“O"ral history” is a method of gathering and preserving historical information through recorded interviews with participants in past events and ways of life. It is both the oldest type of historical inquiry, predating the written word, and one of the most modern, initiated with tape recorders in the 1940s.

African Beginnings

There is a long record of oral history as a significant tool of historical inquiry and documentation. Early historians like Herodotus in the 5th Century BCE relied on interviews and testimony, some of which was reported verbatim. Plutarch wrote biographies based on interviews and oral accounts. The idea of relying upon eyewitness testimony dates back to the beginnings of western history itself—Thucydides, writing 400 years BCE, interviewed participants when he wrote his history of the Peloponnesian War. More recently, the first large-scale oral history project in the United States occurred during the Great Depression. From 1936 to 1939, the Federal Writers’ Project of the Works Project Administration employed reporters, historians and writers to interview thousands of elderly African Americans in 17 states who had been slaves before the Civil War. Once the project ended, the more than 2,000 interviews languished for nearly three decades in the Library of Congress archives, utilized by few historians.

The slave narratives are significant in what they reveal about oral history methodology and the beginnings of the movement itself. Historian Jerrold Hirsch contends that the modern oral history movement (circa 1948) really began with the WPA slave narratives—a decade before the formalization of the first university-housed oral history program at Columbia University (founded by historian Allan Nevins). Since then, oral history has become a tremendous method of expanding the process of documenting the past of groups that rarely leave written records of their lives.

A new methodology New Social Historians began employing emerged with tape recorders in the 1940s. Historians began adapting the techniques that folklorists used to capture the reminiscences of those who did not leave behind memoirs, diaries, reports, newspaper articles, nor the traditional archival materials historians had previously relied upon. Women’s social history, ethnic history and labor history (all seen to be more inclusive of the American experience) increased the use of oral history in both research and teaching.

The oral history movement’s coming of age parallels the growth and development of the Civil Rights Movement and birth/rebirth of the field of women’s history. As more and more historians emerged in the Civil Rights Era, they broadened the scope of their studies to encompass not only the great epics of American history, but also how these events affected “ordinary” people. American historians termed the studies that resulted from this desire to include “history from the bottom up” the New Social History. For example, in the 1970s—coinciding with the rise of the New Social History—renewed interest in the slave narrative collection resulted in the release of some 40 volumes of transcripts. Oral histories have allowed historians to apply the traditional methods of inquiry to new areas of research by recording personal histories that would have otherwise been lost to posterity. In many cases, these histories are more intimate and personal than written documents.

Like the historians of the European Annals school, American social historians began employing methods from other social sciences and adapting those skills to the study of history. The advent and availability of computers

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made it easier for historians to make use of statistical analyses of governmental Census records, public and personal ledgers and account books, and other quantifiable material— for example, to measure and evaluate how hard slaves were whipped when punished. Other historians preferred plain old-fashioned foot-work (i.e., digging in archives) to uncover quantifiable materials.

**Difficulties**

Oral historians have wrestled with the difficulties of evaluating oral testimony and personal narratives for many years. Indeed, researchers enjoying the increased access to the slave narratives in the 1980s began noticing the inconsistencies and historical inaccuracies to the point that some even called the value of the narratives into question.

One recent example demonstrates some of the myriad problems historians worried would occur. In late 1998, public demonstrations erupted against a history course in North Carolina’s Randolph Community College taught by local members of the Sons of Confederate Veterans society. Although the teachers admittedly taught the course with the intention of celebrat-

**Oral history is the oldest type of historical inquiry, predating the written word.**

...ing the Southern past, the use of the slave narratives caused the greatest uproar. While the course’s instructors were quick to condemn slavery as morally wrong, based on their readings of the slave narratives they concluded that most slaves were happy with their situation, loyal to the South, fearful of Northern whites and dissatisfied with the end of slavery. Indeed, many of the narratives seem to indicate that slavery was not so bad. Careful analysis has provided several explanations for the problems in relying upon oral testimony such as the slave narratives. Psychologists term the tendency for hostages to identify with their captors the “Stockholm Syndrome,” and interviews with former prisoners of war, kidnapping victims and torture survivors reveal that some victims do not assess any personal blame upon the perpetrators.

Author/folklorist/activist Stetson Kennedy provides personal hindsight relative to the slave narratives: “When the campaign to seek, find, and interview ex-slaves got under way in 1936, Florida led the way in its ability to assign black staffers to conduct the bulk of the interviews on a black-on-black basis (Louisiana was the only other state to do likewise). Historians have since acclaimed the superiority of these Florida narratives for their relative lack of inhibition in detailing the most horrendous aspects of slavery. In those instances where whites interviewed blacks, the process was often a contest of wills, and the result shed as much light on the patronizing ‘plantation mentality’ of the interviewer as it did upon the life slaves lived on the plantation.”

Kennedy (who supervised the legendary Zora Neale Hurston on the Federal Writers’ Project in Florida) also observed that “far from being irrelevant to the ex-slave interviews, the system of laws, regulations, and customs governing interracial relations and attitudes had a very pronounced influence on them (as well as everything else the Writers’ Project produced).” In other words, Kennedy, as well as black writers and editors, was keenly aware that “Editor-in-Chief” Jim Crow was looking over their shoulder—and hence governed themselves accordingly.

**From Slavery to Freedom Riders**

Within the last decade, as the ranks of the Freedom Riders and Black Panthers have thinned, there has been a renewed effort by scholars and documentary filmmakers (like Constance Curry) to gather first-person oral testimony, for the most part drawing upon archival resources. Documentaries shown in the classroom, available on DVD or on the Web, elicit a discussion about race, poverty and oral history—in effect, a way of truth and reconciliation through media. (A dialogue about slave reparations, for example, can be included in a study guide, discussion list or Website.) Quite obviously, the potential for using new technologies to increase access to oral histories is attracting interest among scholars and documentary producers, especially the History-Makers, based in Chicago, a national, non-profit institution committed to preserving, developing and providing easy access to an internationally recognized archival collection of thou-

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Girls in the ‘Hood: Evidence on the Impact of Safety
by Susan J. Popkin, Tama Leventhal, and Gretchen Weismann

They come at them wrong ways. They’ll talk about their bootie or they’ll just come to them straight, “Do you want to have sex?,” or they talking about they use a girl. Yeah, they’ll use a girl and they said—they call it “pimp a girl out.”

Adolescents growing up in neighborhoods marked by concentrated poverty are at risk for a range of problems, including poor physical and mental health, risky sexual behavior and delinquency. And, as Charmaine’s description of life in her neighborhood above indicates, girls growing up in high poverty face specific risks because of their gender—the demoralizing effects of omnipresent and constant harassment; the pervasive domestic violence; and the high risk of sexual assault. These girls also experience pressure to become sexually active at increasingly younger ages, with early sexual initiation bringing its own hazards: pregnancy, the risk of sexually transmitted disease, and dropping out of school to care for children. All of these hazards have serious, long-term implications for the life chances of low-income adolescent girls.

The federal government’s Moving to Opportunity for Fair Housing Demonstration (MTO) was a unique effort to try to improve the life chances of very poor families with children by helping them leave the disadvantaged environments that contribute to these kinds of poor outcomes. MTO targeted families living in some of the nation’s poorest neighborhoods—distressed public housing—and used housing subsidies to offer them a chance to move to lower-poverty communities. The hope was that moving would provide access to safer neighborhoods with better schools. In these safer neighborhoods, adolescents—both girls and boys—would be exposed to fewer negative influences like gangs and drugs, and should then be at lower risk for mental health problems and delinquency and other risky behavior. In this article, we use data from recent research on MTO to explore how these changed neighborhood environments may have influenced outcomes for adolescent girls.

The MTO Demonstration

The U.S. Department of Housing and Urban Development (HUD) launched MTO in 1994 in five cities: Baltimore, Boston, Chicago, Los Angeles, and New York. MTO was a voluntary relocation program for very-low-income residents of public housing in high-poverty neighborhoods in these cities. Those who volunteered were randomly assigned to one of three treatment groups: a control group (families retained their public housing unit, but received no assistance); a Section 8 comparison group (families received the standard counseling and voucher subsidy, for use in the private housing market); or an experimental group. The experimental-group families received special relocation counseling (focused on opportunities to live in low-poverty areas) and search assistance. They also received a voucher usable only in a low-poverty neighborhood (less than 10% poor as of the 1990 Census), with the requirement that the family live there for at least one year.

Of the 1,820 families assigned to the experimental group, just under half (48%, or 860) found a suitable apartment and moved successfully. The MTO Interim Evaluation—conducted in 2002, approximately 5-7 years after families relocated—found that many of the experimental group families had moved again, some of them several times. Also complicating the picture, by 2002, about 70% of the control group had moved out of public housing, albeit mostly to other poor urban neighborhoods. However, families in the MTO experimental group were still more likely to be living in low-poverty areas (whether the original placement areas or other areas), and had lived for longer periods of time in low-poverty areas, than families in the control group. Thus, MTO tells us the effect of living in a low-poverty neighborhood, at least for some period of time.

(Please turn to page 4)
MTO Seems To Have Benefited Adolescent Girls, But Not Boys

MTO families were surveyed in 2002 for the Interim Evaluation. Surprisingly, these findings showed that only adolescent girls seem to have benefited from moving to better neighborhood. Specifically, girls in the experimental group reported less psychological distress, anxiety and substance use, and were less likely to be arrested (especially for violent and property crimes) relative to girls in the control group. In contrast, adolescent boys in the experimental group reported more behavior problems and substance use, and were more likely to be arrested for property crimes than their counterparts in the control group.

These findings have been very controversial, with much research and policy attention focused on why the boys did not fare as well. However, focusing solely on the disappointing results for boys discounts the importance of the positive effects for girls. Clearly, MTO was very successful in improving the overall well-being of girls who moved to low-poverty neighborhoods, and exploring the factors that led to these unexpectedly positive outcomes could tell us a great deal about the importance of good neighborhood environments for adolescents.

There is a large body of research that shows that living in high-poverty neighborhoods can lead to a range of bad outcomes for adolescents, including depression, delinquency and crime, and increased risk of teen pregnancy and risky sexual behavior. Moving to a lower-poverty neighborhood might benefit adolescents in several ways: (1) providing higher levels of social organization (collective efficacy) that promote monitoring of residents’ behavior and reduce the threat of violent crime and disorder; (2) offering stronger institutional resources for youth, notably high-quality schools, youth programs and health services; (3) providing access to more positive peer groups; and (4) promoting changes in parents’ well-being and behavior.

Findings from our recent research on MTO suggest that it is the difference in neighborhood organization and safety that is driving the positive effects for girls. In particular, girls seem to be benefiting from a reduction in what Margo Gordon and Stephanie Riger’s book labeled The Female Fear—the fear of sexual victimization, verbal and physical harassment, and sexual exploitation. When social control mechanisms fail, as is the case in distressed public housing communities like the ones where the MTO families lived, all residents must cope with violence and disorder. But the physical and social threats that adolescent girls confront are very different from those facing boys. Girls in all types of communities experience at least some verbal and physical harassment, but as Popkin and her colleagues describe in The Hidden War, in the socially isolated world of distressed public housing, the pressures for sexual activity are much greater, the threats more blatant, and the risk of rape and assault very real. To avoid these threats, parents often monitor their daughters closely, making them spend much of their time indoors. Thus, we argue that it is the reduction of these gender-specific threats that has so benefited MTO girls.

The Three-City Study of MTO

We used qualitative data from the Three-City Study of MTO, a large-scale, mixed-method study focusing on three of the MTO cities—Boston, Los Angeles and New York—to examine whether the substantial improvement in safety gained by moving to lower-poverty neighborhoods resulted in reductions in “female fear.” We also explore how potential reductions in this fear may have benefited adolescent girls’ health and behavior compared to their counterparts who re-

“For Better or Worse: The Implications of Poverty, Gender & Race on African-American Women & Their Families”

This forum, co-sponsored by the Center for Research on African American Women & PRRAC, will be held on Thursday, Sept. 28, 4-6, at the Leadership Conf. on Civil Rights (1629 K St. NW, DC 10th flr. Conf. Room). Panelists include Avis Jones-DeWeever (Inst. for Women’s Policy Research), William Spriggs (Howard Univ. Econ. Dept.), Roderick Harrison (J. Ctr. for Pol. & Econ. Studies) & Susan Popkin (Urban Inst.). PRRAC’s Dir. of Research Chester Hartman will be moderator. RSVP if you plan to come (so we have enough refreshments —and if we need to shift to a larger facility): RSpraggins@deltafoundation.net or 202/347-1337.

Thank$ Thank you to everyone who responded to our recent subscription renewal letter—we really appreciate your encouragement and support.

Also, thanks to Ashley Edens, Thomas Edminster, Suzu Post, James Ralph & Susan Silverstein for their recent contributions.
remained in high-poverty neighborhoods.

The Three-City Study of MTO was designed to examine key puzzles that emerged in previous MTO research, such as the gender differences described above. Our family-level data were collected in 2004 and 2005—about 6-10 years after families’ initial placement through the MTO program and two years after the Interim Evaluation data collection.

How Safer Neighborhoods Help Adolescent Girls

When participants volunteered for MTO, the most common reason they cited was to get their families away from drugs and gangs. And, according to the Interim Evaluation, the majority of experimental group movers believed they attained that goal, reporting feeling safer in their neighborhoods at night than those in the control group, and much less likely to report problems with drug trafficking and gangs. But evidence from the Three-City Study interviews shows that women and girls gained even more than a general sense of safety—they gained a dramatic reduction in “the female fear.” Compared with their counterparts still living in high-poverty neighborhoods, experimental group movers reported less harassment from men and boys, less pressure to engage in sexual behavior, and, as a result, said they were less fearful. Generally, experimental group movers were confident that they were safe from harassment. For example, Terri, a young girl in the experimental group in Los Angeles, could not even imagine that men in her low-poverty community might treat women badly:

I don’t really know because like everybody that I know they have husbands and stuff. Their moms and dads are together, so I don’t know.

These girls—and their mothers—often talked poignantly about what happened to their friends who still lived in public housing and how they felt they have avoided their fate. Many, like Antionette, a young woman in her early 20s whose family initially moved to a low-poverty neighborhood in The Bronx, referred to friends who already had children of their own:

….Because a lot of kids in my [old] neighborhood, like the girls, wound up not finishing junior high or just starting high school like one of my best friends. I mean, we were in every single class since we started school together. We even went to the same high school. And then like ninth grade she had a kid and that was it.

An issue of particular concern for many of the mothers and girls was the pressure for early sexual initiation. Brianna, a mother from the experimental complier group in Los Angeles, talked about how hard it would be to raise her daughter if she had stayed in public housing, especially her fears about men preying on little girls.

I have thought about that before, if I was living there still, how would it be. I think the type of person I am, I would have control of it, but I wouldn’t be able to trust it because of the guys…that try to hit on younger girls. So I wouldn’t trust it….That’s what they’re like. They don’t like the women my age. They go for the 12-year-old, the 11-year-olds, and give them drugs and that’s not good….I have seen a lot of young girls like that….I refuse for my daughter to be like that.

In contrast to the experimental group movers, nearly all of the girls—and mothers raising girls—who were still living in high-poverty neighborhoods (both control group families and experimental non-compliers) talked about the risks and their own fears. Carla and her teenage children moved back to public housing in New York after living for many years in a lower-poverty neighborhood. Carla described the bad things that had happened to her daughter since moving back—getting involved in risky sexual activity, catching herpes and being exposed to violence. She expressed an urgent need to get her daughter away from the risks of the neighborhood:

I really want to get out of this neighborhood. Because Maribel [her daughter] gets involved in things she shouldn’t [referring to the drug dealer ex-boyfriend who gave Maribel herpes]. And, her best friend was in trouble. I didn’t even know what was going on…. Sexual violence and coerced sex are a sad reality for girls living in high-poverty neighborhoods. Nearly all of the mothers and girls who were still living in high-poverty neighborhoods talked about how badly men in their community treat women. These comments from Charmaine, an experi-

(please turn to page 6)
mental group mover in Los Angeles whose family had moved back to a high-poverty neighborhood, were typical. She said that guys in her neighborhood treated women “terrible”:

They come at them wrong ways. They’ll talk about their bootie or they’ll just come to them straight, “Do you want to have sex?,” or they talking about they use a girl. Yeah, they’ll use a girl and they said—they call it “pimp a girl out.”....Just get between her legs and just go on like nothing.

Tonya, another girl growing up in public housing in Los Angeles, described more intense physical violence:

Foul. Just like in any other projects. They’ll call them B’s [bitches], ho’s, tramps, sluts, stuff like that. They don’t care. They don’t have no respect for females at all. They beat up females over here and all that, throw them out of windows. Oh, my God. These projects is crazy. They throw their girl-friends out of windows and everything else, pull out guns on them and stuff. They don’t really too much care for females over here.

Girls growing up in these communities say they respond to the threat of harassment and violence by walking, talking and dressing in ways that show that they are tough. When they can, they avoid risky places where they know they might face danger, including staying to themselves and staying inside the house. Mothers adopt a range of strategies to cope with the sexual pressures, from allowing their daughters to have a boyfriend “so they won’t do it behind my back” to closely monitoring their daughters’ friends and activities.

Those who have managed to move to lower-poverty neighborhoods are aware of having escaped from a dangerous environment; those who are still living in high poverty are aware of the risks and the constant need to be alert, aware and protective. The reduced anxiety for those who are no longer living in high poverty is notable, and participants themselves see it as one of the biggest benefits of making an MTO move. Robin, a mom from LA in the experimental group, talked at length about the impact of moving from a public housing development in

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Safety: The Potential for Long-Term Benefits

The evidence from our research on MTO shows real benefits for adolescent girls and their mothers. These powerful findings highlight the potential benefits of mobility. MTO participants cite safety as their biggest gain—and the evidence from the Three-City Study shows that safety has meaning for women and girls beyond the lower exposure to gang violence and drug trafficking documented in the Interim Evaluation. We do not know what the long-term benefits of these improvements in these young women’s mental health and quality of life may be, but it seems plausible that they might include delayed child-bearing, better parenting, and maybe even more success in education and employment. Following the MTO sample over the long term is critical if we hope to understand the long-term implications of the reduction in the “female fear” that these young women are experiencing.

Further, these findings also highlight the importance of creating mobility programs that do more than simply help participants make an initial move to low poverty. Given the evidence of such important benefits for women and girls, helping families stay in better neighborhoods is as important as helping them get there in the first place. The Interim Evaluation of MTO showed that many participants make subsequent moves to higher-pov-

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Teaching for Social Justice

PRRAC, along with Teaching for Change, our partner organization in publishing Putting the Movement Back Into Civil Rights Teaching (www.civilrights teaching.org), is co-sponsoring “Teaching for Social Justice: From Moments to Movement,” along with the Bay Area group Teachers 4 Social Justice. The free conference, supported by a grant from the Akonadi Foundation, is Saturday, Oct. 14, at Mission High School in San Francisco. Keynoter is Asa Hilliard, and there will be lots of interesting workshops. Contact Chester Hartman (chartman@ prrac.org) for more details or if you are interested in attending.
erty communities—and our forthcoming research suggests that these moves often happen for economic reasons or because of a lack of knowledge about other options. The comments of the women we interviewed make clear the distress many feel about returning to an environment where their daughters are once more subject to the pervasive harassment and pressure for sex. Any benefits these families have gained by living in safer communities can be quickly lost once they return to these distressed communities. Therefore, to be truly successful, any new mobility efforts must include long-term supports to help families stay in the types of neighborhoods that can provide the kinds of environments that enable children and adolescents to thrive.

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All names used in this article are pseudonyms.

Resources


Katrina Books

There are scads of books out on the hurricanes. Here are the best of them:

Douglas Brinkley, The Great Deluge: Hurricane Katrina, New Orleans & the Mississippi Gulf Coast (Morrow, 2006, 716 pp., $27.95)

Mike Tidwell, The Raging Tide: Strange Weather, Future Katrinas & the Coming Death of America’s Coastal Cities (Free Press, 2006, 196 pp., $24)

Mike Tidwell, Bayou Farewell: The Rich Life & Tragic Death of Louisiana’s Cajun Coast (Vintage, 2003, 354 pp., $14.95)

Christopher Cooper & Robert Block, Disaster: Hurricane Katrina & the Failure of Homeland Security (Times, 2006, 333 pp., $26)

Chester Hartman & Gregory D. Squires, eds., There Is No Such Thing as a Natural Disaster: Race, Class & Hurricane Katrina (Routledge, 2006, 311 pp., $22.95)—among the 18 contributors: john powell, Sheila Crowley, Wade Rathke, Mary Frances Berry, Peter Marcuse, John Taylor

John McQuaid & Mark Scheifstein, Path of Destruction: The Devastation of New Orleans & The Coming Age of Superstorms (Little Brown, 2006, 368 pp., $25.99)


Michael Eric Dyson, Come Hell or High Water: Hurricane Katrina & the Color of Disaster (Basic, 2006, 258 pp., $23)


Eric Mann, Katrina’s Legacy: White Racism & Black Reconstruction in New Orleans and the Gulf Coast (Frontlines, 2006, 215 pp., $15)

NB: Other miscellaneous Katrina-related items are to be found in the Resources section of this and future P&R issues and on the PRRAC website, www.prrac.org/projects/katrina.php.
sands of African-American video oral histories (http://www.thehistorymakers.com/). They have recorded some 1,400 interviews to date. The purpose of this archive is to educate and to show the breadth and depth of this important American history as told by the first person; to highlight the accomplishments of individual African Americans across a variety of disciplines; to showcase those who have played a role in African-American-led movements and/or organizations; and to preserve this material for generations to come. The HistoryMakers is committed to creating and exposing its archival collection to the widest audience possible, using collaborations as well as the Internet, a digital archive and other new technologies. When assembled, The HistoryMakers will be the single largest archival project of its kind in the world. Its founder, Juliana Richardson, modeled it after the Federal Writers’ Project: “Not since the recording of former slaves during the WPA Movement of the

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**Resources**

- Oral history Association http://omega.dickinson.edu/organizations/oha/
- Oral history Online http://bancroft.berkeley.edu/ROHO/
- Oral History Society http://www.oralhistory.org.uk/
- Indiana University Center for the Study of History and Memory http://www.indiana.edu/~cshm/
- Baylor University Institute for Oral History http://www3.baylor.edu/Oral_History/
- Library of Congress American Memory Project http://storycorps.net/about/
- Voices of Civil Rights http://www.voicesofcivillights.org/project.html
- The History of Jim Crow includes recommendations on teaching with oral history. http://www.jimcrowhistory.org/

**Books & Films**

*All God’s Dangers: The Life of Nate Shaw,* by Theodore Rosengarten (Knopf, 1974). This is an acknowledged life-history classic about an articulate Black sharecropper’s life and times in poverty, as told to the author.

*Bridges of Memory: Chicago’s First Wave of Black Migration,* by Timuel Black (Northwestern University Press, 2003). The first of three promised volumes of oral history has been best described as “living history,” with a moving introduction by John Hope Franklin. In putting together this book, Black, a lifetime Chicagoan, political activist and professor emeritus of social sciences at the City College of Chicago, sat down with some 40 men and women who either themselves migrated to Chicago over the course of the 20th century or were the children of those who migrated. Taken together, these stories form part of the tapestry of what historians refer to as the Great Migration. This migration took place in two waves, the first beginning in 1916 and the second commencing in the 1940s, when unprecedented numbers of Black Americans left the Southern states for Northern cities, seeking better jobs, better lives, and sometimes, simply, adventure. The decisions of these individuals to make new lives for themselves in industrial Chicago and Detroit dramatically reshaped the politics and social realities of the nation in ways that historians are still striving to understand.

*Deacons for Defense: Armed Resistance and the Civil Rights Movement,* by Lance Hill (University of North Carolina Press, 2004). Deacons for Defense and Justice was founded by a group of African-American men who were mostly veterans of World War II and the Korean War, organized in Jonesboro, Louisiana, on July 10, 1964. Their goal was to combat Ku Klux Klan violence against Congress of Racial Equality (CORE) volunteers who were participating in voter registration activities. Hill combines oral history interviews to construct the first major history of the era and the movement.

*Everybody’s Grandmother and Nobody’s Fool: Frances Freeborn Pauley and the Struggle for Social Justice,* by Kathryn Nastrom (Cornell University Press, 2000) uses rich oral history material, recorded by herself and others, to present Frances Pauley in her own words. Pauley, a White woman who grew up in the segregated South, has devoted most of her 94 years to the battle against discrimination and prejudice. A champion of civil rights and racial justice and an advocate for the poor and disenfranchised, Pauley’s tenacity as an activist and the length of her career are remarkable. She is also a consummate storyteller. Pauley’s life has encompassed much of the last century of extraordinary social change in the South, a life touching and touched by famous figures from Southern politics and the Civil Rights Movement.

*The Intolerable Burden,* directed by Chea Price and produced by Constance Curry (New York: West Glen Films, 2002). Citizens of Drew, Mississippi, both Black and White, tell the story of the desegregation and resegregation of the local public schools. This documentary, by dispensing with the omniscient narrator and taking the story past the Movement years into the present, makes important contributions both to the use of oral history in film and to the scholarship on,
Katrina: Alive-in-Truth

“Alive-in-Truth: The New Orleans Disaster Oral History and Memory Project” (http://www.aliveintruth.org/) began on September 4, 2005 outside the Austin Convention Center, which served as a shelter for 6,000 New Orleans residents. It is an all-volunteer effort (a family of interviewers, translators, therapists, donors and community members) and continues to collect oral history and to support displaced New Orleanians. A-i-T created a traveling exhibit this year presenting photos and text, in collaboration with the University of New Orleans. (Please turn to page 10)

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with The Austin History Center. This oral history project is one of the first to utilize a “life history” approach to telling Katrina’s story, by focusing on the entire life of the interviewee, not only their storm-stories. This kind of “bottom-up” approach also helps evacuees find their voice. By interviewing residents from New Orleans’ Lower Ninth Ward, the project documented individual lives in one of the most hard-hit areas. It helped the community to restore their bonds, uphold their voices, culture, rights and dignity.

Volunteers encountered people who did not have furniture, who were missing family members or just plain unaware of resources to help locate them. In many cases, the volunteers encountered survivors with untreated medical conditions who were not in contact with preliminary case management services. In 2005-06, as a direct service to Katrina clients, A-i-T Direct connected 42 displaced families with the appropriate social work case managers in the Austin area and follow-ups to make sure their needs were met. They transported a variety of beds, tables, chairs and kitchen supplies to 27 households. They were able to locate 16 long-term lost/missing family members for evacuees who could not read or write, via Internet searches.

The Oral History Association (OHA) encourages standards of excellence in the collection, preservation, dissemination and uses of oral testimony. Some OHA members expressed concern over this intervention by A-i-T volunteers-as-advocates because they directly compromised their own objectivity and that of their subject (informant). On the other hand, volunteers were very sensitive to the communities from which they collected the oral histories, which is an important standard of excellence.

Alive-in-Truth Project Director and former New Orleanian Abe Louise Young describes the importance of active oral history in shaping public policy by networking with other organizations—grassroots, non-profits, oral history, human rights, state and national, people of color-led groups—in order to connect with a broader social change movement:

The story of Katrina is not one to be left in the hands of professional image-makers or public relations people or politicians. It is everyone’s story. And as such, I feel it’s a perfect opportunity for each of us to empower ourselves to be story-makers and story-keepers.

She also believes that the legacy of A-i-T will be in preserving “the archive of accounts that have achieved rapid dissemination, educating and informing various constituencies. This is evidence of the broad scope possible with multiple media liaisons, a vision of justice and belief in the speakers.”

The project has collected well over 100 interviews that are, on average, 1-2 hours long. The interviews are posted on the Web, are recorded on minidisk, and excerpts are placed into MP3 format (playable and accessible on the Web).

Katrina: In the Wake of the Hurricanes

In the Wake of the Hurricanes: A Coalition Effort to Collect Our Stories and Rebuild Our Culture (http://www.louisianafolklife.org/katrina.html) began in October 2005 as an effort of scholars and the public inter-
erned in documenting the aftermath of Hurricanes Katrina and Rita. This landmark cooperative effort provides a framework for comparing data collected from independently funded projects that center on core agreements among Coalition members. Those agreements include:

- Standardizing information collected in oral histories, life stories and demographic surveys in order to compare data among project participants;
- Protecting interviewees from exploitation by ensuring that all proper permission forms are signed and that people have access to their interviews, and that copies are provided free of charge;
- Collecting demographic data that can be used in database form or to map movements of people and cultural traditions; and sharing all information with other scholars in the Coalition and the public.

A continuum of interviewers, ranging from folklorists, cultural anthropologists and historians to evacuees, community scholars and students, have conducted interviews. Many of the Coalition members have enthusiastically embraced the idea of training evacuees and other community scholars to do interviewing, thereby providing skills, training and remuneration to those who have lost income and jobs from this disaster. Like The HistoryMakers, this project was envisioned to echo the WPA projects of the 1930s.

While space does not permit us to review all of the projects and partners associated with the Coalition, one of the sites offers a social and environmental interpretation of events. It is entitled “Katrina Narratives of African-Americans in an Unprecedented Diaspora: A Social and Environmental Oral History Project,” coordinated by Dr. Dianne Glave from Tulane University’s Bioenvironmental Research Department (which relocated to Atlanta following Katrina). Glave’s proposal re-enforces the need for oral historians to expand on the news media’s impressionistic reporting. She believes oral history interviewers share responsibilities with the news media:

In the aftermath of Hurricane Katrina, the fragmented and harrowing pieces of many narratives of African Americans who were trapped in the Superdome, Convention Center and their flooded homes have emerged on television and the Internet. Some evacuated immediately while others were forced to wait many days to be rescued; most migrated to points across the United States; and many are now attempting to return to the Gulf region. As a result, the news media has opened an insightful dialogue across the United States and throughout the world concerning race, racism, and class. Scholars now have an opportunity to add to this exchange of ideas—not merely replicating the news—as a catalyst for analyzing the historical context for this natural disaster by looking at African influences, the Middle Passage, enslavement, freedom, migration, the Civil Rights movement and more. Out of this tragedy, I propose an oral history project that would give the Katrina narratives by African Americans scope, adding to what is in the news [by] emphasizing the social and environmental implications.
Most Resources are available directly from the issuing organization, either on their website (if given) or via other contact information listed. Materials published by PRRAC are available through our website: www.prrac.org. Prices include the shipping/handling (s/h) charge when this information is provided to PRRAC. “No price listed” items often are free.

When ordering items from PRRAC: SASE = self-addressed stamped envelope (39¢ unless otherwise indicated). Orders may not be placed by telephone or fax. Please indicate from which issue of P&R you are ordering.

Race/Racism


• Harvard Journal of African American Public Policy Summer 2006 Katrina-oriented issue (Vol. XII) is devoted to “A Nation Exposed: Rebuilding African American Communities.” [9897]

• “Civil Rights, Politics & the Law: Three Civil Rights Lawyers Reminisce” was a Jan. 2006 program sponsored by the Woodrow Wilson Internatl. Ctr. for Scholars. Participants included PRRAC Board member William Taylor, Harris Wofford & Berl Bernhard.

A transcript publication is available (possibly free) from the Ctr., 1300 Penn. Ave. NW., Wash., DC 20004-3027, http://www.wilsoncenter.org/ [9989]

• Tavis Smiley is relaunching his website, http://www.covenantwithblackamerica.com [9902]


• Black Males Left Behind, by Ronald Mincy (326 pp., Feb. 2006, $29.50), has been published by Urban Inst. Press, www.uipress.org/Template.cfm?Section=Bookstore&Template=1/Ecommerce/ProductDisplay.cfm&ProductID=4705 [9938]

• Legacy: Treasures of Black History, eds. Thomas C. Battle & Donna M. Wells (2006, $35), will be published Nov. 21 by the Natl. Geographic Soc. Preface by John Hope Franklin. [9989]


• Black Faces, Black Interests: The Representation of African Americans in Congress, by Carol M. Swain (310 pp., 2006, $28), is available from University Press of America, 800/462-6420, custserv@rowman.com, www.univpress.com


• “The 7th Annual Race Equality & Inclusive Communities Week,” sponsored by the Natl. League of Cities, is Sept. 25-29. Kits are available. Contact 202/626-3172, hoene@nlc.org [9886]

Poverty/ Welfare


• “Understanding Recent Changes in Child Poverty,” by Austin Nichols (Aug. 2006), is available (possibly free) from the Urban Inst., 2100 M St. NW., Wash., DC 20037, 202/261-5709. [9890]

• “The Impact of Undercounting in the Current Population Survey,” by John Schmitt & Dean Baker (Aug. 2006), reports that the survey may underestimate those living in poverty and those without health insurance by 600,000 and 350,000, respectively. Available from the Ctr. for Economic & Policy Research, available at www.cepr.net/publications/cps_declining_coverage_2006_08.pdf [9904]

• “Targeting Poverty: Aim at a Bull’s Eye,” by Jodie Levin-Epstein (15 pp., Aug. 2006), is available (no price listed) from the Ctr. for Law & Social Policy, 1015 15th St. NW, #400, Wash., DC 20005, 202/906-8003 [9905]

• “Getting On, Staying On, and Getting Off Welfare: The Complexity of State-by-State Policy Choices,” by Gretchen Rowe & Linda Giannarelli (7 pp., July 2006), is available (likely free) from the Urban Inst., 2100 M St. NW, Wash., DC 20037, 202/261-5687, pubs@ui.urban.org [9934]


• “Rebuilding America’s Lower Ninth: Taking Action to End Poverty in Every Community” is a media campaign, by the Shriver Ctr., to re-initiate dialogue on federal anti-poverty strategies, www.povertylaw.org/news-and-events/events/rebuilding-america/default.html [9945]


• “Redesigning Redistribution: Basic Income and Stakeholder Grants as Cornerstones for a More Egalitarian Capitalism” is a 2006 paper by Erik Olin Wright of the Univ. of Wisconsin Inst. for Research on Poverty, available at www.irp.wisc.edu/publications/focus/pdfs/index.cfm?ID=311352 [9947]


• “The Federal Government - the Indispensable Player in Redressing Poverty,” by former PRRAC Bd. member James Weill (15 pp., May-June 2006), from the Food Research & Action Ctr., is available at www.frac.org/pdf/Weil06.pdf [9964]

Community Organizing

• “Community Organizing: Past, Present & Future,” by Cheryl Honey (2006), is available at comm- org.wisc.edu/papers2006/honey.html [9947]

• Challenging Authority: How Ordinary People Change America, by Frances Fox Piven (200 pp., 2006, $21.95), has been published by Rowman & Littlefield, 800/462-6420, www.rowmanlittlefield.com


• “Midwest Academy 2006 Trainings” will be held in Chicago, Oct. 9-13; DC/Balt., Nov. 13-17; Chicago (for supervisors), Dec. 6-8. Info. from the Academy, 28 E. Jackson Blvd., #605, Chicago, IL 60604, 312/427-2304, mwacademy1@aol.com [9987]

Criminal Justice

• After Innocence is a documentary that tells the story of 7 men released from prison after decades when DNA evidence proved their innocence. It will premiere on Oct. 19, likely 8:30 pm, but check local listings. Contact Working Films, 602 S. Fifth Ave., Wilmington, NC 28401, 910/342-9000, mramey@workingfilms.org, http://www.workingfilms.org/ [9923]

• The Death Penalty: Beyond the Smoke and Mirrors, by Alfred B. Heilbrun, Jr. (204 pp., 2006, $37), is available from University Press of America, 800/462-6420, custserv@rowman.com, www.upp.com

• “Confronting Confinement” (June
2006) deals with violence & abuse in US jails & prisons, with recommendations. From the Commn. on Safety & Abuse in America’s Prisons, available at www.vera.org/project1_1.asp?section_id=3&project_id=75 [9948]

• “Employment–Focused Programs for Ex-Prisoners: What Have We Learned, What Are We Learning, and Where Should We Go From Here?,” by Dan Bloom (28 pp., 2006), a Manpower Development Research Corp. report, is available at www.mdrc.org/publications/435/overview.html [9949]


Economic/Community Development

• “Understanding Diverse Neighborhoods in an Era of Demographic Change,” by Margery Austin Turner & Julie Fenderson (Aug. 2006), is available (possibly free) from the Urban Inst., 2100 M St. NW, Wash., DC 20037, 202/261-5709. [9889]

• “Forgotten Communities, Unmet Promises” is an Aug. 2006 Oxfam report on Gulf Coast recovery, profiling 6 individuals & the hardships they have endured. Available (possibly free) from 617/728-2446. [9894]


• “After Katrina: Rebuilding Opportunity & Equity Into the New Orleans,” by Margery Austin Turner et al. (94 pp., April 2006), from The Urban Inst., is available at www.urban.org/url.cfm?ID=311406 [9972]


• “Rail-Volution 2006: Building Livable Communities with Transit” will take place Nov. 5-8 in Chicago. Inf. from them at 1120 SW Fifth Ave., #800, Portland, OR 97204 or PO Box 519, Selbyville, DE 19975, http://www.railvolution.com/ [9933]

Education

• “It Takes a Parent: Transforming Education in the Wake of NCLB” is a 2006 Appleseed report on recommendations regarding the role of parents in achieving student & school success. Find it on appleseeds.net/servelet/FlashPage [9896]

• “More Than Meets the Eye: Head Start Programs, Participants, Families & Staff in 2005,” by Katie Hamm (8 pp., Aug. 2006), is available (likely free) from the Ctr. for Law & Social Policy, 1015 15th St. NW, #400, Wash., DC 20005, 202/906-8028. [9906]


• “Starting Off Right: Promoting Child Development from Birth in State Early Care & Education Initiatives,” by Rachel Schumacher, Katie Hamm, Ann Goldstein & Joan Lombardi (46 pp., July 2006), is available (free) from the Ctr. for Law & Social Policy, 1015 15th St. NW, #400, Wash., DC 20005, 202/906-8028, http://www.clasp.org/ [9916]


• “Beyond School Reform: Improving the Educational Outcomes of Low-Income Children” (Aug. 2006), from the Ctr. for Advancing Research & Solutions for Society at the Univ. Mich., is available in hard copy from rachelha@umich.edu and www.isr.umich.edu/criss/about/news.html [9924]

• “Promise Abandoned: How Policy Choices & Institutional Practices Restrict College Opportunities,” by (former PRRAC Bd. member) Kati Haycock (27 pp., 2006), is available (no price listed) from The Education Trust, 1250 H St. NW, #700, Wash., DC 20005, 202/293-1217, http://www.edtrust.org/ [9927]

• Grito de Arena is a 2006 documentary (62 mins., in Spanish & English) about how global forces have been dismantling public education in Mexico and the popular resistance that has been provoked. Available from Corrugated Films, 151 22nd Ave., Seattle, WA 98122, 206/851-6785, info@corrugate.org, http://www.corrugate.org/ [9928]

• “Findings from 20 States” (2006), from the Natl. Ctr. for Educational Accountability, examines high-performing schools to determine best practices. The study, including indiv. state reports, is available at www.just4kids.org/jtk2/twenty_states.cfm [9936]

• What’s Race Got to Do With It? Social Disparities & Student Success (2006, 55 min., $49.95), dealing with race on college campuses, is available from Newsreel, www.newsreel.org/Nav/title.asp?tc=CN0188 [9940]

• “Charting a Path to Graduation: The Effect of GRAD on Elementary School Student Outcomes in Four Urban Districts,” by Jason C. Snipes, Glee Ivory Holton & Fred Doolittle (191 pp., July 2006), a Manpower Demonstration Research Corp. report, is available at www.mdrc.org/publications/432/overview.html [9952]

• “Measuring Instructional Responses to Standards-Based Accountability,” by Laura S. Hamilton & Brian Stecher (36 pp., April 2006), a RAND report, is available from 877/584-8642 or www.rand.org/pubs/working_papers/WR373# [9953]


• Other People’s Children: Cultural Conflicts in the Classroom,” by Lisa Delpit (240 pp., 2006 2nd ed., $17.95), has been published by New Press, www.thenewpress.com/ [9956]

• Teaching for Change Fall/Winter 2006 Catalog is available (free) from 800/763-9131, http://www.teachingforchange.org/ [9990]


• “Engage!” is one of two recent All Families conferences, sponsored by Family Friendly Schools, Oct. 12-13 in Atlanta. A 2nd such regional conf. will be held Feb. 19-20, 2007 in Anaheim. Inf. from 800/890-7794. [9893]

• “Taking the Next Step - Defining a Shared Federal Agenda for High School Reform,” the 3rd annual h.s. policy conf., sponsored by the Alliance for Excellent Education, will be held Oct. 12-13 in DC. 202/828-0828, x871.conference@all4ed.org [9895]

• “Ready to Teach? PK-3 & NCLB,” the Foundation for Child Dev. Annual Forum, co-sponsored with the New America Fdn., will be held Oct. 19 on Capitol Hill, Inf. from 212/213-8337. [9986]

Employment/Jobs Policy


• The State of Working America 2006/2007 has been released by The Economic Policy Inst., 1333 H St. NW, #300, E. Tower, Wash., DC 20005, http://epinewswww2.epinet.org/ [9926]


• Employee Rights & Employment Policy Journal (Vol. 10, Issue 1, 2006) is devoted to the proceedings of the UNCG-Chapel Hill Ctr. on Poverty, Work & Opportunity Summit, held Nov. 9, 2005. Participants include John Edwards, Peter Edelman, David Elwood, William Julius Wilson, Katherine Newman, Jared Bernstein, Alice O’Connor & many others. For inf., contact Chicago-Kent College of Law, 565 W. Adams St., Chicago, IL 60661-3691, 312/906-5000. [9935]


• “An Evaluation of OPM’s Efforts to Improve Hispanic Representation in the Federal Workforce” (33 pp., Aug. 2006), from the Natl. Hispanic Leadership Agenda, is available at www.nclr.org/content/publications/detail41303/ [9957]


Environment

• “Race, Place & the Environment After Katrina: Looking Back to Look Forward,” sponsored by The Deep South Ctr. for Env. Justice at Dillard Univ., will be held Oct. 19-21 in New Orleans. A call for papers has gone out. Contact Mary Williams, 225/201-1661, mivorywill@aol.com [9922]

Families/ Women/ Children

• “An Overview of Selected Data on Children in Vulnerable Families,” by Jennifer Ehrle Macomber (Aug. 2006), is available (possibly free) from the Urban Inst., 2100 M St. NW, Wash., DC 20037, 202/261-5709, paffairs@ui.urban.org [9891]

• “State-Level Changes in Children’s Well-Being & Family Environment,” by Richard Wertheimer, Cameron McPhee & Kristin Anderson Moore, is a 4-page, July 2006 Urban Inst. brief, available (likely free) from them at 2100 M St. NW, Wash., DC 20037, 202/833-7200, aninfo@ui.urban.org, http://www.urban.org/ [9932]

• “2006 Fortaleciendo La Familia Hispanic: Approaches to Strengthening the Hispanic Family” (41 pp.) is available at www.ncr.org/content/publications/download/41227 [9960]

• “Toward a New Child Care Policy,” by David Edie (8 pp., July 2006), an Urban Inst. policy brief, is available at www.urban.org/publications/311347.html [9961]

• “Katrina’s Children: A Call to Conscience & Action” (40 pp., 2006), from the Children’s Defense Fund, is available at www.aasa.org/focus/content.cfm?ItemNumber=5980 [9962]

• No Child Left Behind and the Illusion of Reform, eds. Thomas S. Poetter, Joseph C. Wegwert & Catherine Haerr (144 pp., 2006, $23.95), is available from University Press of America, 800/462-6420, custserv@rowman.com, www.univpress.com

• “Child Care and Development Block Grant Participation in 2005,” by Hannah Matthews, is a 2-page, 2006 fact sheet, available (likely free) from the Center for Law & Social Policy, 1015 15th St. NW, #400, Wash., DC 20005, www.clapsg.org


• “Preliminary Analysis of Child Support Cooperation as a Condition of Eligibility for Subsidized Child Care,” by Paula Roberts, a 2005 memorandum, is available from the Ctr. for Law & Social Policy, 1015 15th St. NW, #400, Wash., DC 20005, 202/906-8000; downloadable at www.clasp.org/publications/cs_cc_subsidy.pdf [9995]

Food/ Nutrition/ Hunger

• “Frontline Issues in Nutrition Assistance - Hunger Report 2006” (196 pp.), their 16th annual report on the state of world hunger, is available, free, from Bread for the World Inst., 50 F St. NW, #500, Wash., DC 20001, institute@bread.org, http://www.bread.org/ [9915]

• “Nutrient Adequacy of Children Participating in WIC,” by Katherine Ralston (4 pp., April 2006), a Food & Nutrition Service brief, is available at www.ers.usda.gov/Publications/EB8/ [9963]

• “Hunger Doesn’t Take a Vacation: Summer Nutrition Status Report” (29 pp., July 2006), from the Food Research & Action Ctr., analyzing summer nutrition programs, with recommendations to improve program access, is available at www.frac.org/pdf/summerfood06.pdf [9965]

Health

• “The Role of Medicaid & SCHIP as an Insurance Safety Net,” by Stephen Zuckermain & Allison Cook (Aug. 2006), is available (possibly free) from the Urban Inst., 2100 M St. NW, Wash., DC 20037, 202/261-5709, paffairs@ui.urban.org [9892]

• “Women of Color Health Data Book” (178 pp.) is available (free) from the Office of Research on Women’s Health, Natl. Insts. of Health, orwh.od.nih.gov/pubs/pubs_list.html [9919]

• New Orleans health care before & after Katrina is the subject of an Aug. 2006 article in Health Affairs. Contact Rakesh Singh, 202/654-1313, downloadable at www.kff.org/ uninsured/kcmu082906oth.cfm [9925]

• The Weight Control Information Network, provided by the Natl. Inst. of Diabetes & Digestive & Kidney Diseases, is available at win.niddk.nih.gov/publications/improving.htm [9966]


• “Fact Sheet: Young African American Men in the United States” (2 pp., July 2006), from the Kaiser Family Fdn, highlights key info. about the education, health & overall status of young African-American men, including comparisons with other groups. Available at www.kff.org/minorityhealth/7541.cfm [9969]

• Dying While Black, by Vernillia Randall (2006?), is available at academic.udayton.edu/vernelliarrand/DBW/index.asp [9970]

• “Experiences of Hurricane Katrina Evacuees in Houston Shelters: Implications for Future Planning,” by Mollyann Brodie, Erin


“Natl. Workshop on Achieving Equity in Genetics Policy,” organized by the Jt. Ctr. for Pol. & Econ. Studies, Howard Univ. & Univ. Michigan, will be held Oct. 5 at Howard. Inf. from 734/615-3412. [9903]

**Immigration**

April 2006 Natl. Housing Law Project/KnowledgePlex chat (+ chats on other topics), is available at www.nhlp.org/ [9975]

“2006 Affordable Housing Fact Sheet,” from the Natl. Low Income Housing Coal., is available at www.nlhc.org/research/2006factsheet.pdf [9974]


“New Medicaid Regulations Discriminate Against US-Born Children of Immigrants” (4 pp., Aug. 2006), a Families USA Minority Health Initiatives Brief, is available at www.familiesusa.org/assets/pdfs/minority-health-immigrant-kids.pdf [9968]


Crisis Online (July/Aug. 2006) cover story, “Immigration,” has interviews (by David C. Ruffin) with 5 Black leaders responding to the furor over immigration. Available at www.thecrisis magazine.com/ [9978]


“Immigrant Marches/Marchas de los Inmigrantes,” from the ACLU, provides materials on the rights & risks involved in participating in ongoing marches. Available at www.aclu.org/immigrants/gen/25251res20060421.html [9979]


**Rural**

Rural Voices, from the Housing Assistance Council, in its Summer 2006 issue highlights “Appalachia: Remembering the Past, Looking to the Future.” Available at http://www.ruralhome.org/ [9980]

African American Politics in Rural America: Theory, Practice and Case Studies from Florence County, South Carolina, by E. Ike Udogu (204 pp., 2006, $29.95), is available from University Press of America, 800/462-6420, custserv@rowman.com, www.univpress.com

“Poverty in Rural America” (4 pp., June 2006), a Housing Assistance Council inf. sheet, is available at www.ruralhome.org/manager/uploads/Povertyruralamerica.pdf [9981]


**Miscellaneous**

www.inclusionist.org is a new (2006) social & econ. policy blog & interactive web portal site. [9901]

http://www.changingtheframe.com/katrina/ is a new (2006) interactive website from the Ctr. for Social Inclusion, providing a multimedia experience of structural racism & solutions for the Gulf Coast region & the country. [9907]

The Nov. 2005 ACORN Community Forum on Rebuilding New Orleans: A DVD of this two-day event in Baton Rouge is available (no price listed) from ACORN, 504/943-0044, x178, communications4@acorn.org [9908]

**Job Opportunities/Fellowships/Grants**

Occidental College has an opening for a tenure-track Asst. Prof.
in the Urban & Env. Policy Pr. Ltr./c.v./examples of scholarly or creative work/3 ltrs. of recommendation to Peter Dreier, Occidental College, 1600 Campus Rd., LA, CA 90041.

- **Vanderbilt Univ.**
  Peabody College of Educ. & Human Dev. has 2 (tenured) positions in comm. studies/dev. Ltr./c.v./reprints/names & addresses of 3 refs. to Prof. Craig Ann Hiflingor, Peabody College, Nashville, TN 37203, [9921]

- **Farmworker Justice**
  seeks a **Staff Atty/Litigation Coordinator**. Ltr./writing sample/resume to Lorna Baez, 1010 Vermont Ave. NW, #915, Wash., DC 20005, fj@nclr.prg [9984]

- **Juvenile Justice Project of Louisiana**
  seeks an **Attorney** for project on school-to-prison pipeline and special ed. Resume/ltr./writing sample to Courtney Bowie, MS Youth Justice Proj., 733 N. Congress St., PO Box 9283, Jackson, MS 39202, cbo@ splcenter.org [9985]

- **The Selah Leadership Program** is a (free) training program for emerging Jewish leaders in the DC area, Jan.-June 2007. 212/213-2113, x61, scotler@ jewishjustice.org. Applications due Oct. 6; download at www.jewishjustice.org/jfsj.php?page=2.6.4
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