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UNLV College of Education Multicultural & Diversity Newsletter

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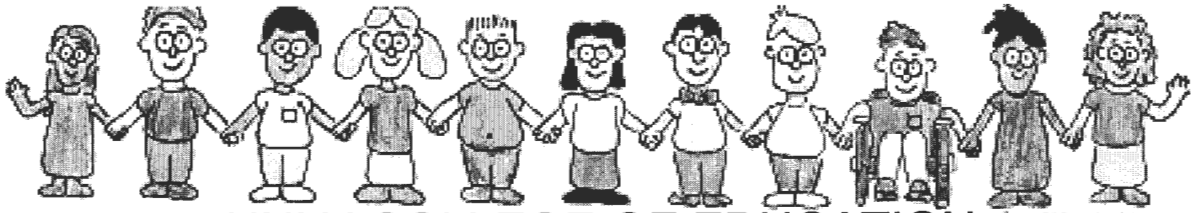
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*** This newsletter is published twice a semester. The articles that appear in the newsletter are based on author interest and consist of both scholarly work and opinion pieces.

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INVITED GUEST COLUMN GENDER EQUITY -- TITLE IX, THE BATTLEGROUND

by Jerry Landwer

John, the women's volleyball coach, and Edgar, the men's wrestling coach, are both from the Chicago area, have been good friends since they began coaching, and go to lunch together at least twice a week. Unlike several coaches at the university, they occupy small offices under the stadium. The university provides both John and Edgar with the same number of scholarships and almost equal budget support for their sports. Although it seems John and Edgar have a great deal in common, there is one topic that sets them completely at odds with one another. That "something" is the topic of gender equity! John, as coach of the women's volleyball team, believes that men and women are given the same opportunities in the classroom - so why not athletics? He is delighted that the Title IX legislation was designed to treat men's and women's sports more equitably; his volleyball teams team certainly could use more money for scholarships, travel, recruiting and promotion. Edgar has a completely different view on gender equity. He believes his program will suffer as a result of Title IX legislation and was quick to cite several examples where other universities were dropping men's wrestling to pay for the added women's sports! Edgar emphasized that: "Under Title IX pressure to fund more women's athletics, Miami of Ohio dropped four men's sports -- golf, soccer, tennis, and wrestling. Drake and Princeton dropped wrestling. After Princeton cut its men's varsity wrestling program, a group of alumni (Friends of Princeton Wrestling) pledged \$2.3 million to endow the sport in order to continue its presence on campus. However, the Princeton Athletic Department refused the offer, claiming that restarting the program would upset the university's athletic proportionality and open the door for a possible Title IX lawsuit." John and Edgar aren't the only ones involved in the conflict regarding gender equity in sports. Players, fans, and feminist groups have taken sides and there seems to be no middle ground. The source of the conflict is the interpretation of the "proportionality rule". In the 20-plus years

since Title IX became law (1972), there has been ongoing debate about how a school should proceed in order to avoid gender discrimination in its athletic program.

As an ex-collegiate wrestler and former collegiate wrestling coach, you might ask where I stand in this debate. "Well... I am by fits and starts -- pretty much like my Tuesday -Thursday class -- optimistic, sometimes foolishly so, often without reason. I do believe however, that gender equity can be achieved without eliminating already established sports programs."

Originally, Title IX was not written with sports in mind, however 1970's activists for women's athletics made the statute applicable to sports. Subsequent attempts to clarify Title IX and its application to sports were so vague that administrators of college athletic programs were perplexed. Some 20 years later many of these administrators are still bewildered. Much of the confusion (past and present) revolves around the understanding and interpretation of the conditions of proportionality. Not surprising, there are two sides to this argument.

The Center for Individual Rights represents one side of the gender equity controversy -- and claim that the court's current interpretation of Title IX is distorted. They assert that overzealous bureaucrats, feminist groups, and confused federal judges have twisted Title IX's good intentions into a quota system that in effect mandates that men and women participate in college athletics at rates that reflect the male/female school population. These supporters maintain that federal policy causes colleges to eliminate men's teams or face expensive litigation that the colleges will probably lose. If one chooses to look at proportionality from the *negative* side, the only way colleges could obtain "proportionality" between men's and women's athletics programs at the college level is to reduce the number of men's sports. As evidence of this claim, they cite the General Accounting Office's report that between 1981 and 1999, colleges eliminated 171 men's wrestling teams, 84 men's tennis teams, and 56 men's gymnastics teams.

The Women's Sports Foundation, supporters of the other side of the controversy, maintain that Title IX is not a quota system -- and that the distorted arguments made by the Center for Individual Rights cannot make it one!

Defenders of this position allege that nothing in Title IX requires the cutting of men's sports, and that schools have variable alternatives for providing equal opportunities in athletics. To state that women are not as interested in competitive sports as men is heresy and such an argument has had little impact on federal policy.

Fortunately, the answer to Title IX's gender equity question can be found in the three-part test!

The Three Part Test

In late summer 1995, the United States Department of Education, Office for Civil Rights issued a 10 page clarification of existing standards related to the obligations of colleges and universities in the development of intercollegiate athletic programs that are deemed in compliance with Title IX. This policy statement has been identified as the Clarification of Intercollegiate Athletics Policy Guidance: The Three-Part Test (Landwer & Rothermel, 1999).

The Three-Part Test offers three specific avenues for ascertaining compliance with the requirement to provide individuals of each gender with non-discriminatory opportunities to participate in intercollegiate athletics. If an institution of higher learning has adhered to any part of the Three-Part Test, the OCR will determine that the institution is complying with the Title IX requirement. It should be noted that under the policy interpretation, the requirement to provide non-discriminatory participation opportunities is only one of the many factors that the OCR examines to determine if an institution is in compliance with the athletics' provision of Title IX (Landwer & Rothermel, 1999). The OCR also considers the quality of competition offered to members of both genders in order to determine whether an institution effectively accommodates the interest and abilities of its students. The OCR examines the institution's program as a whole in their determination of compliance. Thus, to determine when an institution provides equal athletic opportunity as required by Title IX, the OCR considers the effective accommodation of interests and abilities in conjunction with equivalence in the availability, quality, and kinds of other athletically-related benefits and opportunities provided male and female athletes.

These "other" athletically-related benefits and opportunities include, but are not necessarily limited to: assignment and compensation of coaches and tutors, equipment and supplies, housing and dining facilities and services, locker rooms and practice and competitive facilities, medical and training facilities and services, opportunity to receive coaching and tutoring, publicity, scheduling of games and practice times, and travel and per diems.

Part One of the Three-Part Test: Are Participation Opportunities Substantially Proportionate to Enrollment?

The initial part of the Three-Part Test examines whether participation opportunities are substantially proportionate to enrollment. In other words, when an institution provides intercollegiate level athletic participation opportunities for male and female students in numbers substantially proportionate to their respective full-time undergraduate enrollments, the OCR will conclude that the institution is providing non-discriminatory participation opportunities for individuals of both genders. In determining the participation opportunities, the OCR counts the number of actual athletes participating in the athletic program. For example, if an institution's full time undergraduate enrollment is 52% male and 48% female **and** 52% of the participants in the athletic program are male and 48% are female, the institution clearly satisfies Part One.

In a series of articles published in USA Today in November 1995, an analysis of NCAA Division I-A colleges and universities indicated that when the proportionality test was applied to the participation rates for females in the intercollegiate athletic programs, only 9 institutions were in compliance with Title IX!

Part Two of the Three-Part Test: Is There a History and Continuing Practice of Program Expansion for the Under-represented Gender?

Under Part Two, an institution of higher learning can demonstrate that it is in compliance with Title IX in its intercollegiate athletics program if it can offer evidence that it has a history and continuing practice of program expansion that is demonstrably responsive to the developing interests and abilities of the under-

represented gender. In effect, Part Two examines an institution's entire history of the athletic program and its continuing remedial efforts to provide non-discriminatory participation opportunities through program expansion. There are no fixed time intervals within which an institution must have added participation opportunities but the focus is on whether the program expansion was responsive to developing interests and abilities of the under-represented gender and whether the program expansion is ongoing as warranted by developing interests and abilities.

Part Three of the Three-Part Test: Is the Institution Fully and Effectively Accommodating the Interests and Abilities of the Under-Represented Gender?

Under Part Three, the OCR determines whether an institution is fully and effectively accommodating the interests and abilities of the under-represented gender. An institution may not be providing equal athletic opportunities to its students of the under-represented gender when there are disproportionately high athletic participation rates by an institution's students of the over-represented gender compared to their enrollment rates. However, an institution has satisfied Part Three where there is evidence that the imbalance does not reflect discrimination, i.e., where it can be demonstrated that even though there is disproportionately low participation rate by the institution's students of the under-represented gender, the interests and abilities of these students are being fully and effectively accommodated. In making this determination, the OCR will consider whether there are 1) unmet interests in the particular sport, 2) sufficient ability to sustain a team in a sport, and 3) a reasonable expectation of competition for the team. If all three conditions are not met, the OCR will ascertain that an institution has not fully and effectively accommodated the interests and abilities of the under-represented gender.

Points to Ponder

An incorrect interpretation has been created by some coaches who are paranoid over the possibility of having to make budget cuts in

college football in order to fund equal opportunities for women in sports. There is little question but that college football is the battleground in the battle for proportionality. For one group the accusing finger is pointed at the victims -- the women who have less than 39% of all athletic opportunities, 37% of all scholarship dollars and 26% of the total sports budget. For those on the opposing side, an attack on football is heresy. Football is often seen as the golden goose that supports all of the men's and women's non-revenue producing sports. Many, especially the old-timers, proclaim that an attack on football budgets and scholarships will weaken the major revenue producing sport and will spell the demise of all athletic programs. According to facts provided by the NCAA and compiled by Donna Lopiano, Director of the Women's Sports Foundation, football is not the golden goose that supports other athletic programs:

- **Fact:** At more than 80% of all NCAA member institutions with football programs, football does not pay for women's or men's sport or even football itself*
- **Fact:** Among the supposedly lucrative big-time football programs in Division I-A, 40% are running deficit programs averaging \$1.2 million annual losses.* (UNLV is in Division I-A)
- **Fact:** Dollar increases to Division I-A men's sports operating budgets from 1993 - 1999 were four times the increases to women's sports operating budgets (\$1.7 million to \$400,000). Sixty-three percent (63%) of the 1.7 million was **allocated for football.***
- **Fact:** The absolute average dollar increase in Division I-A men's football budgets from 1993 - 1999 was \$872,000. This exceeded the total average operating budget of all women's sports (\$662,000/year in 1996 by more than \$200,000).

Alternatives

For starters, men's basketball and football programs currently receive extravagant salary packages. Although the base salaries for

Division I-A men's coaches are in the range of \$90,000 to \$125,000, total compensation packages routinely reach \$700,000 to \$1.5 million. Just a thought -- what if the head coach's compensation package did not exceed that of the university's highest paid full professor? Such a reform would save most Division I schools approximately \$1 million dollars -- enough to support two Division I swimming teams (men and women) and one wrestling team (men or women). Another option would be to reduce the number of men's coaches in certain sports. The typical Division I-A football team supports more than 10 assistant coaches. Eliminating three of these coaches, each with an estimated salary of more than \$60,000 plus benefits would provide funding sufficient to support a Division I-A college tennis team. If the need for the number of assistants is necessary to insure the safety of the athletes, the athletic departments could cap the average salaries of assistant coaches, not to exceed the average salaries of the associate professors at their university. Last but not least, we should ask, Why do Division I-A football teams need 85 scholarship players? NFL teams have 45-man rosters with reserve squads of seven players. Many Division I-A teams carry anywhere from 15 to 50 walk-ons and bring rosters of more than 100 players. Reducing the number of football scholarships to 60 could save each institution approximately \$350,000 -- more than enough to support Division I-A scholarships for women's sport teams -- while not eliminating any men's teams.

As we think of our nation that promotes equal opportunity and embraces diversity, the answer seems so clear. All of our nation's students, regardless of gender should have equal opportunities in their schools. Some of you of a certain age may have asked your mothers who were born at the turn of the century: **"What do ya mean -- you couldn't vote? How did that make you feel?"** Remember that prior to Title IX, few female students had the opportunity to participate on school sports teams. Some of today's students may be asking their mothers, **"What do ya mean -- you couldn't play on a sports team?"** Let's face it -- sometimes it takes more than a few years for us to see the light.

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FEATURED GUEST COLUMN

SITE: SHARING IDEAS ABOUT TEACHING EFFECTIVELY FOR ALL TEACHERS OF STUDENTS WITH LEARNING DIFFERENCES

(PART I)

by Pam Campbell

Although we have a powerful knowledge base for addressing the challenges, far too few professionals are applying what we, as a profession, know about effecting positive change in the lives of students. To put it another way, what we know about best practice - the years of informed research efforts - is not being put into practice! (Rosenberg, 1996)

As learners with disabilities are included in general education classrooms in greater numbers and for longer periods of time, educators--expert and novice alike--are looking for ways to teach more effectively. "Teachers simply need access to powerful information about teaching effectively that is easily available to them and sustained over time" (Maheady, Personal Communication, 1999). This information needs to be compiled and organized in a useful efficient format. Further, teachers

need a way to share both the information and their expertise with one another. Technology can support and facilitate this process.

As the student population becomes more diverse; planning, managing, delivering, and evaluating instruction naturally becomes infinitely more complex. "Arguments abound that changes in the nature of teachers' work, subject matter, and student populations challenge prevailing beliefs and practices and require ongoing development of knowledge and skills" (Smylie, 1996, p. 10). Clearly, there is a need for practicing teachers, both school- and university-based, who can facilitate the integration of students with disabilities through the reexamination of traditional teaching roles. New ways of fostering this "shared responsibility" must begin early in the preprofessional's preparation program and be replicated in ongoing professional development activities (Bullough & Baughman, 1995).

All of this [the widely divergent views between special and general education professors and faculty members involved in other areas of education (p. 243) suggests a system that is failing to adequately prepare teachers to meet the educational needs of students with disabilities. It also suggests a sense of separateness between students, professors, and programs in institutions of higher education engaged simultaneously in preparing teachers for both general and special assignments in schools. Undoubtedly, this separation contributes to the separateness of general and special education in this nation's schools. Clearly, there is ample room for closer collaboration and a greater degree of integration.

(Goodlad & Field, 1993, p. 243)

Goodlad and Field propose that we consider significant changes in how we currently prepare and sustain teachers of students with disabilities in general education classrooms. Many future teachers remain unprepared to meet the specific instructional needs of learners with disabilities or to collaborate in the development and implementation of appropriate educational programs for the steadily increasing numbers of

students with disabilities in general education classrooms. According to the 22nd Annual Report to Congress on the Implementation of the Individuals with Disabilities Act (2001), over 90% of students with disabilities in the United States are being placed in general education classrooms either full-time or for at least for some portion of the school day--a percentage that has increased steadily since the implementation of PL 94-142 in 1976.

However, until recently, most teacher preparation programs have not included disabilities in all aspects of their programming (Goodlad, 1990, Goodlad & Lovitt, 1993; Holmes Group, 1996). Further, programs have remained models of segregation and separateness in which there had been minimal cross-disciplinary coursework or clinical experience. General education methods courses in reading, mathematics, history, or English have not included special educators. Conversely, specialized courses according to category of disability (mental retardation, learning disabilities, etc.) or special education issues (behavior management, collaboration, etc.) have not always been open to or required of general educators. Consequently, preservice teachers are conditioned to think of one another in very separate terms--as a teacher of history, a teacher of elementary students, or a teacher of students with disabilities. While most states now require that all teachers and, in some cases, administrators, complete at least one course in special education; many would argue that one course is simply not sufficient.

In order for teachers to be more effective with all students in the general education classroom, innovative practices must be explored and collaboration among general and special educators encouraged. All preservice teachers must be prepared to collaborate in identifying and using effective instructional techniques and strategies for supporting students in inclusive classrooms (Evans, Townsend, Duchnowski, & Hocutt, 1996; Kauffman & Hallahan, 1993). Pugach (1996) suggests that preparation programs that engage both general and special educators in sound collaborative work hold the greatest promise for preparing all future teachers well. More specifically, those that integrate collaboration throughout coursework, integrated clinical practice, and reflective seminars clearly

prepare teachers who are not only aware of the issues, but also experienced in collaborative experiences upon entering the profession of teaching (Norlander, Case, Reagan, Campbell, & Strauch, 1997). Sharing Ideas about Teaching Effectively (SITE) is an interactive computer program that can foster such collaborative practice.

SITE not only contains useful information about teaching students with disabilities, but also enables teachers to engage in sustained collaborative "conversations" about their practice. SITE consists of specific instructional tactics (the actions that teachers make to influence and ensure the learning and success of their students) for teaching students with disabilities. These tactics are linked to Algozzine and Ysseldyke's model of effective instruction (Algozzine and Ysseldyke, 1992; Algozzine, Ysseldyke, & Campbell, 1994; Campbell & Tierney, 1996). Thus, tactics are organized within the model's hierarchical structure, which has four (4) overarching Components (Preparing Instruction, Managing Instruction, Delivering Instruction, and Evaluating Instruction). SITE also provides reviews of related literature to support the tactics. Teachers can both enter and retrieve tactics and literature reviews.

However, SITE is much more than a database; it also provides the unique opportunity to engage in ongoing "conversations" with colleagues through Peer Reviews. Peer Reviews enable teachers to support one another across levels of expertise (novice vs. expert); roles (university vs. school-based); and areas of specialization (content, grade/age levels, and/or general vs. special education).

SITE was developed and implemented within a teacher preparation program that integrated coursework, seminars, and clinical placements throughout an three-year upper-division program. SITE was also integrated into other graduate courses and PDSs (Professional Development Schools). Students made contributions based on their observations of mentors and colleagues in their clinic placements where they worked with students with disabilities in both general and special education classrooms. They also made recommendations regarding their tactic's potential use in content area/s, grade level/s, for

specified categories of disability (such as learning disabilities, mental retardation, hearing impairments, etc.) or learning differences (such as short-term memory, fine motor skills, receptive language, etc.) and placement within Algozzine and Ysseldyke's (1992) model of effective instruction.. In addition, students contributed a piece of related literature that supported their tactic. Finally, students reviewed other tactics and entered their reactions and recommendations.

SITE currently contains approximately 800 tactics, with related literature and peer reviews. Analysis of SITE's contents includes both quantitative (number of entries within and across categories, for example) and qualitative (the nature of the conversations and student evaluations, for example) methodologies.

A preliminary review of the SITE contents indicates that:

- teachers can find useful instructional resources outside their area of specialization and conversely, teachers do share their expertise with colleagues outside their area of "certification;
- effective teaching tactics cross categories of disability, teaching specialization, and grade levels;
- colleagues across areas of specialization, years of expertise, and grade levels can "speak the same language" with respect to effective teaching/instruction; and
- technology can facilitate the "conversation" needed to support instruction for individuals with diverse learning needs in general education classrooms.

Currently, we are exploring ways in which SITE might be implemented within the College of Education and public schools. SITE could be integrated in college-wide coursework and practica that might include teacher preparation, educational psychology, school psychology, school counseling, as well as educational leadership courses. Discussions with representatives from the Clark County School District are focusing on ways to implement SITE into planning for students with diverse learning needs in general education classrooms.

Finally, we plan to create a web-based version of SITE that would not only expand its content, but make it accessible to multiple complex settings, such as residential and hospital placements or remote locations. These are places where educators would value not only the "information", but also opportunities for collaboration with colleagues that might not otherwise be possible.

SITE is clearly a useful resource for teachers of students with disabilities and those who prepare future teachers, regardless of areas of expertise. SITE's focus is facilitating the inclusion of learners with disabilities in general education classrooms; its success is dependent on the ongoing contributions (tactic entry and review; supportive literature) and sustained "conversation" among all teachers through Peer Reviews. Part 2 of this article will provide more detailed discussion of data analysis findings, as well as several examples of tactics, related literature, and peer reviews.

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NCATE, THE PREPARATION, THE VISIT, THE POTENTIAL
by Linda Quinn

NCATE is an acronym for the National

Council for Accreditation of Teacher Education and it comes visiting in the form of a board of examiners once every five years; ready or not. Sort of like my grandma's relatives from Oklahoma whose bi-annual summer visits would cause a flurry of cleaning, furniture moving, and food preparation. Fresh paint, new towels and sparkling windows would appear and one or two extra chickens would be sacrificed to convince Southern aunts, uncles and cousins that the Northwest arm of the family was doing okay. Their visit was nervously anticipated. It was always something of a relief when they were gone. And, they always left something unexpected behind.

So, what does the pending 2003 NCATE visit hold for the COE and the larger university community? Who are these people who will critique our performance in preparing professionals for changing educational contexts? Why are COE faculty asked to spend so much time and energy preparing for the NCATE visit? Who should we be thinking about as we complete program reviews, group course objectives around knowledge, skills, dispositions and results, identify critical learning events, build evaluation instruments, and collect evidence of differing levels of student work? Do we complete all this work for an imposing board of examiners who come from somewhere else? Do we do it for our colleagues, for ourselves, and for our students? Or is all this effort directed toward the constituencies our own students will eventually serve? Maybe the answer is in Ecclesiastes. Maybe it's more simply related to our membership in the education profession, and to what we do as professional educators. Regardless, I'll hazard that the process of writing the NCATE report will benefit all of us in unexpected ways.

As part of preparing the NCATE Report, the COE must write a conceptual framework that describes the vision and purpose underlying its efforts in preparing educators. This can't be achieved without considering the numerous and complex relationships the COE has with the State Department of Education, with CCSD, and with the larger UNLV Community. Identifying and then articulating the COE role in a larger framework of goals and missions paves the way for increased awareness, knowledge and understanding of the effects COE actions might

have on circumstances outside its immediate control. If, for example, we learn that of the 217,139 students enrolled in CCSD schools in 2000, 47.9% represented minority populations, and we know that part of the COE Mission is to, ". . .focus attention on preparing professional for diverse educational settings," there is a heightened sense of urgency in creating learning opportunities for our students that will help them become ever more effective with "other language learners." In short, we are reminded of the need to improve and revise our programs, we make changes in courses and lessons based on evidence, and our students graduate better equipped to meet the demands of a rapidly expanding multilingual, multicultural environment. Think of NCATE as a nudge to get moving.

The conceptual framework is substantiated by 10 core principles that reflect the mission of the University, and of the COE. These principles correlate to the 10 Interstate New Teacher Assistance and Support Consortium (INTASC) principles adopted by the State of Nevada to guide requirements and mandates. The ways in which we are able to demonstrate a systematic purposefulness in adhering to both COE and INTASC principles through learning opportunities in program course work paves the way for creating ever more effective and meaningful directions for ourselves and for our students to take. The COE faces an enormous challenge to produce an ever-increasing number of professionals to serve the region while maintaining first quality graduates. Sometimes it feels like the miles stretch out endlessly in a race between quantity and quality. Preparing for NCATE will help us discover shorter, smoother routes to preparing professionals while avoiding pitfalls and quagmires. Think of NCATE as a guidepost that keeps us from careening off those hairpin curves.

Of the six NCATE Standards the visitors will use to evaluate our capacity for preparing professionals for changing educational contexts, all are related to "performance" in one way or another; performance in all areas of the contract we have with the profession, with the local community, with one another, and with our students. Our

performance as educators is no small topic. We plan, we implement innovative ways of connecting theory with practice so our students will be able to anticipate and manage changes in educational settings, so they will know how to collect meaningful data and use it to improve learning experiences for their own students, so they will feel confident and competent in a variety of educational settings, and so they will recognize the potential for development in their own professional lives. All the while we increase our own capacity for performance through research, practice, and service to our profession. The COE theme for a past NCATE visit viewed educators as both scientists and artists. Describing a critical learning event in a course we teach and articulating the ways we assess student performance is one way in which we demonstrate our capability as scientists and artists. NCATE Review gives us an opportunity to brush off what we know and do and present it in a new light. Think of NCATE as an audience ready to appreciate our accomplishments.

We have much to do to get ready for the NCATE visit. As the deadline approaches, the perception of having to accomplish more in a limited amount of time might be mitigated by the realization that everyone is involved in preparing for the visit. NCATE is providing the opportunity for us to initiate discussions with colleagues about course content, research or even what a well-rounded portfolio of student work samples should look like. Grandma did a great deal of huffing and heaving of her ample frame around the neighborhood prior to our Oklahoma relatives' arrival. No stone was left unturned in identifying potential aide among her friends. This is certainly a time for us to rekindle relationships with CCSD, and our colleagues across campus and around the State. This is a time for exchanging and nurturing one another's ideas. Preparing for the NCATE visit has the potential to create an unparalleled example of programs, professionalism and products. Think of NCATE as a harvest of all that is good in what we do. And, let's hope that the only sacrifices will be the one's that leave us better prepared to meet the needs of all of our constituents in the rapidly changing context of education in Southern Nevada.

MORE THAN THIS OR THAT

by María G. Ramírez

Many times we think we know. In fact, we're often sure we know and if we know, than others must not know and therefore be wrong. We're sure we know because, after all, we learned it long ago in grade school. Our memory is good, and our abilities have only grown more refined, not less, since we first learned what we did and developed our understanding of many and varied concepts. Because we're so confident in our self and in our knowledge and understanding, we often get in fierce debates with others. We do not waver from our position as we confidently and defiantly hold our ground. And it is that way with many things in our lives, but in light of certain events, consider the following and you be the judge.

One of the basic literacy concepts taught in grade school and diligently learned by grade school student is that of pairs of words that are opposite in meaning are called antonyms. In grade school, we learned about antonyms, not as concepts that pertain to a branch of linguistics called semantics but presented to us in terms that we could understand as part of learning about words and their meanings. It was not necessary for the grade school teacher to explain that semantics is the study of linguistic meaning or that semantics is part of the study of grammar, which is the study of the internal structure of language. In grade school, the study of meaning was presented and learned in terms that were more comprehensible to the grade school child. Thus, we learned that certain words that were similar in meaning were called synonyms, and pairs of words that were opposite in meaning were referred to as antonyms.

Grade school teachers were careful to assist young minds in developing an understanding of the meanings of words and often used illustrations to assist the students in developing their understanding. We learned that the opposite of good is bad and as our understanding of the meanings of words expanded, we learned that good can also be the opposite of evil. Generally, the grade school teacher took extra care not to introduce more

than the children could understand. So, perhaps the pairing of good and evil might not be introduced until the students had developed sufficient understanding of the basic concept of the opposite meanings of pairs of words.

Typically, the concept of the meanings of words, such as antonyms, begins with less abstract words than good and bad. The grade school teacher begins the instruction of antonyms with pairs of words like hot and cold, examples that young children can more readily understand. The grade school teacher's lesson includes a picture depicting the meaning, and an ice cube is often used to illustrate cold, while a hot beverage, with curvy lines above the cup, represents hot. Pictures of snow are sometimes used for cold and a blazing sun for hot. The teacher attempts to make the opposite meanings of pairs of words comprehensible to the students by using many and varied illustrations for the words being taught and learned.

But as with other basic concepts taught in grade school, the definition and our understandings of antonyms was an oversimplification of the opposite meanings of pairs of words. Did you know that antonyms consist of at least three types: binary, gradable, and converse? While words like dead or alive, hot and cold, and above and below are antonyms, they are different types of antonyms. Dead and alive are examples of binary antonyms, while hot and cold are gradable, and above and below are converse. Can you figure out the difference between the three types from the examples?

In trying to understand the different types of antonyms, it's helpful to think of the semantic features of words, as well as to consider the dimensions that pairs of words can have. Let's begin with binary antonyms. Binary antonyms are pairs of words that exhaust all possibilities along a single dimension. Dead and alive are an example of binary antonyms. In other words, a person or other animate entities are either dead or alive, which also raises the pairs of words animate and inanimate as further examples of a binary antonym. At the same time, we could make a further distinction between technically alive or medically dead, but the basic single dimension of binary antonyms is not altered. Computer enthusiasts and mathematicians should appreciate the binary

aspect of antonyms since a binary system is familiar to and employed by both groups. But there are two more types of antonyms.

Gradable antonyms, as has been stated, are different from binary antonyms. Hot and cold are pairs of words that describe the opposite poles of a continuous dimension. Can you understand why and how gradable antonyms are different from binary? Perhaps you've heard someone say to a waitress in a restaurant that the coffee is not hot enough. The customer was referring to the continuous dimension of the opposite poles of hot and cold. Stated plainly and simply, the coffee was not hot enough by the customer's standards. We often use the term relative to describe and refer to the continuous dimension of certain gradable antonyms. In other words, what's hot for you may not be hot for me. It's relative to the person's preference. But there is still another type of antonyms.

The last category of antonyms to be presented is converse antonyms. Above and below are pairs of words that describe the relationship between two entities from opposite perspectives. This should not be confused with the last example and the use of relative and preference to illustrate the continuous dimension of opposite poles. Converse antonyms describe the relationship between two entities from opposite perspectives.

How well have you understood the examples? Test for yourself. How would you classify the pairs of words coward and hero? Before you begin, it's necessary and important to point out that semantics, the study of linguistic meaning, is one of the most difficult areas of linguistic study. Further, it is not always easy to decide if a pair of words is binary, gradable or converse. Additionally, some pairs of words that have been taught as antonyms are best described and understood as hyponyms. Liquid and solid are neither binary, gradable, nor converse. Instead, liquid and solid are hyponyms of matter, but that's a matter for another discussion; pardon the pun.

As with most things, antonyms are not as black and white as one might think, pesky puns. Returning to an earlier question, how would you classify the words coward and hero? And, my all time favorite semantics question and one that remains to be answered or fully

understood, "What is the meaning of is?"

BUILDING A COMMUNITY OF READERS

by Frank Serafini

Learning to read is a social, as well as a cognitive process. Because of this, teachers are beginning to pay closer attention to the learning environments, experiences and the "community of readers" that are developed in their classrooms. Reading aloud quality selections of children's literature and engaging in critical discussions concerning the issues and ideas raised in these books can help classroom teachers develop this sense of community. However, with the changing demographics and increased diversity among students in our schools, teachers must also attend to the multi-cultural aspects of the books they choose to share with their students, especially those addressing issues of community.

In this column, I will share with you five contemporary picture books that exemplify the types of children's literature that can be used to support discussions concerning community and diversity in elementary classrooms. These books were selected for their focus on diversity, the struggle for individuality and acceptance of other cultures. Each book has been selected to represent the types of books I have shared with my students over the past twelve years as an elementary classroom teacher in a diverse urban setting.

In Who Belongs Here?: An America Story by Margy Burns Knight, a Cambodian boy named Nary has arrived in America after the Khmer Rouge has taken control of his country and killed his parents. His grandmother carried him into Thailand, and eventually emigrated to the United States, telling Nary that the United States is going to be, "better than heaven." Nary is studying English and learning how to deal with the challenges of living in a strange, new world. As he enters school, Nary doesn't understand why other students are mean to him. He tells his teacher of his troubles and together they plan a social studies lesson to help other students understand the plight of refugees in America. The narrative is accompanied by

factual information about Pol Pot, the Khmer Rouge and immigration laws. An excellent book that supports discussions about cultural diversity and immigration.

The Straight Line Wonder by Mem Fox tells the stories of three "lines" that are all friends until one day, one of the lines decides not to follow the rules and walk around the way he pleases. The third line jumps in humps, creeps in heaps, twirls in whirls until his friends abandon him. They plead with him to "stay straight silly" and follow the status quo. Eventually, the third line becomes famous, only to have the other two declare their friendship once again. This story serves as a metaphor for being an individual, following your heart and the meaning of friendship.

Horace and Morris but Mostly Dolores by James Howe describes the adventures of three mice that do everything together until the boys become part of a exclusive "boys only" club leaving Dolores to fend for herself. She does not like playing with the other girl mice and wishes for her friends to return. Eventually, the boys come to miss Dolores and leave the boy's club to become friends once again. This story is a good introduction to gender issues and differences.

The Rabbits by John Marsden is an Australian publication that may be hard to find in American book stores but is certainly worth the trouble to locate. In this story, the native animals grow concerned as rabbits take over their country. The native animals are reduced in numbers, pushed out of their homes and forced to give up their children. This book serves as a metaphor for the colonization of Australia, as well as other countries, including the United States. The darkly colored illustrations by Shaun Tan add to the eerie mood of this story. The problems faced by native peoples the world over is tragically exemplified in this dramatic picture book.

I Have a Dream, an illustrated edition, takes the famous speech written by Dr. Martin Luther King Jr. and adds to it a collection of illustrations by the leading African American children's book artists of our time. Brian and Jerry Pinkney, Leo and Diane Dillon, Floyd Cooper, Tom Feelings and Ashley Bryan are just some of the artists that have added to this wonderful picture book. The words of Dr. King

come to life in the illustrations and students will develop a deeper understanding of the power of the speech through this illustrated collection. Community begins with acceptance of others and the belief that all men, and women, are created equal. This book explores this message and others in both text and illustrations.

Building a classroom community takes time, patience and the ability to facilitate the type of discussions that bring people together. Classroom teachers and university professors alike, will find these children's books quality resources for supporting discussions of diversity, acceptance and individuality.

Children's Books Cited

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- Howe, J. (1999). *Horace and Morris but mostly Dolores*. New York: Antheneum.
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THE NEED FOR DIALOGUE

by Kyle Higgins

*I've been wonderin' why
Peoples livin' in fear
Of my shade
(Or my hi top fade)
I'm not the one that's runnin'
But they got me on the run
Treat me like I have a gun
All I got is genes and chromosomes
Consider me black to the bone
All I want is peace and love
On this planet
(Ain't that how God planned it)*

(Public Enemy, "Fear of a Black Planet", 1990)

The recent discourse concerning diversity is rife with restraint. It seems as if a good dialogue begins only to get bogged down in silence. Berger (1999) maintains that most discussions are doomed to fail because the participants cannot get beyond their stock responses, blind spots, and limitations. Dialogues that revolve around diversity issues (e.g., reparations, same gender marriages, racial profiling, welfare, gangs, religion, affirmative action, etc.) tend to feed on myths, stereotypes, and half-truths. These myths, stereotypes, and half-truths allow us to maintain the long held self and societal deceptions that reinforce our unconscious prejudices. These are the white lies we use to tell ourselves that everything is all right in our society (Berger, 1999).

The reality is that, to one degree or another, all of us are enmeshed in a web of self-denial concerning the ---isms we carry around with us. There are no bystanders or neutral observers here (Hilliard, Jenkins, & Scott, 1979). These ---isms operate both overtly and covertly in our interactions with others and in our dialogue concerning the ---isms in society. In our society we have convinced ourselves that we (collectively and personally) no longer have ---isms (Derman-Sparks & Phillips, 1997) and we take offense should anyone question our behavior or motives concerning a person who is different from us. We revel in our sense of being above those who possess ---isms, even when our actions do not correspond to our words.

"My parents taught me to be accepting of everyone---regardless of race or creed. Even though we lived in a White neighborhood and I went to an all White school, they always taught us that we would encounter Blacks or Mexicans as we grew up and that we were to treat them just like we treated everyone else. I believe that everyone who works hard and pays their bills deserves to be treated equally" (quoted from a student paper in a multicultural course.)

Two weeks later---a message from the same student:

" I drew the topic of gays for my paper

for this class. I request that I be able to change the topic that I have drawn. I believe that doing a presentation on an immoral topic is not appropriate for this class” (quoted from a student in a multicultural course).

Same day comment from a faculty member:

“ I agree with the student. I don't believe a discussion about gays is appropriate for a multicultural course--no one should be asked to do something they find uncomfortable” (quoted from a faculty member supporting the student).

The reality is that most of us are reluctant to talk about our ---isms. Few of us are willing to admit our complicity in the racist, homophobic, handicappist, sexist, and religiousist attitudes that are rampant in our country. In fact, most people will do almost anything to preserve the comfortable illusion of themselves as free of ---isms (Berger, 1999). A famous CBS New / *New York Times* poll demonstrated this tendency: nineteen percent of New York City residents said they used racial slurs, yet 50% said they knew others who did. Hmmmm. Most of us avoid hot button issues in polite conversations. We practice self-denial in courses. We maintain that other people have ---isms, but that we are ---ism free. We simply do not engage in an honest dialogue with our self or with others concerning about our personal ---isms.

Is it that we are simply not ready to discuss our --isms in public, is it that we truly believe we are ---ism free, or is it that we embrace our ---isms and fear that to talk about them is to expose ourselves as racist (sexist, homophobic, handicappist, you fill in the blank)? We all carry worlds in our heads and these worlds are very different (Delpit, 1997). These worlds have come about from our life experiences, socialization, our religion, our families, our education, etc. Virtually all aspects of our life have played a role in the formation of our --isms. We all have them---none of us is ---ism free.

It is time that we all engage in some private and constructive soul-searching about ---isms. We must be willing to engage in a

process of self-inquiry into our own behavior, explore the meaning of personal and public influences, and question the reasons we believe certain things about certain groups. In short, begin an internal dialogue with ourselves concerning our ---isms. Be honest with ourselves about those ---isms. This internal dialogue is important so that we learn more about our self and how the reality bouncing around in our head impacts our interactions with those who differ from us. This process of self-inquiry into our own behaviors and beliefs is imperative if we, as professional educators, are to understand how ---isms are constructed and perpetuated. In this manner we will be better able to make sure we do not covertly support ---isms when they occur in our courses or in our college.

We live in a system that is full of --isms. We cannot withdraw from the system, we are part of it. But, we can choose to change the system---to consciously decide to confront our own ---isms. This involves an honest dialogue with ourselves and with others concerning our attitudes toward ALL groups who differ from us, an honest dialogue as to how we developed our attitudes, an honest dialogue concerning the reason(s) we continue to hold onto specific attitudes, and an honest dialogue as to what we must do to unlearn the basic patterns of ---ist thoughts that are part of our thinking. As educators, we must be brutally honest with ourselves.

Half a century ago, many people wore their ---isms as a badge of honor, today few are willing to admit any --isms. Yet, people still get brutally beaten because they wear a turban, people are crucified in rural fields because of their sexuality, people are denied housing because of their race, people are not promoted in their job because of gender, places of worship are defaced because they are not Christian, churches are burned because the congregation is Black, children are segregated because of a disability.....and so it continues. It is time for the personal and public dialogue to begin.

“And here we are, at the center of the arc, trapped in the gaudiest, most valuable, and most improbable water wheel the world has ever seen. Everything now, we must assume, is in

our hands; we have no right to assume otherwise. If we---and now I mean the relatively conscious whites and the relatively conscious blacks, who must, like lovers, insist on, or create, the consciousness of the others---do not falter in our duty now, we may be able, handful that we are, to end the racial nightmare, and achieve our country, and change the history of the world. If we do not dare everything, the fulfillment of the prophecy, re-created from the Bible in song by a slave, is upon us: GOD GAVE NOAH THE RAINBOW SIGN, NO MORE WATER, THE FIRE NEXT TIME!" (Baldwin, 1995).

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- Hilliard, A.G., Jenkins, Y., & Scott, M. (1979). Behavioral criteria in research and the study of racism: Performing the jackal function (Technical Reports I, II, III, Contract No. N00014-77-CO183). Washington, DC: Office of Naval Research.

HELPING YOUNG CHILDREN COPE WITH DISASTER AND VIOLENCE

by Nancy M. Sileo

As we learn to live with the events of September 11, 2001, it is important that we recognize how children may be affected by the terrorist acts. A disaster or for that matter, violence in general, is frightening to everyone. Parents and others who care for young children need to provide comfort, reassurance, and stability.

Children will be affected by the amount

of exposure they have to disaster. It is important to limit children's exposure to the disaster and to media coverage of the disaster. When viewing events on television young children cannot separate what is happening live from what is being replayed. Young children perceive the event to be occurring over and over again.

Children are the most vulnerable population. Whether children view acts of violence directly or on television, the result is often fear and confusion. These feelings should be expected and considered natural.

The *National Association for the Education of Young Children* (NAEYC, 2001) offers the following strategies to assist parents and other adults help children cope with disaster and to show the children that adults are there to take care of them.

Give reassurance and physical comfort.

Physically holding children brings comfort and a sense of security. Children need extra hugs, smiles, and hand-holding. Reassure them that they are safe and that there is someone there to take care of them. Hearing a family member or teacher say, "I will take care of you," makes children feel safe. Young children have great faith in adults' powers and are responsive to adult reassurances. Model and demonstrate coping skills because children will imitate adults in reacting to the situation.

Provide structure.

Children need to find consistency and security in their day, especially when the rest of their life is unpredictable. Provide a framework that will be the same from day to day. Emphasize routines at playtime, clean-up, nap time, meals and bedtime. Make sure children are getting appropriate sleep, exercise, and nutrition. Play soothing music and model moving slowly and using a quiet voice. Children may have a difficult time accepting routines and other limits, but persevere by being firm and supportive. Make decisions for children when they cannot cope with choice.

Welcome Children's talking about the disaster.

Children regain a sense of control by talking about things that bother them, and

talking with a supportive adult can help them to clarify their feelings. At the same time, children should not be pressured to talk; they may need time to absorb these experiences before discussing them. To help children feel comfortable, parents and other adults can share their own feelings of fear and anxiety, but should always do so in a calm, reassuring manner. What children need most is to feel that the situation is under control.

Focus on experiences that help children release tension.

Give children more time for the relaxing, therapeutic experience of playing with sand, water, clay, and playdough. Provide plenty of time and opportunity for children to work out their concerns and feelings through dramatic play. Create props that children can use to pretend they are firefighters, doctors, rescue workers or other helpers. In dramatic play, children can pretend that they are big and strong to gain control over their trauma and to overcome feelings of helplessness. Spend more time in settings that give children opportunities for physical activity and that provide an emotional release.

Model peaceful resolution to conflict.

Peaceful solution to conflict is one way to give children a stronger sense of power and control, especially critical in the wake of a disaster, which leaves them feeling powerless. Because children who have experienced the emotional trauma and violence of disaster often behave aggressively, they need to see alternatives to using violence to solve problems.

Maintain perspective.

As we learn more about the individuals who are responsible for the events of September 11, 2001, adults must help children avoid making inappropriate assumptions and using labels about groups of people that are based on their race, ethnicity, religious background, or national origin.

Watch for changes in behavior.

Mental health professionals suggest that, children, like adults, may exhibit symptoms of stress following a disaster. For preschool and primary age children, such symptoms may

include thumb sucking, bed wetting, clinging, changes in sleep patterns or eating habits, and isolation from other children. Older children may be irritable or aggressive and display poor concentration, among other changes in behavior. Experts also suggest that it is natural for children to display behavioral changes as they emotionally process their anxiety and fear.

The effects of trauma of any kind in childhood can be found immediately and after a lengthy period of time. Trauma changes those involved. It is important for children to return to consistent predictable routines as soon as possible and to know someone will take care of them.

The following websites have useful information:
The National Institute of Mental Health, www.nimh.nih.gov

The National Association of School Psychologists, www.nasponline.org

The Center for Mental Health Services, www.mentalhealth.org

The National Association for the Education of Young Children, www.naeyc.org

The Parent Center, www.parentcenter.com

The American Academy of Pediatrics, www.aaap.org

The American Psychological Association, www.apa.org

The American Academy of Children and Adolescent Psychiatry, www.aacap.org

The Sesame Street Workshop, www.sesameworkshop.org

The Family Information Service, www.familyinfoserv.com

SUGGESTED MULTICULTURAL INFUSION ACTIVITIES

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

During the last few weeks, much has been written and said to inform and support teachers as they seek wisdom and guidance relating to the recent traumatic events to supplement their daily classroom interactions with their learners. The following recommendations have been synthesized from a

multitude of reliable sources.

As teachers and learners encounter changes and challenges such as we currently are experiencing, it is important to remember that individual responses to traumatic events differ from person to person and with the passage of time. Individuals may feel anxious, fearful, angry, depressed, numb, distracted, withdrawn, etc.; an individual's feelings may be recognized clearly and expressed visibly, or they may be repressed and expressed through various seemingly unrelated and surprising outlets. Each of us needs to be aware and accepting of these individual variabilities and the strong likelihood that feelings will be expressed in ways that interfere with one's usual interactions and coping skills. As one counselor advises, we need to expect the unexpected.

Responses to traumatic events often are impacted by previous (and possibly unresolved) events from the past (e.g., death of significant others, victim of crime, loss of relationships, strong feelings about particular groups of people, etc.). It is recommended that teachers validate learners' concerns rather than talking them out of them. Teachers should listen to their learners carefully and respectfully attending to the individual's affective state and assisting with individualized problem-solving skills. Effective problem-solving strategies entail identifying the issue, reviewing possible solutions, and examining various outcomes before taking any immediate (and perhaps rash and regrettable) action. Learners need information regarding available resources to solve their individual problems. Importantly, teachers' behaviors at this time probably are more critical than finding the "right" words.

Teachers may want to try some of the following strategies with their learners:

- discuss current events as they unfold in the classroom setting (within developmentally appropriate guidelines and time limitations)
- allow each learner to share without interruptions or discussion from the teacher and/or among other students;
- allocate some class time allowing students to share their thoughts and feelings and through various avenues of creative, artistic, and productive expression;

- take time for teachers and other adults to share their own personal thoughts and feelings with the class as important role-modeling;
- integrate current events with class curriculum as appropriate;
- select a class activity to communicate concern or contribute to the cause;
- acknowledge the absence of some students due to family needs and concerns;
- make clear statements about class attendance and absences due to decrease students' anxieties;
- recognize that individuals may feel distracted, have trouble concentrating, and might experience more difficulty with information recall and application; and
- let learners know that teachers are willing to be patient and work with them.

Teachers can help most by ensuring a safe, caring, and supportive environment for learners to talk with each other about their thoughts and feelings. This helps learners understand that they are not alone and that there are caring adults and other people who share their concerns. Providing a caring network both at home and in the classroom is reassuring to learners and supports an acceptable level of functioning.

Teachers can guide learners in overcoming the sense of powerlessness that often arises in these kinds of situations. Individuals have many questions about violence and conflict in the world locally and globally. Prompting learners to pursue answers to these questions and helping them learn more about ways they can begin to cope with conflict creatively is empowering. Collaboratively we gain confidence in our abilities to understand what is going on around us, to acquire information from a variety of sources, to value diverse perspectives, and to learn about complex issues.

Teachers must prevent the emergence of dehumanization, prejudice, stereotyping, and victimization of any individual and/or group. Teachers can assist learners to be aware and manage their emotions, resolve conflict, and interrupt prejudice. But even more essential, teachers can demonstrate ways that learners can

support each other and respect each other's backgrounds and perspectives. By helping learners understand the human consequences of violence in any form, teachers can help them become more sensitive to other people's feelings and points of view.

Finally, individual's questions about these issues tend to arise repeatedly, even after the immediate trauma ends. Each of us continues to process our feelings and thoughts over time. Establishing long term goals promoting a democratic community and social justice in the classroom will provide the necessary framework for promoting safety, communication, and acceptance in each of our learners and us.

For additional guidance and/or support, feel free to contact the authors at:
Nancy Gallavan: gallavan@nevada.edu or
Porter Troutman: porter@nevada.edu

LESBIAN GAY BISEXUAL TRANSGENDER ISSUES AWARENESS MONTH

Learning Centers on LGBT Culture

From civil rights victories and setbacks to famous LGBT people and their impact on American culture, and everything in between. Learn more about LGBT people and their experiences in the United States. Every Monday and Tuesday

in October.

Moyer Student Union, Information
Counters

"Family" Day Picnic

Our families come in all shapes and sizes. Bring your family to the first annual "family" picnic!

October 20, 2001 12:00 p.m.

Sunset Park

RSVP to Multicultural Student
Affairs 895-4165

Variety Show and Mixer

Share your talents and celebrate the talents of friends, colleagues, and community members. From drag kings and queens to live music performances, come see what makes the community a place of celebration over triumph.

October 23, 2001 6:00 p.m.

Moyer Student Union Ballroom

OUTfest 2001

Check in with the different communities that make up the highly diverse LGBT culture. Pick up information or learn how you can help make a difference in our community.

October 24, 2001 11:00 a.m.

Pida Plaza, Alumni Amphitheater

Open Mic Night

Bring your poetry or speak off the

cuff - everyone is invited to share their lives and experiences in a relaxed setting. Refreshments available.

October 24, 2001 8:00 p.m.

Dining Commons

For more information contact:
MULTICULTURAL STUDENT AFFAIRS
895-4165 or

THE GAY AND LESBIAN COMMUNITY
CENTER OF SOUTHERN NEVADA

Serving the gay, lesbian, bisexual,
and transgender community.

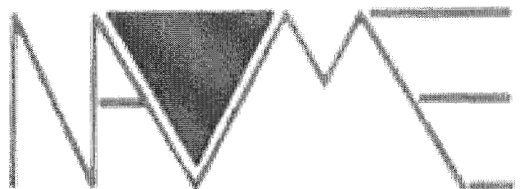
The Center

912 E. Sahara

Las Vegas, Nevada 89104

702/733-9800

National Coming Out Day October 09, 2001



National Association for Multicultural Education

Colleagues:

I am writing to personally invite you to attend the National Association for Multicultural Education (NAME) 11th Annual International Conference being held in Las Vegas, Nevada, November 7-11, 2001 at the Riviera Hotel.

Name is an outstanding organization that sponsors an exceptional conference. It is the primary organization in the United States dedicated to academic success and educational equity for all students and groups, through multicultural education.

If you enjoyed the 10th Annual NAME International Conference in Kissimmee, FL last fall, do not miss the opportunity to participate in the 11th Annual NAME International Conference being held in Las Vegas, NV. The conference will offer opportunities to interact with educational leaders throughout the nation and world, learn and share about effective strategies for diverse students, and obtain resources for schools and communities to achieve excellence for all groups. The world premier of Lee Mun Wah's newest and most powerful documentary, "*Last Chance for Eden*", will be presented. This is the sequel to the widely acclaimed and used "*Color of Fear*."

Members of NAME believe the conference sessions, which feature many of the nations' best scholars and experts in multicultural education, will provide excellent diversity in-service opportunities. This is an excellent opportunity for administrators, department chairs, professors, board members, students and community members to attend a national conference in Nevada at a relatively low cost. Please note the special conference rates for locals as well as credit options available.

Special Rates for Las Vegas Area Educators:

- Full conference with meals - \$165.00, includes two speaker luncheons, President's, banquet, etc.
- Full conference without meals - \$100.00
- Single day (without meals) - \$60.00

Academic Credit

UNLV Graduate - \$103.50, Undergraduate - \$76.50;
Sierra Nevada College - Graduate TESL -

\$60.00;
CCSD PDE - \$20.00

UNLV/Community College of Southern Nevada Students, Professors and Class Rates

- One day UNLV/CCSN student rate is \$35.00
- Professors can register for a regular fee of \$100.00 (without meals) or \$165.00 (with meals)
- Professors can register a class for flat fee of \$250.00 per class without meals. Professors or instructors must provide individual registration sheets for each students.

The opportunity to attend NAME's national conference will not be available in Nevada again this decade. The conference provides a unique combination of resources and strategies to attain educational equity and social justice. In order to assist NAME to provide the best learning opportunities possible for Nevada educators, please complete the registration for at the end of this *Newsletter* and return it to NAME.

To take advantage of the special Las Vegas conference rate, please indicate on the registration form: "Special Las Vegas rate as per Porter Lee Troutman, Jr." Detailed information regarding registration is available on the NAME website: www.nameorg.org.

If you have questions, please contact Porter Lee Troutman, Jr. at 702/895-4407 or email Dr. Troutman at: porter@nevada.edu.

Sincerely,
Porter L. Troutman, Jr. Professor
NAME Board of Directors, Founder
NAME Conference Co-Chair