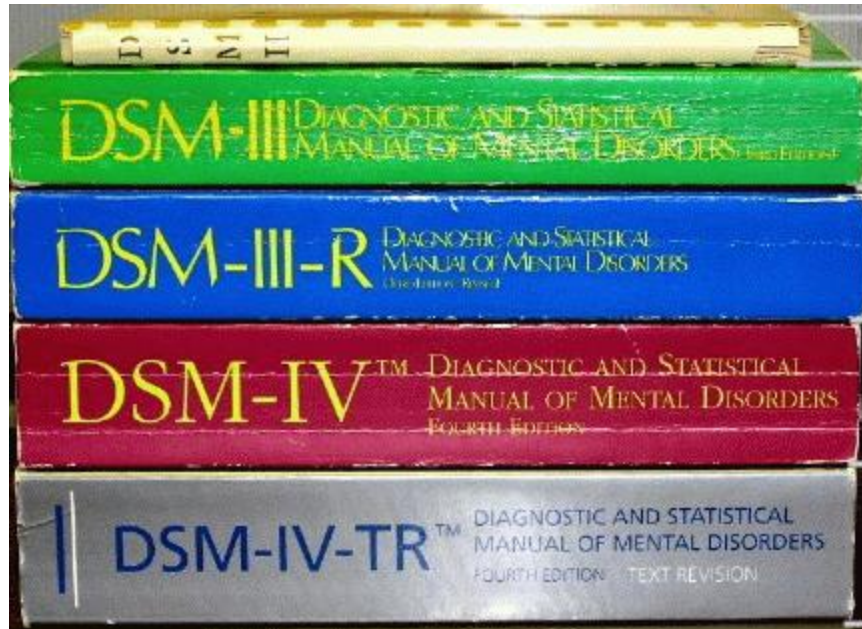




THE TORCH (CRTP NEWSLETTER) APRIL '10



Have you heard the news? Asperger syndrome may be eradicated in the near future. Gone completely; not through a vaccine or extensive therapy or early diagnosis, but because of DSM-5.

If you're thinking that DSM-5 sounds like something really powerful, you're right. DSM is shorthand for *The Diagnostic Statistical Manual of Mental Disorders*, an important publication from the American Psychiatric Association. The DSM-5 will be the fifth edition, and changes are inevitable.

One of the proposed changes is elimination of the Asperger label, combining it with childhood disintegrative disorder, pervasive development disorder, and Autism into one disorder label: Autism Spectrum Disorder (ASD).

Anyone who knows anything about autism knows that it's impossible to understand. It's something that isn't easily explained, and most people's ideas about autism come from individual experiences they've had with people who have it. Even the official diagnosis is difficult, as it's defined by a range of different symptoms. Two people with autism may have very different symptoms and experiences. It's not easy to pinpoint exactly what autism really is.

Add Asperger's and PDD (pervasive developmental disorder) to the mix and things get even more complicated.

Why is this a big deal? Because labels matter. The APA's definitions have a major influence over how we think about mental disorders.



THE TORCH

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Need proof? Until 1973, the APA defined homosexuality as a mental disorder. You can see how this diagnosis might influence the way we think about gay and lesbian people and helped pave the way for feelings of tolerance, respect, and acceptance.

The APA's definitions of homosexuality and autism show that our understanding and concepts of people and their identities are constantly evolving. Whatever autism is hasn't changed at all, but our understanding of it, and quite possibly the labels we attach to it, changes.

There is no more powerful example of this idea than race. Race has no scientific meaning whatsoever; the idea of there being different races is biologically bunk.¹ Race only exists because we have made it exist in our minds. Perhaps you've heard race described as a social construct, meaning it's something we've made real based on our intense belief that it is something real. It's true, but just because it's something that we've made up, that doesn't mean it isn't incredibly powerful.

Since race is a social construct, it, too, is constantly evolving. The U.S. Census serves as excellent proof. This year's Census has five different racial categorizations. The 2000 version only had four. Look over the years and you'll see that racial categories are not set in stone.

Nor are the terms we use for different races. Negroid, Colored, Negro, African-American, Afro-American, Black... constantly evolving. And the terms we use are constantly evolving because the labels we attach to people matter.

So what about autism? In many ways, it, too, is a social construct. This is not to say that autism is a myth or something that we've made up. But we have created a label to categorize and describe a series of symptoms we don't fully understand. For now, we call it autism, but the DSM-5 shows us that our understanding evolves, and with it, the language that we use.

¹ And this is most definitely *not* an argument in favor of "color-blindness" or a "post-racial society". Neither exists. Race has no scientific foundation, but that doesn't mean it's something we should ignore. In the world we actually live in, race exists, and even more importantly, racism exists.



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Here's what you can find in this month's version of *The Torch*. Also, you may have to get some extra mileage out of this one. With the state conference coming up, we won't have a new edition of *The Torch* completed for the beginning of May. Instead, we'll combine May and June into an end-of-year special edition, complete with a summary of the conference, a look back at the 2009-2010 school year, and a look at our expectations for next year. Until then, enjoy the April edition!

The Director's Cut: Thom takes a look at some proposed national legislation that looks a lot like something we already have here in Maine.

Civil Rights Teams in Action: Students from Presque Isle High School add their voice to a school assembly.

Activity Ideas: The date for the Census has come and gone. Here's a simple activity that looks at changes in the American population.

Pop Culture Winners and Losers: This was close to being a full-scale Oscar extravaganza, but we limited ourselves to one Oscar topic. Other than that, we've got pancakes, a film remake, and *American Idol*.

FA Issues: What is the best way to get you and your team ready for our upcoming state conference? (The time to figure it out: now!)

Relevant Resources: We highlight some of the workshops, presenters, and organizations that you'll see at our conference.

Using Our Website: A "friendly" reminder...

Upcoming Events: Of course the state conference is on May 3, but there are some other great events, too.

Brandon Baldwin – Newsletter Editor, reachable at brandon.baldwin@maine.gov

This newsletter is written and distributed by the Civil Rights Team Project, a state-wide program under the auspices of the Maine Office of the Attorney General. The mission of the Civil Rights Team Project is to increase the safety of high school, middle school and elementary school students and to reduce the incidence of bias-motivated harassment and violence in schools.

Janet T. Mills—Attorney General

Thomas A. Harnett—Director, Civil Rights Education & Enforcement Unit

Debi Lettre—Civil Rights Project Administrator

Brandon Baldwin—Schools/Curriculum Coordinator



The Director's Cut *A monthly column from our Director, Thom Harnett:*



Dirigo- I lead

Most of us are familiar with Maine's state motto, *Dirigo*, or *I lead*. History tells us that the motto was based on the fact that Maine led the nation in elections, because at one time Maine was the only state to hold elections in September. Some of us like to think that Maine leads in other ways and the truth is we have been a national model on things like medical insurance for those who cannot otherwise afford it, civil and human rights protections for all citizens, the Civil Rights Team Project in Maine schools, and a host of other legislative or executive initiatives.

In February's issue of *The Torch*, I wrote about Maine's Human Rights Act and the host of rights that it affords all people in schools: students, teachers, administrators and support staff. That article focused on the portion of the Maine Human Rights Act that addresses and prohibits harassment based on real or perceived sexual orientation. I discussed in detail a recent memo that Susan Gendron, Maine's Commissioner of Education, had sent to all the state's superintendents. Without rehashing the entire article, the Commissioner's memo made it crystal clear that the Maine Human Rights Act requires all schools to develop meaningful anti-harassment policies that protect everyone in Maine schools from harassment based on sexual orientation. Commissioner Gendron went on to remind all schools that they must also educate students and staff on those policies designed to prevent harassment.

Maine's Human Rights Act and Commissioner Gendron's memo are two more examples of Maine leading the nation. Despite overwhelming evidence of the real difficulties that gay, lesbian, bi-sexual and transgender youth (GLBT) face in our schools, as well as those thought by others to be GLBT, there is no federal or nationwide law that provides those protections to all people in all states. So in states that do not have a comprehensive human rights law that includes sexual orientation, many GLBT students face harassment in school that might not be illegal. That means that thousands upon thousands of young people and staff might have no legal redress even if their education



or their right to work is being compromised by others in the school. Fortunately, many members of Congress are trying to correct this situation.

Congress is considering H.R. 4530: The Student Nondiscrimination Act of 2010. This law would establish a comprehensive federal prohibition against discrimination in *public schools* based on a student's actual or perceived sexual orientation or gender identity. The proposed legislation confronts the reality that every day in public schools across the United States, students who are (or thought to be) LGBT endure discrimination, including harassment, bullying, intimidation, and violence. Current federal law expressly prohibits discrimination based on race, color, national origin, religion, sex and disability, but remains silent when it comes to sexual orientation and gender identity.

Once again, Maine is seen as a leader because its law includes these important protections for LGBT students. However, as fortunate as we might be, we need to decide whether we should remain silent when so many other young people suffer in their places of learning because their state laws and the current federal law do not deem them worthy of protection. This federal legislation and its potential impact can be the basis of a civil rights and civics project for your civil rights team.

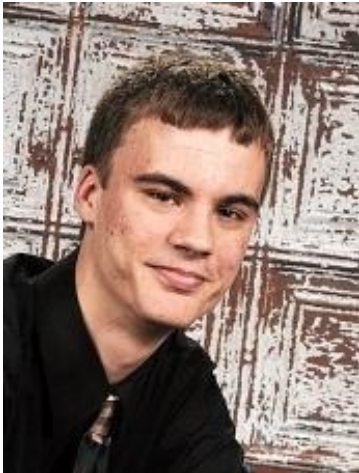
- 1) Have your team review and study the proposed legislation. It can be found at <http://www.govtrack.us/congress/bill.xpd?bill=h111-4530>
- 2) Have your team review and study Maine's Human Rights Act. It can be found at <http://www.mainelegislature.org/legis/statutes/5/title5ch337sec0.html>
- 3) Have your team compare the proposed federal legislation with Maine's current law.
- 4) Identify and discuss as a team any benefits that the proposed federal legislation would bring about if enacted.
- 5) Discuss as a team whether your team thinks it should contact Maine's representatives in the House of Representatives and the Senate to express its views on the proposed legislation.
- 6) Act upon the decision of the team.

Living in Maine it might be easy to think that it is enough that our students and those who work in schools are clearly protected against harassment based on sexual orientation. However, we also know that even with Maine's laws, harassment motivated by bias continues. Knowing that to be so, we need to be vigilant in insuring that Maine's laws are applied whenever needed and that our schools live up to their obligation to take meaningful steps to prevent all forms of harassment and to make sure they immediately redress harassment when it occurs.

The final question we need to answer is should we take steps to assist all of those LGBT students nationwide who are not yet protected by any meaningful laws. That is a question that only you and your team can answer.



Presque Isle Students Address School's Issues



Presque Isle High School students Jordan Harris, Cassey Carson, and Kate Campbell recently addressed the school. (Pictures courtesy of LifeTouch.)

One of the Civil Rights Team Project talking points in working with adults is the importance of student voices in changing a school's culture and climate. When those student voices are echoing the same talking points you always hit upon... it's amazing.

And that's exactly what happened at a recent school assembly at Presque Isle High School. The civil rights team sponsored several speakers on school climate and harassment topics, but also included their own voices in the day's events. Student statements addressed the issues they see as important:

How many of you remember the "telephone" game we played in middle school? For those of you who don't remember the game: one person would start a rumor or saying in someone's ear, it gets repeated to someone else, and so on down the line. The quote was supposed to be the same at the end of the line. But somewhere, someone would get the idea to add or change what was said. Just like the telephone game, rumors can be started as a joke, but can become hurtful and unkind. When we start the rumor, it can be changed and expanded in the same way, but we have to remember that someone's feelings are at stake.

-JORDAN HARRIS

Cyberbullying has progressed and worsened as new technologies, websites, and chat rooms are created. It is a bullying technique that leaves a victim



feeling hated, lessened, and most of all, hurt. Some people may think that just because cyber bullying isn't face to face, that it doesn't hurt.

In fact, cyberbullying can hurt worse...

-KATE CAMPBELL

Think back to how many times in school or outside of school, you've witnessed someone bullying someone else for no reason. Were you someone who tried to simply blend in with the crowd to save yourself from potential association with the victim, or were you one of the few kids who would intervene and help them out? Most of the time taking the easy way out seems a lot smarter than helping, but sometimes helping can save a life. You could be the face that the victim remembers as the one who did NOT help them when they needed it most.

-CASEY CARSON

These three student voices were not just important; they were effective. As they spoke, I couldn't help but think of how they were saying the same things I get so much credit for saying all around the state. They were so effective, in fact, that I felt like I had little to add to what was already said.

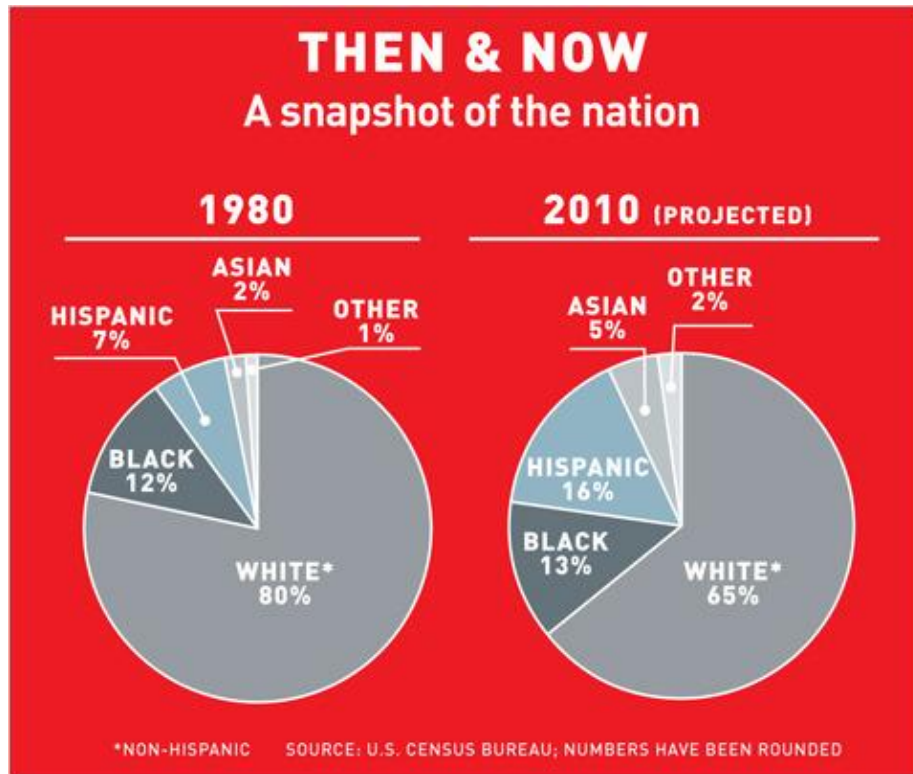
Sometimes it's important to remind ourselves as adults that *our students get this stuff*. The Civil Rights Team Project is in place so that they have support, guidance, and an audience. But after hearing the Presque Isle High School civil rights team, I couldn't help but think that sometimes the best thing we can do is just get out of their way.

Activity Idea: The Census and Civil Rights

The U.S. Census is happening right about now. What should seem like a very simple process of counting everyone in America is a massive endeavor that gives us far more information than most realize. We have prepared a simple activity that you can use with your team to think about the U.S. Census and some civil rights issues.

Changing Demographics

View the following pie charts (on the next page):



1. What do they show?
2. What do you notice about the American population? How is it changing over time?
3. Why do you think that the American population is changing over time?
4. What are some potential positives and negatives from this change in the American population? (Be very careful and vigilant in making sure that any of the “negatives” don’t exhibit or reinforce prejudices.)
5. What do you think this change in the American population means for the future?
6. How do these changes relate to the work of civil rights teams?

For more activities related to the U.S. Census, visit their website! (Although I’m disappointed to see that the site doesn’t have much information about race.)

www.census.gov/schools

And here’s a fascinating activity that combines information from this month’s introduction and the Census. It looks at different countries around the world and how they collect information and categorize race. The lack of consensus might surprise you, and certainly shows that race is a social construct, since no one can agree on how many different races there are in the world.

www.understandingrace.org/lived/global_census.html



Pop Culture Watch: March

The Pop Culture Watch is where we offer our opinions on what's going on in popular culture from a civil rights perspective!



Commemorating Epic Tragedy with Epic Stupidity

Just last month in our “FA Issues” section of *The Torch* we asked about the usefulness of food in civil rights education. When we said “Be careful,” we didn’t imagine this...

Denny’s put out a television commercial honoring the victims of the Irish Potato Famine by offering free pancakes. Oh yes, you read that right. The Irish Famine: more than one million dead, more than one million emigrated from Ireland... wait 150 years, and have some free pancakes.

Denny’s was ill-prepared for the outrage that followed, and offered up this weak apology:

Denny’s has a history of using humor in its television advertising. It is certainly not the intention of the company to offend anyone or any group and we apologize if this spot has in any way. As a result of the feedback we have received from our customers the spot will no longer be on the air...

Where is the humor in the Irish Famine? And what kind of apology is this? “We’re sorry that *you* are offended?”

I bet you are... but are you sorry for what *you did*?



Mo'Nique Respects History

It's unfortunate that whenever an African American wins an Oscar for anything, it's still historic. But Hollywood just doesn't have a tradition of featuring or honoring people of color, period.

That's why we're giving the "thumb's up" to Mo'Nique. It's not for her well-deserved win; it's for her awareness of history. After thanking the Academy, Mo'Nique said "I want to thank Miss Hattie McDaniel, for enduring all that she had to, so that I would not have to."

For those who don't know, and they are many, Hattie McDaniel was the first African American to win an Oscar, receiving the Best Supporting Actress Oscar for her role of Mammy in *Gone with the Wind* in 1940. At the Academy Award ceremonies, she was forced to sit at her own segregated table. McDaniel was sometimes criticized for accepting these maid roles, but she was doing the best she could in an outwardly racist and exclusive industry.

Much credit to Mo'Nique for knowing the Academy's history, and using her moment in the spotlight to pay tribute and honor an important and almost unknown moment in our history.



A Speedy Gonzalez Movie?

Word has it that George Lopez has signed on to voice Speedy Gonzalez in an upcoming New Line Cinema film. Yes, Speedy Gonzalez, the incredibly racist caricature of Mexicans. How can this be happening in the year 2010?

Well, according to George's wife, Ann, "We wanted to make sure that it was not the Speedy of the 1950s – the racist Speedy." So perhaps some changes are in store?



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That's good. But why recycle racist characters from the past? The point of making a Speedy Gonzalez film is the audience's connection with the character's past, and it's a racist past. Can you be true to the character and *not* have him racist?

An online commenter at a favorite blog added another horrifying idea: students of Mexican descent, and probably Hispanic and Latino descent in general, face the horrifying prospect of being called "Speedy" once this film comes out. And that would serve as a constant reminder that they are seen not as individuals, but only as members of a group.

This has happened before. One example is *Sixteen Candles* and the ridiculous Asian character Long Duk Dong. Asian American kids in the 1980s grew up in his unfortunate shadow. Read about it:

www.npr.org/templates/story/story.php?storyId=88591800



Ke\$ha and the Native American Headdress: Bad Combination

On a recent airing of *American Idol*, Ke\$ha donned a feathered Indian headdress for her performance of "Blah, Blah, Blah" with 3OH!3. (Can we get a moratorium on the ridiculous incorporation of symbols in artist names?)

For the few Native American tribes who actually used and use such a headdress, it holds great meaning. It's ceremonial garb, and as Raney Bench of The Abbe Museum likes to say, *not* something anyone would wear to lunch. It's important.

Which is why it's so offensive to see it on the head of a white pop star autotuning her way through a song with the following lyrics:

Stop stop stop talking that
Blah blah blah think you'll be getting this nah nah nah
Not in the back of my car car car
If you keep talking that blah blah blah blah blah.

Any potential defense of "artistic license" is ruined by those lyrics alone. (And there were others I couldn't print here.)

Blah, blah, blah, indeed.



FA Issues: Getting Conference-Ready



Imagine a college basketball team selected to participate in the postseason NCAA Tournament that decided not to practice or prepare for the event. They decide that they'll just go, and that's enough.

Ridiculous, right? For teams to get the most out of their Tournament experience they must prepare.

Well, our annual state conference is no different. (OK... of course it is. But it's no different in that you'll maximize your experience through preparation.)

One of our objectives in having a statewide conference is the opportunity it provides for celebration. It serves as that rare opportunity for students to connect with each other and see that they are part of a statewide movement. It's a powerful experience for them to enter the Civic Center auditorium and see 1000 other students joining them in their important work.

But we also want the conference to educate and inspire. We want every student to take something away from the conference. We want them to take away new knowledge and feel energized about the future.

They may or may not do this on their own. Given a little preparation, guidance, and coaching, they can achieve these goals. So... here's our advice on maximizing your state conference (or any other conference) experience.



1. Share information

This seems so obvious as to be insulting. An absolute must! Students should know what they're attending. The more information you can give them, the better.

We are including information on our workshop presentations in the "Relevant Resources" section of this newsletter, and you'll receive registration materials soon. You are encouraged to share that information.

2. Get them asking questions

That information should generate interest and questions. Their curiosity and interest could take them online to research some of the people and organizations we have represented at the conference. They can learn more before the conference even starts.

Of course they can also bring questions to the conference. This is a rare opportunity to ask questions of some real experts in civil rights issues. If students come with some expectations of what they want to find out, they'll end up getting more.

3. Allow them time to reflect (or even force it)

Processing time is everything! Most teams have enough time on the bus to do some sort of post-conference activity, and it might cut down on all that awful singing. But there's also value in doing follow-up activities and reflections later. It helps show what has truly stuck. This is really the great dilemma of post-activities: when are they most effective? Done immediately, they show what's fresh in the mind. It offers a look inside what's happening in the head, right then and there, before it's organized or even forgotten. Done later, there's time for real reflection. The thoughts have aged to maturity.

Either way is fine, and there's no rule that says you can't do both. Just make sure you give your students real opportunities for reflection beyond "What did you think?"

4. Have them share with each other

With so many workshops going on, it's impossible to get out and see everything. But you can send your students out far and wide. They can attend most everything we have to offer at the conference, and they can then share their experiences with the group. Some of them will do this without any coaching, but some need help. The added benefit of this sharing is that if students know that it is expected, they will get more out of the workshops. Knowing that they have the responsibility of reporting will make them that much more attentive.

* * * * *



We hope that these tips help you and your team get the most from our state conference, We'd love to hear from some of you about ways you've maximized the impact of our conference (or other conferences and trainings) in years past.



Our "FA Issues" question for the month, with several follow-up questions:

- What have you done in the past to maximize the impact of our annual state conference?
- What are some of your ideas for the future?

To weigh in, simply click on the link below and hit "Reply" in the lower righthand corner to give your response:

<http://civilrightsteams.org/mod/forum/discuss.php?d=46>

Relevant Resources: The Conference Preview

Part of what makes the spring conference so great is the fact that you and your team get to meet some wonderful resources we have right here in Maine. Every year we hear about teams and schools furthering the connections they made at the state conference.

In advance of the upcoming conference, then, we're going to use this space to highlight some of the great content, presenters, and organizations you have to look forward to on May 3 and beyond. The format is beyond simple: the tentative title for the planned workshop, the organization represented, and their website information.

Advocating for Others: Maine Youth Action Network

We're trying to partner more with other "youth first" organizations. MYAN is all about getting young people to advocate for what they believe in and want. With civil rights work in schools, that advocacy needs to be for others.

www.myan.org



Beyond Tolerance: Maine Interfaith Youth Alliance, Pious Ali

Our only repeat workshop session from last year! Everywhere Pious Ali has been (and it's a lot of places), tolerance and understanding have allowed him to make connections and build relationships.

www.meiya.org

Leadership Training: Camp Kieve

Civil rights teams usually have a good idea of what they want to accomplish. The challenge is in getting there. The experts of leadership from Camp Kieve offer instructions and inspiration to help us get from here to there.

www.kieve.org

Gay and Lesbian Student Experiences in Maine Schools: Gay, Lesbian and Straight Education Network

There are so many things heterosexual students never have to think about in school: things that gay and lesbian students are constantly aware of. This interactive panel workshop will help students examine heterosexual privileges in our society and school environments.

<http://chapters.glsen.org/cgi-bin/iowa/southernme/home.html>

Genocide Survival Stories: Holocaust Human Rights Center and Fur Cultural Revival

A rare opportunity to hear two genocide survival stories separated by more than 50 years. European Holocaust survivor Julia Skalina and Darfur genocide survivor El-Fadel Arbab share their stories and the events that brought them here to America.

www.hhrc.uma.edu and <http://sites.google.com/site/furculturalrevivalme/>

Healthy Relationships: Family Violence Project

This workshop focuses on adolescent dating relationships. The goal is to help students better understand what makes relationships healthy and unhealthy. Students are taught to recognize the red flags of abusive behavior, how to help a peer, and community resources available to them.

www.familyviolenceproject.org



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Immigrant Experiences in Maine: Power in Community Alliances

Immigration seems destined to be one of the next big American issues. This workshop will look at what life is like for immigrants once they move to America.

www.pica.ws

The Impact of Language: Speaking Up for US, GLSEN

Words matter. This panel presentation will help us all understand *why*. Self-advocates with disabilities will look at how words have affected their school and life experiences. GLSEN will present their “ThinkB4USpeak” campaign, aimed at eliminating homophobic language.

www.sufumaine.org

www.thinkb4youspeak.com

Learning Gender through Media: Boys to Men, Jeff Morrill

This workshop highlights some of the media savvy that participants in the Reducing Sexism and Violence Program (RSVP) develop through training sessions with Boys to Men. Much of what we “know” about gender is learned behavior, and it influences and affects many of our relationships.

www.boystomen.info/index.html

The Man Box: Family Violence Project

This workshop looks at society’s expectations of young men and how these expectations can lead to abusive relationships. Participants will develop a better understanding of how language affects all people and how the effects relate to conceptions of what it is to be a man.

www.familyviolenceproject.org

Roller Derby and Gender Expectations: Portland Roller Derby

Some of the athletes from Portland’s roller derby league directly confront some popular stereotypes about their sport, its participants, female athletes, and girls and women in general. Exceptionally entertaining and thought-provoking.

www.mainerollerderby.com



Stereotypes of Native Americans: The Abbe Museum, Raney Bench

Stereotypes of Native Americans: The Abbe Museum

The Abbe Museum is great because it focuses on contemporary issues facing Maine's Native American populations. The persistence of old stereotypes is very much one of these contemporary issues, as it fools many people into thinking that Native Americans are strictly a part of our past.

www.abbemuseum.org

Understanding Disabilities: The Cromwell Center for Disabilities Awareness

The Cromwell Center does great work in schools getting students to see that people with disabilities are people first. We all have things that we're good at and things we aren't so good at, and people with disabilities, including many of us, aren't any different.

www.cromwellcenter.org

Up, Up, and Oy Vey!: Holocaust and Human Rights Center, Robert Bernheim

The fascinating lecture was part of the HHRC's ongoing *Series 360: Hollywood and the Holocaust* program of events. In this revamped version, Robert Bernheim, the Center's Executive Director, will look at the role of comic book creators and superheroes in battling the Nazis during World War II and the Holocaust.

www.hhrc.uma.edu

What You Thought You Knew about the KKK: Kristie Littlefield, Educational Consultant

Everyone knows a little something about the Ku Klux Klan, but for many people, the knowledge stops there. This interactive session will look at the history of the KKK, focusing more on what the lesser-known but equally important details, including its history right here in Maine.

<http://kristielittlefield.wordpress.com>



Using Our Website: www.civilrightsteams.org

The Maine Civil Rights Team Project



We will keep this simple.

We are **STILL** looking for photos of your team's t-shirts and bulletin boards. We are trying (without success) to create a comprehensive online project guide . We need your input.

Upcoming Events:



May 3: Civil Rights Team Project Statewide Conference

Augusta Civic Center, 8:00-1:45

Your conference registration information and materials should be in your mailbox. You have until Friday, April 16 to register. Get moving!



Maine African Film Festival

Portland, Nickelodeon Cinema, every night with shows at 5:30, 7:30, and 9:30 pm

For more information go to: <http://tmaff.org/>

April 7-18: *The Diary of Anne Frank* on stage

Augusta, UMA Campus, Michael Klahr Center, 10:00 am on April 7, 8, 9, 14, and 15; 7:30 pm on April 10, 16, and 17; and 2:00 pm on April 11 and 18.

Presented by The Theater at Monmouth and The Holocaust Human Rights Center, tickets are \$12 for adults and \$10 for students, available at The Theaters at Monmouth's box office, the Michael Klahr Center, or online (see below). Shows are selling out, so get your tickets in advance!

For more information call 933-9999 or go to: www.theateratmonmouth.org

Maine Youth Action Network Conferences: Advocacy in Action

April 8 in Woodstock, Crosstone Restaurant and Conference Center, 8:00 am- 2:00 pm
April 13 in Augusta, Augusta Armory, 8:00 am- 2:00 pm
April 28 in Caribou, Caribou Inn and Conference Center, 8:00 am- 2:00 pm

A training for youth and adults. What is advocacy? What skills do you need? Learn how to make the change you want happen! Geared towards the high school age group.

Fees: waived! Now free of charge!

For more information go to: www.myan.org/?page=trainings

April 26: Maya Angelou at the Augusta Civic Center

Augusta Civic Center, 7:00 pm

The University of Maine at Augusta's Student Government Association is bringing renowned poet/author and civil rights activist Maya Angelou to Maine!

Tickets are \$25 and available by calling 1-877-862-1234 or visiting the UMA Enrollment Services Center in Robinson Hall.

For more information on this event, call 621-3133.



April 30: *Coming to America* Conference

Portland, University of Southern Maine, 8:30 am – 3:30 pm, registration fee is \$50 for teachers, but free for students

This one-day conference will explore the past, present, and future of immigration in America and Maine, including discussions of the many challenges that surround the issue. Presented by the Maine Humanities Council. CEU's are available.

For more information, go to:

<http://mainehumanities.org/special-programs/immigration>