Multicultural & Diversity Newsletter   Newsletters

2002

UNLV College of Education Multicultural & Diversity Newsletter

Porter Troutman
University of Nevada, Las Vegas, porter@unlv.nevada.edu

Nancy P. Gallavan
University of Central Arkansas, ngallavan@uca.edu

John Filler
University of Nevada, Las Vegas, john.filler@unlv.edu

Steven Grubaugh
University of Nevada, Las Vegas, grubaugh@unlv.nevada.edu

Jennifer L. Fabbi
University of Nevada, Las Vegas, jennifer.fabbi@unlv.edu

Follow this and additional works at: https://digitalscholarship.unlv.edu/
co_educ_multicultural_diversity_newsletter
See next page for additional authors

Part of the Bilingual, Multilingual, and Multicultural Education Commons, and the Disability and Equity in Education Commons

Authors

Porter Troutman, Nancy P. Gallavan, John Filler, Steven Grubaugh, Jennifer L. Fabbi, Kyle Higgins, Aimee Govett, Jean Henry, Lisa Bendixen, Cecilia Maldonado-Daniels, and Nancy Sileo

It isn't enough to talk about peace. One must believe in it. And it isn't enough to believe in it. One must work at it.

Eleanor Roosevelt

INVITED GUEST COLUMN
AIDS THROUGH A CHILD'S EYES
By Barbara Webb

Over the years, as a school psychologist, I have met many wonderful children that hold a special place in my heart, children I will never forget. Many times a child has given me a special drawing or writing that I have tucked away in my file drawer. I recently visited with a young man that I first met two years ago. He was born with AIDS and is currently in the seventh grade.

Two years ago, I had been asked to complete an educational assessment to determine if he had a learning disability. When I asked him for a sample of his writing, he gave me the following letter. A copy of the letter was placed in my special file and during our recent visit I asked him if I could share it. He and his mother agreed to share the letter with anyone to promote a better understanding of what life it like living with AIDS.

4/14/00

Dear People,

My name is _____. I was born 1/1/88 and I have a disease called AIDS. I would like to tell you about it and my life. I was adopted by a nice, caring, and wonderful woman who I call mom. When I was born the doctors thought I was not going to make it to three, but here I am and I am twelve years old. The only reason I'm here is because of my mom. She took me back to Washington D.C. where NIH is.

I am on this new drug now called IL-2. IL-2 has done a lot for me. I get two shots a day once a week, every eight weeks. It makes me feel bad. One time it made me so sick I had trouble breathing and I had to be taken to the hospital. I have to take a lot of medication. Sometimes I don't take it. Then I remember what will happen to me if I don't. I just get sick of taking so much medication.

I have a lot of friends in my neighborhood. They don't care if I have AIDS. That is one of the reasons that I like them. They try to help me out when I need help and they are there to talk to me when I need someone to talk

to. I like my life the way it is. Having AIDS has still messed my life up. I wanted to join the army but I can't because I have AIDS. I can still do some of the other things. I want to go to college and get a good job.

All you people that are scared of people with AIDS don't need to be. AIDS is a virus that is on the inside of the human body. You can't see it. You can't get AIDS from standing next to somebody that has it, hanging around someone that has it, or drinking from the same glass. You can get AIDS from blood transfusions, body fluids, or being born with it. AIDS means Acquired Immune Deficiency Syndrome. The most dangerous people with AIDS, are the ones that don't know they have it. They could give it to somebody else and they wouldn't even know it.

I hope in the future they find a cure. They are doing it step-by-step getting closer and closer. I hope they find some new technology that can help the people with AIDS and the people with other diseases.

Love,
(signature)

FEATURED GUEST COLUMN
LATINOS IN THE WORKPLACE: A VIABLE BUT MISUNDERSTOOD GROUP
By Cecilia Maldonado, Ph.D.

Changing demographics are effecting a change in the makeup of the U.S. workforce. Employers, indeed most organizations must devote more attention to the way they function. They must better appreciate and understand who their most important and critical stakeholders are now and who they will be in the future.

Recent census data suggests significant growth in the Latino population. Organizations must become more cognizant of the economic impact of this growth and must recognize that participatory rates of Latinos in the workforce are increasing and will continue to do so. According to Cavanaugh (2001), many organizations are finding that being culturally diverse is not only the right thing to do but the

only thing to do. Diversity must become a priority and organizations must no longer invest in diversity programs because of state and federal mandates but rather because not doing so, will adversely affect their organization's bottom line. Organizations that were traditionally led by an all white, all male team will need to rethink their internal and external strategies if they are to compete in a changing world (Cavanaugh, 2001).

This growth in the Latino population has resulted in a heightened intellectual and media focus on this population, and requires more change in the way organizations and businesses structure their conduct and operations. The rapid growth in the Latino population means that businesses and organizations must not only become more aware of the increasing diversity within their ranks, but must recognize the increasing economic viability of Latinos as a group. That is, they must develop unique, yet effective strategies that will allow them to effectively market to the population at large, but also to what has clearly become an important economic force. This market can be a key to an organization's growth and potential; it represents "a trillion dollars and growing", according to Lewis, Vice President of Walt Disney World Resort (cited in Cavanaugh, 2001). In addition to marketing as a way to capitalize on this significant economic potential, businesses must recognize that the most critical workforce issues for the Latino population is significant growth in the number and types of jobs open to Latinos, but also just as critical, is a significant improvement in their working conditions and job benefits.

However, none of this will be an easy task. Certainly education is a critical ingredient, but just as critical is the recognition that Latinos (some prefer the term "Hispanic") are not a monolithic ethnic group. Rather, it is a salad bowl, a mixture of rich and diverse cultures and traditions, uniquely woven together by a common thread - language. While different dialects are spoken, the Spanish language is a real unifying force, often a real badge of Latino ethnicity. Speak it, and you will be spoken to. Understanding the importance of language and thus communication, is also a real key to successfully maximizing one's economic potential in the Latino community and in solving many potential workforce issues.

Latinos are a Diverse Group

The Latino population is extremely diverse. Because the ethnic label *Hispanic* has been assigned to it, often it is assumed that this group is homogeneous. Latinos come from various countries, each with different histories of colonization, indigenous ancestry, and cultural traditions. Each group immigrated to the United States for different reasons and brought with them rich and diverse traditions and cultural practices. The most common thread between each of the groups is the Spanish language. The author will not delve deeply into the complicated issues of race and identity (they are issues that have been extensively investigated by sociologists and continue to be debated). Most people use the terms *Hispanic* and *Latino* interchangeably. However, the author chooses to use the term *Latino* and will continue to use this term when referring to this population.

As defined above, the label *Hispanic* has been used by the U.S. Census Bureau, other government agencies, social institutions, social scientists, the media, and the public at large in the United States to lump people whose ancestry comes from one or more Spanish-speaking countries in Central and South America, Spain, Mexico and the Caribbean. However, many fail to comprehend that each of the groups lumped into this category have distinctive histories, cultures, dialects of Spanish, gender, class and political experiences, and reasons for immigrating to the United States. It is likely that one Latino group may not be familiar with the culture of the other Latino groups. It is often assumed that knowledge and understanding of one Latino group translates into knowledge of all the Latino groups. The term *Hispanic* creates such fallible thinking and this should be clearly recognized and understood by the reader or by others who choose to use this term.

The term *Hispanic*, derives from *hispanoamericanos*, or persons from the former colonies of Spain in the New World and is often rejected by some because of its associations with Spanish colonial power (Oquendo, 1998).

It (the term *Hispanic)* obscures rather than clarifies the varied social and political experiences in U.S. society of

more than 23 million citizens, residents, refugees, and immigrants with ties to Caribbean and Central and South American countries. It reduces their distinct relations among themselves and with U.S. society to an ethnic label that in fact fails to do justice to the variety of backgrounds and conditions of the populations to whom it has been applied (Oboler, 1998, p. 4).

Other terms are commonly used in Latino communities such as, *Spanish, Spanish-American, or Hispano* (Sullivan, 2000). Others, however, prefer to call themselves by their specific nationality rather than using a panethnic label such as *Hispanic* or *Latino*. Many persons of Mexican origin prefer to be called *Mexican-American,* and some of younger persons in this group prefer the labels *Chicano, Xicano, or Mexicano.* People who come from the Caribbean may use the labels that refer to their country of origin such as, *Cuban-American, Cubano,* and *Dominican* (Sullivan, 2000; Sierra, 2000). People who have origins in Puerto Rico like to use the terms *Puerto Rican, Puertorriqueño, Boricua, or Borinqueño,* the latter terms referring to the names in which the native Taino Indians referred to themselves before being annihilated by the Spanish.

Although the term *Latino* is considered to be a panethnic label, it is a preferred term by many Latinos because it is more inclusive (other countries such as Haiti, Brazil & Mexico are included by definition because of their histories being tied to countries whose languages are derived from Latin) and descriptive. It is a Spanish word (short for latinoamericanos) that provides recognition and respect for its culture; and it lacks connotations to Spanish colonial power. In addition, the term *Latino* has (at least arguably) been adopted by the Latino community itself and could be regarded as part of a broader process of self-definition and self-assertion (Oquendo, 1998).

Overall, both terms are accepted in the workplace. How each Latino prefers to be identified is simply an individual choice. I note that while the author prefers the term "Latino," the U.S. Census Bureau has used the term "Hispanic" to bring all under a common ethnic classification. But, one's decision in terms of understanding the Latino community can often be a delicate choice, with attendant difficulties for both Latinos and non-Latinos.

Latinos are often misunderstood groups who are often stereotyped because of a lack of understanding of their cultural backgrounds. As their presence continues to grow, they will make up a large percentage of the workforce. Their contributions will be critical to the economic position the U.S. will hold in the global economy. Organizations, in general, will need to expand diversity issues by allowing more minorities opportunities to advance to higher level positions by providing proper training and by valuing the different perspectives these workers bring to the organizations. Businesses are changing their strategies to infiltrate the Latino market. Why shouldn't organizations change their strategies for recruiting and hiring more Latinos for better competitive edge? It is in the best interest of organizations to invest in the Latino workforce as they will be the ones responsible for most of the workload at all levels of the economy in the near future. It will be to the detriment of U.S. businesses to continue to ignore, exploit and leave undeveloped this group so critical to our success.

References

Cavenaugh, B. B. (2001, October). Cultural diversity: Setting the tone for American business. *Nation's Restaurant News.* Retrieved December 31, 2001, from PROQUEST Database.

Oquendo, A. R. (1998). Re-imagining the Latino/a race. In R. Delgado & J. Stefancic (Eds.), *The Latino/a condition: A critical reader* (pp. 60-71). New York, NY: New York University Press.

Oboler, S. (1998). Hispanics? That's what they call us. In R. Delgado & J. Stefancic (Eds.), *The Latino/a condition: A critical reader* (pp. 3-5). New York, NY: New York University Press.

Sierra, C. M. (2000). Hispanics and the political process. In P. S. J. Cafferty & D.W. Engstrom (Eds.), *An agenda for he twenty-first century: Hispanics in the United States* (pp. 317-348). New

Brunswick, NJ: Transaction Publishers.

Sullivan, T. A. (2000). A demographic portrait. In P. S. J. Cafferty & D.W. Engstrom (Eds.), *An agenda for the twenty-first century: Hispanics in the United States* (pp. 1-29). New Brunswick, NJ: Transaction Publishers.

This paper is adapted from a chapter (in press) in Farmer, Farmer & Rojewski's *Diversity in America: Visions of the Future - Real Issues About Real People.*

SECOND LANGUAGE LEARNERS: FINDING A VOICE
By Steve McCafferty

One of the most important aspects of identity is choosing one's words in the sense that words have a history of usage within any given social contexts that extend their meaning to include, in some cases, any number of psychological associations. The word "green" serves as an example with its current environmental, political, social, and economic overtones. Second language (L2) students as part of acquiring the language are searching for a voice to represent them. Initially, this can be quite a literal process, that is, students are likely to "ventriloquate" the voice of another, to use Bakhtin's term (Holquist, 1990). Because of their search for meaning in context, language learners rely on those around them to derive the "sense" of words within any one particular discourse community. As a result, they can end up sounding just like those they associate with, although it is important to point out that this process is mediated by their own sense of self, particularly as they become more proficient in the language-culture.

One of the preoccupations of L2 learners and people in general, then, is to distinguish "my word, neutral words and other's words" (Bakhtin as found in Holquist, 1990, p. 68) as a part of discursively forming a sense of self. Indeed, through either direct or indirect use of another's voice, a person is making a kind of statement about that other "I," while at the same time reflecting on his/her own "I." In relation to this concept, it is important to consider Bruner's (1990) idea that "self" is a socially distributed entity, that the narratives that we form are woven out of the voices of what others have said to us and about us, or as expressed by Bakhtin, that "being is a simultaneity, it is always co-being" (Holquist, 1990, p. 22).

The opportunity to encounter multiple voices in American English through reading and discussing literary texts can be an important aspect of the acquisition and production of a voice in English for L2 students. Such exposure allows students to explore other dialogical spaces and modes of expression beyond what they might typically experience in their everyday lives. Offering a breadth of exposure is also important because in addition to finding a voice that represents a sense of self, L2 learners must also begin to become familiar with language use in a number of discursive contexts. Bakhtin (Holquist, 1990, p. 69) noted that we are all *hetroglossic* speakers of a language, that is, we speak differently to people and communities depending on our relationship to them. For example, we are very likely to choose our words quite differently depending on whether we are talking to young children, at a job interview, conversing with long-time friends, etc. Although we rarely reflect on the linguistic complexity involved in being a member of a society, for L2 learners this is truly a monumental challenge. It is also true that L2 learners may not recognize this as an important aspect of their language learning without models and explicit guidance.

References

Bruner, J. (1990). *Acts of meaning.* Cambridge, MA: Harvard University Press.

Holquist, M. (1990). *Dialogism: Bakhtin and his world.* New York, NY: Routledge.

CONNECTING BOOKS AND CULTURES: THE CORETTA SCOTT KING AWARDS
By Cyndi Giorgis, Jennifer Fabbi, Steve Grubaugh and Frank Serafini

Since 1969, books written and illustrated by African American writers and artists have been honored by being named as Coretta Scott King (CSK) Award winners or Honor Books. In 1980, the American Library Association acknowledged the Coretta Scott King Award as an association award thus giving it wider recognition and publicity. What has been realized is that these books are for everyone. The stories cross cultural boundaries to illuminate historical perspectives, to highlight connections between ethnicities, and to illustrate the strength of the human spirit. The Coretta Scott King Award also recognizes the incredible artistic abilities of illustrations and the compelling stories offered by authors.

"All of my books are based on stories told by my family . . . Although there are those who wish to ban my books because I have used language that is painful, I have chosen to use the language that was spoken during the period for I refuse to whitewash history." So begins Mildred Taylor's author's note in *The Land*, the 2002 Coretta Scott King Award recipient for writing. This powerful historical novel is a prequel to her 1977 Newbery Medal winner, *Roll of Thunder, Hear My Cry*. The story's narrator is Paul-Edward Logan , the son of a white, plantation-owner father and a slave mother. Paul is treated "almost" like he is white which includes eating at his father's table (except when there are guests) and learning how to read. The young boy also continually conflicts with Mitchell, the son of black sharecroppers, who beats Paul unmercifully because, "You think you way better 'n everybody else." As the novel progresses into Paul's adolescence and adulthood, it focuses on his dream to own land, which is accomplished after years of backbreaking work and numerous refusals from the bank to loan him money. But eventually Paul succeeds despite the ugliness of racial hatred and bigotry that in some respects defined this period in American history. The length of this novel and the use of the vernacular will intimidate casual readers, but for those willing to embrace this awe-inspiring story, they will be richly rewarded.

Carver: A Life in Poems by Marilyn Nelson is a 2002 Coretta Scott King Award Honor Book. *Carver* portrays the life of George Washington Carver in a series of lyrical poems from the perspectives of people who knew him. Footnoted archival photographs complement the text.

The poems provide snapshots of George Washington Carver's life and comprise a poetic biography of the scientist as a young boy, a struggling undergraduate art student, a graduate student in agriculture, and head of the agriculture department at the all black Tuskegee Institute in the late 1800s. The poems are wonderful to read aloud. The book extols Carver's greatness as a man of art and science, a learner, and especially as a believer in the human spirit. Above all, he was an inspiring teacher, who passed on his knowledge and his goodness to others as can be seen in excerpts from the book:

As a young man,
"...He was sweet with the neighbor children.
Taught the girls to crochet.
Showed the boys
a seed he said held a worm
cupped hands warmed so it wriggled and set
the seed to twitching.
Gave them skills and wonders.
Knelt with me at bedtime."

As a graduate student teaching assistant,
"We had doubts
about giving him a class to teach,
but he's done a bang-up job
with the greenhouse. His students
see the light of genius
through the dusky window of his skin."

And, in Tuskegee, as a college professor,
"Carver is named Superintendent of Poultry
Operations
in addition to teaching seven classes,
testing seed, examining soils, running
the Agricultural Experiment Station,
preparing bulletins,
overseeing the dairy's one hundred and four
cows, and maintaining a laboratory
with the assistance of the two or three
work-study students the budget allows."

Yet, with all his abilities, Carver pursued his mission of teaching the poor southern farmer to raise better crops.

"Dere Dr. carver. I bin folloring
The things I heard you say last planting time.
I give my cow more corn, less cottonseed

And my crème chirns mo better butter. I'm
Riting to you today, Sir, jes to tell
You at I furtulize: 800 pounds
To the acur las March. Come harves, well
It were a bompercrop. How did you found
Out you could use swamp mock? I presheate
Your anser Dr. Carver by mail soon.
What maid my cotton grow? It do fele grate
To see the swet off your brow com to bloom.
I want to now what maid my miricle.
Your humble servint,
(name illegible)"

  Of course, it would help to have young readers know something about Carver's life before reading these poems. The book has uncommon heart and soul and should prove to be the inspiration for many students to learn more about the great American scientist, George Washington Carver.

  Sharon G. Flake is the other recipient of the 2002 Coretta Scott King Author Award Honor for her book, *Money Hungry*. Flake's main character, 13-year-old Raspberry Hill, will do almost anything for money, including selling rotten candy to kids at school, cleaning old peoples' filthy houses, and going without lunch for days. Raspberry stuffs money in coffee cans, drawers, and socks. Her friends think that she is totally obsessed with the green stuff. However, they are unaware that it is fear that keeps her motivated in the collection of money—fear of being homeless, living on the streets with her mother, and having to eat handouts or rely on "friends" that will just eventually turn on you. To Raspberry, it is the crisp, crinkly, powerful money that "will never do you wrong."   As Raspberry learns the meaning of family through the situations of some of her friends, and also that some people are worth more than "how much cash they got," this story hits home with themes of greed and expensive lessons learned. Sharon G. Flake, winner of the 1999 Coretta Scott King-John Steptoe Award for new authors for her book, *The Skin I'm In*, has been admired for her humor and authenticity.

  Artist Jerry Pinkney is the winner of the 2002 Coretta Scott King Illustrator Award for his paintings in, *Goin' Someplace Special* (text by Patricia McKissack). Pinkney's pencil and watercolor artwork is both bold and detailed, while translucent and complementary of the storyline. The story takes place in a 1950s southern town, where there is only one place open to everyone, no matter what their skin color. 'Tricia Ann is ready to journey to this "someplace special" by herself, and her grandmother finally decides to grant her permission. On the bus, she sees the Jim Crow sign labeled: COLORED SECTION, and Tricia Ann's face expresses her hurt as she continues to encounter the signs and discrimination. When she finally gets to her special place, the massive building rises above all that surrounds it, and she reads the sign: PUBLIC LIBRARY: ALL ARE WELCOME. This story is taken from events in author Patricia McKissacks's life while growing up in Nashville Tennessee. Jerry Pinkney has won the Coretta Scott King Award four times, in addition to four Caldecott Honor Medals!

  In *Martin's Big Words*, a 2002 Coretta Scott King Honor Award for illustrations, Doreen Rappaport draws upon the words of Martin Luther King Jr. to create a poetic narrative that embodies the spiritual life and times of the Civil Rights leader. Bryan Collier draws the reader into this powerful story using a blend of photographic images and watercolor paintings to depict scenes from several important episodes of the Civil Rights Era. Utilizing dark backgrounds, illuminated faces and African American images superimposed over stained glass, flags and various symbols of the American South, Collier provides a window into King's childhood experiences and the messages he hoped to instill in all Americans. As Collier writes in the illustrator's notes, "the images of the stained glass windows found throughout the book were used as metaphors to represent the spiritual and anti-racist themes of King's life and vision." As the book continues, the images of the stained glass windows are balanced with images of the American flag representing the struggle for freedom that symbolized King's short life.

  "A book lives in those who read and cherish and share it. The Coretta Scott King Award books live where children do: in cities and rural areas; in biographies and folktales; in poetry and history; in music and in picture books"(http://www.ala.org/srrt/csking/disc

guide.html). After three decades, The Coretta Scott King Award winning books as those that will delight and instruct readers by learning more about themselves and those around them.

References

Flake, S. G. (2001). *Money Hungry*. New York: Hyperion/Jump at the Sun. 187 pp. ISBN: 0-7868-0548-X.

McKissack, P. C. (2001). Ill. by J. Pinkney. *Goin' Someplace Special*. New York: Atheneum/Anne Schwartz. Unp. ISBN: 0-689-81885-8.

Nelson, M. (2001). *Carver: A Life in Poems*. Asheville, NC: Front Street. 103 pp. ISBN 1-88691-53-7 (pbk.)

Rappaport, D. (2001). *Martin's Big Words* . Ill. by Bryan Collier. New York: Hyperion/Jump at the Sun. Unp. ISBN 0-7868-0714-8.

Taylor, M. D. (2001). *The Land*. New York: Fogelman. 375 pp. ISBN 0-8037 1950-7.

RACISM IS ALIVE AND WELL IN SCHOOLS
By Porter Lee Troutman, Jr. and Nancy P. Gallavan

Racism is a pervasive element in our society and in our schools. Fostering an understanding of racism and other forms of prejudices, biases, and stereotyping in schools goes hand in hand with social justice. Understanding the intricacies of racism provides both teachers and learners a way of understanding and interpreting "Otherness," and demolishes the duality of "us" and "them." This institutionalized duality has only severed to marginalize and exclude many from successfully engaging within school and without. The pervasiveness of this duality has led to institutionalized racism. Briefly, when pedagogical principles such as language and culture are downplayed and sometimes forced into submission within the classroom curriculum, racists' pedagogies, although many times subtle and perhaps unintentional, becomes pervasive.

Racism is a no win for all involved in the schooling theater. It devastates not only learners of color and their academic and self-esteem but also harms all learners when those learners judge themselves within a stereotypical and misconceived standard socially constructed to maintain a false superiority. Therefore, racism as a psychological phenomenon is rooted in the belief that a casual relationship exist between certain inherited physical traits and certain aspects of personality and intellect. Dube (1985) speaks to three types of racism: covert, overt, and reactionary. Overt racism is open and up front, while covert racism is 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.

To overcome such barriers our thinking of mainstream schooling must transform. This transformation in our rethinking at all levels, will reprocess our pedagogical practices. The contextual spaces and the content, informed by (a) the literature, (b) the input we received from focus group colleagues, and (c) the contemporary discourse of diversity and pluralism, are in process of change through the inclusion of the concepts of social justice, equality and freedom.

We must understand that our attitudes, values, and assumptions have consequences with interacting with the Otherness-learners. One means for moving beyond racists' pedagogies is incorporating the concepts of social justice and freedom into our pedagogy. Students need to understand how to apply these concepts in and out of school. This pedagogical transformation will assist learners and teachers to consciously practice their roles as social agents for equity and access in the larger society.

For example, in a study at Brown Middle School (BMS), the entire staff transgressed the mainstream status quo of schooling, and created, implemented, and sustained an integrative curriculum. BMS now uses an entirely theme-based, cross-age curriculum based on the early work of James

Beane. Social justice education begins to bridge and heal the rift caused by racist beliefs that one group is superior to another and that racial equality does not exist.

Rethinking social justice includes interdisciplinary subject matter that analyzes and critiques multiply forms of oppression (i.e., racism, sexism, classism), and a set of interactive, experiential pedagogical principle that help students understand the meaning of social differences and oppressions in their personal lives and the social system. The goal of social justice education is equitable and accessible participation of all groups in a society mutually shaped to meet the collective needs of those who construct a working democracy.

Footnotes

1 Powell, Skoog, & Troutman, 1996

2 Ballenger, 1992; Contreras & Lee, 1990

3 Haynes, Sells, & Ross, 1999; Tatum, 1996

4 Giroux, 1996; Greene, 1993

5 Powell, Skoog, & Troutman, 1996

6 Reported by James Beane, 1993

7 Bell, Adam, & Griffin 1997

SCIENCE FOR ALL
By Aimee Govett

Since 1983, when "A Nation at Risk" was published, this nation has established as a goal that all students should achieve scientific literacy. This battle cry for science education reform embodies both excellence and equity. We all have a stake in this. Scientific literacy has become a necessity for everyone in order to make choices every day in a world filled with the products of scientific inquiry. There are many levels of understanding of the nature of science and scientific processes. All of our children are capable of some level of understanding that entails creative and critical thinking, reasoning, decision making, and problem solving.

Although African-Americans and Hispanics comprise almost 25 percent of the U.S. population, they earn only 13 percent of the U.S. science and engineering bachelor degrees, and only 7 percent of the doctorates (Rey, 2001). Of the more than 1,800 living scientists elected to the National Academies of Sciences, only two are African-American. Since 1901, there have been over three hundred recipients of the Nobel Prize in science and only nine of those individuals have been women. There is much more evidence that exists about the incongruities and lack of balance in the scientific community that all points to the rationalism of targeting females, minorities, and those of other cultures in science education.

So how are we going to do this? If we all agree that it's important, we must devise a way to accomplish this effectively regardless of age, gender, cultural or ethnic background, disabilities, aspirations, or interest or motivation in science. The most common strategy in recent years has been to recruit more minorities into science classes. However, these "add minorities and stir" programs are not successful because they place the responsibility of reform on those already marginalized by science. Marginalized students are not the problem; the system that marginalizes them is the problem.

One of the great myths about science is that it is largely a product of western civilization, with little or no contribution from other cultures and civilizations. Islamic science, China and India rarely get a mention in K-12 science textbooks or even in the history and philosophy of science taught in higher education. There have been two important studies that could and should influence how we teach science. The *Introduction to the History of Science* (1927-1948), written by George Sarton, is largely devoted to science in Islam, which has made a tremendous contribution to Western science. Joseph Needham wrote a massive multi-volume study (*Science and Civilization of China*, 1954) of how Western science would be inconceivable without China's highly developed and sophisticated culture of science. In recent years, there have been many gender studies that address the tremendous contributions of forgotten women of all cultures in the history of science. (Mary Belensky, Evelyn Fox Keller, Nona Lyons, Marilee Mayberry, Sharon Bertsch McGrayne, the Sadlers, Lisa Yount and many more).

We should all be concerned about the lack of diversity in science. As late as 1993, President Clinton signed legislation requiring the National Institute of Health to include women and minorities in all their clinical studies. Before this federal policy, scientists and science teachers often lacked data for a variety of important phenomena that affect women and minorities and the public was not aware of or was misinformed about health issues that impacted them. We must dedicate ourselves to making courses, curricula, and classrooms more equitable and accessible to marginalized students: females, minority students, students with disabilities, and students from poor socioeconomic backgrounds. We must remove the structural, institutional and pedagogical barriers so those students feel invested in and capable of succeeding in science.

An article in *Science* on trends in undergraduate education (Rey, 2001) reported several successful diversity programs that level the playing field for women and minorities in academic science. At the University of California (UC) Berkeley, the Biology Scholars Program targets women and underrepresented minorities in science. The science education comprehensive programs at the University of Maryland, Baltimore County (UMBC) and Yale University have had considerable success over the last decade. According to Rey, an institution must be committed to putting an effective program in place with all the money and resources that that entails. The institution must also develop "system smarts" such as recognizing that students may come from cultural backgrounds that frown on questioning authority. The discipline of science and the culture of science require students to speak out and defend their position. It is also the nature of science that the study and the practice of science is done collaboratively in groups. We need to restructure our traditional science courses to reflect this. Students benefit from study groups and need this to be formalized so that the groups are mixed and not simply informal groups of friends. Yale uses formalized study groups as the cornerstone of their Science, Technology, and Research Scholars (STARS) program. We have to find practical means to remove social and cultural barriers to science education for all.

In concluding (if you had the patience and interest to read this far), I would like to make a request of any of my colleagues. Who would like to help me reform the science education program to include and encourage underrepresented students both in the secondary and elementary education fields as well as in the content areas? We all benefit from science for all. The following lists and describes organizations that are addressing some aspects of this issue.

A. The Foundation for Science and Disability (FSD) was founded in 1975 as a non-profit organization. FSD has the following goals:

• to promote the integration of scientists with disabilities into all activities of the scientific community and of society as a whole and

• to promote the removal of barriers in order to enable students with disabilities to choose careers in science.

FSD is a professional link among education, employment, science, and individuals with disabilities. The Student Award Program of FSD helps to increase opportunities in science, engineering, mathematics, technology, and pre-medical/dental areas for graduate or professional students with disabilities.

Requests for further information or membership should be addressed to: Dr. Ed. C. Keller, Jr., West Virginia University, Morgantown WV 26506 - 6057.

B. About SESD: Science Education for Students with Disabilities, associated with the National Science Teachers Association (NSTA).

SESD exists to promote and advance the teaching of science and the development of curricula and instructional materials for students at all levels, with any manners of disability in the learning process.

The Goals of SESD are:

1. To disseminate information concerning the development of science materials and strategies for accommodations for students with special needs;
2. To promote science as a variable

career option for students with disabilities;

    3. To develop publications that deal with science for students with disabilities;

    4. To stimulate research related to the general area of science education for students with disabilities;

    5. To collaborate with other organizations with similar purposes;

    6. To utilize and work with technologies and strategies that impact both teachers and students with disabilities in the science learning environment.

    C. Of course, the Council for Exceptional Children (CEC) has expressed the need for Math and Science teachers that can serve as role models for a special population and are knowledgeable in the teaching and learning of science and mathematics in that special population.

Resources

DO-IT Disabilities Opportunities
    Internetworking Technology
    http://www.washington.edu/doit/

National Science Foundation's Programs for
    persons with Disabilities (NSF-PDD)
http://www.ehr.nsf.gov/EHR/HRD/pdd.asp

Rey, Camille Mojica, (2001). Making Room for
    Diversity. Science, vol. 293, pp. 1611
    1612. http://www.sciencemag.org

Science Education for Students with Disabilities
    (SESD)
http://www.as.wvu.edu/~scidis/organizations

VISITING BRITISH SCHOOLS
By Cynthia Hernon and Aimee Lee Govett

    We would like to give a short description of what we observed and participated in during a trip to Sheffield, England this past January. We visited a private girls' school, Sheffield High School, in Sheffield and a state (equivalent to our public schools) school in a suburb of Sheffield (Kiveton). Both Dr. Aimee Govett and Mrs. Cindy Hernon are experienced high school teachers. Aimee taught various sciences including biology, astronomy, environmental and physical sciences and Cindy taught mathematics. Aimee observed science classes and spoke to science faculty regarding their state curriculum especially in evolutionary studies. Cindy was able to observe 4 math classes and had a lengthy conference with the head of the mathematics department in both schools. She was interested in the mathematics curriculum, the use of technology in the teaching of math, and the placement of student teachers in mathematics. Our trip to Sheffield was funded by a grant from the National Science Foundation and a PT3 grant from the U.S. Department of Education. The goals of the trip were to examine the teaching of evolution in the British secondary schools and to study the use of technology in the teaching of mathematics.

    During the visit to Sheffield High School we observed a Biology class taught by Mrs. Birkhart, visited the art class of Miss Gabby Hanlon, discussed the ICT program with Mr. Paul Cassidy, and met with Maths Head Mrs. Goodwin. Mrs. Birkhart conducted a tour of the school buildings and provided an insight into the unique programs and opportunities at Sheffield High School. The staff and the students were so kind and treated us like visiting dignitaries. (We did feel like school inspectors at times.)

    The new curriculum materials in Great Britain include many mandated lessons looking at science as a body of facts and not as a process-oriented search for knowledge. The government now more closely regulates the mathematics teaching environment in Great Britain, than ever before. The math and the science teachers have always had to focus on teaching to the contents of the O-level and A-level tests, but now how they teach is regularly scrutinized. Both the math and science teachers and the university professors described the same situation. This seems to correlate with the American use of proficiency tests, benchmarks for individual subjects, and the current teach-to-the test environment in the public schools. Test results are reported in the newspapers in Great Britain and have the same power to reflect on the quality of work being done by teachers in the individual schools.

We were very surprised that the British schools are dealing with similar problems regarding the implementation of technology in the teaching of mathematics. The mathematics exams administered at the end of year 11 have two parts. One part requires the use of a calculator and one part does not permit the use of a calculator. Basic scientific calculators were allowed in the year 11 class that I observed. There were no computers in any of the mathematics classrooms, but they were available in the department offices and faculty lounge. There is virtually no integration of technology in the science classrooms in either of the two schools. Each of the schools had computer labs for instruction in technology and these labs were also available for individual teachers to bring classes in for instruction. The teachers in both schools worked well together and respected their colleagues, but still functioned in the typical isolated manner of secondary subject matter specialists. The science departments had separate department heads for biology, chemistry, and physics. There was evidence of very little collaboration.

It was an experience in culture shock in many ways. Very few state schools in America require that students wear uniforms, so that was the first significant difference for both the private girl's school and the state school. The American high school typically has only four grade levels, which are the equivalent of Britain's Year 9, 10, 11, 12, and 13. British secondary schools also house Years 6, 7, and 8. Our school day runs from 8:00 to 2:00 p.m. with a one half hour for lunch in the Middle School and the high school day runs from 7:00 to 1:30 p.m. with a 30-minute lunch. We really enjoyed the one-hour lunch but the school day was extremely long.

American high school students typically only take six different classes in one school year; unlike the 8 to 10 courses the upper level students take in England. Britain has a national curriculum. In America, each state has the responsibility of setting curriculum standards and determining whether to require a state proficiency examination for high school graduation. We do not have a national test equivalent to the General Certificate of Secondary Education (GCSE, formerly known as O-levels). However, most of the fifty states require that students pass a basic proficiency examination in mathematics, English, and reading to receive a high school diploma. Some states require additional tests in science, citizenship, or social studies. A student who does not pass the proficiency test receives a Certificate of Attendance. Our college-bound students take either the SAT or ACT test which is comparable to their A(advanced) - levels. These tests are constructed and administered by private corporations not the government as in Britain.

The Sixth form students in the United Kingdom sit for A-level exams. American students can take Advanced Placement Examinations in Calculus, English or American Literature, Biology, Chemistry, Statistics, Art, foreign languages, and most other subjects. American students can choose to take Advanced Placement exams in one subject or multiple subjects which count for college credits, similar to the British system of awarding academic semester credits and admitting students with high scores to advanced standing. American students can earn up to a year of college credit with good scores on 5 to 6 subjects. This appears to be equivalent to high scores on the A-level exams, which permits students in the United Kingdom to complete college in 3 years.

American high schools are predominantly coeducational. There are a few private schools that serve only girls or only boys. Other unique features of the British schools are the assembly every morning and the pastoral responsibilities of the teachers. American teachers informally guide and advise students about their academic programs and personal issues, but each student has an assigned counselor who is formally charged with preparing the student schedule and addressing individual problems. American high school students are not required to take a foreign language, unlike the English students who are tested in a foreign language on the GCSE.

One of the most significant differences is the size of the school population in the UK secondary schools, only 800 to 1500. Most American high schools are much larger. The average high school in Las Vegas has from 2,500 to over 3,000 students. However, the

population of Las Vegas has been growing at the rate of over 2,000 people a month for the past ten years. We are one of the fastest growing cities in the United States with the fastest growing school district.

The one area where the two school systems are similar is in the teaching of technology. The courses in the American schools that are comparable to ICT are called Computer Applications. We have computer labs similar to the ones at Sheffield. It was an eerie feeling to walk into your computer lab and see the Gateway computers arranged in the same way as the computer labs in our high schools. Another aspect of technology that is the same is the use of mobile or cellular phones. As we walked back to our hotel we saw Sheffield students getting mobile phones out of their bags and calling their friends. It is the same with teenagers here.

We must conclude with the observation that British school trips are to very exotic and exciting locations. The trips to Quito, the Galapagos, the French Alps, and St. Petersburg are quite different than our usual school trips to Disneyland, Magic Mountain (much like the American Adventure), and Brian Head in southern Utah for skiing. Lots of other comparisons can be made but we will save that for future trips (many we hope).

ETHICAL CONSIDERATIONS CONCERNING ASSISTIVE TECHNOLOGY
By Monica Brown, Tom Pierce, and Kyle Higgins

Education is rife with ethical problems. Problems concerning how to treat individual students, how to ensure equal educational opportunity for all, how to respect the views of parents, how to deal with colleagues, and how to do all these while maintaining one's personal integrity and allegiance to the practice of education (Howe & Miramontes, 1991). Except for the formation of ethical codes (Council for Exceptional Children, 1983), it is probably safe to say that the ethics of providing services to children with disabilities has received very little attention---either as a field of ethical inquiry or as a topic in teacher education.

Today in the United States all children have a right to attend public school. Each state has a legal obligation to provide a free, appropriate education to all children regardless of their race, economic level, ethnic group, gender, skill level, or disability. For children with disabilities, this right came later than it did for other groups. It was not until the passage of the Education for All Handicapped Children's Act (EHA, P.L. 94-142) in 1975 that a free, appropriate education for children with disabilities became a right and a reality. P.L. 94-142 mandated that: (a) children/youth with disabilities be educated in the least restrictive environment (LRE); (b) to the greatest extent possible, children/youth with disabilities be educated with children who did not have disabilities; and, (c) each child/youth with a disability has a written individual education program (IEP).

In 1990, P.L. 94-142 was renamed the Individuals with Disabilities Education Act (IDEA, P.L. 101-476). The intent of this Act was to reaffirm the commitment of the government to support the appropriate education for children/youth with disabilities. IDEA upheld the major provisions of P.L. 94-142, but added significantly to the provisions for very young children with disabilities and for the preparation of students with disabilities to transition out of high school into adulthood.

The Individuals with Disabilities Education Act Amendments of 1997(P.L. 105-17) were signed into law in June 1997. This Act reauthorized IDEA and added a number of new provisions. Several of the provisions are important for educators (general and special) who provide services to students with disabilities in general education. Recognizing that most students with disabilities spend the majority of their time in the general education classroom, IDEA-1997 placed greater emphasis on student

participation in the general education curriculum than did past Acts. For instance, the IEP now must encompass student goals and objectives for general education as well as special education and the general education teacher must be a full participant in the writing and implementation of the IEP.

IDEA-1997 also mandated that assistive technology (AT) be considered when developing the IEP for a student with a disability. However, because of the lack of knowledge possessed by members of the IEP team (e.g., administrators, special educators, general educators, parents, and students), the team often is unprepared to implement this statute effectively. Sometimes, teams erroneously conclude that AT devices are too expensive, are not available, or will not address the identified purpose. Typically, school districts also are unprepared to provide technology support to the IEP teams as they attempt to address the AT issue (Todis & Walker, 1993). The reality is if a student needs technology-related assistance and that need has been documented in the IEP then the student is entitled to AT devices and services through the local education agency or statewide system (Turnbull & Turnbull, 1998). These AT services may range from a simple device (e.g., an adapted spoon) to computer to a complex device (e.g., a digital environmental control system). Educator or administrator lack of knowledge or confusion is not an excuse for the IEP team's failure to consider assistive technology in the education of students with disabilities (IDEA-97).

Zabala and Bowser (2000) identify the major reason for the paucity of AT knowledge as the lack of university training provided to general educators, special educators, and administrators concerning assistive technology. Only five universities in the United States (University of Kentucky, University of Connecticut, University of New Mexico, University of Nevada Las Vegas, and California State University at Northridge) have been proactive in providing comprehensive educational AT programs and/or courses. However, these programs are typically at the graduate level and usually involve special educators or ancillary personnel (e.g., speech pathologists, occupational therapists) rather than general educators or administrators.

The sad reality is that the majority of education (general or special) and school administration graduates in the United States have absolutely no knowledge concerning the assessment of assistive technology needs, the provision of appropriate assistive technology/services, or the methods by which to access medical, educational, or insurance funds to pay for it (DeWitt, 1991; Wallace, 1995). Even sadder is the fact that colleges of education have not moved to rectify this deficit.

Compounding this lack of preservice and/or graduate level training is the lack of inservice training being provided to educators and administrators once they have entered the profession (Todis & Walker, 1993). Only five states (Pennsylvania, Oregon, Texas, Georgia, and Wisconsin) have been active in the provision of assistive technology training for educators and administrators. Even when the training has been available at the state level, local school districts often have not accessed the training (Bowser, 1999).

This lack of training at the preservice and/or graduate level for educators (general and special) as well as for administrators has the potential to significantly diminish the quality of life and education for students with disabilities. The reality in our public schools today is that students with disabilities are not reaping the full benefits of technology integration in their education or their lives (Neuman, 1991; Riley, 1998; Sutton, 1991). An educator's or administrator's lack of knowledge in the area of assistive technology could impact a student beyond school into the areas of employment, livelihood, or independent living (Raskind, 1993; Raskind & Higgins, 1995). Thus, decisions made, or not made, while a student with a disability is still in school have a life long implication. Equal access to education should not be restricted by difficulties in the ability to access and utilize educational technology--- simply because those making the decisions lack the appropriate information to make an informed decision. All involved in the decision making process must realize that physical access does not equal learning access---for many students with disabilities, assistive technology is needed to provide access to learning.

As Colleges of Education embrace new technologies, they must realize that the provision

of mono faceted training for faculty, preservice and graduate students, and administrators that does not include adequate education concerning assistive technology for students with disabilities becomes a question of ethics. By focusing on only one facet of technology use, colleges reinforce the notion that technology is for one group of people and not for those who might need a puff switch, head switch, large type, or adapted keyboard. As Colleges of Education begin to make progress concerning the integration of technology into everyday classroom instruction, consideration must be made to include a focus on students with disabilities, their instructional needs, and the assistive technology available to meet those needs. This is not just a consideration that is mandated by law, but one that should be mandated by our ethics as educators.

For further information concerning Assistive Technology:

http://jset.unlv.edu
http://www.cast.org
http://trace.wisc.edu
http://www.closingthegap.com
http://www.abledata.com
http://www.csun.edu/codtraining
http://www.tamcec.org
http://atoms.uwm.edu
http://natri.uky.edu

References

Bowser, G. (1999). *Access now participant survey.* Unpublished data. Roseburg, OR: Oregon Assistive Technology Program.

DeWitt, J.C. (1991). The role of technology in removing barriers. In J. West (Ed.), *The Americans with Disabilities Act: From policy to practice* (pp. 331-332). New York: Milbank Memorial Fund.

Howe, K.R., & Miramontes, O.B. (1991). A framework for ethical deliberation in special education. *Journal of Special Education, 25* (1), 7-25.

Neuman, D. (1991). Technology and equity. Syracuse, NY: ERIC Clearinghouse on Informational Resources. (ERIC Document Reproduction Service No. ED 339 400).

Raskind, M.H. (1993). Assistive technology and adults with learning disabilities: A blueprint for exploration and advancement. *Learning Disability Quarterly, 16* 185-198.

Raskind, M.H., & Higgins, E.L. (1995). Reflections on ethics, technology, and learning disabilities: Avoiding the consequences of ill-considered action. *Journal of Learning Disabilities, 28* (7), 425-438.

Riley, R. (1998). Technology and education: An investment in equity and excellence [Online]. Available: http://www.ccsso.org/techpol.html

Sutton, R. (1991). Equity and computers in the schools: A decade of research. *Review of Educational Research, 61*, 475-503.

Todis, B., & Walker, H.M. (1993). User perspectives on assistive technology in educational settings. *Focus on Exceptional Children, 26,* 1-16.

Turnbull, H.R., & Turnbull, A.P. (1998). *Free appropriate public education* (5th Ed.) Denver, Co: Love Publishing. Wallace, J.F. (1995). Creative financing of assistive technology. In K.F. Flippo, K.J. Inge, & J.M. Barcus (Eds). *Assistive technology: A resource guide for school, work, and community* (pp. 245-260). Baltimore, MD: Brookes.

Zabala, J., & Bowser, G. (2000). Quality indicators for assistive technology

services in school settings. *Journal of Special Education Technology, 15* (4), 25-36.

WHO IS CARING FOR THE CHILDREN?
By Nancy M. Sileo

Recently there have been a number of media campaigns/programs focusing on children in the foster care system and those available for adoption. The children's voice and choice in these campaigns/programs seems to get lost in the glitter and glamour of the media presentation. Here are some facts to remember about children in the foster care system and those available for adoption through pubic agencies in the United States (U.S.).

Number of children in foster care in the U.S.: 581,000

Ages of children in foster care in the U.S.?

Under 1 Yr	4%	23,396
1 thru 5 Yrs	25%	43,268
6 thru 10 Yrs	26%	150,574
11 thru 15 Yrs	28%	164,134
16 thru 18 Yrs	16%	90,293
19 + Yrs	2%	9,335

Placement settings of children in foster care?

Pre-Adoptive Home	4%	22,484
Foster Family Home (Relative)	26%	151,864
Foster Family Home (Non-Relative)	47%	274,100
Group Home	8%	46,279
Institution	10%	57,590
Supervised Independent Living	1%	4,979
Runaway	1%	7,886
Trial Home Visit	3%	15,818

Average length stay for children in foster care?

< 1 Month	4%	24,329
1 to 5 Mos	16%	94,044
6 to 11 Mos	15%	85,036
12 to 17 Mos	11%	65,014
18 to 23 Mos	9%	51,985
24 to 29 Mos	8%	43,918
30 to 35 Mos	6%	33,269
3 to 4 Yrs	15%	85,128
5 Yrs or More	17%	98,276

Case goals of children in foster care?

Reunify with Parent(s) or Principal Caretaker(s)	42%	242,571
Live with Other Relative(s)	5%	26,368
Adoption	19%	107,581
Long Term Foster Care	8%	48,828
Emancipation	6%	32,960
Guardianship	3%	17,608
Case Plan Goal Not Yet Established	18%	105,084

Race/Ethnicity of children in foster care?

White Non-Hispanic	34%	199,735
Black Non-Hispanic	39%	223,751
Hispanic	17%	98,396
AI/AN Non-Hispanic	2%	9,475
Asian/PI Non-Hispanic	1%	6,109
UnKnown/Unable to Determine	7%	43,533

Gender of children in foster care?

Male	52%	303,157
Female	48%	277,843

Parental rights terminated for all living parents in FY 1999?   64,000

Children adopted from the public foster care system in FY 1999?   46,000

Gender distribution of children adopted from the public foster care system?

Male	50%	22,951

Female   50%   23,049

Racial/Ethnic distribution of children adopted from the public foster care system?
White Non-Hispanic   38%   17,341
Black Non-Hispanic   45%   20,618
Hispanic   15%   7,021
Asian/PI Non-Hispanic 1%   474
AI/AN Non-Hispanic   1%   100

Age of children when they were adopted from the public foster care system?
Under 1 Yr   2%   831
1 thru 5 Yrs   45%   20,708
6 thru 10 Yrs   36%   16,498
11 thru 15 Yrs 15%   7,021
16 thru 18 Yrs 2%   901
19+ Yrs   0%   42

Proportion of the children adopted who are receiving an adoption subsidy?
Yes   88%   40,423
No   12%   5,577

Source
Adoption and Foster Care Analysis and Reporting System (AFCARS) data submitted for the FY 1999. *U.S. Department of Health and Human Services, Administration for Children and Families, Administration on Children, Youth and Families, Children's Bureau, www.acf.dhhs.gov/programs/cb.* Interim Estimates for FY 1999 as of June 2001 (6).

LEST WE FORGET, VICTIMS OF HATE CRIMES . . .

Abdo Ali Ahmend, 51
Reedley, CA
Murdered
September 29, 2001

Kenneth Chiu, 17
Laguna Hills, CA
Murdered
July 30, 2001

Marcell Eads, 58
Wichata, KS
Murdered
June 28, 2001

Edgar Garzon, 35
Queens, NY
Attacked
August 15, 2001
Died
September 4, 2001

Wagar Hasan, 46
Dallas, TX
Murdered
September 15, 2001

Willie Houston, 38
Nashville, TN
Murdered
July 29, 2001

Adel Karas, 48
San Gabriel, CA
Murdered
September 15, 2001

Anthony Martilotto, 39
Fort Lauderdale, FL
Murdered
July 26, 2001

Fred C. Martinez, Jr., 16
Cortez, CO
Murdered
June 16, 2001

Abdullah Nimer, 53
Los Angeles, CA
Attacked
October 3, 2001
Died
October 4, 2001

**Lorenzo (Loni Kai)
Okaruru, 28**
Aloha, OR

Murdered
August 26, 2001

Vasudev Patel, 49
Mesquite, TX
Murdered
October 4, 2001

Thung Phetakoune, 62
New Market, NH
Murdered
July 14, 2001

Gary Raynal, 44
Kansas City, KS
Murdered
late August 2001

Irving Sicherer, 76
Eventura, FL
Murdered
July 23, 2001

Balbir Singh Sodhi,49
Mesa, AZ
Murdered
September 15, 2001

Robert Spencer, 51
Okahumpka, FL
Murdered
January 8, 2002

Jerry Stamper, 24
Las Vegas, NV
Murdered
June 30, 2001

Terrianne Summers, 51
Jacksonville, FL
Murdered
January 2002

Eric Valdez, 19
Grand Junction, CO
Murdered
July 6, 2001
Juana Vega, 36
Milwaukee, WI
Murdered
November 10, 2001

Data found in the
*Southern Poverty Law
Center's: Intelligence
Report (2002); Issue
105*

For further information
on Hate Crimes and
Tolerance Education:

www.tolerance.org
www.splcenter.org
www.teachingtolerance.
org