



DR. JEAN HOWARD-HILL CHIEF RESEARCH, PROGRAM AND DEVELOPMENT CONSULTANT'S TEACHING, YOUTH RESEARCH AND INVOLVEMENT



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We go above and beyond your expectations to service your specialized individual and organizational needs in a professional and timely manner. We provide an environment where our clients are our top priority and where we offer a wide range of consulting services.

We don't have to advertise our services,

...because of our exemplary work, our clients find us.

BIO OF DR. JEAN HOWARD-HII PROJECT DIRECTOR



"Those who make countless investments of love, time and resources into the lives of those who have not reached the fullness of their potentials, are the wealthiest people on earth. Although the initial investments may be enormous and the risks taken extremely high, when the stock from those invested lives do finally mature, they are worth more than their shares in gold! Therefore, those who are wise will seek every opportunity to invest in the potentials of at-risk and undeveloped lives."

_jhh, Golden Nuggets of Wisdom to My Daughter LaShunda

Dr. Jean Howard-Hill's career in advocacy, research, public policy, program creation and implementation and directing in the areas of youth development, education and juvenile justice span from her early years in college in 1972 to the present.

She holds a **B.A.** degree in Urban Planning and Government from Wheaton College, in Norton, Massachusetts, a doctor of jurisprudence from the University of Tennessee at Knoxville, College of Law, and is in a PhD Social Research program with a focus on research in the areas of family, church and community.

In the area of strategic planning, she was chosen to serve on the Chancellor's University of Tennessee Strategic Planning Environmental Scanning Task Force, which was commissioned with the task of gathering and analyzing data to determine those forces that would impact and drive the University's future; and also was one of three to serve on the Environmental Scanning Societal Forces Subcommittee with the task of providing valuable information and research data to the strategic planning process.

She is known for her tireless, lifelong involvement within the **youth community** as an educator, advocate, organizer, mentor, "second mom", program creator and "agent of change". Her impact on youth is reflected in the success of over three generations of youth. Her focuses have been on gang prevention and intervention; eliminating the school discipline pipeline to prison; raising the age of youth tried as adults; fighting against life without parole sentences of youth; working to eliminate disproportionate and unfair sentencing of minorities; improving retention and graduation rates for youth; obtaining higher education attainment; dealing with and preventing youth homelessness; working with runaway youth and youth prostitution; addressing the impact of domestic violence on youth; and awareness, identifying and providing services for youth autism awareness and mental health issues especially among minorities. She has housed runaway young girls and homeless youth and has worked with **Teen Challenge**. She has worked to prevent sexual molestation and violence against youth.

As a **Hamilton County Juvenile Court PAL**, she served as mentor, advocate and volunteer parole officer to youth within the juvenile justice system.

She also is known for her efforts to correct and enhance verbal, written and presentational skills of African American and Hispanic students, through her creation and directing several innovative projects throughout the community and at the University of Tennessee at Chattanooga. In 2006, she drew both local and national attention for her "Pull up Your Pants and Dress for Success Campaign" to improve the appearance and self-esteem of young black males.

As a result of the preliminary findings of the **National Transformation Youth Out of Crisis Research Study**, Dr. Hill has also begun the creation of **Project Swagger**, which challenges and assist youth in reaching their full potential academically, socially and economically, while building self-esteem, pride in one's self and determination to succeed.

Having such a strong commitment to domestic and international diversity, she created and directed the Many Faces of Diversity at the University of Tennessee at Chattanooga, which was featured as a flagship program of higher education at the 2012 ENCORE Conference for its success in providing academic, interpersonal skills and support to minority, "at-risk", and first generation college bound students. The Many Faces of UTC Summer Diversity Program celebrates social differences, and encourages high school students, from grades nine to twelve from diverse economic, social, and cultural backgrounds to choose the University of Tennessee as their college of choice, by working with students from the Hamilton County and Bradley County areas to ensure those students acquire the pre-requisite skills to gain admission and provides continuing support to successfully graduate from the University.

Since 2005 she has been working on the **Tennessee Youth Research Study**, a research project aimed at identifying causes and providing connectors to reconnect to the youth of this generation. From this study and the **Higher Ed – Higher Goals Initiative**, which encourages academic excellence and higher self-esteem among racial minority, first generation, and "at-risk" students due to social and economic factors, she has created the **National Transformation Youth Out of Crisis Research and Program Development Initiative.** The Project incorporates research, policy and advocacy models, program creation and grass-root campaigns to address pertinent issues impacting youth. The on-going nine year research initiative, provides important data relating to and directly coming from youth, to improve opportunities for success.

She is the Chief Research Consultant for the Innovative Learning Education, Research and Technology Consultants [ILERTC]. In this capacity, she has created and designed many innovative educational, skills development, management and training programs; designed home school and special needs curriculum and materials; developed, evaluated and assessed programs that service education, government, consumers, businesses and the general public to enhance the learning and work environment; integrated the use of cutting edge technology into educational curriculum development, business development, and training; provided diversity training and sensitivity; performed trouble shooting and environmental scanning and strategic planning; and worked with disadvantaged organizations to develop programs, funding strategies, and program monitoring, evaluation and assessment. Through her innovative creation and launching of the Bridging the Digital Divide Initiative, and appointment as Vice President of Student-On-Line of New York, she worked to provide affordable cutting-edge technology to HBCU (Historically Black Colleges and Universities), and Hispanic and Native American Indian served institutions of higher learning to bridge the digital divide; and has enhanced the academic achievements of racial minorities, "at-risk", and first generation students through the Higher Education and Higher Goals Project.

She also is the **CEO** and **Chief Consultant** for **Howard-Hill Consultants**, which provides a wide range of consulting services that include legal and general research; statistical and data compilation and analysis; technology integration and educational technology program development, assessment and evaluation; grant development and review capital campaign and fund raising; for profit and non-profit program development; design, implementation evaluation and assessment; educational curriculum development; skills development and training; marketing research and development, board training and development; diversity training and sensitivity; strategic planning; environmental scanning and trouble-shooting; financial planning and assessment; fund raising, educational, business and economic empowerment workshop and seminar design and planning; general conference and event planning; marketing research and polling, commercial marketing, planning and development; international import and export retail consulting; economic development; business recruitment, design, and planning; public relations, enhancement of client image and management.

She has consulted as an independent contractor to develop educational curriculum; provide instruction and counseling; and coordinate, assess and evaluate programs for addicted, "at-risk", and troubled youth within the nation's capitol inner city through the **Associates for Renewal in Education**, **Washington**, **D.C.**

Fervently believing education was key to overcoming many social ills, Howard-Hill began a career in teaching in Early Childhood Development as the Interim Director of the Atonement Nursery in Washington D.C., and has taught in grades K-12 in Hamilton County and City of Chattanooga Public Schools System in Tennessee, and Biscayne Gardens Community School, After School Program in Miami, Florida. From the regular classroom to special education, she has shared a love of students and of teaching and imparting knowledge to her students. She also has developed curriculum and educational materials for Homeschool Educational Curriculum and Democracy In Action Civics courses taught at the Elementary, Jr. High/Middle School and High School levels in public schools. In addition, she has taught U.S. History and World History at the Secondary level, as a long-term substitute.

At the higher education level, she has taught Legal Research and Writing at Cleveland State College and has taught Research Information and Systems, State and Local Government; American Government; and Politics, Culture and Society of Non-western countries in the Political Science and Public Administration Department at the University of Tennessee at Chattanooga. She holds membership in the American Political Science Association, National Conference of Black Political Scientists. Presented papers for delivery at the 2011 Annual Conference of the National Conference of Political Scientist March 2011entitled: The Impact Federal Tax Exemption Has on the Political Disconnect Between Politics and the Black Church.

At the University of Tennessee at Chattanooga, she was elected to serve on the governing body of the Faulty Senate, as the Second Vice-President of the Faculty Senate; Chair of the Handbook Committee and Part-time Faculty Committee. Additionally she mentored for the Center for Community Career Education; served as faculty advisor to the Roosevelt Institute, a national student think tank; and faculty advisor to the college chapter of the NAACP, KKINSO, S.I.S.T.E.R.S and the International Justice Mission.

She was voted **Student Government Association Outstanding Professor of the Year 2005-2006**; recognized by Senior Outstanding Student as **Outstanding Professor 2006-2007**; chosen as the **African-American Student Unity Week Outstanding Professor 2005-2006** for exemplary contributions to the academic success of African-American students at UTC; and recognized through **two resolutions from**

the 105th Tennessee General Assembly for an outstanding and exemplary job in engaging UTC students in learning, and healthy and meaningful discussion that have enriched their higher education learning experience. She is a member of the National Conference of Black Political Scientists and American Political Science Association.

She served as the Tennessee Commission on Children and Youth, Chair S.E. Regional Legislative Committee with the role of lobbying the Tennessee General Assembly on behalf of youth related issues and fiscal matters. She is a member of the Hamilton County Family Justice Center Planning Task Force, the Domestic Violence Coalition, the Hamilton County Violence Response Team, and the Cleveland and Chattanooga Autism Group. She also served on the Governor of the State of Tennessee Lamar Alexander's Youth for Tomorrow Advisory Board and the YMCA Chattanooga Board.

Additionally she serves on the Tennessee Civil Rights Advisory Committee to the U.S. Civil Rights Commission, which commissioned the June 2011 School Discipline Report: Are School Discipline Practices Pushing Too Many African American Students Out of School.

She has worked as a **State Legislative Fiscal Analyst** for the **Tennessee General Assembly** analyzing bills introduced in the Legislature for substantive changes which would result in an increase in revenue and expenditures; attended Legislative Committee meetings, and provided reports to the Director of the Fiscal Review Committee. She also has provided research and analysis, as a contracted consultant to the **Office of Multicultural Affairs for the City of Chattanooga** and through the **Social Research Center** at the **University of Tennessee at Chattanooga**.

Prior to getting her J.D., she worked for the National Legal Service Corporation as the NLSC Southeast Region Paralegal and New Attorney Trainer designing paralegal training programs and providing training for new staff attorneys in divorce and landlord tenant law, and public benefits. While working for Chattanooga Legal Aid and Southeast Tennessee Legal Services, she created and implemented the Senior Citizens Legal Service Project providing onsite legal services to the elderly within the community. As a Paralegal, she also handled public benefits cases including, social security, SSI, unemployment, as well as divorces and landlord tenant matters.

Also, she has designed and implemented several successful programs including, "Democracy In Action", a Civics program designed for students to teach government and civil responsibility which successfully ran in the Hamilton County and Chattanooga School systems for several years; Project Prepare, a program that was housed at Catholic University in Washington, D.C. that prepared minority students for the academic thrust of college; and Eldercare, a program designed to assist the elderly, using youth volunteers to meet the needs of the aging, in exchange for youth mentoring from seniors.

Howard-Hill has held positions as head of several national and international organizations, including the Healing Place International, Huldah-Mary-Jael-Deborah-Esther International, the National Black Religious Leadership Conference, and the National Impact Coalition of Politically Active Women. Through these organizations, she is nationally and internationally known for championing the rights and causes for children and women, and widows through the Widow's Mite Project.

She is a local, nationally and internationally well-known author, lecturer, educator, speaker, researcher, consultant, public policy and fiscal analyst, advocate and news commentator. She has appeared on numerous local and national television and radio programs, and has hosted the Ministry 30 Talk Show, and wrote and produced the news for the "Democracy In Action" segment of the weekly News-In-Review for WTCV Public Broadcast television. She is a political media commentator and consultant, and is a frequent guest on local and national television and radio program including as commentator on

Roland Martin's segment of the **Tom Joyner's Morning Show**. Her weekly non-partisan political analysis can be heard on the **Hubert Smith PBS, WUTK 90.3 FM**, Sundays at 10:25 EST. She also has written Opeds, and contributed to the **Frum's Forum, Black Olive Branch**, and **American Diversity Report.**

She has presented academic works, research and papers to the 2011 Annual Conference of the National Conference of Political Scientist entitled: The Impact Federal Tax Exemption Has on the Political Disconnect Between Politics and the Black Church; written legal articles for the University of Tennessee College of Law Judicial Newsletter; and presented preliminary research findings and analysis from the National Transformation Youth Out of Crisis Research and Program Development Initiative; as well as numerous other academic, research, news articles, and education/training materials. Included are parenting skills materials for children of at-risk mothers and navigating the Navigating the Criminal Justice System Tool Kits for the City of Chattanooga.

She also has written several plays and books, including: Love Beyond Till Death Do Us Part; Black Eyes Shut-White Lips Sealed; Golden Nuggets of Wisdom to My Daughter LaShunda; and others.

[Because of her unselfish and endless contributions, service and devotion to children, youth, the elderly, third world countries, and those who are hurting, she has received many local, community, national and international awards including in 2010, the **Girl's Inc., Unbought and Unbossed Award**. Her personal philosophy can be best summed up by some of her own quotes from her book **Golden Nuggets of Wisdom to My Daughter LaShunda.**]

"The greatest accomplishment any teacher can boast of, is not one of having taught. But rather is one of having imparted knowledge that is mirrored back at you, through the academic success of your students."

"To give of one's self in true love and humility, is the gift of an endless flow of God's love."

"Love is not an option! It is an essential part of one's being, which upon its absence, all humanity and compassion is lost."

SOCIAL RESEARCH AND POLICY EXPERTISE - DR. JEAN HOWARD-HILL

Research Expertise and Experience	Howard-Hill
Survey Design	Yes
Survey Data Collection	Yes
Survey Data Analysis	Yes
Administrative Data Analysis	Yes
GIS (Geographic Information Systems)	Yes
Focus Groups/Roundtables	Yes
Best Practices Research	Yes
Policy Analysis	Yes
Program and Strategic Planning Expertise and Experience	Yes
General and Specialized Strategic Planning	Yes
Program Design and Implementation	Yes
Program Accountability and Fiscal Review	Yes
Program Analysis, Evaluation and Assessment	Yes
Proposal/Grant Writing	Yes
Grant Peer Review	Yes
Program Training	Yes
Program Oversight	Yes
Technical Expertise and Experience	
General Information Technology	Yes
Development of Online Curriculum K-Higher Ed	Yes
Development of Online Training	Yes
Website Design	Yes
Media Tool Kits	Yes
Story Boarding	Yes
Video Production	Yes
Substantive Policy Expertise & Experience	Howard-Hill
Women	
Gender Related Issues	Yes
Women's Equity and Economic Parity	Yes
Domestic Violence	Yes
Social Stratification	Yes

Substantive Policy Expertise and Experience	Howard-Hill
Youth	
Youth Program Development	Yes
Youth Services and Partnerships	Yes
Youth Evaluation and Assessment	Yes
Youth Educational and Preventive Practices	Yes
Youth Best Practices	Yes
Youth Intervention and Advocacy	Yes
Youth Related Research:	Yes
Youth Program Development	Yes
Youth Services and Partnerships	Yes
Youth Evaluation and Assessment	Yes
Youth Educational and Preventive Practices	Yes
Youth Best Practices	Yes
Youth Intervention and Advocacy	Yes
Youth Social Services Delivery	Yes
Youth Related Research	Yes
"At-Risk" Youth	Yes
Juvenile Justice	Yes
Peer Influence	Yes
Social Stratification	Yes
Crime, Violence and Incarceration	Yes
Gangs and Violence	Yes
Education	Yes
Economic and Social Impact	Yes
Autism Behavior and Educational Impact	Yes
Health and Wellness	Yes
Living Environment and Housing	Yes
Domestic Violence Impact	Yes
Date Violence	Yes
Disabilities and Accessibility	Yes
Race and Gender Issues	Yes
Youth Lyrics and Slang	Yes
Family Life Impact	Yes
Cultural and Global Impact	Yes
Youth Attitudes and Perceptions	Yes
Religion and Spiritual Impact	Yes

Dr. Jean Howard-Hill Recipient of The 2010 Unbought & Unbossed Award

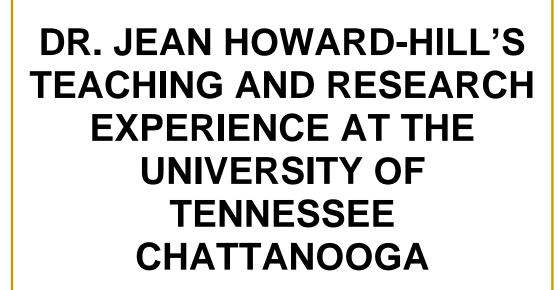


UnBought & UnBossed Awards To Honor Local Female Leaders

Monday, April 19, 2010



The UnBought & UnBossed Awards Breakfast will be Tuesday from 7:30-9 a.m. at the Chattanoogan Hotel. 11 of Chattanooga's female leaders will be honored for their work in improving the lives of area women and girls. Each honoree was selected by a teen girl participant in Girls Inc.'s Women's History Project from a group of nominations submitted by the community. The 2010 Honorees are: Cathryn Bolden, Girls Preparatory School; Sandy Cole, University of Tennessee at Chattanooga; Cindy Cornette, Merrill Lynch; Robin Derryberry, Derryberry Public Relations; Valerie Gillespie, Comcast; Dr. Joyce Hardaway, Kastle Instructional Recovery; Ruth Holmberg, Former Chattanooga Times-Free Press Chairwoman; Dr. Jean Howard-Hill, University of Tennessee at Chattanooga; Mabel Scruggs, Retired Educator; Suzanne Smartt, Girls Preparatory School; and Diciree Wheeler, 21st Century Child Development and Learning Center, Inc.



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"The greatest accomplishment any teacher can boast of, is not one of having taught. But rather is one of having imparted knowledge that is mirrored back at you, through the academic success of your students."

_ Dr. Jean Howard-Hill

Outstanding Professor Award

In recognition of teaching excellence
This document certifies that

Dr. Jean Howard-Hill

has been chosen by the student body for significant contribution to the academic life of UTC students

2005-2006 presented by

The Student Government Association of The University of Tennessee at Chattanooga

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Vice Chancellor for Student Development

President, Student Government Association

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Chair, Academic Affairs Committee

Student Government Association





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With the backdrop of students chanting "1-3-7, please remember 9-11" and "Racial profiling is wrong," students in two sections of an American Government class taught by Dr. Jean Howard Hill, professor in the Political Science Department, engaged in academic open public debate to proposals to allow the United Arab Emirates' based Dubai Ports World to take over operation of six maior American oorts.

based Duban Ports World to take over operation of six major American ports.
"The rally showed people that young college students are capable of sharing opinions based on fact," said Cody Disney. "We are showing people in the commu-nity we care and we can form our own opinions," Dis-ney said.



Disney





Full-time and Adjunct University of Tennessee at Chattanooga

















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Class holds rally on ports

Government students argue for, against Dubai takeover

timesfreepress.com



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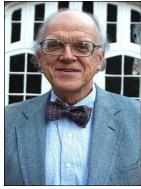




Faculty Honors Day

Congratulations to all faculty who were recognized for their accomplishments on Faculty Honors Day.

The University of Tennessee at Chattanooga Faculty Honors Day



Dr. Clifton Cleaveland, 2006 Outstanding Adjunct Faculty Award
Dr. Frances Bender, Special Recognition for Outstanding University Service
Recognition of Teaching and Academic Leadership

Herbert Burhenn, Interim Provost and Vice Chancellor for Academic Affairs

2006 UTNAA Outstanding Teacher Awards

Edgar Shawen, English Paul Watson, Psychology

2005-2006 SGA Outstanding Professor Awards

Paul Watson, Psychology Jean Howard-Hill, Political Science, Public Administration and Non-Profit Management





Good For You

Friday, December 29, 2006

Shawen, Watson win UTNAA Professor Awards at UTC

Faculty Honors Day was held in Patten Chapel on the campus of the University of Tennessee at Chattanooga on Dec. 22.

Dr. Edgar Shawen, English professor, and Dr. Paul Watson, psychology professor, received the 2006 University of Tennessee National Alumni Association Outstanding Teacher Awards. Dr. Watson also was the recipient of the SGA Outstanding Professor Award, along with Dr. Jean Howard-Hill, political science professor.

Dr. Clifton Cleaveland received the Outstanding Adjunct Faculty Award and Dr. Fran Bender was given Special Recognition for Outstanding University Service.

Dr. Gregory O'Dea received the University Academic Advisor Award, and the Jane Harbaugh Teaching and Service Award went to Dr. Victoria Steinberg.

UC Foundation Professorships were awarded to Lucas Vander Merwe, mathematics; Talia Welsh, philosophy and religion; Anthony Steinhoff, history; Frank Jones, mechanical, chemical, environmental, civil, industrial and technology engineering; Nicholas Boer, health and human performance; and Kristi Gibbs, graduate studies division.



Faculty and Staff Recognition

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Fall 2007

Jean Howard-Hill, political science, heads the Tennessee Youth Study which targets the youth population for Chattanooga, Knoxville, Nashville and Memphis. Study will provide data and in-depth analysis of the State of Tennessee's youth population, in order to connect youth and the community in creating safer environments, reducing crime and violence, addressing youth related issues, improving education, maintaining, strengthening and creating new programs, and servicing the needs of youth, so that they can obtain higher education and achieve higher goals. Howard-Hill was also recognized through two resolutions from the 105th Tennessee General Assembly and Governor Phil Bredesen for outstanding and exemplary job in engaging UTC students in learning, and healthy and meaningful discussion that have enriched their higher education learning experience, spring 2007.

Additionally, Howard-Hill worked with Barbara Medley, sociology, anthropology and geography and Center for Applied Social Research, as a research team to provide research and data availability report for the Office of Multicultural Affairs for the City of Chattanooga, Spring and Summer 2007. Howard-Hill was presented with a Certificate of Recognition for outstanding, meaningful and significant contribution to the personal and academic enhancement of the students of the Many Faces of Diversity at UTC Summer Program 2007. She was also presented with a Certificate of Recognition for outstanding service to the students and Staff of Leading Youth to Success, center for Community career Education, University of Tennessee 2007.



THE SENATE

SENATE JOINT RESOLUTION NO. 300

By Mr. Speaker Ramsey; Senators Watson, Crutchfield, Kurita and Representative Hill

A RESOLUTION

to honor the University of Tennessee at Chattanooga Political Science State and Local Government Class students and Professor Dr. Jean Howard-Hill for their outstanding scademic accomplishments.

WHEREAS, it is fitting that the members of this General Assembly should honor and commend those university students and professors, who through their natural talents and unflagging commitment to academic excellence, have distinguished themselves among their poers; and

WHEREAS, the University of Tennessee at Chattanoogs Political Science State and Local Government Class students and Professor Dr. Jean Howard-Hill deserve recognition for their outstanding academic work in presenting the BTC Students' Tennessee State of Affairs Report; and

WHEREAS, these distinguished students are: Evan Archer, Amy Sui, Tiffany Caldwell, Kakia Carney, Alex Condra, Christina Covey, Asron Hale, Montaque Hicks, Taylor Johnaton, April Kirby, Peter Lawson, Phillip Leasman, Joshua Love, Mark Madson, Robert Marks, Lucas McNeeley, Matthew Nabbefeldt, Esnocth Nicholson, Brittany Randolph, Amy Rateliff, Katie Roddy, Branden Schlavon, Aaron Schoolfield, Eric Scott, Stanley Shoomaker, Jennifer Stimson, John Stuart, Jennifer Warren, Thomas Wells, Gregory Whitaker, Janua Willia, and William Weight:

WERRIAS, there is a recognition of the importance of higher education, and its role in producing good citizens who are active participants within state government; and

WHEREAS, the University of Tennessee at Chattanoogs Political Science State and Local Government Class students and professor, as good citizens, have worked diligently in taking an active role in the affairs of state government by researching key areas of state government and presenting them in the UTC Students' Tennessee State of Affairs Report, and

WHEREAS, the University of Tennessee at Chattanuoga Political Science State and Local Government students and professor have shown great interest in the well-being, as well as present and future success of state government; and

WHEREAS, the University of Tennessee at Chattanoogs Political Science State and Local Government students and professor have shown sincers concern for the best interest of the people of the State of Tennessee by making recommendations that may impact citizens' interest; and

WHEREAS, the University of Tennessee at Chattanooga Political Science State and Local Government students have done an outstanding and exemplary job in engaging themselves in learning through healthy and meaningful discussions that have enriched their higher education harming experience; and

WHEREAS, the University of Tennessee at Chattanoogs Political Science Professor Dr. Jean Howard-Hill has done an outstanding and exemplary job in engaging UTC students in learning through healthy and meaningful discussions that have earliched their higher education learning experience; now, therefore,

BE IT RESOLVED BY THE SENATE OF THE ONE HUNDRED FIFTH GENERAL ASSEMBLY OF THE STATE OF TENNESSEE, THE HOUSE OF REPRESENTATIVES CONCURRING, that we commend and congratulate the University of Tennessee at Chattanoogs Political Science State and Local Government Class students and Professor Dr. Jean Howard-Hill for their outstanding scadessic work in presenting the UTC Students' Tennessee State of Affairs Report, and wish them continued ancess in all their future endeavors.

Adopted: April 23, 2007

Bonker of the Sweat

Speaker of the Horse of topress attives

Governor



105th General Assembly The State of Tennessee

A RESOLUTION to honor University of Tennessee at Chattanooga Political Science State and Local Government Class students, Evan Archer; Amy Bui; Tiffany Caldwell; Nakia Carney; Alex Condra; Christina Covey; Aaron Hale; Montaque Hicks; Taylor Johnston; April Kirby; Peter Lawson; Phillip Leamon; Joshua Love; Mark Madsen; Robert Marks; Lucas McNeeley; Matthew Nabbefeldt; Kenneth Nicholson; Brittany Randolph; Amy Ratcliff; Katie Roddy; Branden Schiavon; Aaron Schoolfield; Eric Scott; Stanley Shoemaker; Jennifer Stimson; John Stuart; Jennifer Warren; Thomas Wells; Gregory Whitaker; Janna Willis; William Wright; and professor, Dr. Jean Howard-Hill for their outstanding academic accomplishments.

WHEREAS, that it is befitting that this General Assembly hereby honor and commend the University of Tennessee at Chattanooga Political Science State and Local Government Class students, Evan Archer; Amy Bui; Tiffany Caldwell; Nakia Carney; Alex Condra; Christina Covey; Aaron Hale; Montaque Hicks; Taylor Johnston; April Kirby; Peter Lawson; Phillip Leamon; Joshua Love; Mark Madsen; Robert Marks; Lucas McNeeley; Matthew Nabbefeldt; Kenneth Nicholson; Brittany Randolph; Amy Ratcliff; Katie Roddy; Branden Schiavon; Aaron Schoolfield; Eric Scott; Stanley Shoemaker; Jennifer Stimson; John Stuart; Jennifer Warren; Thomas Wells; Gregory Whitaker; Janna Willis; William Wright; and professor, Dr. Jean Howard-Hill for their outstanding academic work in presenting the UTC Students' Tennessee State of Affairs Report.

WHEREAS, in as much as there is a recognition of the importance of higher education, and its role in producing good citizenships who are active participants within state government; and

WHEREAS, in as much as the University of Tennessee at Chattanooga Political Science State and Local Government Class students, and professor, as good citizens have worked diligently in taking an active role in the affairs of state government, by researching key areas of state government and presenting them in the UTC Students' Tennessee State of Affairs Report; and

WHEREAS, in as much as the University of Tennessee at Chattanooga Political Science State and Local Government Class students, and professor have show great interest in the well-being, as well as present and future success of state government; and

WHEREAS, in as much as the University of Tennessee at Chattanooga Political Science State and Local Government Class students, and professor have shown sincere concern for the best interest of the people of the state of Tennessee by making recommendations that may impact citizen's interest; and

WHEREAS, in as much as the University of Tennessee at Chattanooga Political Science State and Local Government Class students have done an outstanding and exemplary job in engaging themselves in learning, and healthy and meaningful discussions that have enriched their higher education learning experience; and

WHEREAS, in as much as the University of Tennessee at Chattanooga Political Science State professor, Dr. Jean Howard-Hill has done an outstanding and exemplary job in engaging UTC students in learning, and healthy and meaningful discussions that have enriched their higher education learning experience,

BE IT RESOLVED that it is befitting that this General Assembly hereby commend and congratulate the University of Tennessee at Chattanooga Political Science State and Local Government Class students, Evan Archer; Amy Bui; Tiffany Caldwell; Nakia Carney; Alex Condra; Christina Covey; Aaron Hale; Montaque Hicks; Taylor Johnston; April Kirby; Peter Lawson; Phillip Leamon; Joshua Love; Mark Madsen; Robert Marks; Lucas McNeeley; Matthew Nabbefeldt; Kenneth Nicholson; Brittany Randolph; Amy Ratcliff; Katie Roddy; Branden Schiavon; Aaron Schoolfield; Eric Scott; Stanley Shoemaker; Jennifer Stimson; John Stuart; Jennifer Warren; Thomas Wells; Gregory Whitaker; Janna Willis; William Wright; and professor, Dr. Jean Howard-Hill.

HAMILTON COUNTY DELEGATION

Representative Tommie Brown
Representative Richard Floyd
Visua Doaw

to an Javon

Representative Gerald McCornick

Semino Ward Gutchield

Certificate of Appreciation

In Recognition of Outstanding Service to

Dr. Jean Howard-Hill

For outstanding, meaningful and significant contributions to the personal and academic enhancement of the students of

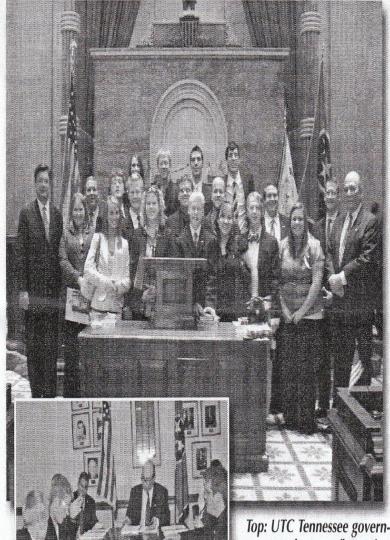
Many Faces of Diversity

At the University of Tennessee at Chattanooga

Summer Program 2007

Dr. Richard Brown, Dice-Chancellov

MEETING TENNESSEE LEGISLATORS



ment students on floor of

n April 2007 **Political Science Lecturer** Jean Howard-Hill took her class on State and Local Government to Nashville to present their research findings and recommendations to Tennessee legislators and the Governor's office. The class had studied such issues as the proposed UTC library, surplus Hope Scholarship money being directed to higher education, and Governor Phil Bredesen's plan to channel increased cigarette taxes to higher education.

Students presented their findings in the Senate chamber, going to the "well" to speak. They also met in the private chambers of Lieutenant Governor Ron Ramsey and House Speaker Jimmy Naifeh to give their presentations on these policy issues.

The UTC students dined with members of the Hamilton County delegation and other members of the legislature. A Resolution of Tennessee's 105th General Assembly honored the students, commending them for their research and presentations on key Top: UTC Tennessee govern- issues facing the Volunteer State.

the House of Representatives with Representative Gerald McCormick, House Majority Leader Gary Odom, Senator Bo Watson and House Speaker Jimmy Naifeh. Left: Students presenting findings and recommendations to Speaker Naifeh and Hamilton County Rep. McCormick.

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Home / News...

UTC Political Science Class visits lawmakers



Students in the UTC Political Science Department's State and Local Government class, taught by Dr. Jean Howard-Hill, presented findings and recommendations of their Tennessee State of Affairs Report to lawmakers in Nashville recently.

Students had the opportunity to make a presentation from the Senate Chambers. They sat in the chairs of Tennessee senators, and each took to the "well" to speak. "They also met in the private chambers of the Lt. Governor Ramsey. House Speaker Naifeh not only met with them in his private chambers, but also crowded them into his own office, as he provided them with Tennessee Blue Books," said Howard-Hill.

Students wore the State of Tennessee pins given to them by Governor Phil Bredesen as they presented by standing and articulating from their research findings. They gave statistics; analyzed data and findings; presented comparative analysis; stated the public policy considerations behind their recommendations; and answered questions posed to them. The topics included the proposed campus library; a surplus of Hope Scholarship money being directed to Higher Education; and a discussion of channeling funds from the Cigarette Tax to higher education.

"After their presentations, sitting in House Session, and co-mingling with key state officials, students were invited and encouraged to apply for the legislative and governor's internships. This made the luncheon with our three UTC interns, LaShunda Hill, Eric Fox and Tiffany Hagar even more meaningful, as they shared with students their legislative experiences," Howard-Hill said.

There are numerous purposes for the UTC Student's Tennessee State of Affairs Report, according to Howard-Hill. It provides an opportunity for students to research state and local government, recognize weaknesses and strengths, identify issues, and engage in problem solving as they draw conclusions from their research and make projections and recommendations relating to the future of Tennessee. "Students have worked hard, and have shown a great deal of enthusiasm as they have learned just how important it is to understand and be actively involved in impacting not only their future, but their present, says Dr. Howard-Hill.

Howard-Hill extended an invitation to Governor Bredesen, Lt. Governor Ramsey, Tennessee State Commissioners and members of the Legislature, to come to the UTC campus in fall 2007, attend classes, engage in academic discussions, and get to see how higher education at The University of Tennessee at Chattanooga has positively impacted the lives of students.

"What I have attempted to do in the classroom is to prepare students to be presently involved in government while they are in an academic environment of research, and where that research can be analyzed within the context of what is learned in class and what is actually going on in the real world. This kind of academic experience is invaluable to students."

Comments from Students:

"I thought that we would go and the state legislators would listen to our reports and just disregard what we had to say. But when we went to Nashville the state officials were very interested in what we had to say and they actually took our reports very seriously. I felt that our class made a huge impact on how the legislators look at UTC. It was also nice to be able to present findings that actually made a difference in the State of Tennessee."

Jennifer Warren

"This trip was also very enriching to the students who had the opportunity to attend, as many students began individual personal relationships with high-ranking state government officials. After seeing our government in action and meeting with Tennessee's elected officials, we have seen the importance of being informed and active citizens, and will begin to fill out roles as leaders of our state and our University."

Branden Schiavon

"Our class trip to Nashville was the opportunity of a lifetime. We were able to do things others could only imagine. Meeting with top officials, presenting our research to them, and actually sitting in the State Senate and House was amazing. I know I have made connections that will benefit my future. Our representatives were interested in who we were as people and where we came from."

Jenny Stimson







May 1, 2007

UTC News Releases

University of Tennessee at Chattanooga 615 McCallie Avenue Chattanooga, TN 37403

(423) 425-4111

CHATTANOOGA

Political Science students present their State of Affairs Report

April 25, 2008 admin









Following months of research, students in the UTC Political Science Department's State and Local Government class presented their State of Affairs Report to City and Hamilton County government officials. Dr. Jean Howard-Hill taught the class.

The Student's State of Affairs Report allows students to research state and local government, recognize weaknesses and strengths, identify issues and engage in problem solving as they draw conclusions from their research. Students made projections and recommendations relating to the future of the City of Chattanooga, Hamilton County and the State of Tennessee.

At the April 22nd meeting of the Chattanooga City Council, student presenter Peter Guild's report was squarely in line with City of Chattanooga police officers who were present and requesting an increase in wages and benefits. Guild's research showed that there are many concerns with some issues of Crime and public safety in the City of Chattanooga.

"The public wants to have more officers on the street and lower crime rates but at the same time they want to pay less money for younger, less qualified, lower rated officers," states Guild. "The potential for low recruitment numbers and higher numbers of corrupt officers could be directly proportional to the lower

"The public wants to have more officers on the street and lower crime rates but at the same time they want to pay less money for younger, less qualified, lower rated officers," states Guild. "The potential for low recruitment numbers and higher numbers of corrupt officers could be directly proportional to the lower salaries and reluctance to fund a pension plan for retired firefighters or officers. The city should consider the wants and needs of the public, but at the same time realize that there is a cost for everything. If you don't take care of the people on the front lines of crime prevention then you risk the safety of the general public. There are many positives in my findings that indicate that people feel safer than a decade ago. Former Mayor Bob Corker declared in 2004 that crime was down 22% since 2002. Hopefully this trend is continuing and the people of Chattanooga realize what a valuable resource the police and fire departments represent."

Guild went on to recommend the city propose a salary hike for police officers and firefighters. In addition to an increase in pay, he said they should also receive a comprehensive pension plan that will cover all retired officers without question.

"The DROP program may encourage veterans to retire, but we should offer more incentives to the program to attract more potential retirees like vacations or lifelong health insurance. The city should bolster support for internal affairs and report its annual findings to the public in order to create a sense of accountability and transparence. Since officer recruitment is a problem, we should have signing bonuses for qualified officers. This would raise the level of interest in the police force and boost morale throughout the force. That could lead to a more efficient, productive, and able police department."

Besides crime and public safety, students researched education, health care, immigration, economic development, access and accommodations for the disabled, the homeless, taxes and public services.

Student reports also included recommendations to keep a seal on present property taxes and to take into consideration the burden it will place on the younger tax base.

"Students have worked hard, and have shown a great deal of enthusiasm as they have learned just how important it is to understand and be actively involved in impacting not only their future, but their present," says Howard-Hill. "What we have attempted to do in the classroom is to give students the opportunity to be presently involved in government while they are in an academic environment of research, and where that research can be analyzed within the context of what is learned in class and what is actually going on in the real world. This kind of academic experience is invaluable to students," says Howard-Hill.

2008 UTC News Releases

University of Tennessee at Chattanooga 615 McCallie Avenue Chattanooga, TN 37403

(423) 425-4111



UTC Students To Present State Of Affairs Report To Government Bodies

Monday, April 14, 2008

Students in the UTC Political Science Department's State and Local Government class will take what they have learned in the classroom to Mayor Littlefield, City of Chattanooga City Council, and County Mayor Ramsey and Hamilton County Commissioners when they present the findings and recommendations of their State of Affairs Report.

These students are on the agenda Wednesday, at the Hamilton County Commission meeting, and on April 22nd at the Chattanooga City Council. The class is taught by Dr. Jean Howard-Hill.

Student presentations will focus upon:

- 1. Education
- 2. Employment
- 3. Health Care
- 4. Crime and Public Safety
- 5. Immigration
- 6. Economic Development
- 7. Access and Accommodations for the Disabled
- 8. Homeless
- 9. Taxes
- 10. Public Services

The purposes for the Student's State of Affairs Report, according to Dr. Howard-Hill, is to allow students to research state and local government, recognize weaknesses and strengths, identify issues, and engage in problem solving as they draw conclusions from their research, and make projections and recommendations relating to the future of the City of Chattanooga, Hamilton County and the State of Tennessee.

"Students have worked hard, and have shown a great deal of enthusiasm as they have learned just how important it is to understand and be actively involved in impacting not only their future, but their present," said Dr. Howard-Hill. Another opportunity for these students to exchange ideas with Mayor Littlefield, city of Chattanooga City Council Members, County Mayor Ramsey, and Hamilton County Commissioners will be with an invitation-only reception on April 17.

"What we have attempted to do in the classroom is to give students the opportunity to be presently involved in government while they are in an academic environment of research, and where that research can be analyzed within the context of what is learned in class and what is actually going on in the real world. This kind of academic experience is invaluable to students," said Dr. Howard-Hill.

"For students to have the opportunity to actually participate in the process is a learning experience which will impact them for life. We are extremely proud of our students for their hard work."

Last year's class ventured to Nashville and received two proclamations from the Tennessee General Assembly, Gov. Phil Bredesen, Lt. Gov. Ron Ramsey, and Speaker of the House for their exemplary job researching, identifying issues, presenting findings, and offering recommendations to concerns that impact Tennessee.

Contact Dr. Jean Howard-Hill 423 425-5702 or 423 544-9696 for more information.



Student Scene

United Council Of Nations Created By UTC Political Science Class

Monday, April 14, 2008



Students at The University of Tennessee at Chattanooga are learning how sovereign nations interact within the global community through the creation of the United Council of Nations.

Class instructor Dr. Jean Howard-Hill said her motivation springs from the need to foster an understanding of global governance and the interrelationship between sovereign nations.

"No longer are we a nation that stands alone," Dr. Howard-Hill said.
"Trade, modern technology, the impact of civil unrest in other nations, and even environmental concerns bring us together in many ways, as one. This has required the creation and interaction of nations within a global community."

The student ambassadors are very much engaged in the global process, according to Dr. Howard-Hill. They began by researching and presenting information on their countries' government, political structure, nationalities, population and social trends, economics, employment and poverty rates, birth and death rate, religion, infrastructure, trade, intellectual contributions, and its history.

THE UNIVERSITY OF TENNESSEE UT CHATTANOOGA

International political cultural and society class created United Council of Nations

April 25, 2008 admin















With the creation of the United Council of Nations, UTC students engaged in a new learning experience to better understand how sovereign nations interact within the global community. Class instructor Dr. Jean Howard-Hill designed the format.

"No longer are we a nation that stands alone. Trade, modern technology, the impact of civil unrest in other nations, and even environmental concerns bring us together in many ways as one. This has required the creation and interaction of nations within a global community," she said.

The student Ambassadors began the exercise by researching and presenting information on their countries' government, political structure, nationalities, population and social trends, economics, employment and poverty rates, birth and death rate, religion, infrastructure, trade, intellectual contributions, and its history. Students then worked with those nations within the United Council of Nations to enter into trade agreements, treaties, and to pass resolutions and impose sanctions against member and non-member nations.

"The experience has been phenomenal," according to Taylor Johnston, the United Council Chair and Student Ambassador of Mauretania. "You cannot imagine just how involved we have gotten and how much we have learned from this class."

During the Final Resolution Session of the United Council of Nations guest speaker Yozefu Rugina from the Friends of Rwanda said the students managed to find resolution for issues most nations have not yet found ways to resolve.

"This was promising to see students research and then incorporate that research into finding solutions and working with each other as sovereign nations," he said.

Some of the resolutions included trade agreements; sanctions for human rights violations against fellow nations; installation of military bases within friendly nations and peace accords. Student Ambassadors also gave a special thanks to Sgt Jake O'Brien, US Marine Corps and a fellow student ambassador, now that they more fully understood the role he has played in serving in Iraq.

The student United Council of Nations included Distinguished Student Ambassadors representing the countries of: Japan, China, India, North Korea, South Africa, Mauretania, Nigeria, Republic of Sudan, Israel, Syria, Iran, Iraq, Pakistan, Cameroon, Ghana, Pakistan, Vietnam, and the United Arab Emirates.

Howard-Hill was pleased with student reaction to the process. "To see them rise to their feet with well researched and meaningful resolutions, then entertain opposition, discussion and even concurrences, along with joint sponsorship was amazing," says Howard-Hill.

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Opinion

UTC Students Step Into Role Of United Council Of Nations Ambassadors

Wednesday, April 23, 2008



This spring, UTC students obtained hands on knowledge as ambassadors, as they got a feel for how sovereign nations interact within the global community, through the creation of the United Council of Nations.

According to the class instructor, Dr. Jean Howard-Hill who designed the class using this format, her motivation for this was the need to get students to begin to understand global governance and the interrelationship between sovereign nations.

"No longer are we a nation that stands alone. Trade, modern technology, the impact of civil unrest in other nations, and even environmental concerns have brought us together in many ways as one. This has required the creation and interaction of nations within a global community."

The student ambassadors are engaged in the global process. They began the exercise by researching and presenting information on their countries' government, political structure, nationalities, population and social trends, economics, employment and poverty rates, birth and death rate, religion, infrastructure, trade, intellectual contributions, and its history. Students then worked with those nations within the United Council of Nations to enter into trade agreements, treaties, and to pass resolutions and impose sanctions

against member and non-member nations.

"The experience has been phenomenal," said the United Council Chair and Student Ambassador of Mauretania, Taylor Johnston. "You cannot imagine just how involved we have gotten and how much we have learned from this class."

"It has caused me to see the need to challenge what is going within the global community when something is wrong and it lets me know that if we can work together as a mock council, then we can also get involved as a part of our future endeavors", said United Council Parliamentarian Kenneth Allen and student ambassador of India.

Student Ambassador Matt Givens of Mauretania says, "There were times in class when we got into our roles so profoundly, that we forget that we were students."

Another Student Ambassador Ashley Cox of Israel, says that it was great to have her partner Ambassador Rachel Coker and her work together in making presentation and in learning so much about their country. Much of which, prior to the class, they did not know.

Student Ambassador Wesselman of Cameroon offered the same observation. "There was just so much energy in each session that if one entered the room not knowing differently, they would believe we truly were ambassadors representing our countries.

Student Ambassador Jacob Obrien of Japan, who also is a Marine says that his military experience and this class gave him even greater insight as to how and why nations enter into conflict, and even how they can avoid it. Yet as a Marine in real life, he is quick to support any nation's efforts to defend their sovereign nation.

"By engaging in this kind of international think tank, it has gotten students far more involved in international affairs than ever could have been expected. To see them rise to their feet with well researched and meaningful resolutions, then entertain opposition, discussion and even concurrences, along with joint sponsorship were amazing. This greatly pleases me," said Dr. Howard-Hill.

The student United Council of Nations include distinguished student ambassadors representing the countries of: Japan, China, India, North Korea, South Africa, Mauretania, Nigeria, Republic of Sudan, Israel, Syria, Iran, Iraq, Pakistan, Cameroon, Ghana, Pakistan, Vietnam, and the United Arab Emirates.

The Final Resolution Session of the United Council of Nations culminated with final resolutions and guest speaker, Mr. Yozefu Rugina from the Friends of Rwanda, with an evening reception by invitation only.

Some of the resolutions included trade agreements; sanctions for human rights violations against fellow nations; installation of military bases within friendly nations; peace accords; and even a resolution that commended Dr. Howard-Hill for giving student ambassadors this learning experience which will remain with them for life. Student Ambassadors also gave a special thanks to Marines Sgt. Jake O'Brien, a fellow student ambassador, now that they more fully understood the role he has played in serving in Iraq.

Mr. Rugina commended students saying that they managed to accomplish that which most nations have not yet resolved. "This was promising to see students research and then incorporate that research into finding solutions and working with each other as sovereign nations."



Student Scene

UTC Students To Rally, Voice Opinions On Port Control Issues

Monday, February 27, 2006

Students in two sections of an American Government class taught by Dr. Jean Howard Hill, professor in the Political Science Department at The University of Tennessee at Chattanooga, will engage in academic open public debate to argue for, against and undecided concerning the decision to allow the United Arab Emirates' based Dubai Ports World to take over operation of six major American ports.

The student rally will be held outside the UTC University Center, 10:50 a.m.-1:30 p.m., Thursday, March 2.

Dr. Hill sees the rally as the end product of having taught students that through the process of political socialization, political opinions are formed that collectively create public policy that affects, impacts, and even changes existing laws.

"There are no right or wrong sides in this exercise, only a well researched opinion that takes also into account individual political socialization," Dr. Hill said. "I am just proud to see my students get involve and participate in the political decision making process, from an academically well informed and researched prospective. It makes me feel like we have done our job well within the classroom."

Student spokesperson for Section 008, Dennis Schiavon issued a statement on behalf of his group against port control. "We are in protest of the Treasury Department allowing the sale of the British firm Peninsular and Oriental Steam Navigation Co., which have been managing our ports, to Dubai, a member of The United Arab Emirates, without congressional oversight or scrutiny," Schiavon said.

"It seems as though the central message of maintaining security by the Bush Administration is beginning to evaporate in light of the United States vested

CHATTANOOGA

Top of Form

Political Science students voice opinions on port control



With the backdrop of students chanting "1-3-7, please remember 9-11" and "Racial profiling is wrong," students in two sections of an American Government class taught by Dr. Jean Howard Hill, professor in the Political Science Department, engaged in academic open public debate to proposals to allow the United Arab Emirates' based Dubai Ports World to take over operation of six major American ports.

"The rally showed people that young college students are capable of sharing opinions based on fact," said Cody Disney. "We are showing people in the community we care and we can form our own opinions," Disney said.



Disney and fellow spokesperson Jennifer Warren said their section's position in the protest was that the UAE should be denied control of United States ports because of our conflictive position with the Middle Eastern countries. "UAE is government controlled with connections to Al-Qaida, which creates the possibility of terrorist attacks in the form of nuclear and chemical weapons gaining access into American borders," they said. "In the best interest of the safety and welfare of the people of the United States, any company who supports those with which we are at war should not be allowed control over the pathways into which international cargo may come into our country."



Speaking favor of the proposed deal was Sierra Jenkins, a freshman from Knoxville, Tennessee. "You should base your arguments on facts, not on fear."

According to Dr. Hill, there were also eight students in the classes who themselves were unable to take a position on this issue. After carefully researching both sides, the students remain undecided.

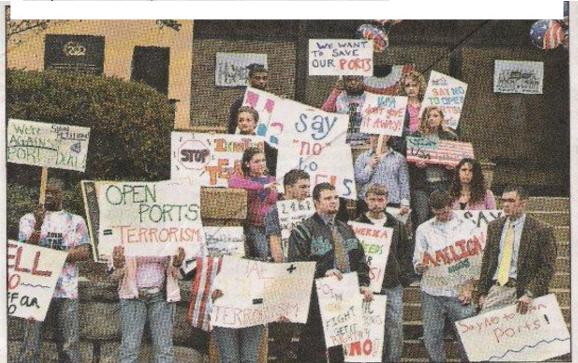
Hill said the students were circulating petitions to support their positions. She said the students were also drafting letters to be submitted to Congress.

Disney said the rally was beneficial and a learning experience. "It helped me understand how to better conduct research," Disney said. "We can debate peacefully without violence, one of the great American rights."

March 3, 2006



Chattanooga Times Free Press



STAFF PHOTO BY KATHLEEN GREESON

University of Tennessee at Chattanooga students participate in a political rally Thursday near the University Center as part of Dr. Jean Howard-Hill's American government class.

Class holds rally on ports

Government students argue for, against Dubai takeover

By MICHAEL DAVIS

STAFF WRITER

UTC students held signs, chanted and spoke out Thursday about the proposed management takeover of six American ports by a United Arab Emirates-based firm.

The rally, held outside the University Center at the University of Tennessee at Chattanooga, involved students from Dr. Jean Howard-Hill's American government class.

The proposed deal with Dubai Ports World, based in the United Arab Emirates, is backed by President Bush but has generated public and congressional criticism because of security concerns.

President Bush and administration officials have defended the deal, saying no national security concerns emerged during a thorough review, according to The Associated Press.

Students took turns weighing in on the issue on campus, 66 You should base your arguments on facts, not on fear. 77

- Sierra Jenkins, 18

with groups for and against the deal and another group that was undecided.

Brittany Parks, 18, of Chattanooga, said President Bush should block the deal for the safety of American citizens.

"Don't you know that this could open doors to possible terrorist attacks again?" she said.

Sierra Jenkins, 18, of Knoxville, spoke in favor of the deal.

"You should base your arguments on facts, not on fear," she said.

Dr. Howard-Hill said about

80 students from two class sections were involved in the project that took about a week to plan. The project also had students draft mock legislation on the topic.

"It's an academic exercise which allows them to take what is learned in the classroom and apply it in a practical setting using current events," Dr. Howard-Hill said.

As classmates debated the issue, other students passed by or stood to listen.

Audrey Jones, 19, of Nashville, said she remains undecided on the issue because of a "lack of knowledge." She said the rally gave her some more information.

"Being around this has just given me more knowledge toward making a decision," she said

The Associated Press contributed to this story.

E-mail Michael Davis at michaeld@timesfreepress.com

Young voters making the effort

Friday, February 1, 2008 Chattanooga Times Free Press By Jacqueline Koch, Staff Writer



They like digital, on-demand services, and they devour pop culture while sometimes remaining silent about national and international events.

But in the face of a historic presidential race, members of Generation Y are finding their voices and starting to vote.

Some 60 million Americans belong to Generation Y, a group born between 1977 and 1994 to the youngest of the baby boomers. Labeled by some as apathetic, especially when it comes to voting, some young people hope to transform that trend before November's general elections.

"I think the young voter bloc really has never understood the power they could enjoy if they really took the effort to get informed in politics," said Bob Swansbrough, a political science professor at the University of Tennessee at Chattanooga.

If recent mock elections, primaries and caucuses are any indication, however, young people are making an effort to vote.

UTC's American government class hosted a mock election Wednesday to determine voting trends and demographics of the university's electorate. More than 1,200 people voted and answered questions about gender, race, religion and third-party candidates. U.S. Sen. Barack Obama, D-Ill., garnered the most overall votes with 727, according to organizers. Sen. Hillary Clinton, D-N.Y. received 154 votes. U.S. Sen. John McCain, R-Ariz., led Republicans with 126 votes.

Class instructor Jean Howard-Hill said she was encouraged by the turnout.

"We're producing the kind of new generation where young people are realizing that no longer can they wait until tomorrow to get involved because things are happening now that impact them," she said.

National movement

Young people are getting active nationally, too.

In Iowa's Jan. 3 caucuses, about 65,000 voters under age 30 participated, representing about 13 percent of eligible voters in that demographic, according to the Center for Information and Research on Civic Learning, which researches civic and political participation among young people. That's up from the 4 percent who voted in 2004.

In New Hampshire more than 84,000 young people — 43 percent of eligible voters — took to the polls, according to the center. In Florida, almost 286,000 young people voted in Tuesday's primary.

Students Mock 2008 Presidential Election

February 1st, 2008





Barack Obama and John McCain were the students' choice in the Mock Tennessee Presidential Primary Election conducted by the UTC Political Science Department's American Government class. Dr. Jean Howard-Hill is the class instructor.

Amanda Phelps, a student in the class, said this exercise in democracy is important because it shows that college students are becoming more involved and concerned with issues facing the US. "We cannot afford to just sit back and let other people run the country, because it affects us in our everyday lives."

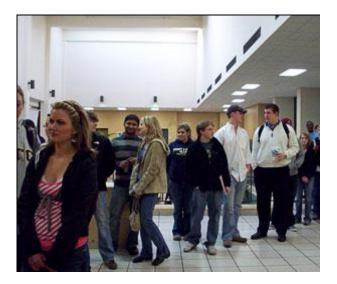
MOCS ELECTION 2008 RETURNS

If the presidential race was today, who would you vote for: (Choose only one candidate)

Total Number of Votes: 1271

Declared Winner UTC MOC's Presidential

Race: Barack Obama



Democrats

Hillary Clinton 154

128 Democrats2 Republican18 Independents6 Other

Barack Obama 727

400 Democrats 221 Republicans 66 Independents 40 Others

Republicans

John McCain 126

2 Democrats104 Republicans14 Independents6 Others

Mike Huckabee 90

0 Democrats76 Republicans12 Independents2 Others

Mitt Romney 42

0 Democrats42 Republicans0 Independents0 Others

Ron Paul 35

0 Democrats38 Republicans22 Independents10 OthersUndecided Votes 97

Party Affiliation:

Democrats 524 Republicans 328 Independent 184





UTC holds forum to discuss election

Thursday, November 16, 2006

By Michael Davis

Staff Writer

University of Tennessee at Chattanooga political science professors dissected the U.S. Senate race, the national political climate and other topics during a lunchtime talk on campus Thursday afternoon.

Much of the discussion was about how race played out in the Senate contest between Republican Bob Corker, who is white, and Democrat Harold Ford Jr., who is black. Sen.-elect Corker won the election.

Dr. David Brodsky told the audience that Rep. Ford's ability to position himself in a conservative light may have helped him overcome the race factor. But he said that "you can't discount" the effect of race.

More than 50 people attended the forum at the University Center.

Dr. Richard Wilson said the "twangy" nature of Mr. Corker's voice was more appealing to rural voters than that of Rep. Ford's, which helped the senator-elect in more rural areas of the state.

Speakers also discussed what role the Iraq war had in the recent elections and how it will play out in the 110th Congress, in which Democrats will have the majority in both chambers.

Dr. Bob Swansbrough said the new Congress will be "under the gun to do something in Iraq," since Democrats largely made the midterm elections a referendum on President Bush's handling of the war.

Dr. Jean Howard-Hill said she expects more of a focus on human rights and women's issues with Democratic U.S. Rep. Nancy Pelosi of California about to be speaker of the House. She also said the election showed voters are more issues-oriented than they use to be.

E-mail Michael Davis at michaeld@timesfreepress.com

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Student Scene

UTC political science lecturer Jean Howard-Hill said she is on a campaign to convince male African-American students on campus to not be slouchy dressers.

"So far I've talked to 512 students and told them, 'You need to pull up your pants and quit showing your underwear,'" Dr. Howard-Hill said.

She is also organizing a Chattanooga African American Males Dress For Success Day that is now set for Oct. 8 at the University Center's Tennessee Room. African-American male students who come to the luncheon dressed in dress shirts, dress pants and ties will receive a free meal. Dr. Howard-Hill said students without dress shirts, dress pants and ties can get them donated, and she said 100 Black Men, the Urban League and local business leaders are paying for the lunch. Dr. Hill said that students almost universally are heeding her message. "They tell me, 'Yes m'am."



But some of her faculty colleagues have been critical in e-mails. Dr. Howard-Hill said, "I've gotten some hateful mail. I'm just not understanding that. It's very discouraging."

She said she believes young African-American men who do not dress sharply have little chance of getting hired for a good job.

Dr. Howard-Hill said, "I'm tired of seeing our young men going off to prison." She said more young black males are in prison than attending college.

She said the trend of wearing pants slung low started "grew out of the prison system" and has been copied by many youths.

She said having a good appearance "is a matter of employability." She said landing a good job is one step away from going to jail.

Dr. Howard-Hill said in a letter urging support for her campaign:

"Thank you for agreeing to be a member of the Don't You Hear Me Crying Campaign Consortium. Indeed it is a labor of love and concern to address some of the challenges facing young Americans. This is why your decision to be a participant is so welcomed and appreciated.

"I have enclosed information on the Don't You Hear Me Crying Campaign. We are presently engaged in the African American Males Dress For Success Day, and we need your help in this campaign that is crucial to the success and welfare of our youth. As you know many cities are debating the enactment of laws to require young men to pull up their pants. Our neighboring city of Atlanta is one of those cities. This is not just an issue that impacts other

cities and communities, but it also is one that affects us. Rather than go the route of enacting laws, we have begun a campaign to address this issue, among the many other issues facing our youth of all races. But first, we need your help in addressing this issue.

"For those who do care, together I invite you to join me in this effort to reach our young men. On Oct. 8, 2007 is an opportunity to participate in a University of Tennessee at Chattanooga African American Males Dress For Success Day to change the image of the African American males in higher education. You can help by donating ties, dress shirts, dress pants, cologne, socks and shoes. You may also donate towards buying those who are dressed properly and with their pants up, a \$10 lunch. We are in the process of raising \$4500 to provide lunch to at least 450 young men. Should we receive more, we will be able to accommodate more.

"African American men, we need you to participate in encouraging our young men on the 8th. Those participating will be able to dine at the University Center's Tennessee Room at UTC, from 11:00 to 1:00 with these African American young men in a white table cloth, china formal setting for lunch, and will have the opportunity to impact their lives through conversing with them during this time. You also can help by assisting in distributing this brochure to other African American men and encouraging their participation. Also, please take this leaflets and letters, and pass it on to a young person. On the last page is a space where you can join in with your support for this cause, by placing your name in the blank space.

"Additionally, we need participating restaurants to partner with us on that day. All you need do is identify your restaurant as an African American Males Dress For Success Day participant, make whatever donation you feel comfortable with through discounting of meals, and allow those who are donating to drop off their \$10 or whatever amount to you. You need only to keep track of the donations, and from those donations, let us know the number of individuals which your restaurant can provide a meal for those young males properly dressed. These donations will go toward the next African American Males Dress For Success Day which will target Chattanooga State, and local high school students within the next two months. If you wish to be a participating restaurant, please let us know.

"Participants at whatever level may call Mrs. Dee Frazier or Ms. Dorothy Tate at 423-296-8928 or me at 544-9696 with your donation, or to participate or to receive handouts. Or you may e-mail us at pulluppants@gmail.com. Checks should be made out to: Don't You Hear Me Crying Campaign.

"All of us are needed to change this generation; one person a day, one person a week, one person a month or one person a year. If we all do our share in loving and reaching youth, we could count the numbers in significant ways. It's not a one person's crusade, it is a village crusade. So come join me!"

Dr. Howard-Hill can be reached at Jean-Howard-Hill@utc.edu

the university Charles the student newspaper of the University of Tennessee at Charlesonga

UTC looks at raising minimum ACT score

By Laura Bond Managing Editor

Faculty and staff debate whether the minimum ACT score for undergraduate students to be admitted into UTC should be raised from a 17 to a 18.

"The change in the ACT score is still in the discussion phase," Yancy Freeman, director of admissions, said.

According to Freeman, the scored changed from a 16 to a 17 two years ago. The university suffered a drop in freshmen enrollment after the score was changed, he said.

However, Freeman said the change in the ACT score would increase the retention rate among students.

"It would improve the quality of students we're getting," he continued.

Lyn Miles, a sociology anthropology and geography professor, agreed with Freeman. In response to questions submitted by e-mail, Miles said, "I think the best way is to retain students is to start with prepared students who score higher on ACT and other tests."

Freeman said he was "hesitant to give a definite answer" on whether he was for or against raising the ACT score.

"We need to determine who we are as a campus," Freeman said. "Do we want to be more selective or more accessible?"

Miles supports the raising the ACT score.

"The 1969 Merger Agreement which created UTC and joined with the UT system states that UTC and UTK should have the same admissions standards," she said in an e-mail. "Even if we increased our ACT minimum just one point, we are still far below Knoxville."

Jean Howard-Hill, a political science professor, opposes raising the ACT score.

In response to questions submitted by e-mail, Howard-Hill said, "The university as a part of the UT system has a responsibility to service students at all levels, and to assist them in getting past built in biases that have been proven to exist with standardized testing."

"Standardized testing is only one indicator of a student's academic attitude," she continued. "Therefore, one test should not be given so much weight that it outweighs other indications such as GPA and student social skills."

According to Freeman, the ACT score is a good predictor of how well a student will do their first year at college and GPA is a better indictor of how well students will do overall in college.

Howard Hill also said she is against the raise in the score because it might be unfair to some students.

"I also oppose the raise

See ACT page 5

ACT

Continued from page 1

because in many cases African-American, first generation college, and "at-risk" students may not have had some of the advantages other have," she said. "For example, the ability to take the test multiple times and to afford test preparation courses."

"This is not just about African-American students. At UTC we have many African-American students who have medium and high ACT scores, and the raising of the score does not affect them," she continued. "Also, there are white students and other minorities as well who come to UTC with low ACT scores, which again proves that standardized testing is not everyone's cup of tea."

Miles said, "Raising ACT scores will not necessarily negatively impact minority students. UTC statistics show that some minority students score higher than white students."

Howard-Hill questioned the purpose of raising the score.

"We have seen evidence that the graduation rates for those with 17 scores are no worse than those with 18. Both 17 and 18 scores are producing students who graduate. This is something that should be a strong indicator in making the case for not raising the score," she said.

Freeman said African-Americans who scored a 17 on the ACT had a higher graduation rate than students who were of other nationalities.

"I have seen absolutely no indication that students with lower ACT score perform poorer in class," Howard-Hill said. "In fact, I see them working hard, and coming to me when they have questions."

Miles disagreed. She said, "They are often not as well prepared and find courses overwhelming and frustrating. They often do not have good study skills and do not even obtain a copy of the textbook. Some of these students are not taking school seriously."

"Others are frustrated and just need guidance. The best place for that guidance is another institution that will prepare them better for their later experience at UTC," she continued.

Miles said there are other options for students who do not do well on the ACT.

"Minority and other students who do not score high on the ACT can go to colleges in the Regents system, such as Chattanooga State," she said. "Teachers there can assist them and bring them along so that they come to UTC in their junior and senior year. Students who cannot pass courses at Chattanooga State can choose other careers."

Students who do not meet the admissions criteria can appeal to a faculty admissions committee. Freeman said the admissions committee looks at each

individual student carefully.

"We do not want to admit someone we know won't do well academically," he said,

According to Freeman, only 12 out of 80 students who appeal are admitted to the university in a full academic year.

"I want us to build a class of students who can be successful," Freeman continued. "I tell students that if you can get into UTC, there's no reason you shouldn't graduate."

According to the UTC admissions Web site, the current undergraduate admissions criteria is "a high school grade point average of at least 2.75 (on a 4.0 scale) and a minimum score of 17 on the Enhanced ACT (810 SAT) or a high school grade point average of at least 2.00 (on a 4.0 scale) and a minimum score of 21 on the Enhanced ACT (980 SAT)"

UT-Martin's Web site says undergraduate admissions criteria is "a composite score of 20 or above on the ACT and a cumulative high school GPA of 2.40 or above on a 4.0 scale, or a composite score of 17 or above on the ACT and a cumulative high school grade point average of 2.75 or above on a 4.0 scale."

According to UTK's Web site, "The middle 50 percent of the fall 2006 class had score ranges of a 24-28 ACT and a core high school GPA range of 3.30 to 3.98."

NATIONAL ASSOCIATION FOR THE ADVANCEMENT OF COLORED PEOPLE CHATTANOOGA HAMILTON COUNTY BRANCH

601 MLK Blvd. P.O. Box 3226 Chattanooga TN 37404

FOR IMMEDIATE RELEASE

February 2, 2006

For more information contact: Valoria V. Shipman Branch President Phone: (423) 432-9776

The Chattanooga-Hamilton County NAACP Branch and University of Tennessee at Chattanooga College Chapter Presents JUDICIAL EDUCATION FORUM Meet & Greet: "The Judges"

CHATTANOOGA, TN - The Chattanooga-Hamilton County Branch & University of Tennessee at College Chapter of the National Association for the Advancement of Colored People (NAACP) will host a Judicial Education Forum from 7:00 - 8:30 p.m. in the UTC Student Center Auditorium on Tuesday, February 21, 2006.

The purpose of the forum is to allow the citizens of the Chattanooga Hamilton County area an opportunity to learn about the various divisions of courts meet and greet the judges.

All judges and candidates for the various courts are invited and encouraged to attend.

Managing Attorney Russell Fowler, Legal Aid of East Tennessee will give an overview of the different court systems. Dr. Jean Howard-Hill, UTC Political Science professor will modorate the forum.

The Judicial Education Forum is not a fundraising event, nor rally. The Judicial Education Forum is not a fundraising event, nor rally.

For more questions and/or comments, call (Valoria V. Shipman at (423) 432-9776 or the NAACP office at (423) 267-5637.

The National Association for the Advancement of Colored People (NAACP) is the oldest, largest and most widely recognized, community-based civil rights organization in the United States.

Founded in 1909, by a diverse group of citizens committed to helping to right social injustice, the principle objective of the NAACP is to ensure the political, educational, social and economical equality of minority citizens in this country.



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Obama Is Overwhelming Choice Of UTC Students

posted February 1, 2008

Barack Obama is the overwhelming choice of UTC students for President.

Professor Jean Howard-Hill said Obama received 727 votes in a mock election.

Here are the results:

If the presidential race was today, who would you vote for: (Choose only one candidate)

Total Number of Votes: 1271

Declared Winner UTC MOC's Presidential Race: Barack Obama

Democrats	76 Republicans	Independent 184
Hillary Clinton 154	12 Independents	Libertarians 10
128 Democrats	2 Others	Communists 1
2 Republican		Jedi 1
18 Independents		NHA 1
6 Other	Mitt Romney 42	Other 24
	0 Democrats	
	42 Republicans	
Barack Obama 727	0 Independents	Gender:
400 Democrats	0 Others	Female: (For those who
221 Republicans		choose to give their
66 Independents	D D 105	gender)
40 Others	Ron Paul 35	Republicans 100
B 11:	0 Democrats	Democrats 250
Republicans	38 Republicans	Independents 52
John McCain 126	22 Independents	
2 Democrats	10 Others	
104 Republicans	Undecided Votes 97	Male: (For those who
14 Independents		choose to give their
6 Others	Party Affiliation:	gender)
Mike Huckabee 90	Democrats 524	Republicans 174
0 Democrats	Republicans 328	Democrats 226



College credit for poll workers

Monday, February 25, 2008



By:

Michael Davis (Contact)

Responding to a need for more election workers, state lawmakers introduced legislation that would give college students course credit for volunteering at poll sites.

State Rep. Gary Moore, D-Joelton, said the majority of election administrators across the state have a tough time finding people to work elections. The bill he's sponsoring would spur younger people at state schools to get involved in election duties that largely are performed by senior citizens.

"I personally think it would be a good educational process for those young students," said Rep. Moore, a co-sponsor along with state Sen. Joe Haynes, D-Goodlettsville. Sen. Haynes could not be reached for comment last week.

Their proposed legislation is just one of several election-related proposals floating around the state General Assembly this year. Additional legislation, also sponsored by Rep. Moore and Sen. Haynes, would raise pay and set state minimum training standards for poll workers.

Both proposals are in the state and local government committees of each chamber.

State Election Coordinator Brook Thompson said these bills touch on a need experienced not just across the Volunteer State, but throughout the country.

"Elections have just gotten more complicated, and that makes us need more poll workers," he said. "And as this generation of poll workers starts to retire from service, we don't have as many people coming in to take their place."

Sen. Bo Watson, R-Hixson, who sits on the Senate's State and Local Government Committee, said there is a greater "sense of urgency" to act on election reform measures, since 2008 is a big election year.

Sen. Watson said he likes the idea of trying different methods to involve youth in elections, but he's unsure how a course-credit program would fit into the existing curricula at state colleges and universities.

"I'm not sure how practical that approach is," he said.

Dr. Jean Howard-Hill, a political science instructor at the University of Tennessee at Chattanooga, said young people should take part in elections because they feel a personal duty.

"I don't think we need to mandate people to exercise their right," she said. "I think what we need to do is teach, encourage and inspire."

Elizabeth Janes Tallman, a student in UTC's master of public administration program who was a local poll worker in the fall 2006 elections, said she is concerned about a program that awards college credit for working elections.

"I just don't think it would be the responsibility of the university to take on this extra administration," she said. "That's up to our citizens and our community. That's something that can be decided in another sphere."



Mock Tennessee Presidential Primary Election At UTC

posted January 28, 2008

The UTC Political Science Department's American Government class will conduct a Mock Tennessee Presidential Primary Election on Wednesday from 9 a.m. - 5 p.m. at the University Center at UTC.

Dr. Jean Howard-Hill, the class instructor said, "This exercise of direct democracy gives students the opportunity to test the waters to see how their collective vote will count in the upcoming Tennessee Primary Election on Feb. 5. Students are excited about this and have formed their own Election Commission with poll watchers and deputy registrars. I am delighted to see them participate in the process."

UTC students only need a UTC Mocs Id to vote. Election Commissioner Justin Ellis anticipates a race that will mirror primaries and caucuses to date.

"We are anticipating a large number of students participating, because this is a close race, especially for this generation's vote," Comm. Ellis said.

Amanda Phelps, a student in the class, feels this exercise in democracy is important because it shows that college students are becoming more involved and concerned with issues facing the US. "We cannot afford to just sit back and let other people run the country, because it affects us in our everyday lives."

Erica Richardson, a student from Memphis, sees this as an opportunity to make her vote count in an election that is diverse in age, race and gender. "I am a little torn with my vote being that I am an African American female," she said.

The results of the election and analysis will be released and discussed at 9 a.m. in Fletcher 113 on Friday, Feb. 1.

The sample ballot also includes other questions about: 1) party affiliation; 2) age of voter; and 3) gender of voter. The sample ballot asks whether race, gender, religion, age and experience were factors in choosing a candidate. The voter is also asked if he or she would vote for Michael Bloomberg if he chooses to run as a Third Party Candidate.

For more information, please call Dr. Howard-Hill at 425-5702.



Friday, March 22, 2013

Student Scene

UTC Forum On Nov. 2006 Elections To Be Held Thursday

Monday, November 13, 2006

The UTC Department of Political Science, Public Administration and Nonprofit Management will present a forum on the November, 2006 Elections on Thursday, from 12:15-1:30 p.m. in the Signal Mountain Room, UTC University Center.

Dr. David Brodsky will speak on "The Tennessee Senate Race;" Dr. Bob Swansbrough will present "Congress;" Dr. Richard Wilson will present "The State Legislature;" and Dr. Jean Howard-Hill will present "The internal impact of Election 2006 on Congress." The moderator for the event will be Dr. John Friedl.

This event is free and open to the public. For further information please contact: 423/425-4231.



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timesfreepress.com Chattanouga Times Free Press

Hammond wants sheriff's department accredited Sunday, April 20, 2008



By: Michael Davis (Contact)



By: Lauren Gregory (Contact)



By:

Matt Wilson (Contact)

UTC STUDENTS ASSESS OFFICIALS

A class of University of Tennessee at Chattanooga students told Hamilton County commissioners Wednesday what they were doing right — and what they could do better. Several students from Professor Jean Howard-Hill's State and Local Government class gave summaries of reports on the state of Chattanooga, Hamilton County and the state of Tennessee. The reports included policy recommendations. Student Shane Uselton told county commissioners that they shouldn't raise taxes, for instance. "Keep them where they are for right now," he said. Mr. Uselton also said the county should keep younger taxpayers in mind if the commission implements a property tax freeze for senior citizens. Commissioners responded to the reports with a round of applause.



UTC holds forum to discuss election

Thursday, November 16, 2006 By Michael Davis

Staff Writer

University of Tennessee at Chattanooga political science professors dissected the U.S. Senate race, the national political climate and other topics during a lunchtime talk on campus Thursday afternoon.

Much of the discussion was about how race played out in the Senate contest between Republican Bob Corker, who is white, and Democrat Harold Ford Jr., who is black. Sen.-elect Corker won the election.

Dr. David Brodsky told the audience that Rep. Ford's ability to position himself in a conservative light may have helped him overcome the race factor. But he said that "you can't discount" the effect of race. More than 50 people attended the forum at the University Center.

Dr. Richard Wilson said the "twangy" nature of Mr. Corker's voice was more appealing to rural voters than that of Rep. Ford's, which helped the senator-elect in more rural areas of the state.

Speakers also discussed what role the Iraq war had in the recent elections and how it will play out in the 110th Congress, in which Democrats will have the majority in both chambers.

Dr. Bob Swansbrough said the new Congress will be "under the gun to do something in Iraq," since Democrats largely made the midterm elections a referendum on President Bush's handling of the war.

Dr. Jean Howard-Hill said she expects more of a focus on human rights and women's issues with Democratic U.S. Rep. Nancy Pelosi of California about to be speaker of the House. She also said the election showed voters are more issues-oriented than they use to be.

E-mail Michael Davis at michaeld@timesfreepress.com



Student activism on the rise again at UTC Friday, September 28, 2007 By Amber J. Adams

Staff Writer

Carrying a plastic bag filled with ink pens and stationary, Cornell Gaulmon, a senior at the University of Tennessee at Chattanooga, addressed a group of students last week about the importance of taking a stand for what they believe in.

"College is known as a time to find yourself and be active," said Mr. Gaulmon, president of the UTC chapter of National Associated for the Advancement of Colored People. "The biggest rallies and cultural changes happen on college campuses. You get to impact people you normally can't."

The students were gathered to participate in a letter-writing campaign, organized by the campus chapter of the NAACP, on behalf of six black, high school students in Jena, La. Five of the students initially were charged with attempted second-degree murder (charges later were reduced), after being accused of beating a white classmate until he was unconscious during a fight at their school.

The case has captured the attention of national leaders, civil-rights activists and college students alike as the defendants face trial. Many allege that punishment for black students has been harsher than punishment for white students in continuing altercations between the races at Jena High School.

On Sept. 20, more than 10,000 people traveled to Jena to participate in a march of support for the six students. Members of UTC chapter of the NAACP spent several days passing out petitions, asking students to wear black in support of the march and writing letters to Louisiana government officials.

Jim Hicks, associate dean of students at UTC, said student activism is not unusual to see on the modern college campus. He said some campus organizations such as College Democrats and the Young Republicans are frequently active in bringing national issues to campus attention.

"We have noticed that for the past few years, each freshman class is more in tune with those types of issues," he said. "Injustice anywhere affects you. Those are good lessons to learn."

Jasmine Crowell, a UTC freshman and a member of the campus chapter of NAACP, sat at a table in the University Center for hours to ask students to sign petitions and donate money for the cause.

"I am showing that everyone can come together and help make a difference," she said. "I like to give back to the community."

Dr. Jean Howard-Hill, a political-science professor at UTC, said it is beneficial for students to get involved in national issues.

"We are not living in a vacuum here at the university," she said. "What is going on in the real world impacts them. This is where they learn to become participants by researching the issues, establishing a position and coming up with a plan to execute that position."

Technology played a part in spreading the word about the Jena Six among college students across the country. Students such as Mr. Gaulmon used the social networking site Facebook to organize events and rally for or against the cause.

"Because I am on the move, being able to get on Facebook and create a group or an event helps," he said.

Facebook has more than 500 groups devoted to the Jena Six topic. The groups represent several states and universities.

Despite the availability of technology, Mr. Gaulmon said nothing can take the place of explaining the issue in person.

"We caught people off-guard in the University Center," Mr. Gualmon said, "We would say, 'Hey, have you heard about this?' That was the biggest thing we have done."

Damon Scott, a UTC senior, said signing the petition made him feel like he was making a difference. "I hope we can get more of the campus involved," he said.

For some students, the need to participate in activism events stimulates their college experience.
"I feel like I should be a part of something that students can really care about," said Chris Smith, a UTC freshman.

"They (NAACP) took the time to put up posters and talk to people. I want to get involved."

Regardless of personal positions on any issue, Jestine Mayberry said college students should seek information on national and global topics.

"I think that as college students we should make it our responsibility to know about it," said the UTC senior. "I think we need to hold ourselves responsible for getting the word out."

Mr. Gaulmon said he is impressed with the results of their campaign so far. More than 400 signatures and \$150 were collected in two days.

"If you can impact one person that makes a difference," he said. "Without struggle there is no progress." E-mail Amber J. Adams at aadams@timesfreepress.com Youth Related Involvement of Chief Researcher and Project Director Dr. Jean Howard-Hill



Long-term study of at-risk youth shows disturbing facts

Posted: Jun 16, 2011 11:25 PM EDT Updated: Jun 16, 2011 11:25 PM EDT By Greg Glover, Anchor - email



CHATTANOOGA (WRCB) -- A new long-term study of at-risk youth in our area shines light on some disturbing facts, stories of abuse, neglect and no feeling of security.

Two local scholars launched this effort to pinpoint answers to questions like, why do these kids end up in gangs?

They found the reasons are numerous and that these kids can be helped, only if we all work together.

"It's one thing to give out statistics and data, but there's a story behind the statistics," says Dr. Jean Howard-Hill, University of Chattanooga Professor.

Dr. Hill hopes those stories will lead to solutions for at-risk youth.

She and her daughter, have spent five years studying kids, ages 11 to 21, listed as at-risk because of socio-economics, first to higher education and so on.

"That we're breeding youth who are violent...they believe we don't care," says Dr. Hill.

That leads to shocking numbers. Of the almost 800 students they followed and surveyed, around half or more males had committed an act of physical abuse.

Of the females, remember, these are girls aged 11 to 21, more than 70% of each ethnic group had been abused.

Asked if they believe domestic violence should be treated as a criminal offense, more than half of the African-American females surveyed said 'no.'

Dr. Hill says the at-risk tweens, teens and beyond don't feel protected, at home, at school, or at church.

"So, we have basically constructed a community for them where they feel more protected in a gang," says Dr. Hill.

LaShunda Hill says solutions will come by working together.

"Meaning, bringing in the juvenile court...who are interested in helping," says Hill.

Through teaching conflict resolution and how to deal with stresses, a difference can be made in many lives.

"It can seem really overwhelming, but if you look...so it's not impossible," says Hill.

Hill said Hispanic youth often don't report crime or share information because of fear, even those without immigration issues in their families.

She says it's important no community is isolated and everyone is able to get all the services they need to succeed.

Also, as the community works toward solutions, she said its important youth have a seat at the table.

Video Link can be found at: http://www.wrcbtv.com/story/14926500/results-of-long-term-study-of-at-risk-youth-shows or by clicking on the below object.





Dr. Hill Presents Findings On "Youth Out Of Crisis"

Thursday, June 16, 2011



Dr. Jean Hill and daughter, Lashaunda Hill (Harvard graduate) center with students [Disclaimer: Students shown in this photo are not connected to the study as participants, but are present as observers.]

Dr. Jean Howard-Hill on Thursday presented the preliminary findings of a four-year study that examined the state of youth in the city of Chattanooga titled, "Youth Out of Crisis."

The research findings were presented at Tennessee Temple University.

The event was sponsored by the Alliance and Coalition Against Community and Domestic Violence.

Dr. Hill's study group included 795 local youth between the ages of 11-21 for the purpose of identifying causes of the adverse state of Chattanooga's local youth.

Dr. Hill's study correlated the impact of exposure to domestic violence and child abuse with finding that 37 percent of African American youth, 58 percent of white youth and 72 percent of Hispanic youth experienced physical domestic violence involving their mother, witnessed domestic violence.

The study also found that 51 percent African American male youth, 44 percent white, and 64 percent Hispanic of local youth have physically abused a female in a relationship.

Future presentations of study findings will be announced.

For more information please contact:

Dr. Charlotte Boatwright, Director Coalition Against Community and Domestic Violence 1 Cherokee Boulevard, Chattanooga, TN 37405

Phone: 423 757-2386

Email: dvcchatt@comcast.net



Dr. Charlotte Boatwright, Lashaunda Hill,

Dr. Jean Howard-Hill and Delores Vinson



Dr. Jean Howard-Hill To Present Findings On Youth In Chattanooga

Wednesday, June 15, 2011

Dr. Jean Howard-Hill, UTC political science department professor, will present the results of her research on youth in Chattanooga. The presentation will be research findings from the 2007-2011 "Youth Out of Crisis Study."

The presentation is sponsored by Coalition Against Domestic and Community Violence on Thursday at 1:30 p.m. in the Tennessee Temple Building 15, located at the intersection of Union and Orchard Knob.

The coalition "is committed to actively addressing violence in our community in an informed approach, and look forward to hearing the results of Dr. Hill's research on Chattanooga youth."

Hill's research on Chattanooga youth."



Youth In Crisis Study Presentation Is Monday

Monday, November 14, 2011

The Coalition Against Domestic & Community Violence of Greater Chattanooga Board announced that Dr. Jean Howard-Hill will be presenting her study on "Youth in Crisis" Monday at One Cherokee Blvd., 2nd Floor. The DVC is located at the intersection of North Market and Cherokee. The presentation will begin at 4 p.m.

Dr. Howard-Hill will present the findings of her four-year study that examined the state of youth in the city of Chattanooga. This is a unique and local study group that included 795 local youth between the ages of 11-21 for the purpose of identifying causes and solutions to the adverse state of Chattanooga's local youth.

The public is invited to attend and learn about domestic violence and children in crisis. There will be a question and answer session.

"Son You Got Your Pants Up?"
Pull-Up Pants Campaign

HIGHER EDUCATION – HIGHER GOALS INITIATIVE



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"Son, You Got Your Pants Up?"

Improving Appearance – Dressing for Career and Success

Dr. Jean Howard-Hill, Director 423-933-8537

Ms. LaShunda S. Hil, Assistant Director 423-933-8244



Student Scene

UTC Political Science Lecturer Urging Black Males To Dress Sharply

Thursday, September 13, 2007



Dr. Jean Howard-Hill

UTC political science lecturer Jean Howard-Hill said she is on a campaign to convince male African-American students on campus to not be slouchy dressers.

"So far I've talked to 512 students and told them, 'You need to pull up your pants and quit showing your underwear,'" Dr. Howard-Hill said.

She is also organizing a Chattanooga African American Males Dress For Success Day that is now set for Oct. 8 at the University Center's Tennessee Room. African-American male students who come to the luncheon dressed in dress shirts, dress pants and ties will receive a free meal.

Dr. Howard-Hill said students without dress shirts, dress pants and ties can get them donated, and she said 100 Black Men, the Urban League and local business leaders are paying for the lunch.

Dr. Howard-Hill said the students almost universally are heeding her message. "They tell me, 'Yes m'am.'"

But some of her faculty colleagues have been critical in e-mails. Dr. Howard-Hill said, "I've gotten some hateful mail. I'm just not understanding that. It's very discouraging."

She said she believes young African-American men who do not dress sharply have little chance of getting hired for a good job.

Dr. Howard-Hill said, "I'm tired of seeing our young men going off to prison." She said more young black males are in prison than attending college.

She said the trend of wearing pants slung low started "grew out of the prison system" and has been copied by many youths.

She said having a good appearance "is a matter of employability." She said landing a good job is one step away from going to jail.

Dr. Howard-Hill said in a letter urging support for her campaign:

"Thank you for agreeing to be a member of the Don't You Hear Me Crying Campaign Consortium. Indeed it is a labor of love and concern to address some of the challenges facing young Americans. This is why your decision to be a participant is so welcomed and appreciated.

"I have enclosed information on the Don't You Hear Me Crying Campaign. We are presently engaged in the African American Males Dress For Success Day, and we need your help in this campaign that is crucial to the success and welfare of our youth. As you know many cities are debating the enactment of laws to require young men to pull up their pants. Our neighboring city of Atlanta is one of those cities. This is not just an issue that impacts other cities and communities, but it also is one that affects us. Rather than go the route of enacting laws, we have begun a campaign to address this issue, among the many other issues facing our youth of all races. But first, we need your help in addressing this issue.

"For those who do care, together I invite you to join me in this effort to reach our young men. On Oct. 8, 2007 is an opportunity to participate in a University of Tennessee at Chattanooga African American Males Dress For Success Day to change the image of the African American males in higher education. You can help by donating ties, dress shirts, dress pants, cologne, socks and shoes. You may also donate towards buying those who are dressed properly and with their pants up, a \$10 lunch. We are in the process of raising \$4500 to provide lunch to at least 450 young men. Should we receive more, we will be able to accommodate more.

"African American men, we need you to participate in encouraging our young men on the 8th. Those participating will be able to dine at the University Center's Tennessee Room at UTC, from 11:00 to 1:00 with these African American young men in a white table cloth, china formal setting for lunch, and will have the opportunity to impact their lives through conversing with them during this time. You also can help by assisting in distributing this brochure to other African American men and encouraging their participation. Also, please take this leaflets and letters, and pass it on to a young person. On the last page is a space where you can join in with your support for this cause, by placing your name in the blank space.

"Additionally, we need participating restaurants to partner with us on that day. All you need do is identify your restaurant as an African American Males Dress For Success Day participant, make whatever donation you feel comfortable with through discounting of meals, and allow those who are donating to drop off their \$10 or whatever amount to you. You need only to keep track of the donations, and from those donations, let us know the number of individuals which your restaurant can provide a meal for those young males properly dressed. These donations will go toward the next African American Males Dress For Success Day which will target Chattanooga State, and local high school students within the next two months. If you wish to be a participating restaurant, please let us know.

"Participants at whatever level may call Mrs. Dee Frazier or Ms. Dorothy Tate at 423-296-8928 or me at 544-9696 with your donation, or to participate or to receive handouts. Or you may e-mail us at pulluppants@gmail.com. Checks should be made out to: Don't You Hear Me Crying Campaign.

"All of us are needed to change this generation; one person a day, one person a week, one person a month or one person a year. If we all do our share in loving and reaching youth, we could count the numbers in significant ways. It's not a one person's crusade, it is

Saggy pants a pet peeve

UTC instructor urges students to gain respect

By Angle Herrington STAFF WRITER

For more than three years, UTC lecturer Jean Howard-Hill has asked black male students she sees on campus wearing their pants too low to pull them up.

"I want them to understand the stereotypes associated with that and the fact that they have to present themselves in such a way that they can become employable and that they

LISTEN UP

www timesfreepress

can gain said Dr. Hill, who teaches political science at the University of Tennessee at Chat-

She is organizing African American Males Dress for Success Day on Oct. 8 at UTC. Black male students who come to the formal luncheon dressed in appropriate pants, shirt and tie can dine for free with about 100 men from the black community who have volunteered to serve as role models.

UTC junior Jonathan Crawford, 20, a finance major from Nashville who is black, said he



Jean Howard-Hill, a lecturer in the political science department at the University of Tennessee at Chattanooga, shown standing on campus, has organized the African-American Males Dress For Success Day at UTC on Oct. 8.

Crawford

had not heard of Dr. Hill's initiative, but he agrees with it and wants to find out more about the luncheon.

"A lot of times being a black male, you're automatically

viewed differently," he said

WHOM TO CONTACT

For more information on how to attend or help out with the African American Males Dress for Success Day, call Mrs. Dee Frazier or Ms. Dorothy Tate at (423) 296-8928, or e-mail pulluppants@gmail.com

Dr. Hill said the students expected to attend the luncheon include 175 from UTC, 25 from

Chattanooga State Technical Community College and 150 from Hamilton County middle and high schools. "I love (the young men) as if they were my own sons, and I want to see them do well," she said.

The event, however, has drawn e-mailed criticism from some university faculty members.

Rebecca Cook, who teaches in UTC's English department and is white, said she is offend-

See PANTS, Page B5

Pants: Success is goal

She said clothing is a form of individual expression, and she questioned the reasoning of singling out only the dress of black men. "Should we also go on a cru-sade to get white girls to quit shocked and outraged by Dr

wearing strapless dresses to class?" Ms. Cook wrote in cop-ies of e-mails to Dr. Hill that she provided. "And what about ball caps and all those white boys with their boxer shorts show-

Black Men of Chattanooga, UTC's black fraternities and local businessmen and lead-ers are helping with the event, Warren E. Logan Jr., presi-dent and CEO of the Urban ga, said droopy pants are an "nappropriate fad" that sends the wrong signal to potential League of Greater Chattanooemployers. she said.

"If you're looking for gainful employment, you're really not going to get (a job) if your pants are sagging," he said.

Dr. Hill said she thinks her to pull up their pants than pr posing laws to ban the attire.



You want to know why my music is so loud? It is because I am trying to get you to hear me! Do you want to know why my pants are so indecently low? It is because I thought that if I showed you my hind parts, you would pay attention to me and confront me with tough love face-to-face. Don't you hear my cry for help? My English is broken and my language is filled with grammatical error because I thought you might be provoked to correct me! I speak loud

and foul because inside I am trying to get you to pay attention to what I am saying long enough to truly hear me! I have dropped out of school because I am trying to tell you that life has me disillusioned and fooled. I am breaking into your houses to get you to come out of your comfort zones. I am stealing your cars because I need for you to stop driving by me as if you do not see me. I am killing myself because I am trying to get you to see death that is all around me. I die, so that others can be saved! I take a life, so that you can understand just how little I have come to value life itself. How much louder must I cry, and what more need I do to get you to pay attention, and to become attentive to my needs?



A Letter to My African-American Sons:

I have many sons on this campus of all races. But I have spent the past three years burdened and concerned about you. What I see, and even what I hear trouble me. I have had the opportunity to have that motherly-love talk with some of you. But I want to reach all of you. You may ask why would a woman who does not know me other than as a student want to talk to me? I will tell you why. Because I LOVE YOU SON!

For me, it does not matter whose child you are, your race or ethnicity, when you hit the campus of UTC, or even if I see you out in the streets, you become MY CHILD – MY SON. Therefore, I care about where you are in life, and where you are going. I even care about the bumps in the road and the obstacles that lie ahead for you as my young African American sons.

The American society has not been always fair or welcoming to African Americans, and especially African American males. Slavery took away your forefather's ability to be their own man. It even attempted to reduce them to being 3/5th of a person. It placed them in chains, loaded them on ships, and sailed them across the mighty waters of the Atlantic as human cargo, so that they could become the slaves of masters so cruel that it cost many not only the loss of their freedom, but the loss of their lives as well. They witnessed seeing those they love be taken away from them and sold to the highest bidder. They saw their women and children raped and without legal recourse, they stood by helpless. With spirit broken, and bearing the scares of brutal beatings, they endured the suffering of slavery. They toiled the field of their master, to ensure their financial gain, while they barely had clothing on their backs, and ate from the lower parts of the swine. It was nothing to begin their day at 4:00 a.m., working through temperatures that were so exhausting that it threatened their physical and mental welfare. Yet they dared not stop, because the punishments for a nigger slave who refused to work under these conditions, was far worse than to die from the heat and exhaustion. Their day did not end at 5:00. There was no 9 to 5 workday. Working way over into the night, getting sometimes less than four hours of sleep, they arose to another day of work, toiling and tiling the soil that produced for their masters cotton, tobacco, peanuts, and crop that netted them gain. But for them, this same soil produced the anguish of suffering, with their sweat and tears being the waters from which the bountiful harvest came. Yet in the still of the night, although legally forbidden and punishable by law, those slaves who could, stole away to learn to read. Thirsty for a drink from the Wells of Knowledge, they risked their lives to learn to read, and to teach others the forbidden right to be educated.

Even after the freeing of the slaves, the color of one's skin remained the focus for racial hatred. Lynching became as common as the magnolia tree's blossom. The strange fruit of the southern tree was a black man hanging from it by a rope, often with his penis and testicles removed. Preserved in a pickling jar, the black man's body parts were displayed by some as trophies. Lynching was to them a sport of a human kind.

It took the lynchings, the brutal beatings, being dragged out of bed at night, the disappearance of blacks never to be seen again, and even the bombings to prompt African Americans that enough was enough. It was a young man by the name of Emmett Till whose brutal killing became the last straw that ignited the Civil Rights Movement of the mid 50s. From this came the demonstrations and protests for freedom NOW. But you may be surprised to know that it was college students who led the way!

Down in North Carolina, a group of college students around the same ages as you decided that education was the key to freedom. They took that key and began to unlock the segregated lunch counters of the South. From this, keys were passed across the south, with even students from Fisk University in Nashville participating in this divine movement of freedom. Right here in Chattanooga at Woolworth and S.S. Kresses high school students did the same. They did not demonstrate with guns, knives or any weapons of violence. Instead, they sat at

the lunch counters with their college books, reading, dressed in shirt and tie. Their white counter parts taunted them, but they refused to be moved! Just like a tree planted by the waters, they swore, I shall not be moved – not until justice and equality became a reality for blacks. They made that decision to fight with the most potent weapon known to mankind. They chose to FIGHT WITH THEIR HEADS. They chose to use THEIR INTELLECT, because they knew that no matter how they were enslaved, and no matter how many times they were denied their civil rights, that what they acquired within their intellect and their souls, NO ONE COULD TAKE FROM THEM! It was not an easy task. Yet they stayed the course!

In Ingram Park in Birmingham, Alabama young people dared to stand up to the dogs and hoses turned loose on them by of all people, the police. In Arkansas, young people dared to cross the line of segregation to integrate the Arkansas public schools. They faced national guards hostile to their attempts to be educated in an equal environment, but this did not stop them because within the very depths of their souls, their spirits cried out FREEDOM! It wasn't just the freedom to be treated equally. More importantly, it was the freedom to achieve the American Dream denied to them since their forefathers came here in chains. They realized that freedom would have to come from two sources: The freedom of their souls to seek a spiritual refuge where when troubling times came, they could draw from a power higher and greater than themselves, that would allow them to persevere despite those who hated them so badly that they stooped to the unspeakable and the inhumane to stop them. From their souls, they knew no bondages. For the soul had the ability to soar high and to anchor itself deep within the God in whom they believed and trusted one day would deliver them from the hands of the southern pharaohs. It also was the freedom of the mind to absorb the wealth of knowledge and understanding that was concealed within books, and within the educational systems of higher learning. They thirsted and hungered for it so much that nothing could stop them from getting it.

Knowing this history, which I have only presented to you in a capsule proportion, I am greatly troubled when I see now, after all of the humiliation, suffering, beatings, lynchings, sweat and tears of those who have gone before us that there are African American men on college campuses and even in the streets who living out stereotypes that once we fought so hard to disprove.

As I drove in this morning, I did not see blacks working in cotton fields. I didn't see the plantations of old, with unlivable slave quarters. I did not see the strange fruit of blacks hanging from trees. I did not see the Tennessee National Guard on campus forbidding your attendance. Instead, I saw fields ripe with educational opportunities just waiting for you to harvest. Those fields already having been tiled by those who came before you, awaits your due diligence in taking this thing called "equality", to the next level.

You are here sons, because somebody paid a price in order to make that happen. You are here because somebody wanted, wished and prayed that this day would come. A day when education was afforded to the black man, and to the black woman without regards to the color of their skin. You are here because somebody thought about the future of the African American race. Most of those who sacrificed never got the chance you now have. Yet they fought for it with their very lives. Now I ask you, what are you going to do with that sacrifice that now has brought you onto a campus, which at one point refused admission to anyone of your race? Did you not know that it was not many years ago that this very university would have had you arrested for even setting foot on campus? Now that it has opened it doors to embrace you, you too must embrace it with a determination and resolve that you will and shall take advantage of this opportunity and shall not fail!

Not failing means going to class, keeping your grades up, seeking help when you need it, taking advantage of not just the social life, but also the academic opportunities of lectures, programs, internships and anything that is related. It means looking like you are here to learn, and not here to mug, rape, steal or to commit a felony! How you present yourselves will determine how others will treat and deal with you. If you look like a felon, you will be treated like a felon. Even if you have not committed a crime and never intend to, if you dress the part, you become the obvious suspect. Sons, this is not racial profiling, it is reality starring you back in your face.

Walking around with your pants hanging down so low that the rest of your pant legs are dragging the ground is not the image you should desire. Think sons! THINK! Reason it out with your own intellect! No one is going to hire you looking the way you do. Even after getting the degree, who will want you attending to their medical, legal, financial and other needs? Very few will even give you the benefit of the doubt! That is not racism! It is a common sense choice!

Showing your underwear is not cute. Nor is it manly! Underwear by definition is meant to be worn under your clothing, and concealed. What it says is that you don't give a damn about yourselves. It also raises the issue of why do you need to have your pants hanging half the way off you. It raises the question of whether this is because you are looking to have sex, to rape or if you are either just coming out of prison or on your way there. This is an institution of higher learning where we are preparing you to take your position in the world in significant roles as leaders, shakers, movers and drivers of society. It is not the ghetto! It is not behind the prison walls! It is not Bling-bling Capitol of your world! It is a place of preparation and in that preparation, there are rules that although the university may not impose them, as a race that has been denied civil rights, you ought to impose them upon yourselves!

If parents, the church or the community have failed to tell you this, it is because they do not love you! Neither do they care. For if they loved you, and if they truly cared, you would not be here looking this way. I know some of you are away from home, and because Mama or Daddy is not here, you have slipped. But don't slip! Whether they are here or not, you are, and because of that you have to care and love yourselves enough to remember the teachings which you left home with!

Recently I raised the issue of racial insensitivity on campus, but I cannot and will not go a step further until I am convinced that as a race, we have done all we need to do to prevent self-imposed discrimination. The present day society can no longer enslave us, if we refuse to wear the chains! After we have done our part, then if there still remains that same insensitivity and discrimination based upon race, I am dedicated to do whatever is necessary to tear down even further the institution of inhumanity to mankind called racism wherever it may reside. But for now, I need your help and I ask something special of you. I want each African American male on the campus of UTC on Monday, September 24th, to be dressed in shirt and tie with pants that do not look like you are suffering from acute diarrhea and the evidence of that is in your pants. Yes! You look like you are carrying around your last major bowel movement! So major that it has your

pants dragging the ground! I said it! Sometimes you have to be real in order for you to understand and get the message. You even can wear a suit if you like. But I want you in professional attire.

We are going to call this, African American Male Dress for Success Day. A day when you can distinguish yourself as one who is going to succeed, and not become one of the statistics. It is a day to prove that you do give a damn, and that YOU control your own destiny and fate. A day to show your self-reliance, and determination to make good on the dreams of your forefathers. A day of respect for yourself. (Also a day to find a female who now will see the potential in you, and won't mind being with you – now that they know you are not about to commit a felony or vying to become their "baby's daddy"!) This is also a day when I want to see you in the LIBRARY, in CLASS, and about the business of SERIOUS LEARNING! This is a beginning to many other projects we are going to do to prepare you intellectually and socially to take your part in the world as leaders, and professionals, and to leave behind a legacy of University of Tennessee African American Male Academic Scholars.

I am going to be working in the meantime to get donations of dress shirts, pants, ties, socks and dress shoes. So I will need to have your sizes should you not already have these items. I am also going to be working to get donations of cologne. I not only want you looking good and well dressed in business attire, but I also want you smelling good! Additionally, I will see if I can get local barbers and stylists to give some much needed haircuts and styles! I want you clean, Wall Street, Brooks Brothers, GQ, on this day from head to toe! This means no sagging pants, tennis shoes, smelly socks, bling-bling, do rags and raggedy looking heads!

Also African American males from the community will be available to assist you with tying ties and hooking it up! They will even treat you to lunch! Further I have asked and even challenge those who say they are sick and tired of seeing you dress this way, to donate what you need for that day to dress for success. Those items will be distributed, Sunday, May 23rd from 2 to 5 in Fletcher Hall. You may e-mail me at jean-howard-hill@utc.edu with your sizes and comments. My office number is 423-425-5702. Call me if you need me.

I LOVE YOU SONS! I want to see ALL of you succeed, and if ever I can help you in any way, you have but to come to me. I am here for you. I also appreciate the RESPECT you have shown me as I have asked you to pull up, and even assisted you in pulling up your pants and taking do rags from your heads. This shows me that you ARE made of the RIGHT STUFF! Thanks also to those of you who already have your pants up!

Your Second Mom, Dr. Hill

Hike Up Those Pants!

Jessica Morris August 29, 2007 - 4:42PM



Saggy Pants Patrol

One UTC Professor goes on "Pants Patrol" every day... sharing with young men that saggy pants will trip you up on the road to success. Jessica Morris has the story.



At least three southern cities are debating whether to outlaw baggy pants. You know, the ones that show boxer shorts or thongs. Critics say its unconstitutional and targets minorities. But we met with a professor at U-T-C who says that's ridiculous, and now the educator is doing what she can to change young African American men's behavior.

Dr. Jean Howard Hill says she's appalled that it would take legislation on a local level to get kids to pull up their pants. In Atlanta and in two towns in Louisiana, the city council are threatening to fine those who saq. But Dr. Hill is going about it a different way.

"Pull your pants up," Dr. Hill told a student.

"Okay," he said.

"Thank you," she replied.

Walk the campus of UTC around lunch time and chances are you'll find Dr. Jean Howard Hill walking the campus too telling young men to hike up those pants.

"Come here, son. Got your pants up?" asked Hill.

"They're good," the student replied.

"Alright, they'd better be good. Yeah. They're good."

It's a task she takes up daily...

"There's a breakdown in the family," said Hill. "There's a breakdown in the church. There's a breakdown in the community. And if those three areas are not telling our young men to pull up their pants, they have failed."

And it's a mission she does in love.

"Do you know why I do this?" Hill asked a student. "Because I love you. And I want to see you succeed. And I don't want you to fulfill stereotypes about African American men. You're not out to try and rape anybody, are you? You're not on your way to prison, are you? You're on your way to success. Pull it up! And I don't want to see your panties."

And what better place to learn this lesson than at UTC, a campus of higher learning where they're preparing students for the real world. Dr. Hill says saggy pants have no place in corporate America.

"Looking good, Handsome!" Hill said to a student walking by, "On your way to Wall Street?"

"Yes!" he replied.

"Alright. On your way to Wall Street!"

Hill says she's not trying to come down on these students, but rather she cares for the young men as if they were her sons. And the professor is quick to give out her phone number and let students know her door is always open. But if Dr. Hill sees someone sporting saggy pants, she doesn't hesitate to track them down.

Dr. Hill says her mission extends past the campus of UTC. She says she's stopped gang members on the street, who have even had guns in their pants, and told them to pull them up. And she says those young men have said she was the first person to tell them that.



FATHER TO SON LETTER:

speak in many ways, but we have not always listened. But now we want to begin a dialogue with you. A few of us, representing many especially when you are a son of color. We also know that often you want to say to you: things to you to encourage you. We know life is not always easy, our sons, and because of that we want to take time to just say a few Although we may not be your biological or legal fathers we see you as

re is greatness within each of you. We want each of you to succeed, and if ever we can p you in any way, you have but to come to us. We do hear you crying, and we are here out the business of doing something special and great with your lives, because we know /E LOVE YOU SONS! We want to see you be strong successful black men, who are

rican American Men Dress For Success Day Participants and Contributors



THE CHARGE TO MEN OF COLOR:

A NEW BEGINNING OF BUILDING NEW RELATIONSHIPS WITH OUR SONS OF COLOR

- Call to check on at least one young man a month to see how he is Adopt one young man as your "Godson".
- Once a year, take a young man out to breakfast, lunch or dinner to share and to encourage him.
- Attend at least one event a year with your "Godson". Donate \$1 a week to support the Don't You Hear Me Crying Programs of which 100% of your donation goes directly to young
- Out of 8760 hours within a year, volunteer 8 hours a year to help a Don't You Hear Me Crying Youth have a "new beginning".
- Visit or write at least one young man in prison a year
- Tell at least one young man a month that you care and that you love

African American Dress For Success Day

October 8, 2007



"Turning the hearts of the fathers to the children, and the hearts of the children to the fathers"

University of Tennessee Chattanooga Tennessee Room

11:00 - 1:00

African American Dress For Success Day

October 8, 2007
11:00 – 1:00
Tennessee Room
University of Tennessee at Chattanooga



"Turning the hearts of the fathers to the children, and the hearts of the children to the fathers"

Program

Program Master – Warren Logan
Invocation County Attorney, Rheubin Taylor
Lunch [During this time, African American mentors will spend time chatting with students.]
Welcome and Greetings Chancellor Roger Brown, UTC
Dr. Richard Brown, Vice Chancellor of Finance and Operations at UTC
Dr. Jean Howard-Hill, Campaign Organizer UTC Political Science Instructor
Negro National Anthem Professor Booker Scruggs, Sociology UTC Professor Roland Carter, Music UTC
The Occasion – Why We Are HereWarren Logan, President and CEO Urban League
Skit: "Busting a Sag" Stan Brown, Owner Success Realty, & African American Male Participants
Hawthorne and The Disciple"""""""""""""""""""""""""""""""
Father to Son Talk Larry Buie, President 100 Black Men Regional Manager Chattanooga Gas and African American Mentors:

[Each person is limited to 1 minute please.]

Educating the Black Male-"It Takes Two" Supt. Jim Scales, Hamilton County Schools

Principal Faye Ison, Hamilton County Schools

Monologue: Big Mama's Talk 400 Year Old Mystery Lady

Campaign Song Don't You Hear Me Crying? © JHH

Sung by: Willie Kitchens, Hawthorne and The Disciple, Jean Howard-Hill, LaShunda Hill, Ramon Moses and Vince Stallings

The Challenge Ronald Harris, Sr. Management Corporate Workforce
Diversity Blue Cross-Blue Shield of Chattanooga

The Charge In Going Forth Dr. Jean Howard-Hill

Closing Rev. Paul McDaniels, Sr. Pastor

Second Missionary Church Former Hamilton County Commissioner

Special Thanks to all of our participants who acted as mentors and made financial and momentary contributions:

ORGANIZATIONS:

Chattanooga Courier
Hamilton County Schools
Urban League of Greater Chattanooga
100 Black Men of Chattanooga
Red Hat Clubs
Alpha Phi Alpha Graduate Chapter
Kappa Alpha Psi Graduate Chapter
Omega Psi Phe Graduate Chapter
Kastle Instructional Company
Masonic Lodge

Special Thanks to those who made financial and inkind contributions:

Aramark
Laura Gordy
Dr. Jim Heistand, UTC Professor of Engineering
Dr. Jean Howard-Hill
Gerald Mason



lunch with other students and professionals during the African American Males Dress for Success Day at the University of DeShawn Thomas, a sixth-grader at McCallie School, enjoys Tennessee at Chattanooga on Monday.

at Chattanooga.

at the University of Tennessee

UTC lecturer Jean Howard-Hill

students, particularly males, is

to ensure the success of black that the subject of what needs

to happen in the community

The event was organized by

Black role models encourage success

audio with this story, go to www .timesfreepress.com. **EDITOR'S NOTE:** For to encourage young black men dio with this story, go to www to be aware that dressing in low-

slung pants

By Angle Herrington STAFF WRITER

role model to others. and college degrees and be a up their pants, earn high school their young counterparts to pull leaders on Monday called on Several black community

Dress for Success Day luncheon the African American Males About 275 people attended

Schools, told ilton County superintendent of Ham-

the audience Howard-Hill Jean

can have a ty to find jobs. and their abiliperceive them on how people negative effect Jim Scales

"dear to my heart." "We need to take a stand

together to make sure that we improve your lot in life." working endeavor; you have to young men, and start to work work at making sure that you situation," he said. "This is a be the best you can be in every afford you the opportunity to

graduate from high school. initiative to help black males system wants to launch a major Dr. Scales said the school

elementary, middle and high schools and college students Dozens of students from area

See SUCCESS, Page B5

Success

Continued from Metro

State Technical Community from UTC and Chattanooga to eat and interact with the stutie, dress shirt and slacks. Each participant was dressed in College attended the luncheon. Local adult men volunteered

dents as role models. Hill organizing the luncheon. er, 18, said he appreciated Dr. UTC freshmen Terrell Walk-

actually do something (to help just complaining about things," young black men) instead of he said. "We need someone who will

Ronald Harris with BlueCross

.com

and who they can be. accountable for who they are young black men need to be BlueShield of Tennessee said

negative perception of you does about you, and they've never met you," he said. "Someone's of times people make decisions stand that as black males, lots not have to become your real-"It's important that we under-

out the year. and interact with them throughthe black adult males to adopt one young man as his "godson" Dr. Hill encouraged each of

It's a village approach." aherrington@timesfreepress of the initiative. "It's our thing. "It's not my thing," she said E-mail Angie Herrington at

Chattanooga Chattanooga, Tennessee

The Week of October 11, 2007

Young Black Males Dress for Success



Hamilton County Schools Superintendent, Dr. Jim Scales, was one of several African American male role models participating in the Dress for Success luncheon.

COURIER STAFF WRITER

Successful..... is just one of the positive terms used to describe the recent African American Males Dress for Success luncheon held at UTC for young, black male students. These students, all dressed in 'pulled up' pants, shirts and ties, from both private and public schools, ranging from elementary to college, were surrounded, embraced and encouraged by Black professionals, community leaders, and entrepreneurs who served as positive role models and mentors. The luncheon event, organized by UTC Professor Dr. Jean-Howard-Hill, is part of a community crusade E

continued on page 5



Escorted by a student participant, Dr. Hill, (right) portrays an elderly Black woman expounding on 400 years of African American history. Photos by John Edwards

Dress for Success... from page 1

making sure that you improve told the students, "We need to Superintendent Dr. Jim Scales and display personal self-respect to pull up their pants, earn high and encourage young black men and 'village approach' to motivate organizations, community leaders endeavor; you have to work at every situation. This is a working tunity to be the best you can be in that we afford you the best opporto work together to make sure responsibility for their actions attendance and interacted with and professionals supported the your lot in life." Numerous black take a stand, young men, and start school and college degrees, take he students on a one-on-one uncheon with contributions and Hamilton County Schools



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Student Scene

Number Of Local Leaders Speak At "African-American Dress For Success Day" posted October 8, 2007

A total of 275 students and African American males from all across Hamilton County and some from Walker County, Ga., participated in the African American Dress for Success Day at UTC on Monday.

Greeting both students and participants was Vice Chancellor Dr. Richard Brown. Dr. Brown told the group, "Welcome home. UTC is your campus."

The event was planned by UTC instructor, Dr. Jean Howard-Hill, who said it was not just her, but rather it was a "village approach" to addressing "the saggy pants issue" within the African American community.

Others taking part included Hamilton County School Supt. Dr. Jim Scales and School Board member Jeffery Wilson, County Attorney Rheubin Taylor, President and CEO of the Urban League of Greater Chattanooga Warren Logan, Chattanooga Gas President Larry Buie and Rev. Paul McDaniel.

Among some of the others were Howard High School Coach Alvin Tarver, Stan Brown, Owner of Success Realty; Dervin Delaughter, teacher at McCallie School; Former Judge Walter Williams; former UTC music director Glen Draper, John Edwards, owner of the Courier; Ronald Harris Sr., corporate manager of workforce diversity at BlueCross BlueShield of Tennessee; Dr. Thomas Rumph, dentist; Gerald Mason, Kastle Instructional Company; and Vincent Kilgore, Masonic Lodge.

Dr. Hill said, "Students were excited to have the opportunity to dine with their African American fathers. Many said this was the first time attending a formal luncheon and, for some, it was their first time having on a dress shirt and tie."

Dr. Hill said, "This is just the beginning of many other projects as a part of the Don't You Hear Me Crying Project. The Don't You Hear Me Crying Campaign is a village approach to addressing the issues impacting young Americans of all races, ethnicities, and socio-economic backgrounds."

She said the campaign's goals are:

- To stop and listen to what youth are saying to us through conversations, their music, their behavior, and through their fads.
- To talk to youth on their level, and to get to know their language, so that we can better understand what it is they are saying to us.
- To not try to make them into us, but to help them to make them themselves into the person they were created to be, by fulfilling their divinely intended purpose in life.

- To take what we learn from them, and work together with youth, using those resources we have to impact their lives in a positive way.
- To love and be concerned about them, as though they were our own child.

With these goals, the campaign includes many projects, she said. Presently some of those projects include:

THE AFRICAN AMERICAN MALES DRESS FOR SUCCESS DAY – Encouraging young males to be cognizant of the negative impact their appearance has on their success, employability, self-image, and self- worth.

TAKING IT TO THE STREETS PROJECT – Getting beyond our comfort zone, and going wherever there are youth who need help and guidance in turning their lives around and in making positive change.

SECOND CHANCE – Work with young ex-offenders to help them to acquire the skills and make the social adjustments necessary after release from jail, prison and detention to return to society; and work with those with drug and alcohol dependence, and obsessive compulsive behavior.

BEHIND THE WALLS PROJECT – Projects designed to reach inmates, and to provide for them hope for when they are released, and to encourage a future even behind prison walls.

REACHING OUT! – Work with juvenile kids who are in the system or have been in the system to help them to make changes in their lives that will prevent them from becoming a part of the adult prison population.

SECOND MOM – SECOND DAD PROGRAM – Act as secondary parent to kids in foster care and group homes; with incarcerated or substance dependant parents; parents who are deceased; and children within abusive situations.

BRIDGES – Opportunities for young people of all races, ethnicities and cultures to come together to understand and celebrate each other's differences.

HIGHER EDUCATION – HIGHER GOALS – Encourage educational attainment and career goals for students from 9th grade through undergraduate school through special programs and projects.

For more information contact: Dr. Jean Howard-Hill at dontyouhearmecrying@gmail.com or 423-425-5702. You also may visit our website at dontyouhearmecrying@comcast.net after October 15th.

She said a Pull-Up Pants Party will take place the last Saturday of October for middle school students who are on probation in Juvenile Court. "It breaks your heart to see but there are some very precious young boys who just need, love, guidance and direction who are now a part of the system. If we can do something now, we can perhaps keep them from graduating into the adult criminal justice system." Dr. Hill said.

She said it is her hope "that by being involved each month, a positive difference can be made. The African American males attending the event certainly agree and have taken the Eight Step Charge."

THE CHARGE:

A NEW BEGINNING OF BUILDING NEW RELATIONSHIPS WITH OUR SONS OF COLOR

- 1. Adopt one young man as your "Godson"
- 2. Call to check on at least one young man a month to see how he is doing

- 3. Once a year take a young man out to breakfast, lunch or dinner to share and to encourage him
- 4. Attend at least one event a year with your "Godson"
- 5. Donate \$1 a week to support the Don't You Hear Me Crying Programs
- 6. Out of 8,760 hours within a year, volunteer 8 hours a year to help a Don't You Hear Me Crying Youth
- 7. Visit or write at least one young man in prison a year
- 8. Tell at least one young man a month that you care and you love them!

The event included the performance of a monologue which "told of the history and struggles that have paved

the way for present successes and opportunities for African Americans, both the charge and the response showed that this was the beginning of a relationship between fathers and sons of color, which no doubt will continue."

Dr. Hill said those participating also "expressed their love and concern for their sons of color in this letter and during a point in the program when they got up and gave young men who were present a hug and told them they cared."

FATHER TO SON LETTER:

Although we may not be your biological or legal fathers we see you as our sons, and because of that we want

to take time to just say a few things to you to encourage you. We know life is not always easy, especially when you are a son of color. We also know that often you speak in many ways, but we have not always listened. But now we want to begin a dialogue with you. A few of us, representing many want to say these words to you:

WE LOVE YOU SONS! We want to see you be strong successful black men, who are about the business of doing something special and great with your lives, because we know there is greatness within each of you. ALL succeed, and if ever we can help you in any way, you have but to come to us. We do hear you crying and we are here for you.





Photographs by Wesley Schultz



Photographs by Wesley Schultz



'Mystery lady' addresses young black men

Monday, October 8, 2007

Filed by Angie Herrington

A 400-year-old "mystery lady" gave a special presentation to a group of young black men Monday during the African American Dress for Success Day at UTC.

The woman -- rumored to be University of Tennessee at Chattanooga lecturer Jean Howard-Hill -- was dressed in black church attire topped with a white dress hat.

As she leaned on her black cane with a shaky hand, she told the audience she came to America from Africa on a slave ship. The mystery lady said she and other slaves endured many hardships and witnessed atrocities such as lynching and beatings.

Young men today should be grateful to have the educational opportunities available to them that her generation was forbidden to have, she said.

"Y'all got books, and some of y'all won't even open them books," the mystery lady said.

The mystery lady said also she did not understand why young men today wear their pants hanging low and their underwear exposed.

"If underwear means to wear it under your pants, then what (are) you doing showing it?" she said.

E-mail Angie Herrington at <u>aherrington@timesfreepress.com</u>

Professor challenges dress standards



image within the community. Sharp dressed man: Brandon Bess, a Memphis, senior along with all other members of Kappa Alpha Psi, dresses in professional attire for classes every Wednesday. According to Bess, this is an unwritten rule of the fraternity. They do this to help promote a professional

By KATHERINE MCGEHEE MANAGING EDITOR

professionally, has moved into black male students to dress more students' conversations all over professor's method to convince faculty e-mail, concerning one A debate that started over a

campus, according to faculty e-

Gail Dawson, in the college the political science department department, Russell Fowler, in Matthew Evans, in the English Rebecca Cook, Jenny Smith and of business administration Faculty members, including is passing out to only black male Dorothy Williams, in the social students, who Hill feels, according the political science department work program, have weighed in via e-mail on a letter Jean Howard-Hill, adjunct professor in

Jeannie Hacker-Cerulean, in the theatre and speech department and to the letter, are wearing their pants too low and baggy.

Hill is spearheading, African American Dress for Success They are also debating an event

dress."

it down to the way that they

able to dine at the University Center's Tennessee Room, from Day. "Those participating will be

11 a.m. to 1 p.m. [September 24], with these African American young men in a white table cloth, china formal setting for lunch to impact their lives through and will have the opportunity time," Hill wrote in an e-mail. conversing with them during this "What I do, I do out of love

Male Dress For Success Day,

Hill's letter and African American

Cook wrote in an e-mail:

outraged. The whole thing seemed

to them as a race." explaining why that is important they need, should they need it and to succeed and to go get the help and I see these young men in the male students encouraging them talking to our African American take a little time and walk around Hill wrote in a statement. "So same way I would my own son,

perhaps the fact that she boils degree, that sometimes the dress lends itself to stereotypes. What students on this campus often and behavior of some black male "I see her point to a certain from Murfreesburo, Tenn., said: don't necessarily agree with is Marcus Ellswood, a junior

Memphis, said, "I think Dr. Hill what she sees as the problem of is taking a grassroots approach to Brandon Bess, a senior from

guys not giving off a professional image." "When I first heard about Ms. I was just plain shocked. And

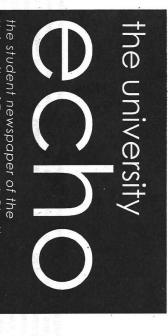
so clearly wrong." she didn't understand why Hill's actions. expressing their feelings about more faculty members weren't Cook went on to write that

of students." Dr. Hill's self-imposed policing argument [Cook] put forward to completely with the latest Smith wrote, "I agree

executed at UTC. campaign that was recently movement to the Green Dot Evans compared Hill's

when considering this problem of 'blaming the victim,'" Evans a sincere attempt to change reflex took as its course of action when put into those terms, to see wrote in an e-mail. "It's easy, attention to the misguided reflex the fault in this. But what if this "The campaign itself draws

See DRESS page 8



ress

University of Tennessee at Chattanooga

the way that women dressed as part of an attempt to protect

of the risks of skimpy clothing,"" women' or 'to convince women campaign to 'cover up young this method, I might launch a dress and houses of ill-repute, or associations between revealing Evans continued. point out how hard it is to get a job "If I earnestly believed in "I could point out the

in doing so I may have good standards," Evans wrote. "And intentions, but would ultimately "acceptable" middle-class for not dressing according to and violent society, but on women faced by women not on a sexist dressed like that" Evans wrote. "I could blame the problems

Continued from page 1

be making the problem of by reinforcing the stereotypes that put them at risk." be misguided, and might even violence against women worse

and off campus. for her campaign from people on Hill is also receiving support

up." making a great point, and she has statistical information to back it Bess said, "I think she's

to get her point across." check out ou "I think it's a very positive utcecho.com. information out, and she's trying jumping in there. She's getting the hands-on approach to it. She's the facts. And she's taking a Bess continued. "She's presented "She's done the research,"

Dawson wrote, "I think what Men are involved, [and] also grad

[Hill] is doing is great."

doing it out of love. When you're reasons, you can't go wrong." thing," Bess said. "I think she's doing something for the right Hill wrote, "The 100 Black

Kappa Alpha Phi, said, "[Kappa chapters of several fraternities." Dress for Success Day." whole-heartedly on September 24 with the African American Male Alpha Psi] is going to participate Bess, who is the president of

success workshop tonight at 5:30 are also conducting a dress for the UC, according to Bess. in the Raccoon Mountain room of Members of Kappa Alpha Psi

For more opinions on this issue, check out our Web site, www.

"Son, You Got Your Pants UP?"

COURIER STAFF WRITER

With threats of legislation being passed to get young men to pull up their pants, a UTC political science professor, Dr. Jean Howard-Hill has taken the African American village approach to resolving this problem. This African American woman believes that it is the responsibility of the family, church and community to counsel youth on the consequences of their actions and the impact appearance has on first impressions and employability. According to Dr. Hill this is something that is not new to the African American culture.

"In our culture we say something to our kids when we see them going wrong." Dr. Hill says that when she was growing up, it was nothing for a neighbor to correct someone else's child. "This tradition goes back to Africa where a village shared the responsibility of raising children. That tradition became embedded in slavery when women had to be in the fields, and their children, when they were not in the fields themselves, were left with the older adults no longer able to work, to tend to them",

"I don't have any biological sons, but I see all of them as my child. Therefore, I have a responsibility to not allow young black males to selfimpose stereotypes that are detrimental to them. I cannot sit back and see someone else's son become a victim of this when I know the negative impact it carries. We have been labeled falsely enough without us coming up with our own negative brandings - and walking around with your pants hanging down so low that you can see your underwear, with one hand holding them up is one of those negative brandings that is not good for our young men."

Dr. Hill has been on a personal campaign for three and a half years, asking young African American young men to pull up their paints. "Son, pull up your pants. You are too handsome to have your pants down showing your panties", is something she says to any young man she sees with pants down.

The response is always similarly the same, "yes ma'me", "my bad", and "thank you".

According to Hill, she never has



Dr. Jean Howard -Hill

had anyone to say anything or react negative to her in the thousands of times she has asked them to pull up their pants. In fact, when they see her coming, they begin tugging to get them up!

'You're good?" She asks. "Yeal, I am good," they reply.

"I find our young men are wanting someone to stop and care enough to say something to them. They sort of expect it, and when we don't, we let them down, and they too are let down by our lack of concern. When someone says to me that they don't say anything because they are afraid, I wonder why? When ours blacks sons know we are doing it out of love, they respond with gratitude and respect." She says.

Hill has shared that she has had experiences where she asked young men to pull up their pants and theyhave broken down in tears after conversing with her, and told her, no one has ever cared enough to tell me to pull them up, or that they loved them. She tells of one incident where the young man had a gun, yet knowing this, she took the courage to talk to

continued on page 5

Hill encourages students to dress for success....from page 1

him and to get him to think more of himself than to have his pants down. With tears streaming down his face, he pulled up his pants and said, "Nobody ever told me that they loved me. They are always putting me down."

Putting down is certainly not Dr. Hill's style. She is a mother figure to youth, with them calling her "Mom" or "Aunt Jean". Her ability to get respect from those others would not get the same respect from is due to how she deals with youth. It is nothing to see her stopping her car and walking into a group of young black males to ask how are they doing, and to strike up a conversation. She says that the reason why she does this is out of love.

"I would hate to think there is any child out there who does not feel love." She also says that until we begin to understand the language of the streets, and are willing to come from behind our four walls and comfort zones to converse with this younger generation, we will never be able to hear what it is they are trying to say to us. Nor will we understand. what is going on inside of them. We have to love them enough to care, regardless of whose child they are. We have to love them enough to be there for them."

It is nothing for Hill to have kids from the streets at her house feeding and talking to them or to give out her cell phone number. She opens her cell phone to show the phone calls and text messages she gets in the middle of the night from her sons in the hood. One message says, "Today is my birthday! From Gangster Nig

Not just in the streets, but also on the campus of the University of Tennessee at Chattanooga is this African American mother figure engaging young men to think about their appearance and their futures. She can be seen on campus, walking around, talking to African American students asking, "How are your grades? Are you going to classes? Are you having any writing problems? Have you gone for help?" Concerned that students are doing well, she makes a point to ask.

"The retention rate is too high for me not to ask," she says. "It is better to know early on if they are having problems and to try to get them some help, than to find out next semester that they are in trouble academically."

If she hears them using improper grammar, she pulls them over to the side and corrects them. There is the "green" chair in her office where she works with students who are afraid to speak in class, by having them converse with her twice a week to get them acclimated to oral classroom participation. She hands out dictionaries and thesauruses to students and encourages them to add to their vocabulary. When she sees them, they proudly spout out a new word.

Knowing that she is genuinely concerned about their welfare gives her a special place within the hearts of students. They know they can come to her at anytime for any reason and she is there for them. She even has a refrigerator and microwave in her office where not just black students, but any student who runs out of Moc's dollars can come and grab a snack, juice or make a sandwich. Each semester, she prepares a home cooked meal for her students. Because of her love for all students.

she was overwhelming voted outstanding professor of the year by students of all races with a majority of the students nominating her being white. Her students of all colors are quick to defend her actions, and to say she is one of the most loving, caring and fairest professors at the university, who knows her stuff, and because of that students seek out her classes to take. This has made her one of the most popular professor at UTC. But it also has its downside. Recently, she has been criticized by a very small minority of all but one white colleagues, who believe Dr. Hill does not have the right to ask African American males to improve their appearance on campus.

When asked if she was troubled to see some professors have made it their business to blow this out of proportion even to the point of saying she is harassing students and physically pulling up pants against the will of students, Dr. Hill smiles and says,

Part Two: Interview With Dr. Jean Howard-Hill - "Son, You Got Your

pants."



Dr. Hilf lecturing on the impact of African American statistics at UTC

science professor at the University of Tennessee at Chattanooga, Dr. Jean Howard-Hill shared her campaign to improve the appearance and employability of the black male. "This is not a one person's campaign, nor is it a one person's problem", she says. "It is something which impacts us all as a race and as a society. Therefore,

we have to take the village approach in working together to handle this issue."]

Dr. Hill also stresses that education is crucial to understanding the issue. As not only a political science professor, but also as a researcher, and national and international consultant, she has years of experience in working with data and in analyzing what that data means in an everyday practical sense.

saying in practical terms. When and background of the saggy of our males really is. We also need to share those numbers and is why in this interview, I feel a are operating in the blind. This have what you need to identify of the numbers, then you will numbers and have the ability to have to understand the history understand how dire the plight American community can better data, so that the African "Without that knowledge, you and address issues", she says. you can compile and make sense interpret what those numbers are "You have to understand the

Dr. Hill has allowed us to print the full text of her research and compilation of data she has done on African American Male Statistics for the purposes of educating the African American community on this most important issue.

THE HISTORY OF SAGGING PANTS AFRICAN AMERICAN MALE STEREOTYPING AND SELF-IMAGING



Example of inappropriate sagging pants epidemic among youth.

Stereotyping of African

avoid any form of contact. Many males were lynched, with of being "fathers" within a fammen were not viewed as worthy only 3/5th of a man. Also black as less than human and even in going back to slavery. Back allowed to have any to very litmake babies, without being economic benefit of the white produce slave children for the whose main purpose was to seen as "studs" or "breeders" constitutional terms was deemed then, the black male was viewed step aside, and to shift their eyes tle ties to the mother or child. tion of slaves and forced to throughout the female populaimpregnate the slave women to ily context. But rather they were American males has its history contact with white women as to downward, when coming dangerous. This led to sidewalk be sexually depraved and highly seen as one with a beastly, submaster. He was moved around laws, which required males to human nature that caused him to The black male slave also was

> castration of their penises Howard-Hill ing. Source: Black Eyes Shut prison culture, this has become a py form of dress. In addition to and lacking motivation, also is slaves as being lazy, shiftless tocks. The stereotyping of male ments and in some cases butdown, exposing both undergarlicly wear their pants hanging males who have chosen to pubof young African American had a depraved sexual interest in because it was thought that they detrimental form of self-imagits origination coming out of the further typed by this rather slopwhite women. This myth feeds White Lips Sealed, Dr. Jean into the present day stereotype

The sagging pants and untidy appearance arose out of the prison culture where those incarcerated were not issued belts, therefore, inmates' pants hung down. It is also associated with male-to-male sexual activity within prison, with those with saggy pants playing the part of the enticing male acting as the

"You have to take the bad with the good. People will always invent lies and place stumbling blocks in the paths of those who want to do good. But it becomes a choice of the doer to either ignore it and press on, or to allow it to stop you. In this case, I choose to ignore it. Nothing can break my resolve to see young African American men make it in life. Too many sacrifices have been made that have allowed for the freedoms and opportunities they have today, to allow them to self-impose upon themselves a noose that hangs them and leaves them without the opportunity to make it."

Hill says, "When you have seen our babies shackled and brought into court, or have gone to the prisons and have seen just how many of us are there, or look at the number of us who are dying in the streets or unemployed, you look beyond the criticism, and you see the need far outweighs the hits you take."

Dr. Hill says that it takes her at least one to two months to readjust and to stop her heart from aching after she has gone to the prisons. "The letters I receive from inmates will break your heart. Many of them beg me to tell other young men not to mess up their lives because prison is not a place you want to go."

Dr. Hill calls what is being said by a few of her UTC colleagues as "racial arrogance". It's akin to old school racism where there was an attempt to keep blacks in their place. The difference now is that this form of racism dares to suggest that a few white liberals know what is best for our kids. So in the name of freedom to do as they choose, they have attempted to stir up dissention within the ranks by advocating students rights. But no where have I violated any young man's right. I simply have cared enough to ask them to pull up their pants, and to have that talk with them about their future, and how their present actions can impact their tomorrows.

She asks, "Where are these white liberal colleagues when our young men are in jail? Do they go to visit them? Do they care for the babies they leave behind? Do they appear in court on their behalf? Do they hold the hands of the mothers who are in pain in seeing their child come into court in shackles - headed to prison? Are any of them adopting the 57 percent of African American children in foster care?"

"I do want to make it clear that I do not speak for the university, and what I am doing is of my own personal accord. However, I feel an obligation to make sure that not all of my white colleagues are viewed the same, based upon the few who have opposed me. From what I have seen, clearly they do not represent the consensus of the campus. One hundred to one have other white colleagues sent encouraging and supportive e-mails, dropped by my office to offer support, and have even donated towards shirts and ties for students. They just have chosen to do it silently and outside of the range of fire. But that is alright, I can understand and respect that."

She continues, "At UTC, we have many caring professors, staff and administrators who understand the dynamics of appearance and the negative impact it has on African Americans to walk around with pants hanging down within a higher education setting. We are here to prepare students to take their places in society, and not to take their places within the prison culture. [Part Two of the interview with Dr. Hill will give the history of the pants hanging down, which she says came out of prison, but also goes back to slavery.]

Despite the stirring of a few, Dr. Hill has plunged full speed ahead in coordinating the October 8, 2007 African American Dress For Success Day to be held at UTC. On the 8th, from 11:00 to 1:00, any African American male with their pants up, and dressed in shirt and tie will be able to dine with men from the African American community.

"These community males are needed as role models to show our sons of color that success is a matter of getting an education, working hard to have something, making right decisions, and making good investments. If we can show them what success looks like, by mirroring that image to them through the accomplishments of our African American men, then we have given them hope," Hill says.

Expected to participate as a part of the event are the 100 Black Men of Chattanooga, the Urban League, several fraternities, and many other individual men who hold leadership, professional and other roles within the community. Dr. Hill also says that it is not just business men she is looking for. "It is any man who has the

proud distinction of being a good dad, and a hard working man. Having a degree or a professional title is not a requirement for participation. But having a heart for these young men, and a desire to see them make it, rather than going to jail, failing in life or giving up are the only requirements for male participants on that day."

She adds, "We need them there, and we need them to donate \$10 to pay for a student's lunch. Even if someone cannot be there, still make a donation." Hill says she also needs people within the community to donate shirts and ties for those who do not have them.

For more information on being involved or to make donations, you may contact: Mrs. Dee-Dee Frazier or Ms. Dorothy Tate at 423-296-8928 with your donation and level of participation, or e-mail us at pulluppants@gmail.com. Checks should be made out to: Don't You Hear Me Crying Campaign. You may also reach Dr. Hill at: jean-howard-hill@utc.edu or 425-5707.

Pants UP?"

female or "bitch". This fad was incorporated into the hip-hop music culture with artists used by the music and entertainment industry to project this gangster image as a marketing strategy to target the youth population. Young men seeing this associated it with fame, and a quick fix to overcoming poverty. Seeing the success of hip-hop artists who seemingly were being moved from poverty to prosper-

continued on page 5

Sagging Pants...from page 1

ity overnight, they became role models for success. Therefore, to them it is about economics and freedom of expression, and they cannot see its harm. But we know the harm is not only over whelmingly and highly offensive; it is also a form of economic, social and racial genocide.

Added to this came the profanity and violent content of the music we now hear blasting from the cars which also has become a means of expressing themselves, and as a way of venting some many of the frustrations this generation finds penned up inside of them. This is not to say that all hip-hop is bad. Some expresses the inner soul of youth today. All of this has given them a sense of empowerment to at least express themselves, even if it is in defiance of the norm. It has become an inner cry for society to pay attention to their plight. Together, this has given our young males the false sense that this kind of dress is cool, because it is an expression of who they are and the frustrations they may have with society, without realizing the negative implications. Now it has become embedded within the youth culture, and accepted as the new fashion. Therefore, to some it is an inner cry, and to others it is simply a fad. Nevertheless, images such as these are certainly not adding to the removal of the negative images and stereotyping of African American males. But rather, they add to, as well as reinforce them, and even in some cases act as self-affirmations by blacks themselves to what has been deemed a racially based myth.

A carry over of those stereotypes from slavery are believed to be associated with racial profiling. According to the Data Collection Research Center, A "profile" is a coherent set of facts, known conditions and observable behavior, that indicate a particular individual may be engaged in criminal activity. In the late 1970s, this term became associated with a method of combating drug trafficking. In 1985, profiling became a method used by the Drug Enforcement Administration (DEA), known as "Operation Pipeline", an intelligence-based assessment of the method by which drug networks transported bulk drugs to drug markets. They began training local and state police in applying a drug courier profile as part of its highway drug interdiction techniques. Officers were instructed to apply a profile that included evidence of concealment in the vehicle, indications of fast, point-to-point driving, as well as the age and race characteristics of the probable drivers. The method drew controversy because in many cases, officers began targeting black and Hispanic male drivers by stopping them for technical traffic violations as a pretext for ascertaining whether the drivers were carrying drugs. Source: Data Collection Research Center

By 1998 racial profiling had become such a wide spread abusive practice that the U.S. Department of Justice was forced to begin an investigation that began with the New Jersey State Police, which was under fire for excessive and discriminatory use of this practice. These allegations led to commonly used terms "DWB" - "driving while black" or "driving while brown". Some African Americans, and even some in law enforcement have admitted that this practice does incorporate the stereotyping of black males as being more likely suspects of drug users and dealers. These stereotypes have greatly impacted African Americans within the criminal justice system. As was shown by the research, despite the fact that there is a higher usage of drugs by whites and Hispanics, and generally those who use, buy from the same race, stereotypes of black males being violent drug dealers have been so negatively imaged in the entertainment and music industries, that it has caused African American males selling lesser amounts of crack to be viewed by society as more dangerous, and to be more feared. Menaces to society, who are better off tucked away within prison, than left on the streets. This has led to harsher sentences disproportionately by

There are growing numbers of studies on African American stereotyping and self-imagining. One study done by the Cambridge based National Bureau of Economic Research emphasized the negative stereotypes associated with the impact having "black names" has on employment. In a paper entitled: Are Emily and Greg More Employable Than Lakisha and Jamal?, the authors Marianne Bertrand and Senhhil Mullainathan suggest with a great degree of certainty that African American sounding names do in some cases have a negative impact on employment. They proved this to be the case by taking 500 real life resumes of blacks, in which they carefully evaluated using education and experience as factors, and then replaced them with names which sounded either more black or white and respondThe COURIER

Continuations

Week of

Part Three: Interview With Dr. Jean Howard-Hill - "Son, Y

According to the U.S. Census 2006 American Community Survey Data Profile, 37,051,483 million or 12.4% of the civilian non-institutionalized population were African American, making it the second largest minority, following the Hispanic/Latino population with 44,252,278 or 14.8%. [Note: This does not include African Americans within more than one race categories.]

The 2000 Census showed 12.7% or 35,818 million African Americans within the United States. African Americans in 2005 represented 12.8%, with males making up 6.5% of the African American population. Based upon the 2006 Data Profile, this represents a .3 percentage drop from 2000, and a .4 percentage drop from the 2005 data. Sources: 2000 U.S. Census Report; U.S. Census 2006 American Community Survey Data Profile; U.S. Census May 2007 Report; U.S. Census July 2005 Report; and Department of Health and Human Services Office of Minority Health

This drop is contrary to the U.S. Population Projections for 2000 to 2050 which project those percentages and population count to be higher, which suggest we may be decreasing our population count. [This is addressed in the Mortality Rate Section.]

In 2006, the African American population was younger, with a median age of 30.1, compared with the population as a whole at 36.4. About 31% of the black population was younger than 18, compared with 25% of the total population. Sources: U.S. Census Report May 17, 2007

AFRICAN AMERICAN MALE PRISON POPULATION

According to a recent report released by the U.S. Census Bureau, September 2007, more than three times as many African Americans live in prison cells as in college dorms. This was based upon numbers mainly exacted from males. The ratio is somewhat higher for Hispanics, at 2.7 inmates per each living in college housing. For whites, more than twice as many live in college housing as in prison or jail. Although this data does not include college students living off campus, the number are still appalling.

In 2006 the number of incarcerated Americans reached an alltime record. As of June 2006, the prison population was 2.24 million, representing a 2.8% increase in incarcerations, making it the largest increase in six years with the United States having more of its citizens in prison than any other nation in the world. Blacks and Hispanics were the dominant racial groups within prison population. In June 2006, there were 3,145 black male prison inmates per 100,000 black males in the United States, compared to 1,244 Hispanic male inmates per 100,000 Hispanic males, and 471 white male inmates per 100,000 white males. Source: Bureau of Justice Statistics

In 2005, African American males, although they made up roughly 6.5% of the nation's total population, represented 37% of those behind bars. This means African American males have an incarceration rate of 4.8% compared to 1.9% for Hispanics and 0.7% for whites. Approximately 11% of all African American males between 25 and 34 are in prison. This is primarily due to the "war on drugs" and tougher sentencing laws exacted by the Mandatory Sentencing Guideline, as well as the "prison-industrial complex concept" operated by the private sector, which benefits and profits from growing incarcerations. Source: Bureau of Justice Statistics

AFRICAN AMERICAN MALE WITHIN THE FAMILY

Among the 11.8 million African American children 18 and younger, 41% live in a home maintained by their mother, 34% in a home maintained by both of their parents and 13% in a grand-parent's home. Source: Department of Health and Human Services Office of Minority Health

It is estimated that 7.0% of African American children were nearly nine times more likely to have an incarcerated parent in prison than 0.8% of white children. Source: "Incarcerated Parents and Their Children", Bureau of Justice Statistics Special Report, August 2000. Studies also show that approximately 25% of children remain with their fathers when the mother goes to prison, but nearly 9 out of 10 children remain with their mothers when the father is incarcerated, placing the economic burden and sole parenting responsibilities on the mother. Source: Bureau of Justice

ou Got Your Pants UP?"

Justice

According to the National Urban Leagues' The State of Black America, Portrait of the Black Male, "How are the Children? Foster Care and African-American Boys", by William C. Bell, each year, approximately 300,000 children are removed from birth parents and placed in child welfare systems. The primary causes for removal are neglect, abuse, parental substance abuse, incarceration of parents and death of parents. Even with those graduating out of the system, there remains an average of 500,000 children left within the system. African American foster care children make up 57% of that number, which is over half. In one study including three Midwest states, 57% of those in foster care were African American; 28% had arrest records; 12% were convicted of a crime; and nearly one-fifth had been in custody prior to their first interview.

There also is substantial evidence that minority children who enter child welfare systems are at a greater risk for poorer services received and poorer outcomes than whites. Based upon the 2004 Casey Family Program Foundation's findings from a study done on those graduating from foster care, it was found that 54% had experienced one or more mental health disorders, i.e. depression, social phobia or panic syndrome; and 25% suffered from post-traumatic stress disorder within the last year, which is twice the rate of U.S. war veterans. Source: National Urban Leagues' The State of Black America, Portrait of the Black Male, "How are the Children? Foster Care and African-American Boys", William C. Bell

Another study found that 15-year old students in foster care were half as likely to graduate from school than their peers; 55% were likely to drop out; and 10% likely to be incarcerated prior to graduation from high school, with those that do go on to college, only 3% graduate from college. Source: Chapin Hall Study; National Urban Leagues' The State of Black America, Portrait of the Black Male, "How are the Children? Foster Care and African-American Boys", William C. Bell

Additionally, it was found that those in foster care who lack the stability of family and permanent family connections, community support, struggled to establish and maintain stability within their adult lives. Because of this, the study showed that one-third had three times the national poverty rate, with incomes at or below the poverty level. One-third lacked medical insurance, which is double the national rate; and one in five were homeless at some point in their lives.

Next Week Part IV: African American Male Employment and Educational Attainment.

white sounding name 30 percent respectively. Having a highen ed to 1,300 job ads in the Boston Black Eyes Shut - White Lips more likely to elicit a call back, cent, 3.8 percent and 5.4 percent Keisha, and Tamika got 2.2 permore than 13 percent, but Aisha, names got one per 15. Carries and Sealed, Dr. Jean Howard-Hill black sounding names. Source: but only 9 percent more likely for skills and experience, made a quality resume, teaturing more Kristens had call back rates of call back per 10 resumes; black They found "white names got one Another study dealt with this

issue related to black males in foster care. Over 40% of African foster care males responded "always" or "almost always" when asked about the frequency of police or people they did not know or whites thinking they

were "doing something wrong".
Over 60% responded "sometimes" or "almost always" to whites locking their car doors when they passed and being followed around in stores by sales persons. Source: National Urban Leagues' The State of Black America, Portrait of the Black America Boys", William C. Bell In a "shadowboxing" study done reportaling black male identi-

ty, it was found that sixth grade done regarding black male identiaffirming experiences." Students expectations, sometimes pejoraways to successfully navigate the forced to make sense of and find identity issues. These students school setting at Immaculate vive, after being thought to be thought not to be allies, students those who were not. For those what teachers were allies and reacted in two ways, by defining ally relevant, stimulating and tive attitudes, and lack of cultur-Because of this, "students were their ability to be just students. found being black complicated School, early on experienced males studied within the private adolescent African American stood how teachers and school that these students clearly underdren". The study further shows "left to fend for themselves, found ways to identify and to surbecome self represented and made "conscious choices to being perceived and labeled as that success is for white chilrather than simply reject notions "troublemakers", "always being Most of the students indicated administration perceived them

of their teachers", and felt they "stood out" among counterparts. Due to this, according to the study, ers also had different expectations and percepwhites. Also similar findings revealed that teachtions of black students than they had of their white confronting directly if possible, and which adults black male students knew which teachers to avoid when asked about those he had a challenging or inspired him, he struggled to produce a name. But when one student was asked about teachers that there was a need for affirmation or help. Further, they could turn to in moments of distress, or when the Black Male, "Re-imagining Black Masculine Leagues' The State of Black America, Portrait of Independent Schools; and National Urban Source: Shadowboxing: Black Male Identity and chair and began to count them on his fingers. difficult relationship with, he sat upright in his Masculinity in American, David J. Johns Surrounding the Identity: An Investigation of the "Problem" Construction of Black

The study concluded that, "The existence of dominant and often negative images of black

watched", "always on the minds

to the crises that continually envelop black males ty and saving the black family; finding solutions have any hope of developing the black communimales is undeniable". It goes on to say, "If we regardless of time and space; or finding ways to and harmful images of black males. By first idenways to challenge, disrupt, and supplant negative al leader, it is critically important that we find support the position of the United Stats as a globand the ways we interpret individually performtypes about the things we expect from black men American, David J. Johns An Investigation of the "Problem" Surrounding Source: "Re-imagining Black Masculine Identity of re-imagining black masculine identity." ance of masculine traits, we can begin the process tifying and then continually challenging stereo-Construction of Black Masculinity

NOTE: Part 2 - Interview with Dr. Hill, the remaining article will be featured throughout the month of October.

Other Youth Community Involvement

Chatlanoogan.com

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November 19, 2007



Dr. Jean Howard-Hill, a UTC adjunct professor and motivational speaker who touts a message of "Pull Your Pants Up," spoke to a group of YouthBuild participants. Dr. Howard-Hill encouraged the young people to always exhibit self-respect. She also admonished them to dress and speak appropriately, saying this would help lead to better job opportunities. Dr. Howard-Hill challenged the group to strive for excellence and set homeownership as a personal goal. "I smell success in this room," she told the YouthBuild participants. Click to enlarge.

Mentoring Program Makes a Positive Change for Middle School Students

<u>Jessica Morris</u>, Channel 9 News September 28, 2007 - 4:54PM



Mentors Make A Difference NewsChannel 9's Jessica Morris tells us about a mentoring program at Chattanooga Middle that is making a difference in a group of young men's lives.

They have caused trouble on the streets and problems at school, but now some middle school students are being offered a new beginning. Chattanooga Middle is trying an alternative way to dealing with students who have caused trouble. Instead of suspension, they're learning about life in a program called LIFE, an acronym for Living in Full Expectation.

"I am somebody special," said the group in unison.

That's what these middle school young men are learning. They are special and have a future. It's a message they don't hear often. Instead, according to Principal Faye Ison, these students are usually being scolded for bad behavior. But that's not the case during lunchtime on Fridays.

Professionals in the community, like Dr. Jean Howard Hill from UTC, are serving as mentors speaking truth in love.

When asked if he had been in trouble before, 8th grader Ladarius Hicks said, "Sometimes." When asked why he replied, "Playing."

But Ladarius said he isn't playing anymore. Thanks to this mentoring program he's Living in Full Expectation. He joined several other classmates in exchanging what one of them said are their sagging pants for a nice pair of slacks along with a shirt and tie.

"Like [people] give me more respect when I'm in them, give me compliments," said Denzel Montgomery, 7th grade student.

They didn't know one mentor, Rocky Peters, would hand out cold cash as reward for their new look.

"My goals is not to be in the streets. Don't hang around with wrong crowds. Get a good education. Go to college, and get a good job," said a beaming Markel Mitchell, a 7th grade student.

Miss Ison said this attitude is a BIG change from the start of the school year when, as one of the mentors told us, many of these students were making choices that were landing them in school suspension or juvenile court.

"The way they're looking today, the pride they take in being part of the group, I have no choice but to say it's really going great," said Miss Ison.

Antonio McMath, a case worker from the Department of Children's Services, has volunteered to lead the class every Friday for as long as it's needed. He works with the school to bring in mentors who come in on their own time. The students say they are learning skills and manners they've never been taught before.



Friday, December 7, 2007

Opinion

The Human Face Of Howard

Friday, December 07, 2007 - by Dr. Jean Howard-Hill, UTC Instructor I read with a troubling spirit the articles and opinions regarding students at Howard. These kids are very special to me because they are not just students, I have worked with them at Howard and in the Many Faces of Diversity Summer Program here at UTC, and they have become my children. (Not only those at Howard, but at other schools as well, and even at UTC.)

I believe there will be two questions asked of us as I stand before God to given an account of the role I have played in improving society and the lot of my fellow mankind. Did you understand the dilemma facing youth, and did you do anything about it to change that dilemma? As an educator, and educational and research consultant, I understand the dire straits that our kids are in, and the need to change that course into a more positive and productive one. I spent the night so very grieved and troubled to see how neglected we have allowed our kids to be within the educational environment, then we place all of the blame on them. If only you knew what many of these kids have to face each day, then we would understand why they are in situations that causes truancy and lack of achievement.

I do understand that dilemma, because I see it each day. Literally, there are very few days that go by that I am not approached by a situation that involves our kids, parents and guardians. From the 13-year-old young girl whose mother has put her out in the middle of the night, wearing nothing but her panties and bra, calling, and me picking her up and providing safe haven, and sitting down with both her and mom to work things out; to staying up all night with someone on the telephone to keep them from taking their lives because they do not feel it is of value; to holding hands, when a hand needs to be held of both parent and child; to going to the crack house to get someone out; to assisting young men to pull up their pants and to improve their appearance; to going to prisons to see those who have been locked up; to consoling and helping take care of children and parents left behind due to incarceration; to proving school supplies, basic necessities and Christmas to families without; to taking food out of my pantry and buying grocery for a grandmother or single mom who has run out of food to fed her kids; to counseling with youth and having them in my home for sleep-overs and just to give them someplace to go to keep them out of trouble; to being a second mom and Aunt Jean to youth, and especially to those who are in gangs; to taking the time to stop a young person in the streets, at the mall, and any other place I see them to let them know they are loved and that they have a future if they will seize the moment to make it happen for them; to assisting students with issues of selfworth and dignity; to providing academic assistance in improving oral, written and presentational skills; to speaking at school, churches, community groups, parent groups; to encouraging those who are discouraged; daily I am in the midst of this dilemma. I see it

up-close and personal. ... And personal is exactly how I see it.

Unfortunately because I do take it personal and to heart, what I see breaks my heart because I know there are good kids out there who are just caught up in bad situations. I also realize that but for the grace of God, I too could have been one of them.

This is not just a black issue. It is a human issue which impacts children of all color. Unfortunately, the focus is on Howard. But I have seen and loved on white kids in situations at home that were unbearable as well.

I grew up in a time when teachers loved their students and loved teaching. This is why no matter what professional paths I take, I always end up back in the classroom! I do it because I love teaching and I love all of my students. Regardless of our profession or who we are, it takes love, compassion and understanding to reach our kids. These three ingredients do not require a degree – only someone who cares and is willing to show it. Our kids need to know that someone cares, and believes in them, even when they do not believe in themselves, or even worse, do not have parents who have confidence in their ability to succeed.

I got this e-mail today from one of my UTC students, who has allowed me to share it. He is one of my "pull-up your pants sons", who sent me an end of the semester e-mail. (There are many others, but I want to share his to make a point.)

From: Joshua Subject: There is a God

Thank you for all you've done for me. You've really made me feel proud of myself and have faith in my abilities. Even though I may not receive that A in your class like I wanted and hoped, I still think I did well. You gave me a reason to be happy of who I am what I can become, no matter how dumb or stupid my parents say I am. I actually brag about you to my family about how and what you teach. My parents told me I wouldn't do well in college and should expect only C's because that's all I'll measure up to in life, an average black boy. However, you gave me an inner drive to do better and succeed to places unchartered in my life. I will prove them wrong and do well, and I have you to thank. I am a great student Dr. Howard-Hill, I promise you I am. I am smart and worth something, just due to political socialization (smile), I never thought so. I apologize if I disappointed you and God knows I sincerely didn't want to. I promise to excel in my studies and go far. I know this may seem small or insignificant, but in my eyes this letter is a way of me telling you what I couldn't in the class. Thank you so, so, so, much. You are truly my MOM:). I thank God for putting you in my life.

God Bless Your Son, Joshua (Last name removed for privacy)

[My reply]

Thank you son. I do love and believe in you, and no matter what, I will do my best to be there for you while you are pursuing, and after you have pursued your dreams.

Hang in there, and continue to believe there is a God which lives within you who can do great things in and through you! Never settle for anything less than your best son. Love your parents in spite of what they fail to see in you right now. In time, those who doubted you will become believers in who you are and who you have been created to be! You are

smart, and you have done very well this semester. Keep up the good work, and next semester, take it to the next level! Remember that you do not have to compete to become someone else – just be the best you are equipped to be, which is better than being the BEST! Because it is being YOU!!

Love you much, Your Second Mom, Dr. Hill

The Youth Eldercare Project

Hundreds Of Volunteers

Youths Aid In 'Eldercare'

By RANDALL GRAY N-FP Staff Writer

By addressing the reality that the elderly need and de-serve special love and con-cern, Jean Howard, director 'and founder of "Eldercare," is boping to dispel the myth that young people "are not about anything good or posi-tive."

a field general engaged in coordinating a full-scale war effort, Ms. Howard mans the phones in her execumans the phones in her execu-tive director's offices at De-mocracy In Action in the Hale Building, and assigns various duties to her 100-person staff of mostly teen-age and young adult Eldercare volunteers.

The mission of her army of workers, who range in age from 16 to 45, is to perform any task, menial or strenuous,

for any elderly person in the community...and do it with-out pay or purpose of gaining recognition.

"(Eldercare) came as a re-"(Eldercare) came as a re-sult of really having some love and concern for the eld-erly," says Ms. Howard. "I feel that they've made their contributions to society, and we owe them something.

"But there are a lot who don't have relatives, or have relatives who have just forgotten about them."

Of late, Ms. Howard's tire-less troops have been mobil-ized, through a special branch ized, through a special branch project of Eldercare—called "Cool IL," to run errands, mow the grass, anything to al-leviate any heat-related diffi-culties the area's elderly might encounter.

And although the heat wave

checking on the availability of fans and proper ventilation in the homes of senior citizens. "Cool It" will either distrib-ute one of the fans it has ob-tained from area merchants

to needy elderly persons, or put that person in touch with the Human Services Depart-

the Human Services Department, which is also making cooling devices available.

No one at Eldercare believes that the long, hot summer is over with yet, and Ms. Howard doesn't want to second guess Mother Nature, especially where the lives and comfort of the elderly are concerned, so "Cool It" will monitor heat-induced emergencies via a "Hot" line (822-2233) from 11 a.m. to 5 gencies via a "Hot" line (622-2233) from 11 a.m. to 5

Ms. Howard says Eldercare and "Cool It" are more than just programs to help the eld-erly beat the heat. "We go out and share with them," she

"One can learn so much by going over and spending an hour with them. And if they are the kind of person who used to like to read, but can't anymore, we read to them.
"We also have beauticians

who will go out and do their hair for them."

A graduate of Wheaton Col-

A graduate of Wheaton College in Massachusetts and UTK's School of Law, with plans to run for state representative of the 29th District, Ms. Howard recognizes the important role government must play in meeting the needs of its constituents, but she feels that governmental intervention is effective only un to a point.

up to a point.
"I feel that it's not totally the government's burden — the local, state or federal gov-ernments' — to do all the good that can be done in a

"Volunteer programs are the kinds of assistance that are really meaningful and needed.'

Ms. Howard is quick to point out that Eldercare, which is personally funded by her, is not affiliated with her, is not affiliated with Democracy In Action, which is a private corporation-fund-ed educational program giv-ing school children an oppor-tunity to learn about govern-ment and hold campaigns and

mock elections.

Ms. Howard is currently planning shopping trips for the elderly to the Eastgate and Northgate Malls, "now that it has cooled off" that it has cooled off."

Buses will be chartered and

Buses will be chartered and used to transport the groups. Each worker will be assigned to accompany five to 10 people, she said. Luncheons at either the Picadilly or Morrison's Cafeteria will be a special feature of the outings. The trips will be beneficial, Ms. Howard believes, "because one of the things about elderly people is that they've got to stay active.

"A lot of times they just sort of brood and die away because they don't have any-

because they don't have any-body to share with them."

of the past several weeks has finally relented somewhat, presentations. She called it Eldercare volunteers are still "the most rewarding experichecking on the availability of ence she's had" since the Inception of Eldercare.
"When I took over a flower

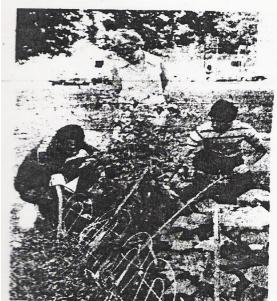
when I took over a flower and two cards to an elderly couple, they just cried be-cause, they said, 'We don't have any children. We don't have any relatives here in Chattanooga. And just to have somebody to think enough and

somebody to think enough and come by and do this." "Just to see the expression of happiness on their faces to me was the most rewarding thing that I could have done, even though I was broke after Valentines Day. I mean I was really just broke.
"But it was worth it to see that. It did something for me. It really did."

It really did.



JEAN HOWARD, director and Sooi Eldercare and executive director of Democracy-In Ac-tion, developed the assistance program to repay the elderly with love and concern for their past contributions to society.



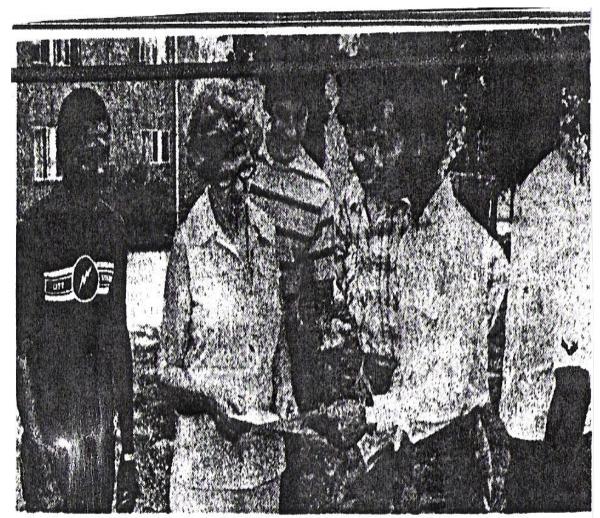
TIMOTHY BENTON AND ALAN GOIN AID MRS KNIES IN THE TENDING OF HER TOMA-TO PLANTS

--- Mar Howard speaks from experience when she refers to the joys of sharing. Before she was able to recruit the as-sistance of the young men and women college students who make up the majority of her summer team, Ms. Johnson was forced to spread her personal funds and time a little

At Christmas, she gave socks to elderly men and hankerchiefs to the women. For Valentines Day, each re-ceived a rose or a carnation with a bow around it.
"It wasn't a whole lot, but

it was just something to let them know, I love you. "The men were just as ex-

"the men were just as ex-cited about it as the women were because they'd never-gotten a flower before." A particularly touching mo-ment occurred during one of



"COOL IT"—Volunteer workers of Eldercare's special youth committee project, "Cool It," are shown as they offer information about the program to Mrs. Mildred Knies, as well as their services to

spare her from the hot summer sun.

The workers are, from left, Timothy Benton, Alan Goin, William Brownelo, Antonio Harris and Fred McClure. (Staff photos by Robin Rudd)

MFDUTS Many Faces of Diversity at the University of Tennessee Chattanooga

The Many Faces of Diversity at UTC Program

Program Summary

Editionaling the Uniqueness of Student Diversity, and Encouraging Success by Overcoming Risk

Work Hard, Research, Learn, Write & Articulate!



Overcome the Risk!

Realize Who You Are and . Who You Can Become!



The shall error turget the Summer of 2011—the life changing summer, which made as been, understand and appreciate the price pold for the privilege we now have to get an education and to succeed?"

Thank you lifely Faces of Diversity for Cynnic Our Eyns!

Thank you UTS and the Greater Shattanoogs Community Facedation!

Thank you Dr. HEI and Mr. LaShamild

WE LOVE YOU ALL!



.... Succeed and Then Go Back and Give Back!



The Many Faces of Diversity at UTC Program 2011



Celebrating the Uniqueness of Student Diversity, and Encouraging Success by Overcoming Risk







Many Faces Cultural and Educational Enrichment Trips: [Left: Students and Dr. Hill during 2007 trip to Civil Rights Museum in Birmingham, Alabama. Middle: Students and UHON student volunteer and mentor, LaShunda Hill Standing on the steps of the Frederick Douglas Home in Washington, D.C., during their 2008 educational field trip. Left Students during 2009 trip to Philadelphia and the Statute of Liberty]

I. PROGRAM SUMMARY

The purpose of **The Many Faces of UTC Summer Program** is to celebrate differences, prepare first generation college students and students who are "at-risk" based upon social and economic factors to gain admission to college; acclimate them to the higher education learning environment; enhance and improve their potentials for college success; and encourage high school students from grades nine to twelve, from diverse economic, social, and cultural backgrounds to choose the University of Tennessee at Chattanooga as their college of choice.

In an effort to diversify the landscape of the University of Tennessee at Chattanooga, the Many Faces of Diversity at UTC Summer Program was created and implemented as a 4 year pilot program that began in the summer 2007. The program seeks to increase the diversity of UTC's student population, and to remove factors that may present barriers for student enrollment. Those factors include students who are first generation college students, and students who are "at-risk" based upon social and economic factors. Through this program, UTC realizes the importance of reaching out to extend diversity, so that the University is reflective of the many cultures that make up our community, and that to focus on recruitment and retention of these categories of students, greatly increases the overall economic prospective of Tennessee, and socially impacts communities. In doing so, diversity offers an education in learning, and an understanding of how our differences make us the unique campus we strive to become.

II. TARGETED POPULATION

Students who are "at-risk" based upon social and economic factors, and first generation college students from ninth to twelfth grade. Student participants are selected from local high schools within the Hamilton County area.

III. PROGRAM OBJECTIVES

To ensure those students acquire the pre-requisite skills to gain admission to college certain goals are set. Those goals include:

- To assist students in developing and strengthening academic skills that are needed in order to be successful in college.
- To correct any oral or written deficiencies that may not have been mastered.
- To engage students in oral and written discussions that are intellectually stimulating and thought provoking.
- To engage students in increasing an interest in reading and improve reading comprehension.
- To provide an academically challenging, yet creative learning environment where students can be at their best, and be allowed to hone social, presentational and academic skills.
- To introduce students from diverse economic, social, and cultural backgrounds to college life by giving them a feel for the university setting in attending classes, taking college equivalent courses, and by being involved in activities housed on campus.
- To equip students with college level research, writing skills, critical analysis and problem solving skills.
- To mentor students through mentorships with faculty, administrators, UTC students, community professionals and leaders that will in a positive way, impact their lives.
- To provide students with educational and cultural enrichment opportunities, and a historical prospective for why education is important.
- To assist students in overcoming risk factors.
- To provide college advisement, information on the University of Tennessee Chattanooga, and to encourage student participants within the program to apply to and attend UTC.
- To help students gain acceptance to other colleges of their choice, should UTC not be their only school
 of interest.
- To assist students with finding and applying for financial assistance for college.
- To work with students to assure college success during their undergraduate school, and assist students
 with internships, summer jobs and other academic and cultural enrichment opportunities that add
 value to their undergraduate studies.
- To assist students with preparing for admissions to graduate studies.
- To encourage and provide opportunities for students to remain connected as a part of the Many Faces family, and to work together and individually to give back to their communities and to become mentors.

IV. PROJECT CONTENT, IMPLEMENTATION AND TIME-LINE

In order to successfully obtain the learning objectives, the program begins in September of each academic school year, and ends in August, and is divided into three phases:

PHASE ONE: Fall and Spring Mini-Session
PHASE TWO: On Campus Summer Program
PHASE THREE: Post Graduation Follow-up

FALL AND SPRING MINI-SESSION

The **Timeline** for the **Fall and Spring Mini-Session** is **September - December** and **February – April**. During these two sessions, the following is accomplished:

FALL MINI-SESSION – SEPTEMBER THROUGH NOVEMBER

RECRUITMENT AND SELECTION OF PARTICIPANTS

A crucial component of this program is recruitment. A careful screening of students to participate in the program will result in getting students who will best benefit from the program with the highest potential for success, and with interest in the University of Tennessee at Chattanooga as their college of choice. This is done in the fall, by dispensing program information and applications to Hamilton County schools; introducing the program to students through school assemble or in less informal and smaller groups; and meeting with counselors and teachers to identify students.

PRE-TESTING AND ASSESSMENT, AND ACADEMIC ASSISTANCE

Once students are selected, pre-testing and assessment is done to identify academic strengths and weaknesses of participants. Based upon those tests and assessments, individual attention is given to each student to address deficiencies and to continue students on the paths of maintaining academic strengths.

Individual sessions are scheduled in-house at participating schools; and at UTC afterschool, on weekends and through the use of online use of Blackboard.

FORMING PARTNERSHIPS AND ADDRESSING RISK FACTORS

Also during this session, teachers, school counselors, as well as parents/guardians of each student are brought in as partners in working together to ensure student success. Special focus is placed on at-risk factors that may impact each individual student's ability to do well academically to eliminate or lessen the impact of those factors on the student.

ASSISTING STUDENTS WITH COLLEGE APPLICATIONS AND FINANCIAL AID

If student participants are at the senior level, we begin working with them to make appropriate and academic compatible college choices; complete college applications; complete FASFA forms, apply for scholarships and financial aid, and to visit when possible, their colleges of interest.

This also gives us the opportunity to introduce the academic offerings and benefits of choosing the University of Tennessee at Chattanooga. Students are brought on campus, accompanied by a student mentor to spend a day going to classes and to see for themselves what it would be like to be a UTC Moc. They also are given a tour of the campus and on-campus housing.

SPRING MINI-SESSION – FEBRUARY THROUGH APRIL

ACADEMIC PREPARATION AND ACCLIMATION TO COLLEGE SETTING

During the Spring Mini-Session, students are brought into a group setting in-house at participating schools, on weekends and through the use of online use of Blackboard, where they are given written assignments to complete individually and as a team. These assignments are designed to get students' writing skills and vocabulary to a pre-college entrance level.

Students also are introduced to oral and presentational skills, through posture, vocal, diction, delivery and content exercises.

During this session, the program also prepares students academically and emotionally for the rigor and mature setting of the college experience by letting them know what is expected out of them, what they can expect in college, as well as the role they will have to play to ensure their success. This helps to acclimate them to the academic and mental change from high school to college, and allows for a more discipline transitioning into the On-campus Summer Phase of the program.

PHASE TWO: ON-CAMPUS SUMMER PROGRAM PHASE

The **Timeline** for the **On-Campus Summer Program Phase** is **May-July.** During this period the following is accomplished:

PREPARATION OF SUMMER INSTRUCTIONAL PROGRAM MATERIALS

Because the program is carefully tailored to meet specific needs of students with different levels of academic and social deficiencies, preparation of instructional and program materials during the month of May is crucial in ensuring student success. The program director and instructor, Dr. Jean Howard-Hill has more than 20 years of experience in teaching K-12, and in creating and designing instructional and testing materials for home schooling. She also has extensive experience in directing "at-risk" and innercity youth programs and in dealing with behavior issues of those within these social environments. Also as a part of the volunteer staff is LaShunda Hill who is a graduate student at Harvard's Kennedy Graduate School of Education, and is focusing on risk intervention and prevention in education. After reviewing the records and academic deficiencies and behavior of those students selected for the program, both the instructional and program materials will be based on those specifics needs. The

work put into and carefully designed for this phase is what makes the program individually and collectively successful.

UTC ON-CAMPUS SUMMER PROGRAM

The **UTC On-Campus Summer Program** begins the first week of June and run through the third week of July. It culminates on the 8th week, in a Cultural and Educational Enrichment Field Trip that reflects the year's theme.

In order to accomplish the goals of the intense summer project, students are be involved in the following on-campus summer activities between the hours of 8:00 to 5:00, Monday through Friday:

The Wall Exercises - The first thirty minutes of each day is dedicated to presentational and oral exercises in breathing, diction and posture designed to improve oral skills and appearance, and to encourage self-confidence.

Greeting and Mingling Interpersonal and Social Skills Exercise - Following the Wall Exercise, each morning students spend 15 minutes conversing with their peers. During this time, all conversations must be meaningful as well as grammatically correct. Additionally, each day students are critiqued on their oral and presentational skills as they interact in class, out of class, with guest speakers, and with each other.

Word-Up! - At the beginning of each week, students are given college level vocabulary words to define and to use in written sentences. From those words and sentences, students develop stories and use them in conversation and presentations.

Afternoon Reflections and Closures- At the close of each day, students are engaged in afternoon reflections of meaningful lessons learned that day. Each day also ends with 30 minutes of reading and 30 minutes of discussion of a book selected by students from the Many Faces Book list of American Literature.

Research Skills – Students are taught college research skills, proper forms of citation, and spend at a minimum of one hour each day in the library and computer lab working on research assignments.

Research Paper and Critical Analysis Think Tank – Students research designated issues pertaining to the year's research topic and present arguments pro and con, identifying the public policy considerations behind each position taken. They also are required to write a 10 to 15 page research paper using proper citations. Students also are taught critical analysis skills as they compile and analyze their research, and present their findings in written and oral form.

Actual College Structured Class – Students experience taking three actual college courses. For each course they also are required to write a short paper, as well as take a mid-term and final examination.

Speakers and Mentors are invited to have lunch with students and to share with them their success story; how students can be successful in college; information on career choices; and wisdom they have acquired through both success and failure. Also UTC students are assigned as college big sisters and big brothers to share with students their experiences in college; answer questions they may have about the college experience; and allow them to tag along for a day with them to class.

Educational Field Trip – At the conclusion of the Summer Phase, students are taken on a Cultural and Educational Enrichment Field Trip to a historical and thought provoking destination to provide students with a historical prospective of how history has shaped their present and demands of them to take responsibility for their future.

It's News to Me! Teen News Program — After the field trip, using the itinerary from the educational field trip to jog their memory, students act as a news reporter in writing article and do live reporting on what they considered to have been the highlights of the trip. They also may interview fellow students, include pictures, and use video/audio. The report must include something that was: 1)

serious; 2) fun: 3) exciting; 4) challenging; and 5) something that left a lasting impression. Or students can choose to do a **Photo Talk Assignment.** From a photo taken during the field trip, students can write and present a monologue allowing the object in the photo to tell a though provoking story related to the trip.

Many Faces of Diversity Earned Fun Day and Picnic – This activity is a way of rewarding students for their hard work, and to allow them to enjoy the fun of friendship and fellowship, as they also put into practice interpersonal social skills learned during the program. The activity also includes a sleep-over at Dr. Hill's house.

Many Faces of Diversity at UTC Open House, Program and Awards Reception - End of program activity to share with parents and friends a display of students' work, projects, and oral as well as written language skills.

PHASE THREE: POST PROGRAM PHASE

The **Timeline** for the **Post Program Phase** is four years after each student completes the program

The **Post Program** is designed to follow-up with and provide academic assistance to those students who have successfully completed the program and have entered college. During this phase, the program director volunteers her time, along with two UHON Student Instructors to work with students. The following is accomplished:

SEMESTER CHECK-INS

Just Checking! – A check in on all students who have completed the program and have entered college to make sure they are doing well, and are able to complete college. Our goal is to maintain a Zero Drop-out Rate from college. We also work with students to prepare them for graduate school admission, to find study abroad programs, and student internships.

STAYING CONNECTED AS THE MANY FACES FAMILY

"This is the Book that Never Ends...." – Allows students through the use of our Many Faces Facebook community and e-mails, to keep in touch as they enter college, and are encouraged to help others once they succeed.

Many Faces Annual Christmas Party and Student Sleep Over at Dr. Hill's House – An opportunity for all student participants and their families to renew friendships and network with those who have completed the program for alumni mentorship.

GOING BACK TO GIVE BACK PROJECT – A project designed to allow Many Faces students to be involved individually and as a group in going back into the community and helping others to overcome risk and academically succeed.

V. HOW THE PROGAM HAS MET PROGRAM OBJECTIVES DURING THE FOUR YEAR PILOT PROGRAM

- ✓ Assisted students in developing and strengthening academic skills that are needed in order to be successful in college.
 - Student participants have been taught college research skills, and have spent at a minimum of one hour each day in the library and computer lab working on research assignments.
- ✓ Corrected any oral or written deficiencies that may not have been mastered.
- ✓ Engaged students in oral and written discussions that are intellectually stimulating and thought provoking.
 - At all times during the program, all students conversations must be meaningful as well as grammatically correct. Additionally, each day students are critiqued on their oral and presentational skills as they interact in class, out of class, with guest speakers, and with each other. Each time students open their mouths, they are being critiqued by their instructor as well as their peers. So when they hear the word UNARTICULATE, they must correct themselves or be corrected.
 - Also, the first thirty minutes of each day is dedicated to presentational and oral exercises in breathing, diction and posture designed to improve oral skills and appearance, and to encourage self-confidence.
 - At the beginning of each week, students are given college level vocabulary words to define and to use in written sentences. They also are required each day to write and as a part of their course work assignment, they are required to write research papers.
- ✓ Engaged students in increasing an interest in reading and improve reading comprehension.
 - At the close of each day, students are engaged in afternoon reflections of meaningful lessons learned that day. Each day also ends with 30 minutes of reading and 30 minutes of discussion of a book selected by students from the Many Faces Book list.

- ✓ Provided an academically challenging, yet creative learning environment where students can be at their best, and be allowed to hone social, presentational and academic skills.
 - All of our curriculum is carefully designed to hone social, presentational and academic skills.
 The University of Tennessee at Chattanooga campus with all of its resources, also presents a unique and conducive atmosphere for learning. Added to this are the Cultural and Educational Enrichment field trips.
- ✓ Introduced students from diverse economic, social, and cultural backgrounds to college life by giving them a feel for the university setting in attending classes, taking college equivalent courses, and by being involved in activities housed on campus.
- Equipped students with college level research, writing skills, critical analysis and problem solving skills.
 - Students have been taught college research skills, proper forms of citation, and have spent at a minimum of one hour each day in the library and computer lab working on research assignments.
 - Students have researched designated issues pertaining to the year's research topic and presented arguments pro and con, identifying the public policy considerations behind each position taken. They also have written 10 to 15 page research papers using proper citations. Students also Have been taught critical analysis skills as they have compiled and analyzed their research, and presented their findings in written and oral form.
 - Students have experienced taking three actual college courses. For each course they also have been required to write a short paper, as well as take a mid-term and final examination.
- ✓ Mentor students through mentorships with faculty, administrators, UTC students, community professionals and leaders that will in a positive way, impact their lives.
 - Speakers and mentors have been invited to have lunch with students and to share with them their success story; how students can be successful in college; information on career choices; and wisdom they have acquired through both success and failure.
 - Also UTC students are assigned as college big sisters and big brothers to share with students their experiences in college; answer questions they may have about the college experience; and allow them to tag along for a day with them to class.
- ✓ Provide students with educational and cultural enrichment opportunities, and a historical prospective for why education is important.
 - At the conclusion of the Summer Phase, students have been taken on a cultural and educational enriching field trip to a historical and thought provoking destination, to provide students with a historical prospective of how history has shaped their present and demands of them to take responsibility for their future. Those trips have included: the Civil Rights Museum in Birmingham; the nation's capitol Washington, D.C.; Smithsonian Museums Washington, D.C.; Mount Vernon Home of President George Washington; Frederick Douglas Home; Philadelphia City of Brotherly Love; and Statute of Liberty.

- After the field trips, using the itinerary from the educational field trip to jog their memory, students act as news reporters in writing article and doing live reporting on what they considered to have been the highlights of the trip. They also interview fellow students, include pictures, and use video/audio to report on something that was: 1) serious; 2) fun: 3) exciting; 4) challenging; and 5) something that left a lasting impression. Or from a photo taken during the educational field trip, students create a monologue allowing the object in the photo to tell a though provoking story related to the trip.

✓ Assisted students in overcoming risk factors.

- The program spends a great deal of time getting to know each student, their parents or guardian, their community, and their social and economic situation. Special effort is made to connect with parents or guardians, as well as students. In doing so, we have been able to form personal, meaningful and successful partnerships that have helped to decrease or eliminate many of the risk factors students face. Because of confidentiality, we are unable to give specifics. However, those risks have included, homelessness, financial needs, abuse, suicidal tendencies, lack of parental presence, divorce, imprisonment of a parent, death of a parent, sickness and neglect.
- ✓ Provided college advisement, information on the University of Tennessee Chattanooga, and to encourage student participants within the program to apply to and attend UTC.
- ✓ Helped students gain acceptance to other colleges of their choice, should UTC not be their only school of interest.
 - [See: College Success below]
- ✓ Assisted students with finding and applying for financial assistance for college.
 - Assistant Vice Chancellor Yancy Freeman speaks to students each year providing them with valuable information on admissions to UTC. In his presentation, he answers any questions pertaining to the admissions process; admission's requirement and what is expected to remain in good academic standing.
 - UTC Advisement also has spoken to students to help them make proper course selections.
 - Ms. LaShunda Hill works individually with students to make sure their career choices are compatible with their academic skills. She also works with students in completing college applications; applying for scholarships and other financial aid, as well as internships and summer job placements.
- ✓ Worked with students to assure college success during their undergraduate school, and assist students with internships, summer jobs and other academic and cultural enrichment opportunities that add value to their undergraduate studies.

- The program monitors all students who have completed the program and have entered college to make sure they are doing well, and are able to complete college. Our goal is to maintain a Zero Drop-out Rate from college. We also work with students to prepare them for graduate school admission, to find study abroad programs, and student internships.
- ✓ Assisted students with preparing for admissions to graduate studies.
 - No student has reached the point of graduate admissions. Therefore no assessment can be made at this time. However, we look forward to doing so in 2011, as our first set of students graduation from undergraduate school.
- Encouraged and provided opportunities for students to remain connected as a part of the Many Faces family, and to work together and individually to give back to their communities and to become mentors.
 - Through the use of our Many Faces Facebook community and e-mails, students are able to keep in touch as they enter college, and are encouraged to help others once they succeed.
 - Each year we gather for the Many Faces Annual Christmas Party and the student sleep-over at Dr. Hill's house, which provides the opportunity for all student participants and their families to renew friendships and network with those who have completed the program for alumni mentorship.
 - Many Faces students are asked to speak to student groups; mentor and tutor school age children individually and as a group, as a way of going back into the community and helping others to overcome risk and academically succeed. In 2010, we began a Many Faces Fund to assist those who are in need. Also students have pledged to give and to help to raise funds to make the program a permanent one, once they graduate and are gainfully employed.

VI. PROJECT ASSESSMENT AND EVALUATION

Student participants in the program are administered a series of written and oral language skills tests at the beginning of the program to determine their academic proficiency and skills. At the close of the summer program, students are tested again to assess academic progress, and to evaluate the effectiveness of the program. Also student participants are asked to complete an evaluation survey of the program to gather statistical data to determine the effectiveness of the program, and how it can be improved and made more efficient in serving students.

STUDENT ASSESSMENT AND EVALUATION

The student evaluation and assessment covers the beginning and exit of student's participation. It serves as a means of accessing academic deficiencies and strengths, and as a means of making a determination as to whether the student is improving or is improved enough to gain admission to college.

- 1. WRITTEN SKILLS
- 2. VERBAL SKILLS
- 3. PRESENTATIONAL SKILLS
- 4. CLASSROOM READINESS
- 5. EXAM TAKING;
- 6. INTERPERSONAL SKILLS
- 7. DISCIPLINARY SKILLS

Students are evaluated on a scale of 1-10. Any scores that are below a 6 are considered unsatisfactory, and below the acceptance level students will need in order to gain admission to college and be successful in meeting the academic rigor of the college curriculum. Any student falling below this level, after the third week of the program will not be able to continue.

Value of Scale

10 - 9 A

8 - 7 B

6 - C

5 - D

4-1 F

The following criteria were used:

1. WRITTEN SKILLS

Testing Method: Students were tested using various written assignments.

- 1) Proper use of written skills at grade level
- 2) Sentence construction
- 3) Paragraph construction
- 4) Vocabulary
- 5) Ability to convert thoughts and ideas to writing
- 6) Proper use of citations
- 7) Proper format

2. VERBAL SKILLS

Testing Method: Students were tested using verbal assignments, presentations, class participation, conversations during leisure time and diction exercises.

- 1) Proper use of grammar at grade level
- 2) Verbal sentence construction
- 3) Vocabulary
- 4) Oral Pace
- 5) Diction
- 6) Clarity of thought

7) Ability to communicate

3. PRESENTATIONAL SKILLS

Testing Method: Students were tested using all presentational assignments, posture observation, level of confidence, delivery, and ability to convey thoughts.

- 1) Proper Posture and Body Language
- 2) Self-confidence
- 3) Eye-to-eye contact
- 4) Content
- 5) Peer Reaction
- 6) Ability to Engage the Audience
- 7) Effectiveness of Delivery

4. CLASSROOM READINESS

Testing Method: Students were tested using individual classroom and group participation and observations.

- 1) Participation in classroom discussions
- 2) Participation in group discussion
- 3) Preparedness for class
- 4) Note taking skills and quality of notes
- 5) Ability to follow instructions
- 6) Critical thinking
- 7) Comprehension of subject and materials
- 8) Classroom demeanor and posture
- 9) Turning in assigned work
- 10) Turning in assignments on time

5. EXAM TAKING SKILLS

Testing Method: Students were evaluated using quizzes and exam questions

- 1) Understanding of exam question
- 2) Ability to dissect the exam question
- 3) Ability to follow exam instructions
- 4) Ability to take notes and what is learned in class, and correctly answer the exam question
- 5) Ability to clearly articulate thoughts
- 6) Ability to stay within exam time constraints
- 7) Willingness to take advantage of professor's offers to review or answer questions related to areas in which students may not fully understand subject matter prior to the exam

6. INTERPERSONAL AND DISCIPLINARY SKILLS

Testing Method: Students were tested using all interpersonal skills during and outside of the classroom.

- 1) Ability to work as a team
- 2) Ability to get alone with each other
- 3) Ability to support and encourage each other
- 4) Motivation to Succeed
- 5) Ability to work independently
- 6) Ability to work unsupervised within the library, classroom and lab
- 7) Ability to accept constructive criticisms
- 8) Ability to observe other peers and to offer constructive encouragement and comments
- 9) Exemplify a desire to learn and an eagerness to be taught
- 10) An appreciation for learning oppor

STUDENT TRACKING

Future tracking is done on all students for a period of four years after they leave the program to ensure and determine their success while in college.



The Many Faces of Diversity at UTC Program 2010

Celebrating the Uniqueness of Student Diversity, and Encouraging Success by Overcoming Risk



Program Director Dr. Jean Howard-Hill

University of Tennessee at Chattanooga
Undergraduate Admissions
615 McCallie Avenue
Chattanooga, Tennessee 37421

MANY FACES OF DIVERSITY AT UTC CULTURAL AND EDUCATIONAL ENRICHMENT TRIP SUMMER 2011

Celebrating the Uniqueness of Student Diversity

RETRACING MY HISTORY ON THE ROAD TO SUCCESS!

"Retracing my history so that I might know who I am and the struggles that gave me my freedom to enjoy the American Dream – for I too have a dream."

July 6th – July 8th Itinerary

Pick-up Location: Dr. Hill's home, 1901 Payne Road, Chattanooga, TN

July 6th

Depart Chattanooga: Tuesday morning, July 6th at 6:00 a.m. **Arrive Birmingham, Alabama:** Tuesday, July 6, 2011 at 8:30 a.m.

Depart Birmingham, Alabama: Tuesday morning, July 6, 2011 at 9:30 a.m.

Arrive Selma, Alabama: Tuesday morning, July 6, 2011 at 9:30 a.m.

Depart Selma, Alabama: Tuesday morning July 6, 2011 at 11:30 a.m.

Arrive Montgomery, Alabama: Tuesday afternoon, July 6, 2011 at 5:00 p.m.

Overnight stay: 2 nights Montgomery, Tuesday, July 6th and Wednesday 7th

July 8th

Depart Montgomery, Alabama: Friday evening, July 8, 2011 at 4:00 a.m.

Arrive Chattanooga: Friday night, July 9, 2011 at 10:00 p.m.

Return Location: Dr. Hill's home, 1901 Payne Road, Chattanooga, TN

IMPORTANT: No student will be permitted to go on the trip without the following:

- 1. Signed Permission from parent or guardian
- 2. Signed Conduct and Dismissal Policy Agreement with signature of parent/guardian and student
- 3. Completed or Updated Health Form
- 4. Proper attire for Cultural Night Out-on-the-Town

STUDENT CHECK LIST: Each student also has been given a check list of items they will need to have.

TELEPHONE USE:

There may be times when use of phones is not allowed during the trip due to tours and other activities. Your child will return your call as soon as it is possible. But if it is an emergency, parents and guardians should call Dr. Hill or Ms. LaShunda. Also, we do monitor ALL telephone calls to make sure students are not connecting with those on the trip, who may pose a threat to safety. If this should occur and students have violated the Conduct Agreement, their telephone will be temporarily taken and you notified.

HOTEL:

We will be staying in the following hotel. They are expected to conduct themselves as if they are in the lap of luxury. Your child is required to call upon check in to provide for you their direct hotel number to their room.

Embassy Suites Montgomery Hotel & Conference Center

300 Tallapoosa Street, Montgomery, Alabama, United States 36104 Tel: 1-334-269-5055 Fax: 1-334-269-0360







RETRACING MY HISTORY ON THE ROAD TO SUCCESS!

"Retracing my history so that I might know who I am and the struggles that gave me my freedom to enjoy the American Dream – for I too have a dream."

July 6th – July 8th Itinerary

Wednesday, July 6, 2011 - Retracing History Birmingham and Selma, Alabama

6:00 a.m. Leave Chattanooga from Dr. Hill's House - 1901 Payne Road

7:30 a.m. Arrive in Birmingham, Al

8:00 a.m. Breakfast On-the-Road

8:30 a.m. Morning Reflection



Kelly Ingram Park – "Remembering the Children of the Civil Rights Movement" - Sixth Avenue North at 16th Street

Distinguished as "A Place of Revolution and Reconciliation," historic Kelly Ingram Park serves as a threshold to the Civil Rights District. During the Civil Rights Movement, this public park became the focal point of a grassroots resistance to the inhumanities of racism and discrimination by law and by custom. Events which took place in Kelly Ingram Park vividly portrayed the realities of police dogs and fire hoses turned on marchers who gathered for civil rights demonstrations in the 1960's. These images, which shocked the country and the world, proved to be instrumental in overturning legal segregation in the nation. Sculptures commissioned for the park depict attacks on demonstrators, children jailed for their role in the protests, and a tribute to the clergy's contributions to the movement. In sharp contrast to scenes from the 60's, all paths on Freedom Walk converge on its center, a peaceful and meditative life spring of hope.

9:30 a.m. Depart Birmingham, Al

11:30 p.m. Arrive Selma, Al

11:30 a.m. Lunch

Footprints to Freedom Tour





1:00 p.m. The Slavery and Civil War Museum - 1410 Water Avenue

Pause to reflect on the historically compelling aspects of America's past by visiting the Slavery and Civil War Museum—the only museum in the country offering a sensory reenactment of the history of enslavement. Visitors to the Slavery and Civil War Museum will experience an engaging educationally balanced presentation of both sides of a very controversial period in the history of America.

Established in June 2002, in affiliation with the National Voting Rights Museum, the Slavery and Civil War Museum presents a historical perspective of the Civil War and slavery in provocative side-by-side exhibits, temporary and permanent displays, and virtual interactive visual exchanges.

Via a 90 minute presentation titled "Footprints of Our Ancestors" museum visitors will experience the fortitude of those who suffered the auction blocks and torture of the enslavement of Africans.

Following the "Footprints of Our Ancestors" tour, the Museum provides a forum for open discussion about the painful effects of slavery among people of different ages, races, nationalities, religions, and cultural traditions that have viewed the presentation.

2:00 p.m. Visit to the historic Brown Chapel A.M.E Church - 410 Martin Luther King St.



Both the building and the members of Brown Chapel AME Church played pivotal roles in the Selma, Alabama, marches that helped lead to the passage of the 1965 Voting Rights Act. The starting point for the Selma-to-Montgomery marches, Brown Chapel also hosted the Southern Christian Leadership Conference (SCLC) for the first three months of 1965. Another nearby local church, First Baptist, acted as the headquarters for the organizers of the Selma Campaign--the Student Nonviolent Coordinating Committee (SNCC). Brown Chapel AME Church, with its imposing twin towers and Romanesque Revival styling, was built in 1908 by a black builder--of whom little is known -- Mr. A.J. Farley. On Sunday morning (known as Bloody Sunday) March 7, 1965, despite a ban on protest marches by Governor George Wallace, about 600 black protestors gathered outside Brown Chapel to march from Selma to the state capital in Montgomery. Leading the march were the SCLC's Hosea Williams and SNCC's John Lewis. At the Edmund Pettus Bridge, six blocks from Brown Chapel, mounted troopers confronted the marchers and ordered them to disperse. The marchers stood their ground and the troopers advanced, billy clubs raised. Lewis fell, his skull fractured. Others fell, screaming, as white onlookers cheered. Then Sheriff Jim Clark's deputized posse charged the marchers, firing tear gas and swinging bullwhips and rubber tubing wrapped in barbed wire. That night, ABC interrupted its showing of the movie Judgement at Nuremberg to air footage of "Bloody Sunday." By morning, news of the event had spread to nearly every American household, and thousands of march supporters began to flock to Selma. On March 9, Martin Luther King, Jr., led a "symbolic" march to the bridge, and on March 21, after Governor Wallace's ban was overruled by Federal Judge Frank M. Johnson, Jr., King led the five-day march to the capital. Less than five months later President Johnson signed the Voting Rights Act.

3:00 p.m. Historic walk across the Edmund Pettus Bridge – US Route 180



Montgomery Voting Rights March of 1965 is considered one of the most significant protest demonstrations of the modern civil rights movement. This movement changed the nation, originating in the Southern town of Selma, Alabama. Selma, the county seat of Dallas County, was considered more progressive than other areas of the Deep South because two percent of the African Americans had managed to register to vote by the 1960s. For several years the Dallas County Voters League (DCVL) assisted by the Student Non-Violent Coordinating Committee (SNCC) continued to educate and register African American voters. However, only a small number of African Americans were allowed to register. Voter registration efforts continued for several years along with mass meetings, demonstrations, and finally, a plan to march to the State Capitol in Montgomery, Alabama from Selma to formally protest voter discrimination.

On Sunday, March 7, 1965 the first march started from Brown Chapel AME Church toward Montgomery, but was stopped at the Edmund Pettus Bridge when marchers were brutally attacked by law enforcement officers. Two days later, Dr. Martin Luther King, Jr. and SNCC organizers led a second march from Brown Chapel toward Montgomery, but peacefully turned around at the "point" of confrontation" at the foot of the Pettus Bridge. On March 21, 1965 a third march under the protection of the National Guard, left Brown Chapel for Montgomery and five days later reached the State Capital.

The media coverage brought national and international attention to the struggle, the adversity, the violence and the determination of the Selma protestors. As a result, Congress rushed to enact the legislation that would guarantee voting rights for all Americans

"Bloody Sunday" refers to the day in March 1965 when Alabama State Troopers and local whites brutally attacked the non-violent marchers as they neared the Selmont area of U.S. Hwy. 80 and Kings Bend Road, in the historic walk across the Edmund Pettus Bridge - leaving many of them bloodied and severely injured.

4:00 p.m. The National Voting Rights Museum & Institute - 1012 Water Avenue



The struggle to gain voting rights did not begin or end at the Edmund Pettus Bridge in Selma on March 7, 1965; it began with the birth of our nation and continues today in efforts to remove all barriers to voting. The National Voting Rights Museum & Institute, the only facility of its kind in the world, opened its doors in 1993, as a permanent memorial to the struggle to obtain voting rights for disenfranchised African Americans. The mission of the Museum is to collect, preserve, display artifacts and exhibits, which document and portray the history of voting rights in America.

Voting is the cornerstone of a democratic society, which we all participate in. It is one of the most important gains acquired during the Civil Rights Movement. The National Voting Rights Museum & Institute offers America and the world the opportunity to learn the lessons of the past to assure we will not make the same mistakes in the 21st century and beyond. There is no one place where the past and present struggles and future possibilities can be studied, felt and remembered like that of the National Voting Rights Museum & Institute. The National Voting Rights Museum serves as a living reminder that we stand on the shoulders of giants.

5:00 p.m. Depart Selma, Al

6:00 p.m. Arrive Montgomery, Al

6:00 p.m. Hotel Check In: Embassy Suites Montgomery Hotel & Conference Center

300 Tallapoosa Street

7:00 p.m. **Dinner**

9:00 p.m. MFDUTC Family Night and Right of Passage

Thursday, July 7, 2011 – Retracing History Montgomery, Alabama

8:30 a.m. **Breakfast**

9:30 a.m. Rosa Parks Library & Museum - (On the Troy State University campus)

252 Montgomery St.



This Montgomery museum is located on the very spot where Rosa Parks was told to give up her seat on the bus to a white man in 1955. The event triggered the Montgomery bus boycott that the Rosa Parks Museum captures with its artifacts from the era, historical documents and a replica of the bus Parks was on.

Her mother, a school teacher, taught Rosa at home until age eleven when she moved to Montgomery to live with her aunt. She enrolled in a private school, the Montgomery Industrial School for Girls, where she cleaned classrooms to pay her tuition. Later she attended Booker T. Washington High School but was forced to leave to take care of her sick mother. In 1932 she married Raymond Parks, to whom she would remain married until his death in 1977. Though Raymond had very little formal education, he was self-taught and supported his wife's desire to return to school. she received her high school diploma in 1934.

Mrs. Parks worked as a seamstress at a Montgomery department store in 1955. On December 1st of that year she boarded a city bus and sat in a row at the front of the *colored* section. The whites only section in the front of the bus filled up and a white man was left standing. The bus driver demanded that Mrs. Parks and three other patrons in the colored section give up their seats so the white man could sit. The other three people moved but Mrs. Parks had been pushed around enough and refused to yield her seat. She was arrested when the bus driver contacted the police and filed charges against her. Four days later she was found guilty of disorderly conduct and the Montgomery Bus Boycott began.

Over a year later the city was served with papers declaring segregation of bus service unconstitutional. The next day Mrs. Parks boarded a bus and for the first time was allowed to sit in any unoccupied seat. Her ordeal however was not over. She had lost her seamstress job and was unable to find work. Her family was harassed and threatened. In 1957, she moved along with her mother and husband to Detroit where her younger brother Sylvester lived.

In 1965 she joined the staff of U.S. Representative John Conyers of Michigan and worked there until her retirement in 1988. Mrs. Parks traveled the country extensively, lecturing on civil rights. Through the Rosa and Raymond Parks Institute for Self-Development, a non-profit organization she co-founded with Elaine Steele in 1987, she worked with young people to help them achieve their full potential. She has received honorary degrees from nearly a dozen colleges and universities and has received countless honors and awards. On April 22, 1998, she attended the groundbreaking ceremonies for the Troy University,

Rosa Parks Library and Museum to be located on the spot she was arrested. On December 1, 2000, she once again came to Montgomery to participate in the grand opening of the Rosa Parks Library and Museum, dedicated in her honor. She and her family were the first to tour the new library and museum.

10:30 a.m. campus)

Children's Wing of Rosa Parks Museum - (On the Troy State University

252 Montgomery St.

Experience the courageous spirit of Rosa Parks, a 42-year-old seamstress who sparked the modern civil rights movement by taking a stand and keeping her seat. Watch a reenactment of the events and listen to actual participants of the l955 Montgomery Bus Boycott. The Children's Wing expands the experience, giving youngsters a background on segregation and slavery in America.

12:00 noon

Lunch

1:00 p.m.

Civil Rights Memorial Center - 400 Washington Avenue

The Civil Rights Memorial Center expands the experience of the Memorial honoring the memory and achievements of those who lost their lives during the Civil Rights Movement. In addition to state-of-the-art exhibits and in-depth information about Civil Rights Movement martyrs, the Civil Rights Memorial Center houses a 69-seat theater, a classroom for educational activities, a section dedicated to contemporary social justice issues and the Wall of Tolerance.

3:00 p.m. Alabama Department of Archives & History - 624 Washington Ave

Constructed in 1940, this Montgomery jewel is the oldest state-funded Archives in the nation. Walk through history in the many museum galleries and exhibits as well as the genealogical research facility. There's a great break for the kids in "Grandma's Attic!" Don't miss it!

7:00 p.m. Cultural Nite-on-the-Town – Mr. G's

Friday, July 8, 2011 – Retracing History Montgomery, Alabama [con't]

8:30 a.m. Breakfast

10:00 a.m. National Center for the Study of Civil Rights and African American

Culture at Alabama State University - 1345 Carter Hill Road



National Center's Mission

The Mission of the Alabama State University Center for the Study of Civil Rights and African-American Culture is two-fold: to serve as a clearinghouse for information concerning Montgomery, Alabama's pivotal role in the shaping and development of the modern civil rights movement, and to preserve and disseminate information reflective of socioeconomic conditions, political culture, and history of African-Americans in Montgomery. The Center will augment classroom instruction and curriculum through its living museum, scholarly seminars, publications, and appearances of its personnel at public forums around Montgomery and elsewhere. The facility will be a place for scholars, students, lay historians, and all people interested in studying the modern civil rights movement and Montgomery's place in it.

National Center's Vision

In August of 1997, then Alabama State University president Dr. William H. Harris assembled selected staff, faculty, and administrators to determine the feasibility of creating a center for civil rights research. Out of that meeting, Dr. Janice Franklin was selected to serve as project director. The committee she headed quickly united behind a vision to build a center that would serve as a clearinghouse for information concerning the role of Montgomery, Alabama in the modern civil rights movement and to preserve and disseminate information reflective of socioeconomic conditions, political culture, and history of African-Americans in Montgomery, Although the focus was on Montgomery, the steering committee envisioned a larger national scope that would allow distance access to on-site digitized resources via the Internet. The center set out to amass under one umbrella the disparate historical library collections, people, activities, events, and multimedia materials on civil rights and African-American culture. In 2000, the National Endowment for the Humanities awarded Alabama State University one of seven \$500,000 Challenge Grants. This money was to be used to build a two million dollar endowment. The university responded by officially designating the National Center for the Study of Civil Rights and African-American Culture. The Center was successfully endowed in 2004.

The Alabama State University Center for the Study of Civil Rights and African-American Culture is a research institute and repository in Montgomery, Alabama, for the collection of civil rights and African-American cultural documents, artifacts, and other memorabilia. Such a collection encompasses and allows for the study of the interdisciplinary, diverse, and disparate character of civil rights and African-American culture. Although this undertaking will naturally encompass and extend to other resources throughout the state, the Center's focus is on Montgomery and its unique role in American history as the cradle of both the Confederacy and the modern civil rights movement. Inclusive in this mission is an effort to detail lives of African-Americans in Montgomery, their socio-economic and political culture, and their history. As a repository, the Center will network with the lay community to gather and record the stories of importance to African-American Culture, including those mundane features of

daily life that have given African-Americans in Alabama the stamina to endure and overcome racism, poverty, and illiteracy, as well as those features that have provided them the strength, brilliance, and self-esteem to nurture a rich cultural heritage. To that end, the Center will conserve the rich resources of the community by gathering oral histories, collecting privately held multimedia, and documenting the critical contributions of information and resources supplied by African-Americans and organizations such as churches, benevolent societies, federated clubs, civic organizations, fraternal orders, and business. These collections will be cataloged and made available to the public at large. It will link with other research centers to connect disparate histories of significance for a comprehensive study of the civil rights movement and African-American culture.

In accordance with Alabama State University's Mission, the Center will foster research, teaching and learning as an outgrowth of the collections housed in the Center and in the community, thereby stimulating an understanding of and appreciation for civil rights and African-American culture and the central place of that culture in the American South. Thus, the Center will provide support to the various programs in the university by strengthening those humanities courses that study the African-American experience in general and the modern civil rights movement in particular. The learning center and archives proposed at the university will encourage scholarship through various programs including internships, fellowships, seminars, exhibitions, lectures, and publications. It will be a unique

effort in Montgomery, Alabama, to offer a facility for both repository and research that will study,

analyze, interpret, publish, and preserve the illustrious history and culture of Montgomery's African-American citizenry.

11:30 p.m. Lunch

1:00 noon Dexter Avenue King Memorial Baptist Church - 300 Water Street



The Dexter Avenue King Memorial Baptist Church was founded in 1877 in a slave trader's pen, located on Dexter Avenue (formerly Market Street). On January 30, 1879, the Church's trustees purchased a lot (50' by 110') for \$270.00 on the corner of Dexter Avenue and Decatur Streets, where the current church

is located. A small wood-frame building located on the lot was used for worship service and educational purposes. The current red-brick building was constructed between 1883 and 1889. The Church was designated a national historic landmark on June 3, 1974, and Montgomery added the church to its list of historic sites on July 13, 1976.

The Church's first name - the Second Colored Baptist Church - was later changed to Dexter Avenue Baptist Church, when Market Street became Dexter Avenue in honor of Andrew Dexter, founder of the city. In 1978, the name was changed to Dexter Avenue King Memorial Baptist Church, in memory of its twentieth pastor, Dr. Martin Luther King, Jr.

The Church has a long history of community service. On October 3, 1887, the first registration of students for Alabama State University (then the Alabama Colored Peoples University) was held in the lower unit of the church. Over the years, it has served the community through the use of its facilities - meeting place for many civic, educational and religious groups - and its human resources. The initial Civil Rights activity in modern Montgomery - The Montgomery Bus Boycott in the 1950's - was directed by Dr. King from his office in the lower unit of the church.

In 1980, artist and Dexter deacon John W. Feagin, painted a 10' by 47' mural at the church. The mural depicts scenes of Dr. King's journey from Montgomery to Memphis. It reflects the segregated facilities of the era, as well as the struggles, sorrows, prejudices, and personalities of the era. Beginning with the bus boycott, it traces the long and tedious journey begun under Dr. King's leadership.

Thousands of national and international tourists come annually to the Church to be inspired by and educated on the role of the Church and Dr. King in the Montgomery Bus Boycott.

2:00 p.m. Dexter Avenue Parsonage Museum - 300 Water Street



The Dexter Parsonage Museum, historic home to twelve pastors of the Dexter Avenue King Memorial Baptist Church from 1920-1992, was placed on the National Register of Historic Places in 1982. It was restored in 2003 by the Dexter Avenue King Memorial Foundation, Inc., under the direction of church members, acting as an Authentication Committee. This 9I-year-old structure is

the former home of Dr. Martin Luther King, Jr., and his family. It has been fully restored with the original furniture and furnishings used by the King family.

2:30 p.m. The King-Johns Garden for Reflection - 300 Water Street

The King-Johns Garden for Reflection, located at the rear of the Dexter Parsonage Museum, is nestled in a magnolia tree-lined garden, featuring a sea of white azaleas and crape myrtles. Designed with a circular walkway, symbolizing unity, it provides a quiet space for tourists to reflect on the teachings of two of Dexter's most renowned ministers.

Many believe that it was by Divine Intervention that those two ministers — VERNON JOHNS (1947-1952) and MARTIN LUTHER KING, JR. (1954-1960) — had consecutive pastorates on the eve of the modern Civil Rights Movement. They were men of action, deeply rooted in philosophy and religious faith. Rev. Johns urged his congregation to fight oppression by becoming economically independent; he believed that self-determination was the hallmark of a people's claim to freedom. Dr. King taught non-violent resistance to oppression as a means of achieving social and political parity. Both men believed that the blessings of liberty were secured by direct action. In the serenity of this garden, you are invited to reflect upon six timeless themes about which Rev. Johns and Dr. King.

The purpose of the center and garden is to remind people about the message of the civil rights movement, and further its aims of equality and justice. A central feature of the museum is the King-Johns Garden for Reflection, where visitors can sit peacefully with their thoughts amidst magnolia-lined paths, replete with flowering crape myrtles and white azaleas. A circular path representing unity encourages reflections on two of the Church's famous ministers—Martin Luther King, Jr. and Vernon Johns. The Interpretive Center, located on the grounds, hosts regular events and screenings of movies and photographs of King's life, and provides a place for community members to honor the spirit of this great leader.

3:00 p.m. Depart Montgomery, Al - Leaving With New Direction and New Mindset!

5:30 p.m. Dinner-on-the-Road

9:30 p.m. Arrive in Chattanooga - Ready to Move in New Direction and New Mindset!

MANY FACES OF DIVERSITY AT UTC IMPACT STATEMENT 2012

Congratulations to MFDUTC's First College Graduate

MFDUTC's First College Graduate Terrance Akins



2007 First Year MFDUTC Program



2007 Graduation from Howard Academic and Technology



2012 Graduate from Lane College, Jackson, Tennessee

HE DID IT!

Submitted To: UTC Office of Diversity and Access

Submitted By: Dr. Jean Howard-Hill,

Director

Snap Shot of the First Year of the MFDUTC First College Graduate



Terrance Akins



Look How Far You Have Come Terrance!



Lane College Conducts Spring Commencement Convocation

By news@wbbjtv.com

Story Created: Apr 29, 2012 at 10:44 PM CDT

Story Updated: Apr 29, 2012 at 10:52 PM CDT



Lane College conducted its Spring Commencement Convocation at the Oman Arena Sunday. The UNCF President Michael L. Lomax delivered the address.

More than 200 young men and women earned Arts and Science Bachelor Degrees.

7 Eyewitness News very own Terrance Akins walked across the stage to receive his diploma. Akins started working at WBBJ as an intern in March of 2011. He now works in production.

"It was a sign of achievements. It just let me know that everything I have worked for has paid off," said Akins.

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MANY FACES OF DIVERSITY IMPACT STATEMENT 2012

I. Program Background and Summary

Beginning Summer 2007 to the present, the Many Faces of Diversity at the University of Tennessee at Chattanooga [MFDUTC] has academically assisted first generation college and "at-risk" students to gain access to college. It specifically targets students in grades 10th-12th. Who attend high school in Hamilton County and are from low income families and low performing schools. The program services students who but for the program would not gain access or be encouraged to attend college. The program is tailored to meet specific needs of students with different levels of academic and social deficiencies; provide a support system for students that improve college level academic skills, while transforming behavior and encouraging the desire to succeed in life and to give back to the community. Materials carefully designed for students make the program individually and collectively successful. Also teachers, counselors, as well as parents/guardians are brought in as partners in working together to ensure student success. Additionally, program director/instructor has more than 25 years of experience teaching, and in creating and designing instructional and testing materials for home schooling. She also has extensive experience in designing/directing "at-risk" and inner-city youth programs. Volunteer LaShunda Hill, graduate student at Harvard's Graduate School of Education, focusing on risk intervention and prevention, also teaches online courses.

II. How the Program Has Met UTC's Strategic Plan Goals

The MFDUTC has met the University's strategic plan, by addressing diversity access, community engagement and retention by working with students who ordinarily would not have the opportunity or encouragement to attend UTC and other colleges to acquire academic skills, pre-college classes, and mentoring to retain students once accepted to college through the Summer Program and In-School Fall and Spring sessions.

1. 2012 Goals and Outcomes

This past year, the program has assisted students in preparing college applications and gaining admissions to over 150 high school seniors who are "at-risk", racial minority and first generation college students or who are attending low performing schools.

It also meets the overall strategic goal for student success through the following measurable outcomes. Based upon five year program progress of student participants: **1.** 100% of participants have achieved as high as 85% mastery in Verbal Skills and 15% who have at least 50% improvement; 100% of participants have achieved as high as 820% mastery in Presentational Skills and 18% have at least 50% improvement; 100% of participants have achieved as high as 80% mastery in Written Skills and 20% who have at least 50% improvement; and 100% of participants have achieved as high as 95% mastery in Research Skills at college entry level and 5% have acquired basic skills upon completion of the program. **2.** 100% of senior year participants are enrolled in a 2 or 4 year college upon completion of the program. **3.** 20% of

participants have maintained an average college GPA of at least 2.5; 25% - 2.7 GPA; 10% - 2.8; 24% - 3.0; 12% - 3.2; and 9% - 3.5 GPA.

2. Special Focus on College Readiness and Success

This year we focused more on retention and the student's readiness for performing at acceptable academic levels in gaining admission and doing well at UTC. In doing so, we took the approach of encouraging students who had potential to do well, but because of some areas of academic deficiency needed more time to hone skills, to take the route of enrolling in Chattanooga State Community College as a two-year college student, with the goal of transferring to UTC. This allows students to take advantage of the transfer agreement between the University of Tennessee Chattanooga and Chattanooga State in using credits earned in completing a four-year degree.

3. Engagement of Community in Volunteering Services

The program is very grateful to Ms. LaShunda Hill, who has earned a Masters in Education from Harvard with a special focus on intervention and prevention for at-risk students, and has volunteered her services in teaching classes in the In-School and Summer phases of the program, and serving as the program assistant director.

Ms. Hill has been instrumental in helping to secure financial aid, internships, junior year study abroad opportunities and fellowships for our MFDUTC students. These opportunities include the Gates Millennium Scholarship and Gilman Scholarship for study abroad.

III. Student Success

1. First MFDUTC College Graduate With Four-Year Degrees:

Spring 2012 marks the first MFDUTC student who is graduating from a four-year college. Of the students who were seniors during the first year of the program, 1 out of the 2, who also were males has successfully earned his undergraduate degree. The 1 male who is not graduating is currently completing his undergraduate studies as a part-time student at Chattanooga State while working full time at Volkswagen. Once he completes his study there, he will be applying to UTC as a transfer student. Coming out of a gang environment, this is truly a success story for him.

2. MFDUTC College Graduates Transferring from Two-Year Colleges:

There are two MFDUTC male students who are graduating from a two-year college – Chattanooga State - and have been accepted to the University of Tennessee at Chattanooga for the fall 2012.

3. MFDUTC College Students Who Have Applied to UTC as their college of choice for Fall 2012:

There are 11 students who have applied to UTC for the fall, with three being accepted and 8 awaiting acceptance letters. [See attached print out for students. However note that not all of those students are listed on the print out.]

4. MFDUTC College Students Who Have Been Accepted to Chattanooga State for Fall 2012, who Planned to Transfer to UTC Upon Completion of the Two-year Degree:

There are 114 students who have been accepted to Chattanooga State and will have the opportunity to transfer to UTC. These students had potential to do well in college, but their ACT/SAT scores are too low to gain admission to UTC at this time or they needed to start at a lower college entrance level. For these students, we strongly suggested that they master skills at a junior college as we continue to work with them, before applying directly to UTC. [See attached print out for students.]

5. MFDUTC College Students Who Have Applied to Other Four-year Colleges of Choice for Fall 2012:

There are 25 students who have applied and have been accepted to four-year colleges other than UTC. Also included is 80 of those who were accepted to Chattanooga State Community College, but also accepted to four-year colleges.

IV. Future Success of Students

1. Five Year Snap Shots:

Some of our Fall 2011 and Spring 2012 In-house students wanted to share their **Five Year Snap Shots**. The MFDUTC created the Five Year Snap Shot to give students incentive to think ahead and to make career choices that we will work with them to accomplish over the next five years. Five years from now, they can look back at those snap shots and be proud of how far they have come in fulfilling their career goals.

Not every student's Snap Shot could be included in this report. But attached are a few from those students who have made a commitment to chart successful academic paths for the next five years. We will be working with all of our students to ensure they stay on track and do indeed accomplish their goals.

6. Other Outstanding Student Accomplishments:

As a result of the effort of Ms. Hill and the program director, Dr. Jean Howard-Hill, we have had our students study abroad in China and Australia during the summer and junior year, obtain summer internships and gain admissions to programs such as the Harvard Kennedy School of Government's Public Service Leadership Program; Youth Leadership Forum on Medicine; the Gilman Scholarship; the Gates Millennium Scholarship; and Middle College High School at Chattanooga State.

Congratulations to Terrence Akins who is our first MFDUTC College Graduate! Terrance is a student who was regarded as not being college bound. But MFDUTC knew better! Despite the odds, he did it! - Graduating from Lane College in Jackson, Tennessee. Terrance has been featured in the following WBBJ Channel 9 News clip at: http://www.wbbjtv.com/news/local/Lane-College-Conducts-Spring-Commencement-Convocation-149450105.html. He interned at WBBJ and is now in production. [See Attached Article]

We are very proud of our student accomplishments, especially since for most of them, but for the program they would not have had hopes of attending college. This is the beauty of the program – seeing the end results of success and accomplishments despite the odds.

Another Many Faces of Diversity at UTC Success Story

Meet the Future Dentist Dr. Preston Harris



MY STORY



My mother and father married young and had three children. My oldest Sister, Lakethia Harris, myself, and DerMario Harris. In all, I have five siblings: Lakethia, DerMario, JaiDa, Avion and Kaleb.

Both my parents earned their high school diploma from Howard High School. Afterwards, my father pursued the Navy, and years after my mother received her Cosmetology degree from Chattanooga Community College. Unfortunately my father was imprisoned, leaving my mother as head of our household. But I never allowed myself to use this as an excuse. Yes I wanted a father and I understand the importance of having a male in my life. However, I relied upon my Heavenly Father

to fill that void. Despite not having a male figure in the home, I was always happy under my mother's roof, because in my house there was plenty of love and discipline. It was my mother's disciple that taught me the "do's" and "don'ts" of manhood and to be humble, respectful, responsible and a strong, yet caring and compassionate man. For this I am grateful to my mother, Mrs. Remeca Tremese Harris.

Continuously we have moved from one area to the next in Chattanooga, TN. But thanks to my mom and grandmother, we always were together as a family. Mother only expected two things: Don't bring home any C's and play sports. Never give up on things you hope for. My grandmother, Mrs. Linda LaFay McMurray told us to always seek God and he will do the rest.

I spent Kindergarten through High School at the Chattanooga School for the Arts and Sciences(CSAS). I made the decision to pursue a health profession after discussing with my high school best friend Steve Harris what we would like to do with our lives. My first exposure to dentistry was volunteering at Miller Motte Technical College with Mrs. Donna Cockrell. She taught a dental hygiene class and motivated me to look into general dentistry. After having the opportunity to teach a class about how soft drinks deteriorate the tooth enamel over time, I was fascinated in the profession as a whole.

My junior and senior year, I had the opportunity to participate in the Many Faces of Diversity Program at the University of Tennessee, Chattanooga created and directed by Dr. Jean Howard-Hill and co-directed by her daughter Ms. LaShunda Hill. Meeting these brilliant individuals soon changed my life. My high school best friend and I were both accepted into the program and had the opportunity to apply for scholarships. We simply retrieved a list of scholarships from our guidance counselor and began picking from the list to complete. After countless applications,

I came across the Gates Millennium Scholarship. I knew nothing about the scholarship, but only the extensive paper work needed to complete it. Countless times I was approached about taking out loans, but I felt applying for scholarships was much more reasonable than to simply borrow funds.

God placed both Dr. Hill and Ms. LaShunda in my life and diligently worked alongside me to complete this prestigious scholarship award. The idea of college never resonated with me until my last semester of high school. My eldest sister attended college at Tuskegee University for a year, however, due to financial obligations she had to withdraw. I did not want my mother to be stuck with a financial burden so I focused much of my attention on finding ways to fund my education rather than choosing a university.

I graduated from CSAS in 2009 and accepted Fisk University as my choice for college. During my first year at Fisk University, I shadowed Dr. Henry Young at Meharry Medical College along with other instructors in the Endodontics and Oral Surgery Department. In the beginning of my second semester at Fisk University, my English professor, Dr. Bracks insisted that I apply for the Public Policy Leadership Fellowship, at the Harvard John F.

Kennedy School of Government. I was immediately intimidated by the ivy league school but she saw potential in me to be great and this program would help facilitate that determination.

I was accepted into the program and happened to be the only Biology major with interests in pursuing a dual degree in DDS and MsPH. The program sharpened my perspective of long and short term goals. I was drawn to the conversations about global issues and how to combat those issues as a dentist. My interests were oral health policy and managing ways to provide services domestically and internationally. Seemed very general at the time, but was a curiosity of mine.

In the summer of 2010, I was accepted into the Summer Medical and Dental Educational program at Case Western Reserve University in Cleveland, Ohio. This six week program was certainly a turning point for my exposure to dentistry. I was introduced to different specialties and met one of the most amazing mentors Dr. Marcus Johnson, DDS who now specializes in Endodontics.

After returning from the summer I was introduced to the HBCU health and wellness program where I focused on paternal involvement in infant mortality. Conducting research projects in the Nashville area and presenting in a variety of public health symposiums. It was a great experience. In the spring of 2011, I was inducted into Alpha Phi Alpha Fraternity, Incorporated. I was did my Summer Abroad Program in Beijing, China and attended Beijing Language and Culture University (BLCU) for the entire summer.

At BLCU, I took Sociology of China and beginning Mandarin (Chinese) language. I also took advantage of my interest in dentistry and shadowed/volunteered with Dr. Dixin Zhang. I conducted my final project on Traditional Chinese Medicine and Western Medicine. It was certainly an amazing experience.

After being exposed domestically and internationally, my experience with dentistry still seemed lacking. I strived to know more about the profession and engage with local dentists. The following summer I was accepted into Texas A&M Health Science Center Baylor College of Dentistry Summer Pre-dental Enrichment Program Collegiate II in Dallas, TX.

This program taught me everything there was to know and provided me the best experience and exposure to dental school than I could ever imagine. As a result of my performance, I had the opportunity to meet an alumni from Baylor College of Dentistry that invited me to intern at her new office during my winter break in 2012. Dr. Regina Powe, one of the most caring and loving dentists I know. Her office was in Plano, Texas and she showed me basic procedures along with allowing me to shadow and work along other specialty dentists in the area or surrounding areas such as Dr. Fatima Robinson, DDS, specializing in periodontics, and Dr. Richard Martin, DDS. oral surgeon.

I continued to intern with Dr. Regina Powe during the following summer for three weeks and would return for school. I decided to transfer to the University of Tenn-Knoxville for the fall of 2012 because I felt my focus for dentistry was pulling more towards public health. At UT I grew interests in research under my advisor Dr. Elias Fernandez in a Biophysics lab and expressed my interests to faculty and was awarded the Emmet and Nannie Hale Scholarship for Pre-Dentistry.

I recently graduated from UT May 9th, 2014 and received my Bachelors of Science in Biochemistry Cellular and Molecular Biology. I will now begin a new chapter in my life at Meharry Medical College-School of Dentistry in Nashville, TN.

My goal is to continue to live in the light of the Lord and bring others into the light through dentistry, and to provide a way to assist low income individuals with dental insurance.



Second Year Medical School at MeHarry

Indeed, Preston is a Success Story....



Preston Harris' father is in prison. He has been raised by his mom, along with his sister and three other brothers. Preston knows what it is like to grow up nomandically and with a father who is incarcerated. He could have, should have and probably also would have become one of the statistics — on drugs, slingling drugs, in a gang, in prison or even dead. But because of the support he received from his mother, his many mentors, and from his second mom, Dr. Jean Howard-Hill and Ms. LaShunda Hill in the Many Faces of Diversity at the University of Tennessee, instead, these are now Preston's stats read like this:

- Attended: Fisk University 2009
- Graduated from University of Tennessee Knoxville 2014 with Bachelors of Science in Biochemistry Cellular and Molecular Biology
- Bill Gates Scholar
- Recipient of the Emmet and Nannie Hale Scholarship for Pre-Dentistry
- Fall 2014 will begin at Meharry Medical College-School of Dentistry in Nashville, TN

While in college.....

- At Fisk University Shadowed Dr. Henry Young at Meharry Medical College along with other instructors in the Endodontics and Oral Surgery Department
- Public Policy Leadership Fellows, Harvard John F. Kennedy School of Government
- Fall 2014 accepted to Meharry Medical College-School of Dentistry in Nashville, TN.
- Accepted into Texas A&M Health Science Center Baylor College of Dentistry Summer Pre-dental Enrichment Program Collegiate II in Dallas, TX
- Summer Abroad Program, Beijing, China and attended Beijing Language and Culture University (BLCU).
- At BLCU, took Sociology of China and beginning Mandarin (Chinese) language. Also shadowed a dentist,
 Dr. Dixin Zhan and did my final project on Traditional Chinese Medicine and Western Medicine.
- Shadowed: Dr. Regina Powe, Dr. Fatima Robinson, DDS, specializing in periodontics, and Dr. Richard Martin, DDS. oral surgeon in Plano, Texas.

..... Way to GO PRESTON! We ALL are PROUD of you!

"Democracy In Action"

"DEMOCRACY IN ACTION" In The News



A News Worthy Program, Worth Talking About



1977 - 1980

A Unique Educational and Technological Enriching Civics Experience, Transforming Students into Active, Informed and Responsible Citizens

Chattanooga Public Schools



January 11, 1979

Office of Superintendent

To Whom It May Concern:

SUBJECT: DEMOCRACY IN ACTION PROGRAM

We are very enthusiastic about the educational potential of the Democracy in Action program. It is particularly appealing because it will incorporate good learning experiences in citizenship into the club activity and/or other extracurricular activity of the high schools. The basic principles that it will illustrate can be and are taught in social studies classes. However, the particular principle of the election process in representative government is demonstrated more fully in this program. To state it another way, the required courses that we now have to offer make it difficult to include many worthwhile areas as completely as we would prefer. This program, by utilizing time before and after school and during club periods, will reach a number of students with, in our judgment, most beneficial results.

The response to the announcement by students in our schools has been very good, and we feel that the program has much to offer the Chattanooga Public Schools.

Very truly yours,

James D. McCullough

Superintendent

JDM:cea

HAMILTON COUNTY

DEPARTMENT OF EDUCATION

317 Oak Street, Chattanooga, Tennessee 37403 615/757-2617

DR. DALE L. CARTER Superintendent

January 15, 1979

TO WHOM IT MAY CONCERN:

This letter is written to endorse the program, "Democracy in Action," developed by Miss Jean Howard to promote an understanding of the election process among high school students. The purpose of this program is worthwhile and the program has been effectively developed to accomplish each objective. With thorough detail, Miss Howard has included in her design all ingredients to assure success - organizational mechanics, instruction, motivation, promotion and supervision. It is my opinion that this program has merit and reasonable assurance of continuing success.

Sincerely,

Dale L. Carter Superintendent

Hamilton County Schools

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TELEVISION SCHEDULE

CHANNEL 45

Program	Air Date	Recording Date	Subject To Be Covered
News-In-Review	January 5th	January 4th	What Is Democracy In Action"?
News-In-Review	January 12th	January 11th	Voters Registration
News-In-Review	January 19th	January 18th	Last Day Of The Voters Registration Drive
News-In-Review	January 26th	January 25th	Candidate Qualifications
News-In-Review	February 2nd	February 1st	Description Of County And City Officials
News-In-Review	February 9th	February 8th	Description Of County And City Officials
News-In-Review	February 16th	February 15th	Description Of County And City Officials
News-In-Review	February 21st	February 22nd	Description Of County And City Officials
News-In-Review	March 2nd	March 1st	Description Of County And City Officials
News-In-Review	March 9th	March 8th	Results Of Primary Election - Party Structure
News-In-Review	March 16th	March 15th	A Look At The Major High School Parties
News-In-Review	March 23rd	March 22nd	Results Of Special Election
News-In-Review	March 30th	March 29th	Pre-Convention Information
News-In-Review	April 6th	April 5th	Debates (Mayor)
News-In-Review	April 20th	April 91th	Debates (County Executive)
News-In-Review	May 4th	May 3rd	Voting Machine Demostration
News-In-Review	May 12th	May 10th	General Election Results

Note: All Of The Above Subjects Were Covered And Reported On By Democracy In Action Media Reporters, On The Channel 45 News-In-Review Program.



CHATTANOOGA TIMES EDITORIAL, TUESDAY, NOVEMBER 7, 1978

CHATTANOOGA TIMES, THURSDAY, NOVEMBER 2, 1978

Commission

Backs Plan

For Schools

Electoral Education Planned in Schools

Howard-Hill's "DEMOCRACY IN

Students 'Elected' In Civic Program

ACTION"

15 Area High School Students 'Elected' In 'Democracy In Action' Mock Voting





Students 'Take Office' At County Meet



TELEVISION SCHEDULE

Mary Jean Howard

Spurs 'Democracy In Action'

Times }

ON DALE L. CANT

She is especially adamant that the program remain atrictly non-partisan.



10 High Schools to Participate In 'Democracy in Action' Project

DESIGNATY OF ACTION. Area Majt without students, and other constraints. Among those architecturing is part of the Denoceasty in Action prepares, are gooding to the Consection of solid 15° life in the 2 remains of the Consection of the State of the Stat

City Officials To Help School Voting Project

School Voting Project
Chattanosq in efficials Mss Howers and the had said today they would cooperclass the proposed project in of the city and county schools local high schools to premote and schedules for conducting schools will be arranged so as most of the city and county schools will be arranged so as most owner with the regular conducting the schools will be arranged so as not to interfere with the regular schools will be arranged so as to to interfere with the regular schools will be arranged so as to to interfere with the regular schools will be arranged so as to to interfere with the regular schools will be arranged so as to to interfere with the regular schools will be arranged so as to to interfere with the regular schools will be arranged to delined the proposed program and schools will be arranged to detending the program involves the concern over low interest in conduct party conventions, secommissioner of education, the conduction of the program in the for elective city and county city.

Students detected to these of -

Regime dit servic Contanente de la conta

Youth 'Officials' Sworn In

Elected In Area Schools



Student Commission Begins Tour of Duty

In Youth Democracy Program Here

'Mayor' Feels Taxation For City, County Unequal

The January Committee of the spring of the torque and is some committee facilities. The years the state of the properties of the second service available of the spring of the second service available of the second second service available of the second second

Students Urge Improvements

tions to name success universes to the desired of t Grateful Student

Program Praised

I was elected participant in the Democracy in Action program. This was the rookle season for this government participation program which easiled high whole todents the chance to have a superior of the program and its originator. Jean Bloward, Ms. Bowed devoted much of her wither, spring and especially summer time weiting with us. Step you spiddness and leadership but at the same time let us do most of our work and decident making on our own. I will be a juniar at Typer High School next year and will must certainly be involved in the Dimortery in Action and control of the providers toget involved. Again I would like to finant the County Commission, Democracy in Action and mostly Jean Howard.

—Joe Harmon Program Praised I am a recent graduate of Riverside High School and was elected "Studen County Commissioner" as a control

ning Richool and was elected "Student County Commissioner" as part of the Democracy in Action program. The experiences gained from working with our commission and from participation in the program were very meaningful and have given me a political awareness that I might not have acquired as a lone-ager.

I will be existent UTC this, sail and

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CHATTANCES NOTHER HOUSE OF 1-31 y JEAN

Spurs 'Democracy In Action'

Mary Jean Howard

Problem solving is a passion with Mary Jean Howard. If problems don't come to her she will go out and find - and usually workable

anything. No matter how large or small or how difficult, she'll hold on Ms. Howard is one of those hardy women who will roll up her blouse sleeves at the drop of a hat and tackle until all possibilities have been solutions for them. exhausted.

a bachelor's degree with honors in urban studies and government at A native of Anniston, Ala., she moved with her family to the Booker T. Washington High and Riverside High School before earning Chattanooga area at an early age, attending Chickamauga Elementary, Wheaton College, Norton, Mass.

responsibility. Then she enrolled at the University of Tennessee College She earned certification at the National Paralegal Institute in 1975 where she was trained in divorce law, landlord tenant law, welfare law, legal research and advocacy

She was employed as a law clerio in the firm of Crutchfield, Jenkins, Grantham and Teeter before joining the staff of the Southeast Tennessee Legal Services last April in a similar

education program, helping to coordinate a legal program for the Her duties include representing elderly, drafting legal documents, aiding agency clients at administrative hearings, assisting in a community legal and researching

Ultimately she plans to pursue a aw degree at Vanderbilt University attorneys with trial preparation.

Meanwhile in addition to her duties the agency, Ms. Howard has launched a "Democracy in Action providing practical instruction to city and county high school students in the "whenever I can find the time." aimed at electoral process. Program" with

In less than six-months she has won acceptance of her idea from city and county school administrators and linancial backing from the business as area community as foundations.

with the Hamilton County Election Commission, Ms. Howard explained that she was dismayed at the low level of participation throughout the After working in several elections county in the electoral process.

see honesty restored to the only way to get at the problem is participating in government. I want government. And it seems to me that You find them in high school. They are the next generation of voters and officeholders and they need to know now the electoral system works," she "I want to see more young people to go to the source - young people. said. 2

Action Program which takes civics by eight city high schools, one in the development of the Democracy in out of the textbook and puts it on a realistic plane. It has been adopted county and gained support of both reasoning led to the city and county governments. Her

registration campaigns, organize political parties, field candidates for city, programs, and finally conduct elections. under guidance of a program coordinator and a DIA club, will form county, state and national offices, form a press corps, produce two newspapers and radio and television Essentially students at each school systemwide election commissions voter conduct

recorders to add a touch of reality to Student news reporters will be coached by professional news reporters and are being equipped with cameras, notebooks and tape coverage of the mock campaigns.

allow elected student officials to Ms. Howard has won from city and other government officials pledges to spend the summer months observing them in the conduct of their offices. It has been no small task, but Ms. Howard is hopeful the program will be continued beyond the present school term.

this program," she said, "and if it can be continued, I feel it will have a tremendous effect on future elections "We have a great potential with in our city and county."

She is especially adamant that the remain non-partisan.

fights, but I have opted not to sublicly align with any candidates persuasions," she said, "but this has enjoy good political "Naturally, I have my own political or support any candidates in any nothing to do with party politics. I thoroughly

elections while I am associated with this program."

Ms. Howard has a talent for organizing and a track record for seeing programs she conceives produce the targeted results.

D. C., aimed at preparing minority and research methods necessary for Prior to returning to Chattanooga from Wheaton College, she organized and directed "Project Prepare" for Catholic University in Washington, igh school graduates for the writing college work.

was the architect of an and summer counseling program to University freshmen a head start in academic preparatory curriculum Catholic disadvantaged college studies.

Nursery School, overseeing a staff of 14 employees and coordinating an she served as director of the Atonement development In addition and at the same time, D.C. childhood Washington, curriculum. While at Wheaton she served as student director of the Wheaton College Choir for which she wrote several songs used on the choir's concert tours.

talent for acting as a member of the An accomplished vocalist and pianist, Ms. Howard demonstrated a Washington Theater Club.

In her presence one immediately senses an open honest, friendly, but personality reenforced by a sharp, quick mind. frank,

lownplays her accomplishments. She is modest and sensitive, but self confident, loquacious and at times She exudes a disarming charm that argumentive and persuasive. Her arguments seem always to be well thought out and she presents them in an orderly manner often using humor to drive home her points. No one questions her sincerity, especially when serving as an advocate for a cause, or for the poor, disadvantaged, youth, the elderly and



George Baker/The Times

the Central in her life is religion which reflects her faith in the "good of missionary-like zeal with which she explains takes on various projects.

directs the choir and often serves as The daughter of the Rev. Julius Howard and Mrs. Hattie Massengale, Ms. Howard is one of five children. She has three sisters and a deceased She is a member of the Pure Holiness Church of Christ where she brother.

She has written several religious soloist and a Bible class teacher. recently recorded songs and

album of songs to be released in the late spring or early summer. In her spare time she is composing lyrics for still another album to be recorded

It is not unusual for Ms. Howard to work at her various interests for as

time," she said, "I think of it in terms of trying to do something worthwhile and ready for the next task. I like to finish things and move on to - CLARENCE can go to sleep and feel refreshed each day for as long as I can. Then I something else."

long as 18 hours a day.
"I don't think of it in terms of

FRONT PAGE CHATTANOOGA TIMES, MONDAY, OCTOBER 30, 1978



Porter Bloks/The Times

Jean Howard, Designer of 'Democracy in Action' for Schools

Electoral Education Planned in Schools

By NANCY HARTIS

An innovative program that will teach high school students the electoral process by utilizing simulated voter drives, primaries and general elections in the process of becoming a reality in this area's city and county high schools.

"Democracy in Action" will focus on local government activities in a club format that will allow interested students to study the election process and government decision-making without the restraints of tests and grades.

The brainchild of 26-year-old law student Jean Howard, the program is designed to cover the functioning of county government, city government, the role of the election commission, the election process, the role of precinct chairpersons, party structure and campaigning.

Each club or chapter of "Democracy in Action" will elect officers at the start: chairperson, vice chairperson, executive secretary, precinct chairperson, vice precinct chairperson, registrars and even news reporters.

The Democratic process exercise will culminate in the elections of a mayor, four commissioners, a county executive and nine county commissioners, along with five convention delegates.

The winning candidates in the general election will receive a \$100 scholarship and an opportunity to spend six weeks during the summer working with the official in the particular office to which they had been elected if the City Commission and County Council approve that part of the plan this week.

The whole gamut of all these activities

campus by senior political science students at UTC, who will be paid stipends from funds solicited from area businesses and corporations.

"I think one thing that's really going to get the students excited is the elections; you know, homecoming elections are so exciting for students, and it will be something like that," Ms. Howard said. "I think things like this really add to the school spirit."

Each high school will have one chapter to itself, and its nominees will compete in the general election with the nominees from the other high schools, if the plan receives final approval from the city and county school boards this week.

Each chapter will select two reporters, each of which will go to work writing for one of the two planned inter-school newspapers, the High School Times and the High School Free Press.

If the plan is instituted by the school boards, as expected, students will leave the experience knowledgeable in local government and voting procedures and, the designer of the program hopes, enthusiastic about politics and the political process.

"There are so many people in this city who don't vote and don't exercise their right to vote and the reason, I think people don't exercise their right is because they aren't knowledgeable," Ms. Howard sald. "Do you know, I've met people around here who think you have to pay to vote?"

A big fan of politics herself, Ms. Howard says she was known as "the Little Politician" during her high school years for her involvement in student

Electoral Education Planned in Schools

Continued From Page A1

government, which fed her interest in politics and led to ber involvement in politics as an adult.

"This whole idea just came to me as a brainstorm about three weeks ago," she says. "I just got to thinking about the low voter turnout and the way people around here aren't all that interested in elections."

If the program gets the green light from the City Commission and County Council, Ms. Howard says she plans for the program to be a reality by January.

A Possible Cure

An imaginative plan devised by Jean Howard, a 26-year-old law student, has the potential of bringing the election process more alive to area high schoolers than all the political science classes they will ever attend.

Her idea is not altogether new but it is a simple and extended version of various other programs for teaching young people how we select our officials.

Students at each of the city and county high schools would be taken step by step through the organization of "political" parties, the registration of voters, campaigning by candidates and election of various "public officials."

UTC students majoring in political science would be called on to direct the program with the objective of seeing that all concurred with existing election laws, in a sense an actual preview of what the high school participants might expect in real life elections when they are 18.

Ms. Howard says she has received initially favorable response from school authorities in both the city and county systems. There is no reason to believe either they or the public officeholders whose counterparts would be named in the process would object to active cooperation.

If it teaches the young people the importance of voting and how to go about it, it will serve a great purpose. The latest figure we have seen shows that less 36 percent of the eligible voting population goes to the polls in off-year elections.

Therein lies a potentially fatal disease for democracy. Ideas such as proposed by Ms. Howard could mean a cure.

Commission Backs Plan For Schools

By PAT WILCOX

The City Commission Wednesday agreed to cooperate in a Democracy in Action program to educate area high school students on the electoral process.

The mayor added with a grin, however, that the agreement was contingent upon the present office holders' coming out winners when that electoral process produces a new City Commission in March.

The idea, conceived by Jean Howard, a second-year law student at UTK, is that students will learn by participating in the process, from each school's affiliation with a political party to the choosing of candidates at party conventions to the election of students to city and county posts.

The commission committed itself Wednesday to work next summer with those students who are elected to the offices of mayor and city commissioner "That's if we're here," said the mayor with good humor. "We have an election between now and that time."

Ms. Howard's concept is that students elected to the various positions would spend six weeks with the office holders next summer.

Some members of the commission feared that six weeks would be too long a time and that students would become bored if they simply observed the activities of the incumbents.

The agreement was that Ms. Howard would work further with the commission, if the program is accepted by the city and county school boards, to structure a constructive, stimulating work plan for the students.

She said that she has had much unsolicited response from students since a story about her proposed program appeared in The Times.

She said she will meet with representatives of the city's private schools which have shown an interest in the program as well as the public school systems.

City Officials To Help School Voting Project

Chattanooga city officials said today they would cooper- cleared with superintendents ate in a proposed project in of the city and county schools local high schools to promote and schedules for conducting interest in the election pro- the program within cess.

ond-year law student at the lar curriculum. University of Tennessee, outthe City Commission.

each participating high school young people. (city, county, private). The clubs, working together, will missioner conduct party conventions, se- commissioner of education, lect candidates and hold elec- and city school officials in detions to name student officials veloping the program in the for elective city and county city. offices.

Students elected to these offices will "serve" for a period (four to six weeks) during the summer on projects related to their office. Successful candidates will also receive a "scholarship" of \$100 to \$150 each, the money to be provided by private contributions, according to Miss Howard.

Mayor Pat Rose and members of the City Commission commended Miss Howard on her interest and effort in developing a program they described as "very good."

Miss Howard said she had schools will be arranged so as Miss Jean Howard, a sec- not to interfere with the regu-

Participation will be on a lined the proposed program voluntary basis. Miss Howard she designed to members of said she was inspired to develop the program because of The program involves the concern over low interest in formation of a club within elections here especially by

She will work with Com-

CHATTANOOGA TIMES, SUNDAY, DECEMBER 7, 1979

10 High Schools to Participate In 'Democracy in Action' Project

Beginning this week, Chattanooga and Hamilton County high school students will get a lesson in good citizenship — and hopefully will learn to exercise their right to vote when they become of age.

"Democracy in Action," a project which has been in the planning for several months, will be carried out beginning this week, says its creator, law student Jean Howard.

"Clubs" will be formed at each of 10 high schools to set up mock registration drives and to learn the election process in preparation for electing students to

the positions of "mayor," "county executive," and other city and county "offices."

Candidates will learn election laws and will qualify to run under the same procedures as the real political world, Ms. Howard said.

After a primary election, another election will be held by the student body of each school to determine which political party it will affiliate with. Three parties with fictitious names but with definite platforms resembling real-life parties will be considered.

On March 31, students elected to

positions from each school will meet together in party caucuses. From those party caucuses will emerge one candidate for each of the offices. In effect, candidates elected from individual schools will have to run twice.

A general election will be held on May 4, and the winners of the elections for various offices will spend six weeks with their real-life counterparts in city and county government.

In the meantime, "reporters" from each of the schools will appear on local television and radio stations to report on the election process.

10 High Schools To Launch **Democracy In Action Course**

Democracy In Action, an for the elective course. elective program designed for high school students, will be the course will include Ms. covering the primaries, party launched in 10 city and coun- Howard, three other individu- conventions, and government ty high schools this coming als, and 24 political science meetings. week.

The program, approved by city and county school board focus of the program this officials, will run the last year will deal with local govsemester of this school year. ernment.

Jean Howard, developer of the program, will launch the the selection of delegates first program Wednesday through party conventions, a morning at Hixson High.

Approximately 150 Hixson election. High students have signed up

majors from UTC.

Ms. Howard said primary

The program will include primary election, and general

To add a touch of reality to

the program there will be me-Instructors and advisers in dia and newspaper reporters

Elected In Area Schools

Youth 'Officials' Sworn In

administered oaths of office to local students who will "replace" them for three weeks as part of a Democracy in Action program.

The young people were elected in a process similar to that by which national officials are elected. During the spring, students in eight participating high schools sent

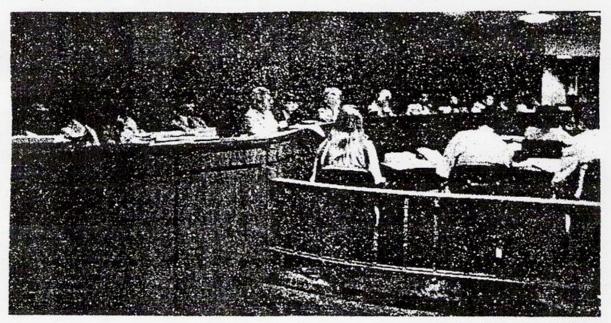
Chattanooga's city officials representatives to a convention where two parties vied for votes and produced a set of city officials.

Elected mayor was Nelson McLeod, who graduated from Hixson High. Other officers: Karen Ray, Hixson, commissioner of education; Tim Forester, rising senior at Tyner High, commissioner of public utilities; Bradley Black, rising junior at Tyner, commission-

er of public works: and Herb Knowles, rising senior at Ooltewah, fire and police commissioner.

The young officials will work in and out of their respective offices for the next three weeks, with full cooperation of the officials they represent.

The program was instituted by Miss Jean Howard, who heads the Democracy in AcNEWS-FREE-PRESS - JUNE 16, 1979



(Staff photo by Steve Grider)

STUDENTS, COMMISSIONERS AT WEDNESDAY'S COMMISSION MEETING

Democracy In Action Program

Students 'Take Office' At County Meet

Student officials elected as county executive and county commissioners in the recent schoolwide Democracy in Action program were administered oaths of office by their real-life counterparts during Wednesday's County Commission meeting.

Elected students and their counterparts attended a luncheon at the Downtown Sheraton Hotel following the morning meeting and heard the addresses of Dr. Dale Carter, superintendent of Hamilton County Schools; County Executive Dalton Roberts; and County Commission Chairman Floyd Fuller.

"The Democracy in Action program has proven to have a great deal of merit," Dr. Carter said. "I congratulate all of you (student officials) on your election.

"I am looking forward to the program being instituted in our schools for next year."

Mr. Roberts praised the program and the efforts of Ms. Jean Howard, executive director and founder of the student-oriented program.

"This country has survived and thrived for over 200 years because of the democratic process," Mr. Roberts said. "Ms. Howard has started a program to ensure that the next generation understands and appreciates this precious process."

process."
"I congratulate the students elected and I am very im-

pressed with the progress made by the program, in such a short period of time," Mr. Fuller added.

"I certainly hope that the association and experience gained by your three-week internship will prove to be a valuable one and will make you more accutely aware of the process."

Students spent Wednesday morning seated side-by-side with their counterparts, listening to resolutions and other matters brought before the commission.

Next week, students will begin their three-week internship, which includes attending regular commission meetings, sitting in on their own mock commission meetings, working on individual and group projects and learning all they can about county government.

County officials and their student counterparts include Paul McDaniels (Harold Garth of Kirkman High), Claude Ramsey (Eric Kidwell of Tyner), Robert Long (Joe Harmon of Tyner), Brenda Bailey (Elaine Mingo of Howard), Floyd Fuller (Les Mc-Spadden of Hixson), Rheubin Taylor (Joe Richards of Riverside), Sam Robinson (Laurie Vaden of Hixson), Howard Sompayrac (Dee Dee Johnson of Tyner), Jack Mayfield (Chris Gentry of Ooltewah) and Dalton Roberts (Antonio Harris of Brainerd).

Students 'Elected' In Civic Program

The "Democracy in Action" program, in which area high school students participated in mock elections, has now entered the final phase.

Fifteen students were "elected" to city and county positions, and are planning to spend some time in the near future with their real-life counterparts.

Elected mayor was Nelson McLeod of Hixson High School. Karen Ray of Hixson was elected education commissioner; Brad Black, Tyner High School,

commissioner of public utilities; Tim Forester, Tyner High, commissioner of public works; and Herb Knowles, Ooltewah High, fire and police commissioner.

Tim McLemore of Ooltewah was elected county executive. County commissioners are Chris Gentry, Ooltewsh; Antonio Harris, Brainerd; Les McSpadden, Hixson; Laurie Vaden, Hixson; Trey Roden, Hixson; Lloyd Davis, Hixson; Joe Harmon, Tyner; Gery Donovan, Hixson; and Eric Kidwell, Tyner.



-Harold Maven/The Times

DEMOCRACY IN ACTION: High school students from the Chattanooga area participated in mock political conventions as part of a Democracy in Action program. Students were nominated by their parties at two conventions, and the winners of the election will have

the opportunity to meet their real-life counterparts. Among those in the conventions were, from left, Nelson McLeod, mayor nominee; Herb Knowles, fire and police commissioner nominee Jean Howard, program director;

15 Area High School Students 'Elected' In 'Democracy In Action' Mock Voting

The "Democracy in Action" program, in which area high school students participate in mock elections, has now entered its final phase, accord- High School has been elected ing to program officials.

Fifteen students have been "elected" to city and county government positions and are planning to spend some time

in the near future with their gram. real-life counterparts.

Nelson McLeod of Hixson mayor and Tim McLemore of Ooltewah High has been voted in as county executive, thus sealing the top positions in the annual high school pro-

Others elected include Karen Ray of Hixson High, educacommissioner; Brad Black of Tyner High, commissioner of public works; Tim Forester of Tyner, commissioner of public utilities; and Herb Knowles of Ooltewah,

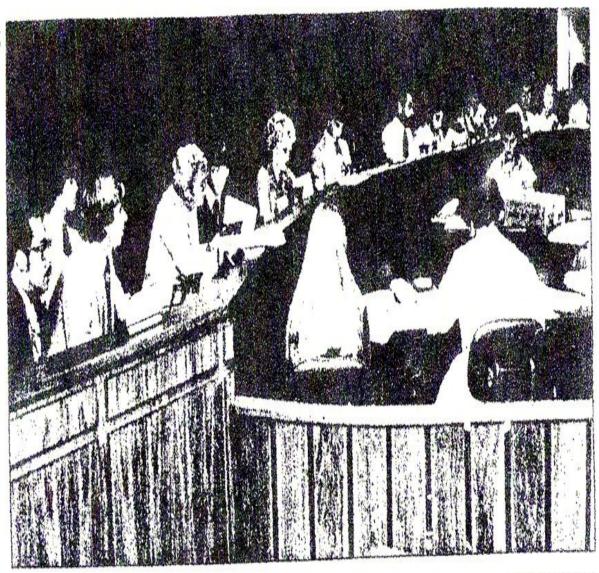
fire and police commissioner. County commissioners include Chris Gentry, Ooltewah: Antonio Harris, Brainerd; Les McSpadden, Hixson; Laurie

Vaden, Hixson; Trey Roden, Hixson; Lloyd Davis, Hixson; Joe Harmon, Tyner, Gery Donovan, Hixson; and Eric Kidwell, Tyner.



'GOVERNMENT OFFICIALS'-Newly elected "officials" of city and county government, chosen from area high schools as part of the recent "Democracy in Action" program, include, from left, Gery Donovan of Hixson, county commissioner; Tim Forester of Tyner, commissioner of public utilities; Laurie Vaden of Hixson, county commissioner; Les McSpadden of Hixson, county commissioner; Karen Ray of Hixson, education commissioner; Joe Harmon of Tyner, county commissioner; and Brad Black of Tyner, commissioner of public works. (Staff photo by Buddy Werner)

CHATTANOOGA TIMES - JUNE 28, 1979



- Itm Mooney (The Times

DEMOCRACY IN ACTION: Area high school students, as part of the Democracy in Action program, are getting a chance to see what it's like to be a county commissioner. "Elected" to the positions by their fellow students, they attended Wednesday's County Commission meeting and sat right alongside their

real-life counterparts. Among those participating in Wednesday's lesson in democracy were Eric Kidwell, Joe Harmon, Les McSpadden, Joel Bichards, Laurie Vaden, DeeDee Johnson, Lloyd Davis, Antonio Harris, Tim McLemor, Elaine Mongo, and Harold Goff. CHATTANOOGA TIMES - JUNE 23, 1979

From Left, Forester, Eberle, Knowles, Smart, McLeod, Rose, Ray, Franklin and Black

- Mick Owens/The Husen

Student Commission Begins Tour of Duty

By PAT WILCOX

For the next few weeks the mayor and city commissioners may well get the feeling that they have someone looking over their shoulders — because they will.

Tuesday morning a second City Commission was installed.

It is comprised of high school students and recent graduates who were elected to their positions in citywide elections in the schools under a program called Democracy in Action.

And their arrival at City Hall brings Chattanooga its first woman commissioner.

Karen Ray, a recent graduate of Hixson High School, will be serving as commissioner of health and education under the tutelage of Commissioner John Franklin.

Nelson McLeod, also a Hixson graduate, will be the student mayor of the city, working over the next month with Mayor Pat Rose.

Herb Knowles, a rising senior at

Ooltewah High School, will be fooking over Fire and Police Commissioner Walter Sprart's shoulder.

When Public Utilities Commissioner Jim Eberle met his counterpart, Tim Forester, who will he a senior at Tyner next year, he greeted him with a hearty handshake and a laugh, saying, "It must be the weight," that put them together.

Brad Black, a rising junior at Tyner High School, will serve as commissioner of public works, the position held by Commissioner Paul Clark.

Clark was the only commissioner who was not on hand Wednesday to welcome the student commission aboard. He was out of the city.

As for the other members of the commission, they seemed all too happy to turn over the hot seat to their student counterparts.

As soon as the oaths of office were administered, the adult officials vacated their fancy chairs on the dais in the commission assembly room and took seats in the front row of the audience. Mayor Bose was the first to put the newly installed officials on the spot, asking, "When are you going to get the Walnut Street Bridge replaced?"

Mayor McLeod quickly demonstrated his political acumen as he answered, "We've been studying this problem for quite some time and I can tell you that progress is definitely being made."

The student mayor and commissioners will spend the rest of this week receiving a general orientation to city government and will then work for three weeks in their elected positions.

They will attend City Commission meetings each morning and hold their own mock commission meetings on Monday morning. At those meetings,

people will address the "commission" on matters which relate either to the group projects or individual projects the students will undertake during their tenure at city hall.

The resolution of the Walnut Street Bridge controversy will be one of the group projects. Other, areas to be addressed by the students are improvement of recreational facilities and the quality of education, and attracting new business to the city and new airlines to the airport.

Rose and Franklin both expressed appreciation for the Democracy in Action program for instilling and nurturing an interest in local government in young people and promised to work with the students to make their stay at City Hall a valuable learning experience.

The first and only official act of the student commission Wednesday was to express its appreciation to Jean Howard, a law student at UT Knoxville, for founding and organizing the Democracy in Action program and making it a success.

CHATTANOOGA TIMES, FRIDAY, JANUARY 12, 1979



-Jim Mooney/The Times

DEMOCRACY IN ACTION: Jean Howard, standing, tells a group of Riverside High School students about the "Democracy in Action" program which began this week with their real-life counterparts this summer.

In Youth Democracy Program Here

'Mayor' Feels Taxation For City, County Unequal

By J. B. COLLINS N-FP Urban Affairs Editor

The youthful "mayor" of the student group of city officials is convinced that the city taxpayer is carrying more than his share of the burden.

On the final day of the three-week project sponsored by the Democracy In Action program, young people participating in the project reported to the city officials with whom they have been working.

Nelson McLeod, acting mayor, said he found that there is a "problem of inequality" for the city taxpayer who "pays approximately twice the property tax of a county resident with similar possessions."

"A county resident may work in the city, use city roads and take advantage of city-maintained parks without

contributing to the upkeep of these facilities," the young mayor wrote.

And he noted that "well over half of the county's income is received from residents of the city."

He said that city residents may enjoy county facilities but that the city resident pays for the county services while the county resident doesn't pay for city services.

Young McLeod said that there may be a solution. He offered two possibilities:

A uniform county tax to equalize the tax burden.

 Do away with the present dual government system and institute a metropolitan government.

"This metropolitan government) would provide all residents of Hamilton County with an equality of taxation and an equality of benefits.

"It would also do away with ject and report.

the overlap and in some cases the absence of services available to citizens of the community."

Mayor Pat Rose and other members of the commission commended Ms. Jean Howard, who heads the Democracy In Action program here, and the young people participating in the program.

The young "commissioners" gave individual reports on their observations during the three weeks: Miss Karen Ray as student commissioner of health and education; Tim Forester as commissioner of public utilities; Herb Knowles as commissioner of fire and pllice.

Brad Black, student commissioner of public works, was not present for the final ceremonies, but Ms. Howard said he has completed his project and report. CHATTANOOGA TIMES - JUNE 25, 1979

Students Urge Improvements

The Hamilton County Board of Student County Commissioners and Student County Executive called for improvements in Warner Park and Chester Frost Park in their first mock commission meeting Monday.

The student commission is part of the Democracy In Action program that offers high school students the opportunity to participate in local government.

Students are spending three weeks this summer working in the office of the official whose seat they won in the mock general election.

Commissoner Joel Richards suggested that the city and county governments work together to improve recreational facilities in the Chattanooga area.

The students decided to send Tim

Forrester, city commissioner of public utilities, to investigate reports of cracks in teh swimming pool and dilapidated restroom facilities at Warner Park.

The commission heard complaints from the Greater First Missionary Baptist Church about loud music and trash coming from a club on Shallowford Road.

The council decided to further investigate the parking problem at Red Bank High School, the possibility of making the intersection at Jersey Pike and Hancock Road a four-way stop, and the problems in Tennessee's educational system.

Commissioner Joe Harmon recommended that a garbage burning-fuel producing plant be built in the Chattanooga area.

The next student commission meeting will be held Tuesday, July 3, at 1 p.m.

Hundreds Of Valunteers

Youths Aid In Eldercare

By RANDALL GRAY N-FP Staff Writer

By addressing the reality that the elderly need and de-serve special love and con-cern, Jean Howard, director 'and founder of "Eldercare," is boping to dispel the myth that young people "are not about anything good or posi-tive."

a field general engaged in coordinating a full-scale war effort, Ms. Howard mans the phones in her executive director's offices at Democracy In Action in the Hale Building, and assigns various duties to her 100-person staff of mostly teen-age and young adult Eldercare volunteers.

The mission of her army of workers, who range in age from 16 to 45, is to perform any task, menial or strenuous,

for any elderly person in the community....and do it with-out pay or purpose of gaining recognition.

"(Eldercare) came as a result of really having some love and concern for the elderly," says Ms. Howard. "I feel that they've made their contributions to society, and we owe them something.

"But there are a lot who don't have relatives, or have relatives who have just for-gotten about them."

Of late, Ms. Howard's tireless troops have been mobil-ized, through a special branch ized, through a special branch project of Eldercare—called "Cool It," to run errands, mow the grass, anything to alleviate any heat-related difficulties the area's elderly might encounter.

And although the heat wave

finally relented somewhat, Eldercare volunteers are still checking on the availability of fans and proper ventilation in the homes of senior citizens. "Cool It" will either distrib-

"Cool It" will either distribute one of the fans it has obtained from area merchants
to needy elderly persons, or
put that person in touch with
the Human Services Department, which is also making
cooling devices available.
No one at Eldercare believes that the long, hot summer is over with yet, and Ms.
Howard doesn't want to second guess Mother Nature,
especially where the lives and
comfort of the elderly are
concerned, so "Cool It" will
monitor heat-induced emergencles via a "Hot" line
(622-2233) from 11 a.m. to 5 gencies via a "Hot" line (622-2233) from 11 a.m. to 5

Ms. Howard says Eldercare and "Cool It" are more than just programs to help the eld-erly beat the heat. "We go out and share with them," she

One can learn so much by going over and spending an hour with them. And if they are the kind of person who used to like to read, but can't

anymore, we read to them.
"We also have beauticians
who will go out and do their
hair for them."

nair for them.

A graduate of Wheaton College in Massachusetts and UTK's School of Law, with plans to run for state representative of the 29th District, Ms. Howard recognizes the important role government must play in meeting the needs of its constituents, but she feels that governmental intervention is decisional. intervention is effective only

up to a point.
"I feel that it's not totally the government's burden— the local, state or federal gov-ernments'— to do all the good that can be done in a

community.

"Volunteer programs are the kinds of assistance that are really meaningful and needed.

Ms. Howard is quick to point out that Eldercare, which is personally funded by her, is not affiliated with Democracy In Action, which is a private corporation-fund-ed educational program giv-ing school children an opportunity to learn about govern-ment and hold campaigns and

ment and hold campaigns and mock elections.

Ms. Howard is currently planning shopping trips for the elderly to the Eastgate and Northgate Malls, "now that it has cooled off."

Buses will be chartered and used to transport the groups.

Each worker will be assigned to accompany five to 10 people, she said. Luncheons at either the Picadilly or Morrison's Cafeteria will be a special feature of the outings.

The trips will be beneficial, Ms. Howard believes, "because one of the things about elderly people is that they've got to stay active.

"A lot of times they just sort of brood and die away because they don't have anybody to share with them." Each worker will be assigned

of the past several weeks has finally relented somewhat, presentations. She called it Eldercare volunteers are still "the most rewarding experichecking on the availability of ence she's had" since the in-

ence she's had" since the inception of Eldercare.

"When I took over a flower and two cards to an elderly couple, they just cried because, they said, 'We don't have any relatives here in Chattanooga. And just to have somebody to think enough and come by and do this."

"Just to see the expression happings on the her faces to

of happiness on their faces to me was the most rewarding thing that I could have done, even though I was broke after Valentines Day. I mean I was really just broke. "But it was worth it to see

that. It did something for me. It really did.



JEAN HOWARD, director and Eldercare and executive director of Democracy-la Action, developed the assistance program to repay the elderly with love and concern for their past contri-butions to society.



TIMOTHY BENTON AND ALAN GOIN AID S. KNIES IN THE TENDING OF HER TOMA-TO PLANTS

-- May - Howard - speaks - from experience when she refers to the joys of sharing. Before she was able to recruit the assistance of the young men and women college students who make up the majority of her summer team, Ms. Johnson was forced to spread her personal funds and time a little

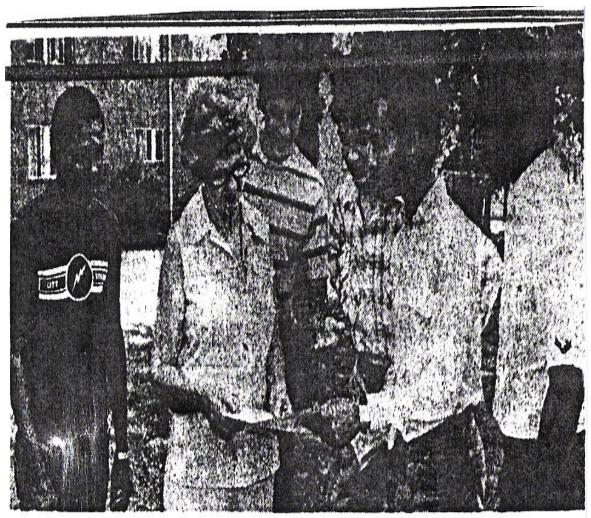
At Christmas, she gave socks to elderly men and hankerchiefs to the women. For Valentines Day, each received a rose or a carnation with a bow around it.

with a bow around it.

"It wasn't a whole lot, but it was just something to let them know, I love you.

"The men were just as excited about it as the women were because they'd nevergotten a flower before."

A particularly topching mo-A particularly touching mo-ment occurred during one of



"COOL IT"—Volunteer workers of Eldercare's special youth committee project, "Cool It," are shown as they offer information about the program to Mrs. Mildred Knies, as well as their services to

spare her from the hot summer sun.

The workers are, from left, Timothy Benton, Alan Goin, William Brownelo, Antonio Harris and Fred McClure. (Staff photos by Robin Rudd)

Program Praised

I was elected participant in the Democracy in Action program. This was the rookie season for this government participation program which enabled high school students the chance to have say in our government.

I have nothing but praise for the program and its originator, Jean Howard. Ms. Howard devoted much of her winter, spring and especially summer time working with us. She gave us guidance and leadership but at the same time let us do most of our work and decision making on our own.

I will be a junior at Tyner High School next year and will most certainly be involved in the Democracy in Action program again. This has been a learning experience for me and I encourage others to get involved. Again I would like to thank the County Commission, Democracy in Action and mostly Jean Howard.

-Joe Harmon

Democracy In Action Praised By Student

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JOE HARMON.

1070 N. Givens Road

Grateful Student

I am a recent graduate of Riverside High School and was elected "Student County Commissioner" as part of the Democracy in Action program.

The experiences gained from working with our commission and from participation in the program were very meaningful and have given me a political awareness that I might not have acquired as a teen-ager.

I will be entering UTC this fall and will not be eligible for further participation in the program. I do hope, however, that the program continues to be successful, that other high school students will get involved and that it will be as productive for them as it was for me.

I'd like to express my deepest appreciation to my commission counterpart, Mr. Rheubin M. Taylor; the program coordinator, Ms. Jean Howard, and the County Commission for their concern, patience and guidance.

-Joel C. Elchards

Benevolent Involvement Lady "J" Congressional Campaign Parking Day Give-Away

Lady "J" – Dr. Jean Howard-Hill Parking Day Community Give-Away

Each year, around the world, individuals, organizations and companies participate in a one day event called Parking Day. It provides an opportunity to GIVE-AWAY goods and services to the public, and to share talents.

In downtown Chattanooga, Tennessee, candidate Lady J- Jean Howard-Hill, as a part of her independent candidacy for U.S. Congress, instead of soliciting donations, gave aways thousands of dollars in furniture, clothing, and other items to those who needed them.

The uniqueness of such an idea caught the attention of local media. Although Lady J is no stranger to this kind of doings. In fact, she is known for this kind of benevolence even before deciding to run for Congress. For her, it is a way of life.

She says, "You give back, because you recognize that some where within your life, someone has given to you, to get you to where you are now. At least, I know this to be true for me." Smiling she adds, "I also love to give, because I love people. So giving to me is done from the heart – expecting nothing in return."

Indeed this is true, and is apparent in all that she does within our community, nationally and internationally.



September 2012

WRCB Channel 3 News Interview



The Lady J – Teamsetting up for the give-away, and Officer Lt. McPherson





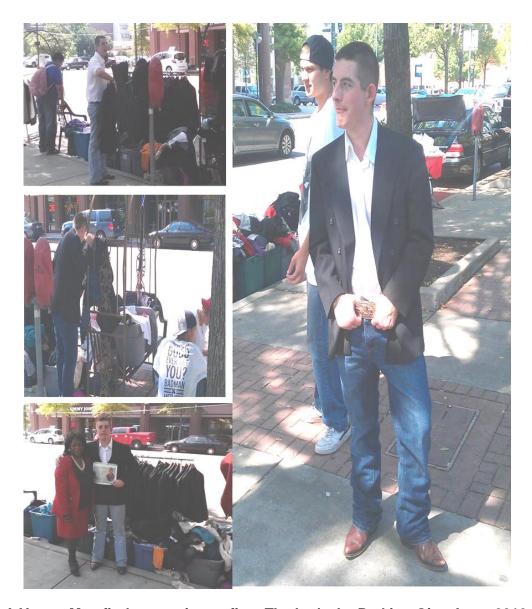
Pictures from The Lady J – Parking Give-Away 2012



Plenty of bolts of fabric for those who sew at The Lady J – Parking Give-Away 2012



Pictures from The Lady J – Parking Give-Away 2012



A Young Man finds an entire outfit at The Lady J – Parking Give-Away 2012

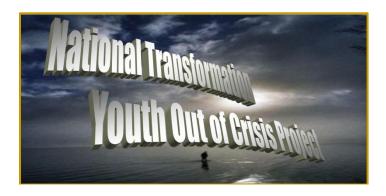


Pictures from The Lady J – Parking Give-Away 2012



Pictures from The Lady J – Parking Give-Away 2012

National Transformation Youth Out of Crisis Research and Program Development Project



Research, Strategic Planning, Early Intervention and Prevention Program Creation Campaign for Transforming Children, Youth, Young Adults and Their Families Out of Crisis

Commissioned To Complete Study:



Dr. Jean Howard-Hill, Chief Consultant <u>howard-hillconsultants.com</u> JHH@howard-hillconsultants.com 423-486-0753

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