we do know that automation will continue to displace low-skilled or unskilled workers in America's manufacturing firms and offices as we rapidly evolve into an information and service industrial nation.

Adapting to the almost mind-boggling technological advances, and to the rapid changes in demographics in the classroom and on the workplace can sometimes lead to conflict. Learning and respecting other cultures and traditions is paramount in the 21st century America if this nation is to grow and prosper.

Diversity is one of the most pivotal issues of our time. Issues of racism and sexism do not affect just one group. They affect everyone. Inclusion leads to growth. Everyone wins.

Rhett Butler and Scarlet O'Hara are a classic example of what happens when you bring people of diverse cultures together without working at getting along. She wanted security, money, status and aristocracy. He wanted romance, adventure and independence. And you know what happened there.

On the other hand, "Star Trek" is a perfect example of successful diversity on the workplace. "Star Trek" exemplifies how the diverse crew on the Starship Enterprise work together without regard to color, facial features or anatomical differences. The captain and the crew are only interested in how well everyone performs their duties, with precision teamwork.

A world without diversity would be bland. What if you had only salt to season your food? Working at creating successful relationships must be the bottom line. The wave of the future is to engender partnerships -- strength comes from partnerships.

UNDERSTANDING COMPLEX ISSUES
by María G. Ramírez

There are many things some never understand, because they've never experienced them, but there are others who understand well, in spite of a lack of experience. Why are experience and understanding linked for some but not for others? Even these statements for some will not mean much without a concrete example.

Recently, John McCain, a Republican politician seeking his party's nomination for the presidency, experienced a moment of unexpected revelation when asked what he would do if his 15 year old daughter got pregnant. His 17 year record of voting against abortion, in both the House and the Senate, was neutralized, or at least called into question, when he suggested his daughter would have to make the decision about an abortion. He later changed his answer to reflect the Republican party's position, stating it would be a family decision, not a decision made solely by his daughter. The hypothetical question, asked innocently by a reporter and answered candidly by John McCain, appears to negate McCain's 17 year anti-abortion record, as the issue became more real and personal for him.

Not all complex issues, as abortion and pro-choice, can be so easily personalized, prompting instantaneous reflection and spontaneous reexamination. What appeared for McCain as a simple question of pro-life or pro-

choice changed as he considered what an unplanned pregnancy meant to a 15 year old girl, not a hypothetical person but his daughter. For that instant, McCain was able to "understand" the question and consider the options from a less rigid stance. His anti-abortion position changed to a pro-choice philosophy which he had never espoused. For an instant, McCain weighed the consequences of a pregnancy for a 15 year old girl, considering factors he had never imagined. While McCain did not articulate the reasons for his change of heart, it was apparent he realized how complex a pro-choice decision actually is. It is not uncommon for people to change their perspective when an issue becomes real through personalization.

Other issues, such as racism, are equally complex, even though most believe that racism, too, is a black and white issue (excuse the pun). Most feel that someone is either a racist or not, but racism is not a nominal construct, asking for a yes or no answer to the question, "Is he racist?". Racism can not and should not be categorized as other nominal data, easily answered as a "yes or no," or entered as a "zero or a one," since reducing its multifaceted nature to a single word or deed, or dismissing the racist's words or actions as ill advised or "off the cuff," will only perpetuate the misunderstandings concerning the construct. A racist's words and actions are manifestations of the racist's thoughts and while all racists do not turn to explicit, violent acts, the racist's thoughts limit the work and progress of individuals at whom they are directed, by denying or preventing them from advancing or by accusing them of something they are completely innocent of.

The insidious nature of racism permits some to function and maneuver undetected for long periods, even to themselves. They belong to the right groups, say the right things at the right times, and generally espouse multicultural beliefs and ideals, all the while masquerading as egalitarians. African Americans have the expression, "a nice no good," a soft-spoken person who knows what to say in all the different circumstances, but whose actions belie the words. One has to look beyond the words of the "nice no good" to see the pervasive racism embedded in the work policies and practices, promoting the "right" people and limiting the employment and/or advancement of the undesirable. The "nice no good" is an easy person to like, because he seldom says anything that will offend anyone, but he seldom does anything "good" for others. The "nice no good" may not even realize his own prejudice or racist actions, instead claiming ignorance of the situation and asserting powerlessness to respond differently. The "nice no good," in most instances, is more dangerous than the self-acclaimed racist, because he can advance undetected to positions of power and influence, all the while promoting his racist agenda in the most subtle and discrete ways. The policies and practices he advocates appear non-racist but closer scrutiny reveals symbolic measures designed to appease but not address discrimination and equity issues in any real or meaningful way.

To effect the changes needed so that equity and social justice are addressed in relevant ways for everyone, racism must be recognized and acknowledged as a complex construct, and racists must be seen as existing outside white supremacist groups. The litmus test for racists must be able to differentiate between those who espouse racists beliefs and those who claim to be racist-free but promote racist practices nonetheless. An inherent problem with trying to understand racism is that some will never understand it, because they will never experience it. They, who never experience it, are truly fortunate, but those who never experience it but understand it, nevertheless, are truly moral.

THE UNLV MCNAIR SCHOLARS INSTITUTE
by Harriet Barlow and Paul Ferguson

In the early 1990s, the Council of Graduate Schools indicated that the rate of faculty retirements and a shrinking college age cohort would have a strong impact on the number and quality of new faculty for American

colleges and universities in the next millennium. According to the 1991 CGS Summer Meeting Idea Exchange entitled *Enhancing the Minority Presence in Graduate Education III: Institutional Partnership Programs:*

"By the year 2000, the 20-25 year age group, from which graduate students traditionally have been drawn, will be approximately 20 percent smaller than it was in 1980. It also will be made up of a much larger percentage of people of African American, Hispanic, Asian, and Native American origin . . . Thus the traditional pool of potential graduate students is growing simultaneously smaller and more diverse and will be composed increasingly of individuals from groups that have been under represented in graduate education . . ."

Implementing programs and strategies designed to increase the number of individuals entering doctoral study is not only critical, it is necessary. To do this, we must increase the yield, make more options available to undergraduates, convince them to go on to graduate study, and last but certainly not least, identify students with the potential to succeed in graduate study early.

In answer to this critical challenge, the UNLV Department of Academic Advancement established a partnership with the Graduate College to launch a strong programmatic effort to make more options available to undergraduates and convince them to pursue teaching and research careers in higher education. This partnership, the McNair Scholars Institute, was made possible through funds awarded to the Department of Academic Advancement by the U. S. Department of Education. As a McNair institution, UNLV became a part of the nation's largest cohort of low income undergraduates, many from under represented minority groups, groomed for doctoral study and eventual careers in the professorate (Taylor, 1999).

Named in honor of astronaut, Dr. Ronald E. McNair, who died in the 1986 Challenger explosion, McNair programs enroll of over 2500 college juniors and seniors each academic year. UNLV will contribute to these numbers beginning with the February 23, 2000 Orientation Session of our inaugural class of McNair Scholars. In the years to come, we hope

to contribute to the national success of the McNair program which, according to the March 1999 U. S. Department of Education assessment of McNair Programs, includes such evidence of success as:

◆ McNair students enroll in graduate school at higher rates than national average

◆ 50% of all former McNair students with baccalaureate degrees since the program's inception in 1989 are enrolled in and/or have completed graduate degree programs

◆ 11% of all participants with baccalaureate degrees are currently enrolled in doctoral programs

◆ 1997 graduate enrollment was 38% for all former participants

The UNLV McNair Scholars Institute staff, committed to increasing the number, quality, and diversity of faculty at American colleges and universities, agrees with the Council of Graduate Schools and recognizes that although . . . "the percentage of baccalaureate students who go on to doctoral study is small, . . . Large decreases in the total pool need not lead to decreases in the number electing this path."

For more information on the UNLV McNair Program contact: Ms. Laura Latimer McNair Scholars Institute Coordinator, Department of Academic Advancement 895-4780; Dr. Harriet E. Barlow, McNair Scholars Institute Academic Coordinator (Graduate College Liaison), Graduate College, 895-4392

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FEMINISM: WOMEN OF COLOR NEED NOT APPLY?
Part One of a Three Part Series

by Lisa Bendixen

This series of articles will consist of reactions to, and discussions of, writings (books, articles, poems) about the issue of the exclusion of women of color in the feminist movement.

I should back up a little bit and describe my own thoughts and feelings on this issue before I came across it. It was very simple. I believed that feminist ideals included all women regardless of race. Actually, I'd like to think that the feminist movement includes all men as well but that, for the moment, is another issue! Returning to my naive beliefs, I remember having thoughts such as "Well, if disadvantaged women would just speak up, or if any woman would make the efforts proposed by feminism, their lives would be improved as would our gender as a whole. We are all in this together!"

When I first was exposed to the idea that many women of color consider the feminist movement to be racist and classist I, of course, fell back on my "Feminism is for everyone" routine. But as I began to read/learn more I found myself agreeing with the actual evidence but still holding on to my ideal that if feminism was working "properly" racism would not exist. I have read so many moving and enlightening things about this issue that I wanted to share it and I will try my best!

This series will be divided into three sections that will include: 1) the idea that sexism cannot truly be isolated from racism and/or classism, 2) a discussion of "white privilege", and 3) the issue of men of color and their

success in the current patriarchy being considered more important than the equality of black women.

Sexism, racism, and classism

"Many black women insist that they do not join the feminist movement because they cannot bond with white women who are racist" (excerpt from an interview with Gloria Watkins by Yvonne Zylan, hooks, 1989, p. 179).

In their introduction to the book, "This Bridge Called My Back", the editors state that "The women writing here are committed feminists. We are challenging white feminists to be accountable for their own racism because

at the base we still _want_ to believe that they really _want_ freedom for all of us" (Moraga & Anzaldua, 1983, p. 62).

I had run across this book after I read a number of other things and was excited to see such a positive statement. They're not denying that racism exists in the feminist movement but they are remaining hopeful that it can change for the better.

Along these same lines, Rosario Morales suggests that, "As women, on some level, we all know oppression. We must use this knowledge to identify, understand, and feel with the oppressed as a way out of the morass of racism and guilt . . ." for "We are all in the same boat and it is sinking fast" (Moraga & Anzaldua, 1983, p. 62).

In writing about Asian Pacific women and feminism, Yamada (1983) states that, "I have thought of myself as a feminist first, but my ethnicity cannot be separated from my feminism" (p. 73). doris davenport (1983) explains that while women of color have no desire to be white they do have some valid concerns and goals that white feminist overlook. "By now, in fact, a few of their organizations are as rigid and stagnant as any other 'established' institution, with racism included in their by-laws" (p. 89).

I must admit that, at first, it was hard to read such strong words about racist feminism. To me, that is an oxymoron! If you are a committed feminist, how can you be racist? Well, there was much more to read on this particular topic and it got harder and harder to deny that "true" feminism, one that transcends race and class, exists.

What also struck me is that the current feminist movement is seen as tied to capitalism. Gloria Watkins (1989) states that White bourgeois women who were involved in organizing contemporary feminism were wanting to gain access to the "privileges that only white men could enjoy in the capitalist system" (p. 171). Speaking of the contemporary feminist movement, . . . I think it was, tremendously, a basis of a movement that would automatically exclude a great many people. I mean look at some of the symbolic gestures we see naming the beginning of the movement: the bra-burning, protesting the Miss America Pageant . . . What if our symbolic

gestures were women at a factory protesting working conditions? (Watkins, 1989, p. 172)

In discussing whether or not she sees potential for radical change in liberal feminism, she further states that, "I don't think there's radical potential in any movement where people imagine that we can hold onto class privilege under capitalism and have radical change" (Watkins, 1989, p. 172).

In addition, Watkins (1989) states that "for people who work for very low wages, there is no economic self-sufficiency to be found in work. There was a sort of lie in the fact that so much of the emphasis on work within the feminist movement really had to do with careers, which are by their very nature so different from the kind of work most people do." (p. 172)

One example that came to my mind as I read this was getting a Ph.D. I do not claim to know much about economics, but the points made in the previous discussion seem very legitimate and daunting. I definitely remember (as a young, budding feminist) the discussions of women wanting their own "careers" outside of the home. How strange/unreal that must have been for people stuck in low-paying, unfulfilling jobs with no way out! The reason that I think the economic classism aspect of feminism seems so daunting is that most of the problems seem embedded in the very economic system of this country (i.e., capitalism). Maybe I'm overstating this due to my ignorance, but making radical changes in the way our economy is run seems like a hard thing to do. Is it possible that capitalism can remain and classism not exist? Is it possible for everyone to have a good chance at a decent "career" or, within the capitalist system, is there only so much of the pie to go around?

It is likely that part of my problem lies in the fact that I perceive capitalism as this abstract, distant "thing". But in thinking a bit more about it our economic system is made up of people and, hopefully, has just as much of a chance to change as do other people-centered (social) structures (e.g., sexism, racism).

In considering class, race, and gender as separate entities it seems that women of color, in particular, are not considered. In her article, "Women Of Color Have No Place", Reid (1992) discusses how women of color are left out of discussions of sexism and racism. When considering sexism, an important issue rarely gets examined. As was discussed earlier, often times racism and sexism are typically treated as discrete, parallel processes . . . White feminists have erroneously assumed that their race is irrelevant to their feminist agenda . . . The world of African-American, Latin-American, Native-American, and Asian-American women, however is best typified as lower-class and poor. Yet it is the middle-class and professional women of color who are more likely to have the education and opportunity to give voice to their concerns. (Reid, 1992, p. 2)

How do we reach these very important groups of women? This is the important question. Reid (1992) has a number of suggestions in terms of research and theory that may help to answer this question. In research and theory, she believes, women of color are lumped together with men of color when racial comparisons are made, and with white women when gender comparisons are made. She argues that it could be that racism and sexism, " . . . rather than serving as alternative sources of a similar prejudice may actually have an interactive effect" (Reid, 1992, p. 2). She refers to Smith and Stewart's (1983) suggestion that racism and sexism should be examined in relationship to each other. I would add classism to this suggestion as well (3-way interaction!). While this may complicate matters as far as statistical analyses, other research methods could be employed as well (e.g., qualitative research).

To end this section on a positive note, Ginorio (1992) is encouraged by the existence of an anti-racism movement within the women's movement and in women's studies programs. She believes that there is still hope and I agree. This last quote is further evidence of this hope: "Each feminist woman of color in the U.S. has arrived at some kind of integration between the two identities provided by feminism and ethnicity." As Maxine Hong Kingston said: "I learned to make my mind large, as the universe is large, so that there is room for paradoxes" (Ginorio, 1992, p.4). She believes that being a woman of color is, at times, a paradox because of conflicting values. "For many of us it is a daily reality and one which is deeply satisfying because it makes for a more complete experience of life" (Ginorio, 1992, p. 4).   I

would hope, though, that some progress could be made to where being a feminist and a woman of color did not have to be a paradox.

At this point I would definitely agree that considering race, gender, and class must be considered together. Of course, this complicates and already complicated situation but it seems to be a step in the right direction. There are no easy answers!

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YOUNG ADULT LITERATURE: A "LIMITED AUDIENCE" OR AN OPPORTUNITY TO EXPERIENCE DIVERSITY?

by Jennifer Fabbi

While contemplating a topic for the first column that I would submit to this newsletter, I began to reflect on an ongoing experience that has caused me to consider the purpose of young adult literature, written for teenagers of high school age and beyond. Last October, I joined the southern district committee of the Nevada Young Reader Award, a literature award that is administered by the Nevada Library Association. The committee is divided into four categories based on the reading level of the nominated literature, and, unlike many literature awards that are based almost solely on literary merit, this award is based on the opinion of Nevada's young readers, as to which books are the "best." I joined the young adult subcommittee in order to reinforce my goal of making time in my schedule to read current young adult literature.

At the first meeting that I attended, I enthusiastically looked over the list of young adult novels, poetry, and short story compilations that had been nominated for the year 2001 award. Books are only eligible for the award if a child or young adult in Nevada has nominated them. It is then the charge of the committee to "whittle down" each of the four lists to approximately six books each, which are subsequently read and voted on by young readers throughout the state. As we met in our subcommittee, we began to go down the list and discuss each book individually. As a newcomer to the committee, I sat quietly and listened to the comments of the other teachers, librarians and parents: "I loved that book, but I wouldn't give it to my child to read." "This book was great, but I would feel uncomfortable assigning to my class." "The book was fascinating, but I think it has a pretty limited audience."

After my inquiry of the group, I learned the real story about the young adult component of the award: kids only read the books and vote if teachers assign them, and high school students don't have time to read "contemporary stuff" with all of the other curriculum requirements. Therefore, the real challenge

before the committee is to present Nevada teachers with a watered-down list so that they feel comfortable assigning the books to middle-school students; this is how we get enough votes to justify an award for young adult literature. Instead of looking at what kids would enjoy and connect with, literature that may expand their ideas and perspectives, we are counting swear words and making sure that the books don't mention religion, sex, hate crimes or anything else controversial. Call me an idealist, but I was more than disappointed. So many wonderful works of young adult literature have been written, especially within the last few years. These books include not only contemporary realistic fiction, but mystery, historical fiction, adventure, science fiction, poetry and short story. Why aren't they reaching their intended audience, and what are these young adults missing? The following books have been nominated in the young adult category for the 2001 Nevada Young Reader Award.

Gary Soto is an author who has written poetry and prose for adults, young adults, and children. He was born and raised in Fresno, California, and his writings reflect his Mexican-American culture. Soto's book of short stories, *Petty Crimes*, is sprinkled with Spanish words and biting descriptions that bring out a variety of emotions, each young character taking on an important issue in a refreshing way: bad influences, grieving a lost parent, relationship with a grandfather, living up to expectations, bullies, consequences for actions. Each sketch is wrought with irony; some may cause the reader to laugh out loud, while others may leave behind a trace of sadness. Is this one of those books with a "limited audience," a culture that most young adults would not "get"? I would argue that these stories not only cause young people to reflect on their own cultures, what makes their lives different or out-of-the-ordinary, but they also allow all young people to experience not just a stereotypical portrait of Mexican Americans, but diverse and idiosyncratic experiences. These entertaining stories, with their cultural specificity mixed with universal experiences, have the potential to expand minds of young readers.

In *Kissing Doorknobs*, by Terry Spencer Hesser, the reader follows Tara Sullivan from ages eleven to fourteen, as she falls deeper and deeper into the grips of obsessive-compulsive disorder (OCD). The innocent rhyme, "step on a crack, break your mother's back," leaves her tormented and alienated as she must precisely count every sidewalk crack on her way to and from school. Tara's behaviors become more and more bizarre and ritualistic, and her family and friends become increasingly frustrated. Tara's mother cannot fathom what demon has possessed her daughter and sends her to numerous psychiatrists where she is misdiagnosed time after time. Young adults will connect to the dynamics between Tara and her family and friends and may recognize many of the feelings that resound throughout the book. Through Hesser's intense descriptions, the reader will come away with a credible picture of what it feels like to have OCD, as well as an understanding of what causes this treatable disease. This awareness and tolerance may take the place of ignorance for many young adults who are uninformed or misinformed on the topic of mental illness. However, will teachers and librarians feel comfortable encouraging students to read this novel?

Dorry Stevens is unbearably lonely in *Leaving Fishers* by Margaret Peterson Haddix. She has been uprooted from her home in Bryden, Ohio because her father's factory has shut down, and she and her parents have moved to Indianapolis. She has no luck making friends until she is suddenly embraced by a smart, good-looking group of students at Crestwood High. She soon finds out that they are all part of a religious group, the Fishers of Men, and although Dorry has never been religious herself, she finds that she cannot resist their attention and the excitement of the Fishers' parties and religious functions. As she becomes more involved in the group, she begins to sacrifice her schoolwork, her family, and her very self to keep in the Fishers' good graces. Finally, an extreme act causes Dorry to step back and examine her life and beliefs. Young adults will become aware, not only of the growing phenomenon of religious cults and their defining criteria, but will look into the mind of an insecure yet reasonable young woman as she is sucked into a fanatic lifestyle that she can no longer identify as her own. Religion, although present in this novel, is a secondary issue, as gaining insight into one's personal value system rises to the surface.

Life in the Fat Lane by Cherie Bennett presents a picture that is all too familiar to high school students. Lara Ardeche is the most popular, the most beautiful, the richest and the most gracious girl at Forest Hills High. Surrounded by her perfect friends, her perfect boyfriend and her perfect parents, she wins homecoming queen in her junior year. Who has not encountered a person like this in their high school career? But shortly after homecoming, thin Lara begins to gain weight at an unprecedented rate. Despite her strict diet and workout schedule, Lara is soon almost twice the weight that she had been only a few months prior. Lara painfully learns that images are very often deceiving. As her perfect life crumbles, she realizes who her true friends are, and that although her life has changed, she is still an outstanding young woman. This book will put many issues into perspective for young readers; it touches on self-image, parental relationships, friendship and eating disorders. However, the most eye-opening aspect of the novel is this question: If you woke up tomorrow and your way of life had changed drastically, how would you react? How would those around you react? Cherie Bennett depicts this scenario in a gritty,

yet realistic and attention-grabbing way that will benefit those who read it. This book, however, is riddled with "questionable" language.

In January, I was able to attend the American Library Association Midwinter Conference in San Antonio, TX. The highlight of the trip for me was being able to attend the press conference where the children's book awards were announced, the most well- known being the Caldecott and Newbery Medals. This year a new award for the best work of young adult literature was announced, the Michael L. Printz award. I was extremely pleased that the first winner of this award was Walter Dean Myers for his novel *Monster*. The main character, Steve Harmon, is a young African-American male who is on trial for his role in a convenience store murder. Although he has clearly played a minimal part in the crime, Steve wrestles with his conscience throughout the fast-paced book, and the reader is unsure of what the outcome of the trial may be. Steve is an aspiring filmmaker and the story is written in the format of a script, complete with a handwritten font style. Illustrator Christopher Myers' digitally altered black-and-white photographs lend to the distorted view that Steve has of his incarcerated self, as he creates his self-revelation. The novel raises many questions for teenagers and points out the lack of clear-cut issues in life. As the first Printz award winner, this book will now enjoy a well-deserved exposure that many young adult novels do not get. Will this novel, now that it has won the Printz award, make the final list for the 2001 Nevada Young Reader Award?

How can the Nevada Young Reader Award be used as a mechanism to introduce young adults to these enjoyable literary works that are written solely for them, that inspire insight, self-reflection and understanding? It is hopeful that high school teachers may be made aware of this program and recognize the value of teenagers reading contemporary literature, regardless of the individual teacher's subject orientation. Public libraries must become involved in the promotion of this program. I am not of the opinion that young adult novels must be controversial for readers to find them exciting or even the "best"; however, I have found that many novels that cause readers to reflect and expand their viewpoints are those that, at first glance, may have a "limited audience" or broach topics that may make educators uncomfortable. These books do not have to be made into assignments for students to be encouraged to read them. As votes from high school students in the young adult category increase, we will be in a more favorable position as a committee to present a list of books that are truly chosen for their impact as the "best" young adult books in the opinion of the Nevada Young Reader. As a committee member, I would like to contribute to this awareness!**

** The 2000 Nevada Young Reader Award Finalists in each category, Picture Book, Young Reader, Intermediate, and Young Adult, are now available for checkout in the Curriculum Materials Library (UNLV Carlson Education Building, Rm. 101). Ballots are also available.

Books Reviewed
Bennett, C. (1998). *Life in the Fat Lane*. New York: Delacorte Press. 260 pp.

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Myers, W. (1999). *Monster.* Ill. C. Myers. New York: Harper Collins. 281 pp. ISBN 0-06-028078-6.

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MARTHA STEWART IS "NOT" LIVING
by Joyce Leaf-Nelson

I caught the end of the "60 Minutes" interview with Martha Stewart after the Superbowl. She was discussing how she had the "perfect" daughter, the "perfect" life, the "perfect" everything. They showed her talking to a large group of devoted female fans at a convention and there, too, she was talking about how they can achieve a "perfect" life also. I have had the occasion to watch her program now that I am much less employed and it has become pretty clear to me that Martha can do everything. She cooks breakfast for hundreds of people on the New York Stock Exchange. She sets up fish tanks. She has her own TV show. She makes ribbon lamp shades, raises chickens, produces candles, sells linens at K-Mart, and bakes cookies. What a marvel she is. I am awed by the fact that she only sleeps four hours every night and can still think straight. I cannot imagine how someone who had worked as a stockbroker and raised a family could learn how to do all of these clever things and get rich, too.

Well, Martha Stewart is indeed a role model, someone after whom the rest of us women can aspire. She is telling us that, finally, today, during the 21st century, a woman can be very successful, can break the glass ceiling, can become a CEO in her own company and play the game right along with the big boys. This is what it means to be "perfect." Unfortunately, this reminds me a little too much of the Virginia Slims commercial from the 70s that stated, "I can bring home the bacon, fry it up in a pan..." and so forth and so on. I question whether Martha Stewart is successfully bringing the Superwoman Syndrome back from the 80s? Who is her audience and what messages does she deliver? More importantly, what are the consequences of these messages?

The Superwoman Syndrome is a term coined over twenty years ago that described the role overload from which many women suffered (and continue to suffer). With a new awareness and a redefinition of gender and family roles, there was an influx of women into the workforce establishing themselves into careers, seeking self-fulfillment and developing a better sense of economic independence. The downside of this is that they also continued their attempts to be the perfect mother, the perfect wife, the perfect housekeeper, cook, nurse, teacher, hostess and any number of other jobs. As Natasha Josefowitz so ably states in her poem entitled *"Superwoman"* (Shaevitz, 1984):

> *She is a perfect mother*
> *the model wife*
> *the best housekeeper*
> *the greatest cook*
> *the most available daughter*
> *the most effective worker*
> *the most helpful friend.*
> *She is most wonderful at*
> *juggling home and career*
> *with a constant smile*
> *and an even disposition.*
> *She is everything*
> *to everyone.*
> *But who is she?*

In the attempt to find who they were as unique individuals many women lost themselves in the scurry to be everything to everyone else. The result is enormous burnout and low self-esteem.

For the past twenty years, women have been reevaluating their lives and learning to let go of their guilt for not being perfect at whatever they do. They have learned to say that it is okay to not clean the house for a couple of weeks (sometimes a month goes by). It is okay if they

give up some of their chores to other family members who do not do them so well. It is okay if the children do not have fresh baked cookies when they come home from school. It is okay if they need to take time out and be alone for awhile or do something for themselves. Women have spent the past twenty years coming to terms with not being perfect at all of their jobs, to be at peace with themselves and to more fully enjoy their lives and their families. Just as women begin to taste this feeling of autonomy, just when we have come to a point that young women deny such a phenomenon as female gender role conflict…, in marches Martha Stewart, Superwoman personified.

Martha carries with her all of the trappings. She is successful and intelligent. She presents herself with a casual, homey, simple yet competent image. Her demeanor relates to middle America. She is doing everything in Josefowitz's poem and she still
knows who she is. The standard that she is communicating is that women can do it all. But can the typical American woman do it all without suffering the results of the Superwoman Syndrome? Do they look critically enough to see through Martha's guise? Do they realize that Martha has 400 employees who advise her and prepare her TV appearances? Do they notice how inept she is when she is chopping onions? Do they see that Martha does not have three days to prepare a duck a la Four Seasons Restaurant? (Why would she want to? She can afford to go there driven by a chauffeur.) Do they realize that four hours of sleep per night is unhealthy for most human beings? Do they understand that striving for perfection may be setting themselves up for failure?

We have to remember that Martha Stewart is portraying an image, not herself as a person. The image is not real. How many women can live up to this standard?

Reference

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ANKA'S STORY

by Nancy Sileo

Child abuse in the United States is at an all time high. In the U.S., a child is abused every 45 seconds (Child Welfare League, 2000). As a child and teenager, Anka was a victim of child abuse. Anka escaped from the abusive relationship during her teen years and is currently enrolled in a graduate program at UNLV. This is Anka's success story.

I was born June 23, 1968, at Women's Hospital in Las Vegas, Nevada. My parents were sure that I was going to be a boy because in German households the first born [child] should always be a boy. My name was going to be William Drew, but I turned out to be a girl and according to my mother, her first words when I was born were "oh shit." I took my mother and father three days to finally name me. The name they picked was Anka. I am the only child born to V. and W.

My parents both emigrated to the United States from Germany in their late teens and later became U.S. citizens. My mother and father divorced when I was two. According to my mother, the reason for the divorce was because my father wanted her to work right after I was born and she did not want to work. Thus, she divorced him and had to work anyway which is a decision she regrets to this day. A few years after their divorce, my father remarried a woman who was also from Germany. My father and his new wife had a son. Because Heidi was jealous of me, my father chose not to see or call me except for once every six years.

When I was young my mother worked unusual hours as a showroom waitress at the Riviera. Most days, I would not see my mother from approximately 3:00 p.m. to 2:00 a.m. In addition, because her days off were during the week when I was in school, we did not spend a lot of quality time together.

Both of my parents were alcoholics -- my mother still is. My father died in 1986 from cirrhosis of the liver. Although my father always had legal guardianship of me, my mother is the one who raised me. Because of her alcoholism, I was raised in a very dysfunctional home.

I have always known that I did not want

to become like my mother. She was a very negative person. As a child and to this day, I can hear her say "you don't love me" and "you are so selfish."

It was almost impossible for me to grow up in that environment and not have a problem with self-esteem. My mother was lazy and obese, she smoked, drank to excess, and never took care of the bills or the house. My mother was abusive to me and our animals, and always embarrassed me in public. Not to mention, my mother tried to kill herself so many times, no one would come out to our house when she called for an ambulance.

For the most part, I raised myself because my mother was not around very often. To this day, my mother admits to this behavior. As a child, I got myself up for school, made my own breakfast, went to school, came home, made dinner, cleaned the house, and put myself to bed. My mother was always proud to say that she could "leave me in New York City and I would survive just fine."

In fact, I went to Child Haven twice because of neglect and abuse, once in elementary school and once when I was in sixth grade. When I was in second or third grade my mother touched me in a sexual way, hit my head against the television, and then began hugging me so hard I couldn't breathe. I ran out of our apartment without a shirt on screaming.

I can remember being in Child Haven and Mr. R., who is now in charge of the substance abuse program at the Clark County School District, was my counselor. He brought my school work to me, and I thought that he was a very kind man to remember how I could not wait to go back to my school because I was not learning anything at the school they offered there.

When I came back to school, after my second time in Child Haven, I remember I was mortified because my math teacher had told the whole class where I had been. It was at that point that my grandmother tried to get custody of me because she felt that my mother was an unfit parent. However, as much as my grandmother tried, she could not get custody of me because at the time the court felt that my mother should be given one more chance. My mother threatened me after I came back from Child Haven that second time, telling me that if I told anyone again about our problems that I would end up in a foster home. She finally learned not to hit me anywhere it would show and began to verbally and mentally abuse me. After a while, I learned to live with it. I learned that school was better than home, and that school was safe.

I have always loved school; from elementary school through college. I can remember my mom begging me to stay home from school so that we could be together, and I said I had to go to school because I did not want to get behind in my work. During first grade through third grade I went to Ruby Thomas Elementary School. I loved that school because we had four different teachers. We would physically go to different classes. We had a teacher for science, a teacher for math, a teacher for reading, and a teacher for language arts. It was an experimental program at the time, and I found out later that they discontinued it a few years after I left. I also enjoyed learning sign language. (Because Ruby Thomas was a deaf school too, all of the students had to learn sign language in order to communicate with students who could not hear.)

My fourth grade year I went to Walter Bracken Elementary School and it was traumatic because we moved across town, and I had to go to a different school. I cried every day after school and made my mother feel bad for moving. It didn't help that this big girl named M. wanted to beat me up. I'm not sure how it happened but M. ended up being my best friend so moving did not seem so bad after all.

When I was growing up, everyone had to go to a sixth grade center. I went to Quannah McCall. I loved sixth grade, except for the part about going to Child Haven. It was the year I learned how to play a musical instrument. I had the most wonderful teacher, Mr. W., who still teaches in the school district. While learning to play the flute, Mr. W. was very patient, and kind. Music opened my life. I could express myself, and I loved the way I felt when the whole band was performing in a concert. I loved being on stage hearing all of the different instruments play their part to make the music beautiful.

During seventh and eighth grade, I went to Dell H. Robison Junior High School. I was involved in student council, band, and yearbook

during my two years. Out of those two years, I remember eighth grade the most because I really enjoyed my science class and my yearbook class which had the same teacher, Mrs. R. In my yearbook class, I feel like I really had to grow once again as a person. Mrs. R. made us write in a journal, and I remember at first I hated it. It was very difficult for me to write down my feelings. However, as time went on, I began to enjoy writing and felt that it was a real outlet for my emotions. My most memorable time in eighth grade was when I asked Mrs. R. to come to a small music recital in which I would be playing my flute. Mrs. R. came to my recital and my own mother did not come. Whenever I think about it to this day, tears well up in my eyes.

In high school, my problems with my mom began to get worse again. Because she had a weak bladder, she would wet the bed every time she would get drunk, and washing the sheets became an everyday ritual. My life seemed to be closing in on me, and I was overwhelmed. I went to Eldorado High School and loved it very much, I was involved in a lot of clubs and activities and I don't know how I would have made it [through the high school years] without them.

When I try to evaluate why I liked school so much, I think it was because my teachers were such a positive force in my life. I think I wanted to gain the approval of my teachers so that I would finally receive some sort of praise and reward. A few of them knew that I had problems at home and were just "there for me."

By the time I was sixteen, I thought I was going to have a mental breakdown. A typical day would involve studying and doing homework for my honor classes, going to after school activities, working at Wendy's, worrying about how the bills were going to get paid and how drunk my mom might get that night. I was mentally and physically exhausted. In addition, my mom was starting to become violent again, and I was beginning to get very tired of the whole situation.

At sixteen, I decided to do something about my living situation, because I felt like I would go off the deep end if I did not get away from my mother. I remembered that my father had always had custody of me. At this time, he had already been diagnosed with cirrhosis of the liver and was in the hospital. His wife had divorced him, and he was now seeing another woman.

My yearbook teacher, Mr. P., helped me get the paperwork necessary for my father to sign temporary guardianship over to my friend's grandmother, Mrs. L. Mr. P. and I went to the hospital, and my father signed the papers. I left my mother's house with just the clothes on my back. Needless to say, my mother was **very** angry. She wanted to be the one in control and that control was gone.

The last two years of high school were very difficult although I loved school. After I moved in with my friend's grandmother, I realized I would have to move again because there were family problems in their house that they were trying to work out and "blood is thicker than water." I moved in with one of my girlfriends who was renting a room because she wanted to finish high school in Las Vegas and her parents had moved out of state.

I had got a second job at a movie theater, and can still remember the night my mother came to my work drunk. It was a busy night and the theater was full. I went to meet her so she would not create a scene. Of course, she created one anyway. She yelled at the top of her lungs about how awful a child I was, because I had walked into her house and taken my dresser and end table when she was at work. She said that she was going to have me put into a foster home. After she was done ranting and raving, she left. Soon after, a man came up to me and asked me about my situation. He said that my mother could not put me in a foster home and that if I needed his help to please call his office. It turned out that he was an attorney. I felt like God was watching over me.

In 1986, I graduated high school with honors. I decided I needed to get away from Las Vegas so I went to Reno for college. This was also the year my father passed away which never seemed real to me because I did not get to go to his funeral.

I got a job working graveyard at the front desk for a casino in Sparks. I thought graveyard would be a great shift to work while going to school, but it turned out to be a nightmare. By this time, I was tired of working and going to school full time, so it was very difficult to concentrate while going to college.

I never lived in a dorm or did college things. I worked, went to school, and tried to make ends meet. Needless to say, my first few years of college I did poorly. This was the first time in my life that I had earned terrible grades. I had always been an A or B student, so it really discouraged me from continuing college. I stayed in Reno for two years and then decided to move back to Las Vegas.

When I came back to Las Vegas, I got a job with the Clark County School District and tried going back to college but I think I was just burned out on the idea of working and going to school, although I love learning. I decided to take a break from school which was not the most intelligent decision I have ever made, but I was still not doing well.

I had a couple of long term relationships during this time, but I knew that I had not met the one person I wanted to spend my entire life with. Most of my friends were married and had kids. I can remember from the time I was little that I knew that I did not want to have a child, because my mother always said that if I had a child it would turn out to be just like her. The reason behind this was that I had a lot of characteristics from my grandmother, my mother's mother, thus if I had a child it would have the characteristics of my mother. Hearing this explanation as a child would have horrified anyone in my place into not giving birth.

In 1992, my husband, B., and I started dating. We had been friends for a few years but had been dating other people. Finally, we were both single, and we realized that we not only had a strong friendship but an attraction for each other as well. I can still remember how nervous I felt around him, and I knew in my heart that he was the one for me. After dating for a couple of years, we decided to live together. During this time, a pregnant alley cat, Momma Kitty, decided to adopt us. She ended and one of her kittens became our children. This was the first time in my life where home was a wonderful place to come to and where I felt secure and loved. B. loved me unconditionally and I had never known what it had meant to be truly loved.

While working at the school district, one of my co-workers, suggested I go back to college and finish my degree since I had already completed 86 credits. I had not been to school in five years, and I decided that perhaps I should go back to finish the goal I had started so long ago. In 1997, I decided to change my major from communications to business management and I enrolled. This time, being at the University was a great learning experience for me. All of the professors had critical jobs within their various companies, and I felt that the education format was more conducive to my learning. Looking back, part of me believes that I was finally ready to go back to school because the pressures that had engulfed my life before were all gone. That was also the year that B. asked me to marry him.

After a lot of hard work, I completed my bachelor of science degree in business management in February 1999. It was an incredible feeling of accomplishment. I never would have guessed that finishing my degree would change my life, but it has. My confidence increased, and I felt that for the first time I was ready to make a career change. Just a couple of months later on April 10, 1999, B. and I got married. It was a lovely spring day, and our wedding was truly perfect. For our honeymoon, we went to Maui. The ocean, the rainbows, the food, and the green scenery all made it paradise to us. When we got back, it was time for the graduation.

Later that year, I heard about an Alternative Route to Licensure Program at UNLV. I had always loved children, so I thought I should go to the meeting to see what the program entailed. Meanwhile, my boss had been encouraging me to give teaching a try. I went to the meeting and the program looked very exciting. It was quite an incentive to know that I could become a teacher the following year. I turned in my application and hoped for the best. I was asked to come for an interview in a few weeks later. I still laugh when I think about that interview. I was so nervous and I wanted to do well, but I wondered how I would answer questions about teaching when I had no teaching experience or classes of any kind.

I found out I was accepted into the program one week later. A week after that I began staff development classes at the school district. The following month, enrolled at UNLV.

My husband is the most positive person I have ever known and has been very patient through all of my schooling. His support has

really inspired me to follow my dreams. What is so amazing to me is that I **did not** turn out like my mother! I love where I am in my life; not to mention my husband is the love of my life; and my life is a dream come true. If I am asleep, I never want to wake-up. I honestly do not know how I turned out the way that I did except for the belief that God was watching over me, and I had some very caring people in my life that guided me.

Note: For the purposes of this publication, Anka's real name and other significant identifying information has been changed.

Resource HOTLINES

Clark County Child Abuse and Neglect Hotline
. . . . 399-0081
Division of Child and Family Services
. . . . 384-8362

Family and Child Treatment Center of Southern Nevada
. . . . 258-5855
HELP of Southern Nevada
. . . . 369-4357
SAFE House Domestic Violence Hotline
. . . . 564-3227
Safe Nest Domestic Violence Hotline
. . . . 646-4981
Youth Runaway/Emergency Shelter
. . . . 385-3330

## UPGRADING OUR MENTAL MAPS
by Jean Henry

I often hear people say something to the effect that "I don't have a clue why they responded that way," or "I don't know why I reacted the way I did, it just came out." It sometimes seems to be a mystery why certain results occur - why people do what they do or react to something the way that they do. But, in fact, while we may not initially fully understand the result of an event, it is really not so much of a mystery if we look closely at how results occur, and are willing to fully and honestly explore our own paths in arriving at a result.

The following provides a graphic illustration of the process of moving from an event to a result.

Events

Mental maps

Perceptions   Perceptions

Facts / Analysis

REACTION   RESPONSE
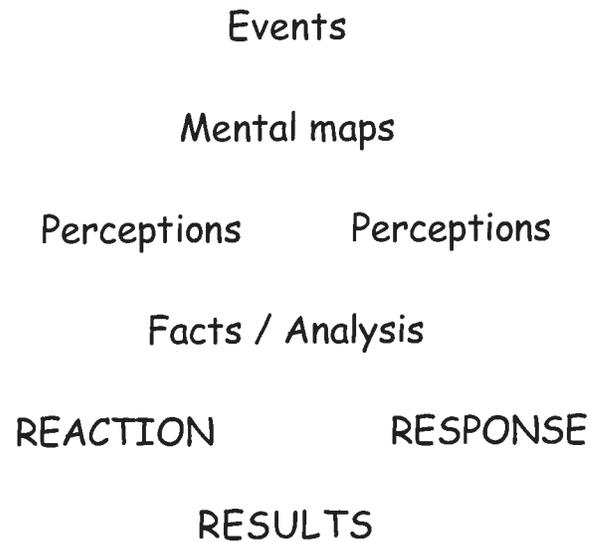
RESULTS

Events are those things occurring outside ourselves which require a response - something happens, we encounter someone, we are faced with a situation.

Reactions and **Responses** are the results of our interpretations of events. They result from the influence of our mental maps - the perception s and analyses which flavor the interpretation.
 ♦ Reactions are those responses to events which are done instinctively, from habit, generally without conscious thought.
 ♦ Responses are those responses to events which are the result of more conscious thought processes though they may also possess elements of habit and instinct.
 ♦ Perceptions are our insights and intuitions, or personal definitions of things, often abstract in nature.
 ♦ Analysis is a logical process of tracing things to their true source, of examining relationships and processes on the basis of their original principles.

Results are the consequences of our reactions and responses to an event.

Many reactions that take us by surprise, including those which might be judged as "prejudiced," result from our failure to update our mental maps. At some level,

being guided by old messages and old learnings that may no longer be valid or applicable . . . or never were. Responses or reactions take one of three forms: positive, negative, or neutral. Our responses generally determine the results we receive. Results, then, may also be perceived as positive, negative, or neutral. This is certainly true when dealing with people, particularly in light of the fact that our reactions and responses as well as our results may be viewed as "events" by other people. In reality, there are many overlapping event-response-result cycles as various people react/respond to reactions, responses, and results of those around them. The following provides a graphic illustration of the process of moving from an event to a result.

A key factor in our ability to influence or change our results is to understand the concept that events do not cause our responses. Yet, may people, when asked what led to a negative result, will refer to an event, not to a response to an event. In fact, two people may experience or witness exactly the same event and acquire two very different results, because they responded in two very different ways. Logic would lead us to conclude that it was not the event that created the result, but rather the reaction or response to the event. Knowing that reactions and responses are mediated by our perceptions, we can begin to work on the process of investigating and understanding the roots of our perceptions.

Perceptions are the result of a myriad of factors, such as: culture, family religious belief, peer influences, personal experiences, etc. They are often overtly manifest in the form of prejudices, opinions, beliefs, generalizations, etc. When we have steered by a particular mental map for a long time, we tend to assume that our interpretation of an event is fact - that our map is the same as the territory, and that every one else is operating with the same set of maps.

If we embarked on a vacation with a 30-year old map, we would probably not automatically assume we could arrive at the correct destination without questioning some of the routes. The roads and highways, and even the forms of transportation, have changed dramatically in 30 years. If we retain the same mental maps for year, we are just as likely to fail in arriving at our desired destination if, in fact, the territory around us has changed considerably in that time. Many things about

culture, society, family, experiences, etc. have changed, and we must continuously challenge the accuracy and applicability of our mental maps and update them as we go.

If we identify too strongly with our mental maps and do not challenge their accuracy and utility, we limit our personal and professional growth. As professionals who are in the business of helping others make positive changes in their lives, we are also in danger of limiting the growth of those we hope to help. Fostering new perceptions, creating new mind maps, is not easy. Often, even when we challenge our maps and know the proper response, we fail to choose that response because of peer pressure, fear, instinct, or habit. However, positive change and desired results can only come if we are willing to spend the time and energy to reassess and work at re-engineering our perceptions.

Our challenge as educators (and humans) is to be aware of our perceptions and understand how they are influencing our interactions with students. We must be willing to look beyond the surface reality - to see past the façade created by our own set of beliefs, prejudices, interpretations, and generalizations - in order to discover the true beauty and potential that exists in every person with whom we work. The advantage will go to those of us who can not only create accurate maps, but those who continuously challenge and question "what is" and "why it is," and update our maps to respond to an ever-changing world.

History is full of examples of famous people who clung valiantly to perceptions and beliefs which actually held the potential to jeopardize the progress of the world. Such as

"There is no likelihood that man can ever tap the power of the atom."
Robert Millikan, Nobel Prize in Physics, 1923

"Heavier than air flying machines are impossible."
Lord Kelvin, President, Royal Society, 1835

"Everything that can be invented has already been invented."
Charles Duell, Director of U. S.

Patent Office, 1899

"Sensible and responsible women do not want to vote."

Grover Cleveland, President of the U. S., 1905

"Who the hell wants to hear actors talk?"

Harry Warner, Warner Brothers Pictures, 1927

INCLUSIVE PRACTICES IN EARLY CHILDHOOD
by Keith Hyatt

The integration and/or inclusion of children with disabilities into the general education setting has been a hot topic throughout the 1990s. Salisbury (1991) noted that while the concept of integration is superior to segregation, it still implies that there are two distinct groups of children in the school. One group belongs to the school while the group of children being integrated is "allowed" to participate in activities within the mainstream. Inclusion, however, refers to both a belief that all children belong and a practice that provides the opportunity for all children to participate in the general education setting and attend the class they would attend if they did not have disabilities.

In practice, the philosophy of inclusion is frequently misinterpreted. For example, many teachers refer to a group of students as the "inclusion students" or to a particular classroom as the "inclusion classroom". However, these descriptions do not capture the essence of inclusive beliefs, in fact, they imply that there are students in the school who are the "exclusion students" and that there are "exclusion" classrooms. Exclusion is a practice that does not occur at a truly inclusive school. As noted in the definition of inclusion (Salisbury, 1991), inclusion refers to a belief that everyone belongs and a practice that celebrates diversity while providing all students with the supports needed to succeed.

These beliefs and associated educational practices may become more pronounced in the future. As noted by Odom and Diamond (1998), the inclusion of children with disabilities into the general education setting is only one aspect of diversity that has impacted the educational system, and the growing cultural diversity in the classrooms of the nation is likely to continue into the next century. As classrooms become more diverse, teachers will be required to teach children with varying needs and many of those children with high needs may not have a diagnosed disability.

To better meet the needs of all children, general educators had called for changes in the education of young children. The 1987 publication of the first position statement on Developmentally Appropriate Practice (DAP) by the National Association for the Education of Young Children (NAEYC) was done in response to the growing practice of increasing academic instruction in kindergartens (Shepard & Smith, 1988). The curricular and instructional focus of DAP emphasized the use of child-centered learning activities based on the child's level of development. In the 1997 revision of DAP, edited by Bredekamp and Copple, the importance of individualizing instruction to meet the educational needs of children with disabilities was addressed. Similarly, the use of developmentally appropriate practices in the natural environment with the necessary environmental adaptations and modifications necessary for children with disabilities to participate in chronological age-appropriate activities with their typically developing peers was identified as a major tenant in an approach to early childhood special education known as Activity-Based Instruction (Bricker & Cripe, 1992).

Regarding the program attendance of children with disabilities, Wolery, et al., (1993) randomly surveyed four groups of early childhood educators from across the United States and territories to determine the status of inclusive programming for preschool children with disabilities. Head Start reported the highest number of programs that enrolled a child with a disability (94%) followed by public school kindergarten (81.5%), public school prekindergarten (73%), and community programs (59.2%). Over the 5 year period covered by the survey, the number of programs

enrolling children with disabilities grew from 37.5 percent in 1985-86 to 74.2 percent in 1989-90. These data provide additional evidence indicating the need for early childhood teachers to have skills necessary to work with a highly diverse student population.

A growing body of research has provided support to the efficacy of inclusive educational practices in early childhood programs (Buysse & Bailey, 1993). In a review of research studies, Buysse and Bailey (1993) concluded that the research supported the importance of educating young children with and without disabilities in the same setting. The studies they reviewed reported positive changes in social-behavioral development of children with disabilities when educated with their typical peers. Overall, the studies did not report differences in the attainment of developmental milestones regardless of whether the children attended inclusive or segregated programs. Hanline (1993), and Guralnick et al., (1995) also found that inclusive programming positively impacted rate of social interactions of children with disabilities.

Overall, the data support the effectiveness of inclusive programming for children with disabilities. The perceived benefits obtained by children without disabilities who attended either an inclusive preschool kindergarten was investigated by Peck, Carlson, and Helmstetter (1992).

Peck, Carlson, and Helmstetter (1992) surveyed one hundred twenty-five parents of typically developing children and ninety-five general education teachers to identify the benefits they believed the children without disabilities received from participation in an inclusive program. Parent responses indicated that they believed their child's overall experience in integrated program was positive. They felt their children were more accepting of human differences, had less prejudice regarding people with disabilities, and were more helpful to other children. They did not believe that their children imitated undesirable behaviors from children with disabilities. Teacher responses were similar to those of parents and indicated that the overall experience was positive for children without disabilities.

The literature supports the notion that well planned inclusive educational programming

can be beneficial for students with and without disabilities. The challenge is in developing site specific plans to provide supports to children in inclusive settings.

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A FEW IDEAS FOR INCORPORATING APPRECIATION FOR MULTICULTURAL DIVERSITY IN THE CLASSROOM

by Aimee L. Govett, Jean Henry, and LeAnn Putney

As a result of ongoing collaboration regarding activities that promote appreciation for diversity in the classroom, Drs. Jean Henry, LeAnn Putney and I put together some of our ideas and presented these at the NAME Conference this past Fall. We feel that collaborative activities exemplify what is needed to encourage embracing diversity in a classroom. Otherness is created when we do not feel connected to each other, when communication is restricted or lacking altogether. Thus, if we can structure and implement activities in our classrooms and workplaces that teach the skills of collaboration, we are providing opportunities for our students and colleagues to establish these critical connections.

The presentation gave participants the chance to participate in classroom activities that have been successfully utilized by Drs. Govett, Henry, and Putney and to identify strategies for taking the lessons learned back to their own campuses.

IDEAS FOR THE CLASSROOM:

The initial interactive activity involved forming groups in our audience to work together collaboratively on an assigned task. Working in small groups, participants designed a hypothetical Multicultural Professional Development Workshop. They then marketed their workshop to the other groups through group/interpersonal interaction. Participants were given specific cultural behaviors that they were to exhibit during all interactions with other group members. As the groups interacted within the parameters of their cultural behaviors, communication challenges invariably arose. Once all groups had the opportunity to market their workshop to all other groups, the session was reconvened as a whole to discuss the results of their marketing efforts (i.e. the challenges that they encountered in communicating with other groups/group members as a result of their cultural characteristics.) As facilitators for this collaborative activity we supplied the tools to help group dynamics go more smoothly.

Values Auction:

For this activity you can have your students brainstorm a list of values or you may supply them with a partial list and have them add those they feel should be included. This is important to give them some ownership or connectedness to the values used in this activity. Have your students look over the list of values and rank them in order of personal importance. Using play money, distribute $2000 to each player or you could use some other accepted exchange. (Velicia McMillan)

Begin the auction. Make up your own rules or keep it as an authentic auction framework. There will be some competition (and cooperation) during the auction. When all values have been distributed begin a discussion about:

♦What values went for the highest bid and why?

♦Which ones went for the lowest bid and why?

♦Are these values common across cultures?

♦What constitutes a culture?

Portraits:

This activity serves to introduce and emphasize the role of women and people of color as notables in the sciences and in society in general. You may use overhead transparencies of people showing no names or information. After showing each one to the class, ask them if they know who this individual is. Usually they do not, so have them make up a biography for each person. You can also do

this activity using only the names of individuals, because gender is not always obvious in a name. (Joyce Nelson-Leaf)

You may lead with questions like:

♦ What do you think this person does for a living?

♦ How much education do you think he/she has?

♦ Where do they live? Do they have a family? Etc.

Use an easel pad to record the biographical descriptors for each individual. Having created biographies for each one distribute the sheets (one to a group) with the made- up life histories. Then hand out a true-life story and allow the students to make corrections. How many facts were correct and how many were way off? Most women and people of color are not included in our science textbooks as celebrated figures. The reference books used for this activity also describe experiments similar to those done by these scientists. Therefore the students can carry it further and reenact the experiments that brought them distinction. A variation on this theme is just to use the names of the scientists and have them create a life story. In some cases the gender is not obvious from the name alone.

The Scientist Within You: Experiments and Biographies of Distinguished Women in Science, Volume I (ages 8-13) *$21.95* and Women scientists from Seven Continents – Biographies and Activities, Volume II (ages 10-15) *$24.95*. ACI Publishing – PO Box 40398 – Eugene, OR 97404-0064   800/935-7323

Mothers of Invention: From the bra to the bomb, forgotten women and their unforgettable ideas, by Ethlie Ann Vare and Greg Ptacek, Quill William Morrow, New York, 1987.

Contemporary Women Scientists: American Profiles by Lisa Yount - Facts on File, Inc. 1994.

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Hypatia's Heritage: A history of women in science from antiquity through the nineteenth century, by Margaret Alic, Beacon Press, Boston, 1986.

The final activity was intended to insure that participants left the workshop with a commitment and a clear plan of how to utilize collaborative activities to enhance appreciation of diversity. Participants worked in pairs to create a "Personal Action Plan." Based on the following 10 characteristics of an effective collaborative group, participants were asked to record at least three specific strategies to implement when they returned to their campus to insure that their students' collaborative groups or work group/team are successful in their efforts to work together collaboratively.

Personal Action Plan: Diversity and Collaborative Teamwork

For some, you may make general statements, for some you may be more specific.

♦ Mission, purpose, and goals are clear and understood by all. [Write out your group/team's agreed upon goal(s).]

♦ Sufficient resources are available to accomplish our goals. [What resources do you need? What personal resources do members bring? (e.g., amount of time, personnel, funds, etc.)

♦ Members have appropriate training, skills, & experience. [Take inventory of each member's knowledge, skills, training, perspective, etc. that will contribute to achievement of specific goals. Celebrate the diversity that will ensure your success!]

♦ The group/team has an open communication system that encourages diversity, seeks feedback, and manages conflict. [Specify mechanisms that may be employed to insure these components.]

♦ Sufficient time devoted to examining group/team norms, values, and beliefs and insuring team growth. [What will you do to make sure you continue to value your different contributions and function smoothly?]

♦ An effective problem-solving strategy is used. [e.g. How will you reach agreements when members express their diversity - i.e. disagree on direction, strategies, etc.?]

♦ Internal standards are established for evaluating individual roles, responsibilities, and performance. [Delineate some of the tasks each of you will be responsible for, begin to set up

some tentative time frames.]

◆Climate of trust and personal and professional support. [How will you convey these concepts to each other? What behaviors will indicate these?]

◆There is an identified leader or agreement of appropriately shared responsibility. [Determine and agree upon how this will be handled in your team … write down the agreement.]

◆Organizational support sufficient to ensure success of group/team process and product. [What do you need from teachers, administrators, the library, the community etc.?]

FROM THE INSIDE OUT: A HISTORICAL LOOK AT THE DISABILITY EXPERIENCE IN THE UNITED STATES
by Kyle Higgins and Tom Pierce

The history of special education mirrors the attitudes of society---positively and negatively. As with any history, many of the occurrences have their roots in scholarly work. Historically, scholars have pondered, written, and often put their thoughts into action. However, once politicians or government took over the implementation of the research findings of the particular scholar, often things no longer followed the research, they followed the politics or ignorance of the times. Often the politics or ignorance was framed around stereotypes held by the public at large or by the individual politicians in power.

The following summarizes the major events in our country's history concerning people with disabilities. Perhaps it will become clear that while good intentions have often been held, the implementation of the work of scholars into everyday practice in our country quite often reflected the stereotype, bias, and prejudice of the American populace against those who were different. Unfortunately, the words of Joseph Shapiro (1992) continue to ring true in the United States, "People without disabilities simply do not understand people with disabilities." It is time for us all to learn and understand.
Thought to Ponder

When people with disabilities come to the conclusion that they have the right to be in the community, to have a say in how that community treats them, they are beginning to develop a consciousness about taking control of their lives and resisting all attempts to give others that control.

Ed Roberts, President of the
World Institute on Disability
The Historical Timeline

Colonial America
◆Early colonists attempted to prevent the immigration of people with physical or mental disabilities. A person with a physical or mental disability or who was considered potentially dependent was deported and forced to return to England.

Revolutionary War
◆Because of the number of soldiers who incurred disabilities during the war, the new U.S. Congress voted to pay pensions to soldiers with disabilities.

1798
◆A system of marine hospitals was established to care for sailors who were sick or who had disabilities. This evolved into the Public Health Service and eventually into the Veterans Administration Hospitals.

Early 1800s
◆Alms houses for people who were poor or people with physical and mental disabilities were built.

1812
◆The first institutional school for people who were blind was opened in Baltimore.

1817
◆Thomas Gallaudet founded the School for the Deaf in Hartford, Connecticut.

1832
◆Samuel Howe opened the Massachusetts Asylum for the Blind---later known as the Perkins Institute.

1840
◆Dorthea Dix led reformers in

demanding that states take control of the "miserable" alms houses. She spoke on every occasion concerning the deplorable conditions of these institutions.

♦ Dorthea's work resulted in the states assuming control of these institutions---and building more of them. Conditions stayed the same.

1848

♦ Samuel Howe opened the first school to train "idiots and feebleminded youth." His goal was to cure mental retardation.

♦ Because of Howe's efforts, mental retardation was no longer equated with mental illness. However, his efforts led to more institutionalization of people with mental retardation.

1854

♦ U.S. Congress provided federal funding for separate facilities for people who society called deaf, dumb, blind, and mentally ill. President Franklin Pierce vetoed this measure saying that the care of the "physically and mentally disabled was not a federal responsibility."

Civil War

♦ The nation's interest in disabilities was renewed because of the large number of soldiers and citizens who incurred physical disabilities in the war.

♦ Institutions continued to grow in number and rapidly became places of abuse, isolation, and segregation.

1866

♦ National Home for Disabled Union Soldiers was established.

1886

♦ The State of Mississippi spent 20% of its entire State revenues on artificial arms and legs for those hurt during the Civil War.

End of the 19th Century

♦ Social Darwinism and the eugenics movement became very strong. Both movements questioned the desirability of having a society with people with disabilities in it. A new hostility towards people with disabilities emerged across the country.

1907-1958

♦ During this time period, more than 31,000 people with disabilities---nearly twice as many females as males---were sterilized in 30 states.

World War I

♦ New injuries incurred by United States soldiers rekindled the interest in soldiers with disabilities.

1918

♦ U.S. Congress passed major rehabilitation programs guaranteeing federal funds for vocational training and job counseling for returning WWI veterans.

♦ The American Red Cross was established.

1921

♦ A new Federal law was passed to build child and maternal health centers. The goal was to reduce the nation's infant and maternal mortality rate. The nation experienced a higher survival rate for children born with disabilities.

♦ The Veterans' Bureau was established to provide medical advances to veterans.

♦ Industrial accidents increased injuries and disabilities for workers. The nation experienced a higher survival rate for workers who were injured on the job.

1924

♦ Congress passed the immigration act of 1924 that limited the movement and immigration of people who were considered "undesirables." They were defined as people considered idiots, feebleminded, epileptic, alcoholic, loathsome, and morons. In addition, steamship companies were fined from $250 to $1,000 for every "undesirable" they brought into the country.

1927

♦ Supreme Court Justice Oliver Wendell Holmes ruled that sterilization was legal. He stated, "It is better for all the world, if instead of waiting to execute degenerative offspring for crime, or to let them starve for their imbecility,

society can prevent those who are manifestly unfit from continuing their kind.... three generations of imbeciles are enough".

1935

♦President Franklin Roosevelt signed the Social Security Act. This Act provided for permanent financial assistance for adults with disabilities.

♦President Roosevelt helped found the March of Dimes.

World War II

♦World War II spurred another expansion of federal rehabilitation programs.

1939

♦Howard Skeels and his colleagues embarked on a thirty-year longitudinal study to investigate the effects of early nurturing on children at risk for disabilities. This study became the catalyst for Head Start.

1946

♦The organization called Paralyzed Veterans of America was formed.

1947

♦The President's Committee on the Employment of the Handicapped was founded.

♦Drs. Howard Rusk and Henry Kessler created rehabilitation medicine.

1948

♦The United Cerebral Palsy Association was founded. The parents of children with disabilities movement began in the United States.

1950

♦The Muscular Dystrophy Association was founded.

♦The first university program for students with disabilities was founded at the University of Illinois for WWII veterans----163 students with disabilities enrolled---10 used wheelchairs.

1957

♦The Russians launched Sputnik, and Americans who felt left behind in the space race funded programs for students who demonstrated high academic achievement.

1962

♦Ed Roberts, a student with polio who was quadriplegic, attempted to enter the University of California at Berkeley. He was denied admission by the Academic Dean, who said, "We've tried cripples before and it didn't work."

1963

♦April 6, 1963, Sam Kirk referred to a group of children as learning disabled. He defined this group as children having normal intelligence, but unable to perform certain academic skills. Kirk was labeled the father of the field of learning disabilities.

1967

♦Congress created The Federal Bureau for the Handicapped.

♦Twelve students with severe physical disabilities sued to enter Berkeley and won. They wanted to live on campus. The university made them live in the university infirmary.

1970

♦The Federal Bureau for the Handicapped began to provide funds for the training of Special Education teachers and for the development of separate instructional materials for the teaching of students with disabilities.

♦The Independent Living Movement began in the United States. The goal was to move people with disabilities into the community. This was the beginning of the integration movement for people with disabilities.

♦Judy Heumann was denied a license to teach in New York City's public schools because she was a quadriplegic. She decided to found the political action group Disabled in Action.

1971

♦The Pennsylvania Association for Retarded Children won a landmark federal case that ruled children with mental retardation could not be denied admission to public schools.

1972

◆The Normalization Movement was brought to the United States from Sweden. The movement maintained that people with disabilities should be afforded the same opportunities and rhythms as typical people and that all of their life activities should be as integrated as possible. The objective was for the life goals of people with disabilities to approximate the goals of the mainstream population. Normalization implied social acceptance of the person with a disability and stressed the value of human dignity.

◆The Normalization Movement contributed to the paradigm shift toward deinstitutionalization. Deinstitutionalization advocated for the elimination of large institutions for individuals with disabilities. The movement toward placing people with disabilities in small, community-based group homes, or independent living arrangements began.

◆The Center for Independent Living was founded in Berkeley, CA---the goal was the integration of people with disabilities into the community.

◆Geraldo Rivera exposed the deplorable conditions of Willowbrook Hospital in Staten Island, NY. The documentary embarrassed public officials and millions of dollars were pumped into institutions for care, treatment, and habilitation.

1973

◆Congress passed Section 504 of the Rehabilitation Act as a legislative afterthought. This was the Civil Rights statement for people with disabilities. Section 504 ensured that people with disabilities had accessibility to all federally funded projects.

◆The implementation of Section 504 was held up by President Ford's administration because President Ford believed it would cost the federal government too much money to provide civil rights to people with disabilities. The implementation of Section 504 was also held up into President Carter's administration because Health, Education, and Welfare Secretary Joseph Califano also believed it would cost the government too much money.

1974

◆People with disabilities began talking explicitly about disabilities being a civil rights issue.

1975

◆Public Law 94-142, the Education for All Handicapped Children Act, was passed by Congress. Major provisions of the law included: (a) free appropriate public education for all children/youth with disabilities regardless of the nature and severity of their disability, (b) the creation of an Individualized Educational Program (IEP) based on and tailored to address the unique learning needs of each individual student with a disability, (c) the education of the student with a disability in the least restrictive environment with students without disabilities to the maximum extent that is appropriate, (d) the access to all areas of school participation for students with disabilities, and (e) children/youth with disabilities and their families are guaranteed rights with respect to nondiscriminatory testing, confidentiality, and due process.

April 3, 1977

◆The American Coalition of Citizens with Disabilities staged a sit-in in their wheelchairs outside of Health, Education, and Welfare Secretary Joseph Califano's home to protest his blocking of the implementation of Section 504 (remember, it had been passed by Congress in 1973). Califano called the police to have the demonstrators forcibly removed.

April 5, 1977

◆Three hundred people with disabilities and their supporters took over Califano's office in Washington, DC and stayed overnight. Califano cut off all food and telephone to the demonstrators.

April 6, 1977

◆In San Francisco, demonstrators in wheelchairs took over the Health, Education, and Welfare office in the Federal Building and stayed for 25 days.

◆The majority of the demonstrators had severe physical disabilities and required

personal assistants. Califano barred the entry of the personal assistants into the building thus denying physical care for the demonstrators.

◆The supermarket Safeway donated food for the demonstrators. The Black Panthers cooked and smuggled the food into the building to feed the demonstrators.

◆Califano worked in Washington to undermine Section 504. He attempted to set up "separate but equal facilities" for people with disabilities. He was quoted as saying, "I see no reason why schools or hospitals should be accessible to the disabled."

April 28, 1977

◆Four years after Congress passed it, Califano signed Section 504 as it was originally written. He also signed Public Law 94-142.

1977

◆The first children with disabilities to be assured rights under a federal law entered public schools in the United States.

1978

◆Congress provided monies for states to operate independent living centers for people with disabilities.

1979

◆In the case of Southeastern Community College v. Davis, the Supreme Court ruled that Francis Davis, a woman who was deaf, could be denied admission to a nurses' training program.

1981

◆Evan Kemp, Jr. (a lawyer), the first poster child for the Muscular Dystrophy Association, began a public protest against MDA's "pity" approach to raising money. He advocated for MDA to use successful adults with MDA on the telethon rather than pitiful children. This began an ongoing protest against Jerry Lewis' annual telethon.

1986

◆Madeline Will, Director of the Office of Special Education Programs, reported that 10-25% of ALL students in classrooms in the United States were experiencing academic difficulty and that only half of them were eligible for special education service. Will advocated for the Regular Education Initiative--- the education of ALL students (with and without disabilities) in the regular education environment with special education services provided. She advocated for the end of special education "pull-out" programs.

1986

◆Public Law 99-457, the Amendments to the Education of the Handicapped Act, became law. This law extended the protection of P.L. 94-142 to preschool children and required states to develop and implement a statewide comprehensive, coordinated multidisciplinary, inter-agency program for early intervention services. The law mandated that states include children from birth through 2 years who had been diagnosed as having a mental or physical condition that would likely result in some type of disability.

1988

◆Students at Gallaudet University protest the appointment of a hearing President--- who did not know sign language. Their protest led to the appointment of a new President, I. King Jordan, who was deaf and who signed. Jordan signed in his acceptance speech, "This is a historic moment for deaf people around the world. We can truly say that we, together and united, have overcome our own reluctance to stand for our rights and our full representation. The world has watched the deaf community come of age. We can no longer accept limits on what we can achieve."

1990

◆Congress passed The Americans with Disabilities Act. The Act provided for equity in job hiring, transportation, and accessibility for people with disabilities. There was much protest against the law by business and industry.

1990

◆The Education for All Handicapped Children's Act was renamed the Individuals with Disabilities Education Act P.L. 101-476 (IDEA). This Act signified changes in the original P.L. 94-142 that included: (a) the addition of two new disability categories (autism and traumatic brain injury), (b) the requirement of transition services for students with

disabilities to begin no later than the students 16th birthday, and (c) solicited comments on the definition of students with attention deficit disorders.

1992

♦President George Bush, the Education President, developed Education 2000----no mention of students with disabilities was included in the plan.

1992

♦The last title of the Americans with Disabilities Act went into effect. Disability advocates believed that this act would have more impact on the lives of people than any civil rights law since 1964.

1992

♦The city of New York refused to provide public toilets that were wheelchair accessible---in direct violation of the Americans with Disabilities Act.

♦The Wall Street Journal began an editorial campaign that complained about the United States, "putting the narrow self interests of disabled people over the common good of the able-bodied."

1992

♦Phil Graham, U.S. Senator from Texas, ran for President of the United States and promoted the idea that special education should be abolished in the United States. He stated in a public address, "special education costs the American taxpayer too much money----it is time we took all handicapped students out of public schools and put them back in institutions---- American schools need to focus on those students who will contribute to our future."

♦The average cost per year for a person with a disability to live in an institution was $82,228----the average cost for the most expensive support services (at home and at school) for a person with a disability was $27,649.

1993

♦Judy Heumann, the woman denied a teaching license in New York, was appointed Assistant Secretary for Education for the U.S. Department of Education by President Clinton.

She has remained an Assistant Secretary for Education.

1994

♦The Ninth Circuit Court of Appeals ruled in favor of Rachel Holland, an 11-year-old girl with mental retardation, who requested to attend school in regular education in Sacramento City Unified School District. The school district maintained that the appropriate placement for Rachel was half time in a special education classroom and half time in regular education. Her parents requested that Rachel be in regular education all day. The district court examined the following factors in this case: (1) the educational benefits available to Rachel in a regular classroom, supplemented by appropriate aides and services, as compared with the educational benefits of a special education classroom; (2) the none-academic benefits of interaction with children who do not have disabilities; (3) the effect of Rachel's presence on the teacher and other children in the classroom; and (4) the cost of mainstreaming Rachel in a regular classroom.

1994

♦In the case of Doe v. Withers in West Virginia a jury awarded $15,000 in damages in a civil rights suit brought against a public school teacher for refusing to accommodate a student's disability in the classroom. The jury found that two high school teachers, the school superintendent, and the school board were guilty of not accommodating the needs of a student with learning disabilities in the general education classroom. The teachers had refused to provide the student with oral tests as required by the student's IEP.

1994

♦The National Council on Disability found that people with disabilities were typically unemployed in the United States. Of those with disabilities that were defined as "less severe," 35.3% were unemployed; of those with severe disabilities, 87.7% were unemployed. The mean income of people with disabilities was $7,812 a year----125% below the national poverty line.

1995

♦In an investigative study, the activist disability journal *Mouth* found that there were 1.9 million people with disabilities living in nursing homes. The annual cost for a person with a disability to live in a nursing home was $40,784. It would cost only $9,692 a year to provide personal assistance services so the same person could live at home. *Mouth* found that many U.S. Congressmen have invested heavily in nursing home stock and continue to vote against the provision of home service for people with disabilities---forcing people to live in nursing homes.

1997

♦Congress reauthorized IDEA (federal regulations protecting students with disabilities), but regulations were slow in coming out to the public.

1999

♦Final IDEA regulations were released on March 12, 1999. The reauthorized law was known as IDEA-97. Disputes arose in public education concerning the role of the general education teacher in the IEP process---general education teachers were now required to participate fully in the process. A major noteworthy change in the law focused on the provision of services. The law stated that services must be "available to a child within a reasonable period of time..." Ironic in that Congress took two years to act.

Today

2000

♦The current estimate is that there are 846 million people in the world with disabilities (13% of the world's population). In the United States there are from 35 million to 45 million (depending on who does the counting) Americans with disabilities. Some researchers estimate the number to be as high as 120 million Americans with disabilities. One in every seven Americans has a disability that interferes with their daily activities (e.g., work or taking care of a home).

♦Regardless of the number, disability is the one group that anyone of us can join at anytime---an automobile accident, a fall down a

flight of stairs, cancer, a gun shot wound, etc. Fewer than 15 percent of Americans with disabilities were born with their disability---the rest have incurred their disability later in life.

♦The recent prediction is that the majority of us will contract some sort of disability by the time we are 65 years old.

2000

♦We are in the midst of another presidential election and, so far, not a single candidate has discussed issues near and dear to the hearts of people with disabilities. People with disabilities are still beholden to the political machine that waxes and wanes in its interest and concern for the civil rights of people with disabilities. Perhaps, this is the most telling point in the history of people with disabilities. If people with disabilities truly were included into our society, we would not repeatedly highlight the differences between the rights "given" to people in the mainstream and the rights that must be "earned" by people with disabilities. The future of our country will no doubt relive the same historical cycles listed above,---that is, until people with disabilities are seen as part of our community,----in society at large, in our schools, in our social circles, in the media, in our universities, at work, and at play.

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OVERCOMING INDIVIDUAL RACISM TO TEACH SOCIAL JUSTICE

by Porter Lee Troutman, Jr. and
Nancy P. Gallavan

In a recent ATE/NCSS (Association for Teacher Educator and National Council of Social Studies) monograph Dr. Porter Lee Troutman, Jr. was asked how can teachers implement social justice in their classrooms. Troutman indicated that teachers must confront and overcome their individual racism before implementing profound social justice in their classrooms.

Colleges and Universities Teacher Preparation for Racism and Social Justice

Racism continues to be the most pervasive element in schools and society. Racism has a devastating effect on minority students and their achievement level but also is harmful to majority race (Haynes, Sells, & Ross 1999).

Dube (1985) defines racism as a psychological phenomenon rooted in the belief that a casual relationship exists between certain inherited physical traits and certain aspects of personality and intellect. He defines three types of racism: covert, overt, and reactionary. Overt racism is open and up front, while covert racism is very subtle and therefore not easily identified. Reactive racism is sometimes exhibited in the exclusionary tactics of people who themselves have been , or may still be victims of racism. Racism is a belief that one group is superior to others and that racial equality does not exist (Lark, Johnson, Rochon, & Anderson,1999)

Social justice education includes both an interdisciplinary subject matter that analyzes multiply forms of oppression (such as racism and sexism), and a set of interactive, experiential pedagogical principles that help students understand the meaning of social differences and oppression in their personal lives and the social system. The goal of social justice education is full and equal participation of all groups in a society that is mutually shaped to meet their needs (Adams, Bell, & Griffin, 1997).

Colleges and Universities teacher education programs have neglected the inclusion of pedagogical skills and knowledge bases to deal with individual racism and social justice in the classroom. Teacher education programs must prepare teachers to confront their racism before implementing effective social justice education in their classrooms. This neglect has widened the cultural gap between students and teachers. It is manifested in teachers behaviors.

Teachers from White, working class, or middle class cultures often are not prepared to deal with individual racism and social justice in the classroom, and so they tend to avoid the subject. In fact for the majority of these teachers, racism is not easy to acknowledge and confront (Benton & Daniel, 1996).

Curricula and programs that seek to address racism in schools must take into account , for example, the discriminatory effects of what Kevin Brown (1985) calls "White non-racism." "Non-racism" refers to the covert use of racial evaluation that is apparently neutral, but that actually uses coded rhetoric or criteria to discuss minorities. Terms and phases such as "overcrowding,""welfare mothers," "lack of experience, " or "strain on current resources" are

samples of such coded rhetoric. Pollard (1989) encourage educators to overcome their ethnocentrism and open themselves and their students to achievements and experiences of other cultures.

Teacher's Assumptions, Values, Beliefs in Racism and Social Justice

1) self awareness,
2) awareness
3) experiences
4) attitude and beliefs
5) racism/social justice education

Teacher's assumptions, values and beliefs must be strong and accurate regarding racism and social justice. Teachers have a moral and professional responsibility to deal with racism and social justice in the classroom. According to Lasley and Biddle (1996) many teachers believe they do not have the right to communicate values and character education to young people. Scott (1995) believes that teachers who were reared and socialized in White cultures and educated at predominantly White institutions must examine their own prejudices and stereotypes about ethnic minorities before they can combat racism and become effective in teaching social justice in a multicultural classroom.

According to (Bennett, 1995) teachers should "develop a commitment to combat racism and all forms of prejudices and discrimination through the development of appropriate understanding, attitude and social action skills", through being aware of the origins, persistence, and impact of institutional and cultural racism in the United States and elsewhere in the world, and by creating equitable classroom environments, characterized by social justice, high achievement expectations coupled with culturally and linguistically appropriate teaching and assessment strategies for all students. John Goodlad (1991) indicated in a report that some education majors believe that all students could learn. A basic element in effective implementation of either social justice or multicultural education is cultural identification of the teacher (Diaz, 1999)

James Banks has developed a typology to classify the cultural identity of individuals. The six stages of this typology are as follows:

1. Ethnic Psychological Captivity Person internalized negative stereotypes about their own ethnic group and exhibit low self esteem.

2. Ethnic Encapsulation Persons believe that ethnic separation is the best course for themselves and their group. Highly ethnocentric behavior is common in this sage and so are suspicions of other ethnic group an nationalities.

3. Ethnic Identity Clarification Persons have developed self-acceptance and respond in a generally positive way to ethnic or cultural group which are not their own. Persons generally cannot cope well with analysis of the shortcomings of their cultural group or nationality before having reached this stage .

4. Biethnicity Persons are as equally comfortable operating in the culture of another ethnic or cultural group in their nation as they are in their own.

5. Multiethnicity Persons are able to function in non superficial ways in several ethnic cultures present in their nation.

6. Globalism In addition to functioning well in several ethnic cultures in their nation, persons at this stage can also function well internationally, These persons have a balance of ethnic, national, and global commitments (Banks, 1994).

Teachers and teacher educators need to better understand their cultural experiences and ethnic identities and see themselves as cultural being s in a multicultural society. Spindler and Spindler (1993) referred to this process of helping teachers to see themselves as cultural agents as "cultural therapy." According to Spindler and Spindler (1993) cultural therapy can be used to increase the cultural assumptions they bring to the classroom that affect their behavior and their interactions with students --- particularly students of color. For teachers addressing social justices effectively, cultural therapy can be an intervention that can be used as a first step to impact behaviors, attitudes and assumptions that are biased (and often discriminatory) and thus detrimental to students whose a cultural backgrounds are different from their own.

Spindler and Spindler (1993) have

directed and used cultural therapy to help teachers and other adults to understand their own cultural positions and to reflect an analyze the reasons why they might find the behavior of culturally different person objectionable, shocking, or irritating. There is a consensus in the literature that the development of one's own cultural identity is a necessary precursor to crosscultural understanding (Banks, 1991; Hidalgo,1993; Quintanar-Sarellana, 1991).

Other examples of this approach of helping teacher education students and teachers locate themselves within this culturally diverse society include the work of King and Ladson-Billings (1990) at the University of Santa Clara; the work of Hollins (1990) at California State University, Hayward; and the work of Gomez and Tabachnick (1991) at the University of Wisconsin-Madison. All of the above examples involved an autobiographical component in which students learn to recognize and appreciate their own cultural heritage.

Banks (1991) stated that helping student understand their own biases, values attitudes, and cultural experiences will enable them to confront and understand some of their own latent assumptions and values they hold toward other groups. Teachers must develop self-awareness/awareness skills to deal with different cultural aspects to profoundly implement social justice in their classrooms. They must recognized their mediated actions.

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SNAPSHOT: THE HOMELESS IN AMERICA

Age

Under 24	12%
25 to 34	25%
35 to 44	38%
45 to 54	17%

55+	8%

Health problems
Chronic	46%
Mental	39%
Alcohol	38%
Drug	26%

- -

No insurance	55%

Gender
Male	68%
Female	32%

Race
White	41%
Black	40%
Hispanic	11%
Native American	8%

Income sources
Working	49%
Welfare	28%
Family/friends	21%
Social security	11%
Veterans benefits	2%

Families
Have children under 18	47%
Have own children living with them	15%

source: Department of Housing and Urban Development (HUD, December 1999)

bisexual, and transgender community.

Mission Statement
The Gay & Lesbian Community Center of Southern Nevada provides and encourages programs and services that empower individuals to accept and celebrate their sexual and gender identities: to become proud and active members of the lesbian, gay, bisexual and transgender community, as well as the broader community. It is the intent of The Center to increase public understanding of the gay and lesbian experience and lifestyles.

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