



# U.S. Society and Values

Arts • Culture • Education • Democracy • Social Issues

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## BLACK HISTORY MONTH HONORS LEGACY OF STRUGGLE AND TRIUMPH

By Louise Fenner, Staff Writer

U.S. Department of State, January 29, 2009.



A man and his son examine the bus in which Rosa Parks refused to give up her seat in Montgomery, Alabama, in 1955 — a landmark moment in America's civil rights movement. The bus is located at the Henry Ford Museum in Dearborn, Michigan, which purchased the vehicle after it was found in a field in Alabama. The bus was unveiled to the public on the first day of Black History Month in 2003.

Each February, Black History Month honors the struggles and triumphs of millions of American citizens over the most devastating obstacles — slavery, prejudice, poverty — as well as their contributions to the nation's cultural and political life.

<http://www.america.gov/st/diversity-english/2009/January/20070126175516xlrennef0.8811151.html?CP.rss=true>

February 2, 2009

**NATIONAL AFRICAN AMERICAN HISTORY MONTH, 2009  
BY THE PRESIDENT OF THE UNITED STATES OF AMERICA  
A PROCLAMATION**

The history of African Americans is unique and rich, and one that has helped to define what it means to be an American. Arriving on ships on the shores of North America more than 300 years ago, recognized more as possessions than people, African Americans have come to know the freedoms fought for in establishing the United States and gained through the use of our founding principles of freedom of speech, freedom of the press, the right to assembly, and due process of law. The ideals of the Founders became more real and more true for every citizen as African Americans pressed us to realize our full potential as a Nation and to uphold those ideals for all who enter into our borders and embrace the notion that we are all endowed with certain unalienable rights.

Since Carter G. Woodson first sought to illuminate the African American experience, each February we pause to reflect on the contributions of this community to our national identity. The history is one of struggle for the recognition of each person's humanity as well as an influence on the broader American culture. African Americans designed our beautiful Capital City, gave us the melodic rhythms of New Orleans Jazz, issued new discoveries in science and medicine, and forced us to examine ourselves in the pages of classic literature. This legacy has only added luster to the brand of the United States, which has drawn immigrants to our shores for centuries.

This year's theme, "The Quest for Black Citizenship in the Americas," is a chance to examine the evolution of our country and how African Americans helped draw us ever closer to becoming a more perfect union.

The narrative of the African American pursuit of full citizenship with all of the rights and privileges afforded others in this country is also the story of a maturing young Nation. The voices and examples of the African American people worked collectively to remove the boulders of systemic racism and discrimination that pervaded our laws and our public consciousness for decades. Through the work of Frederick Douglass and Harriet Tubman, Booker T. Washington and George Washington Carver, Martin Luther King and Thurgood Marshall, the African American community has steadily made progress toward the dreams within its grasp and the promise of our Nation. Meanwhile, the belief that those dreams might one day be realized by all of our citizens gave African American men and women the same sense of duty and love of country that led them to shed blood in every war we have ever fought, to invest hard-earned resources in their communities with the hope of self empowerment, and to pass the ideals of this great land down to their children and grandchildren.

As we mark National African American History Month, we should take note of this special moment in our Nation's history and the actors who worked so diligently to deliver us to this place. One such organization is the National Association for the Advancement of Colored People -- the NAACP -- which this year will witness 100 years of service to the Nation on February 12. Because of their work, including the contributions of those luminaries on the front lines and great advocates behind the scenes, we as a Nation were able to take the dramatic steps we have in recent history.

NOW, THEREFORE, I, BARACK OBAMA, President of the United States of America, by virtue of the authority vested in me by the Constitution and the laws of the United States, do hereby proclaim February 2009 as National African American History Month. I call upon public officials, educators, librarians, and all the people of the United States to observe this month with appropriate ceremonies, activities, and programs that raise awareness and appreciation of African American history.

IN WITNESS WHEREOF, I have hereunto set my hand this second day of February, in the year of our Lord two thousand nine, and of the Independence of the United States of America the two hundred and thirty-third.

**BARACK OBAMA**

**GOVERNMENT.....8**

AIRMAN’S ROLL CALL: NATIONAL AFRICAN AMERICAN HISTORY MONTH. U.S. Air Force. February 4, 2009. 09AD528..... 8

BLACK (AFRICAN-AMERICAN) HISTORY MONTH: FEBRUARY 2009. Facts for Features, U.S. Census Bureau. Web posted January 2009. 09AD529 ..... 8

CENSUS BUREAU PROJECTS U.S. POPULATION OF 305.5 MILLION ON NEW YEAR’S DAY. U.S. Census Bureau. December 29, 2008. 09AD349..... 8

EDUCATIONAL ATTAINMENT IN THE UNITED STATES: 2007. Current Population Reports, U.S. Census Bureau. January 2009. 09AD492 ..... 8

COURSE CREDIT ACCRUAL AND DROPPING OUT OF HIGH SCHOOL, BY STUDENT CHARACTERISTICS. National Center for Education Statistics. February 2009. 09AD519 ..... 9

1.5 MILLION HOMESCHOOLED STUDENTS IN THE UNITED STATES IN 2007. National Center for Education Statistics. December 2008. 09AD346 ..... 9

WHO ADOPTS? CHARACTERISTICS OF WOMEN AND MEN WHO HAVE ADOPTED CHILDREN. National Center for Health Statistics. Jo Jones. Web posted January 28, 2009. 09AD501 ..... 9

AMERICA’S YOUTH AT 21: SCHOOL ENROLLMENT, TRAINING, AND EMPLOYMENT TRANSITIONS BETWEEN AGES 20 AND 21 SUMMARY. Bureau of Labor Statistics, U.S. Department of Labor. January 23, 2009. 09AD460 ..... 10

VOLUNTEERING IN THE UNITED STATES, 2008. Bureau of Labor Statistics, U.S. Department of Labor. January 2009. 09AD474..... 10

HOW HIGH SCHOOL STUDENTS USE TIME: A VISUAL ESSAY. Bureau of Labor Statistics, U.S. Department of Labor. Web posted December 2008. 09AD350 ..... 10

**CONGRESSIONAL DOCUMENTS (HEARINGS, REPORTS, ETC.) ..... 10**

AFRICAN AMERICAN HISTORY MONTH. Law Library of Congress. February 2, 2009. 09AD526 ..... 10

AFRICAN AMERICANS AT WAR: FIGHTING TWO BATTLES. Veterans History Project, Library of Congress. February 2009. 09AD527 ..... 11

PROPOSED FUNDING FOR EDUCATION IN THE AMERICAN RECOVERY AND REINVESTMENT ACT OF 2009. Congressional Research Service, Library of Congress. Rebecca R. Skinner et al. January 22, 2009. 09AD472..... 11

AN OVERVIEW OF THE PRESIDENTIAL PARDONING POWER. Vanessa K. Burrows. Congressional Research Service, Library of Congress, January 7, 2009..... 11

**THE WHITE HOUSE.....12**

THE AGENDA: EDUCATION..... 12

**THINK TANKS AND INTERNATIONAL ORGANIZATIONS ..... 12**

ALBERT SHANKER INSTITUTE..... 12

PRESCHOOL CURRICULUM: WHAT’S IN IT FOR CHILDREN AND TEACHERS. Albert Shanker Institute. December 16, 2008. 09AD331..... 12

AMERICAN ASSOCIATION OF RETIRED PERSONS ..... 12

A YEAR-END LOOK AT THE ECONOMIC SLOWDOWN’S IMPACT ON MIDDLE-AGED AND OLDER AMERICANS. American Association of Retired Persons. S. Kathi Brown. January 2009. 09AD419..... 12

AMERICAN COUNCIL ON EDUCATION . . . . .	13
MAPPING NEW DIRECTIONS: HIGHER EDUCATION FOR OLDER ADULTS. American Council on Education. Web posted January 16, 2009. 09AD437 . . . . .	13
AMERICAN ENTERPRISE INSTITUTE . . . . .	13
THE NEW STUPID; LIMITATIONS OF DATA-DRIVEN EDUCATION REFORM. By Frederick M. Hess. EDUCATION OUTLOOK. AEI Online No. 1, January 29, 2009 . . . . .	13
AMERICAN LIBRARY ASSOCIATION . . . . .	13
OPENING THE “WINDOW TO A LARGER WORLD” LIBRARIES’ ROLE IN CHANGING AMERICA: REPORT TO PRESIDENT-ELECT OBAMA & VICE-PRESIDENT-ELECT BIDEN TRANSITION TEAM. American Library Association. December 17, 2008. 09AD384 . . . . .	13
AMERICANS UNITED FOR LIFE . . . . .	14
DEFENDING LIFE 2009 PROVEN STRATEGIES FOR A PRO-LIFE AMERICA: A STATE-BY-STATE LEGAL GUIDE TO BIOETHICS, AND THE END OF LIFE. American United for Life. Clarke D. Forsythe et al. Web posted January 23, 2009. 09AD464 . . . . .	14
ANTI-DEFAMATION LEAGUE . . . . .	14
ATTITUDES TOWARD JEWS IN SEVEN EUROPEAN COUNTRIES. ADL Survey, February 2009 . . . . .	14
BROOKINGS INSTITUTION . . . . .	14
READING SECOND. Grover J. "Russ" Whitehurst, Senior Fellow, Governance Studies. Brown Center Letters on Education   # 1. The Brookings Institution, February 2009 . . . . .	14
STIMULUS FOR AMERICA’S COMMUNITY COLLEGES. Sara Goldrick-Rab, Alan Berube. The Brookings Institution, February 2008 . . . . .	15
KEEP POLITICS AWAY FROM THE PROMISE OF FAMILY PLANNING. Adam Thomas and Isabel V. Sawhill. The Brookings Institution, February 05, 2009, . . . . .	15
CARSEY INSTITUTE . . . . .	15
WORKING HARD FOR THE MONEY: TRENDS IN WOMEN’S EMPLOYMENT 1970 TO 2007. Reports on Rural America, Carsey Institute. Kristin Smith. Web posted January 30, 2009. 09AD525 . . . . .	15
CENTER FOR AMERICAN PROGRESS . . . . .	16
THE OTHER COLLEGE: RETENTION AND COMPLETION RATES AMONG TWO-YEAR COLLEGE STUDENTS. By Molly F. McIntosh, Cecilia Elena Rouse. Center for American Progress, February 10, 2009 . 16	
IMPROVING ACADEMIC PREPARATION FOR COLLEGE; What We Know and How State and Federal Policy Can Help. By Robin Chait, Andrea Venezia. Center for American Progress, January 27, 2009 . . . . .	16
CENTER FOR ECONOMIC AND POLICY RESEARCH . . . . .	16
UNIONS AND UPWARD MOBILITY FOR WOMEN WORKERS. Center for Economic and Policy Research. John Schmitt. December 2008. 09AD277 . . . . .	16
CENTER FOR IMMIGRATION STUDIES . . . . .	17
LATINO VOTING IN THE 2008 ELECTION: PART OF A BROADER ELECTORAL MOVEMENT. By James G. Gimpel. Center for Immigration Studies, January 2009 . . . . .	17
CENTURY FOUNDATION . . . . .	17
THE LONG WAIT FOR PROGRESS: WOMEN AND ECONOMIC AND SOCIAL EQUALITY. Century Foundation. Beverly Goldberg. December 21, 2008. 09AD330 . . . . .	17
CHILDREN’S DEFENSE FUND . . . . .	17
THE STATE OF AMERICA’S CHILDREN 2008. Children’s Defense Fund. Web posted December 25, 2008. 09AD356 . . . . .	17

COLLEGE BOARD. . . . .	18
COMING TO OUR SENSES: EDUCATION AND THE AMERICAN FUTURE. College Board. December 2008. 09AD300.....	18
DELTA COST PROJECT. . . . .	18
TRENDS IN COLLEGE SPENDING: WHERE DOES THE MONEY COME FROM? WHERE DOES IT GO? Delta Cost Project. Jane V. Wellman et al. Web posted January 16, 2009. 09AD444.....	18
EDUCATION COMMISSION OF THE STATES . . . . .	18
WHILE NO ONE WAS LOOKING – Community-based solutions to linking early learning and the early grades: Implications for state policy; Lessons from the SPARK Initiative. Mimi Howard, ECS, January 2009 .....	18
STRONG LEADERS, STRONG ACHIEVEMENT; Model Policy for Producing the Leaders to Drive Student Success. Kathy Christie, Barbara Thompson, Gary Whiteley. ECS, January 2009 .....	19
EDUCATION SECTOR. . . . .	19
READY TO ASSEMBLE: A MODEL STATE HIGHER EDUCATION ACCOUNTABILITY SYSTEM. Chad Aldeman, Kevin Carey. Education Sector Reports, December 16, 2008 .....	19
EXCELENCIA IN EDUCATION. . . . .	19
BUILDING TOMORROW’S WORKFORCE: PROMOTING THE EDUCATION AND ADVANCEMENT OF HISPANIC IMMIGRANT WORKERS IN AMERICA. Excelencia in Education. Mary Gershwin et al. January 21, 2009. 09AD431 .....	19
FOUNDATION CENTER. . . . .	20
A FIRST LOOK AT THE FOUNDATION AND CORPORATE RESPONSE TO THE ECONOMIC CRISIS. Foundation Center. January 2009. 09AD466.....	20
FREEDOM HOUSE. . . . .	20
DON’T KNOW MUCH ABOUT DEMOCRACY? NEW WEBSITE PROVIDES TOOL FOR TEACHING DEMOCRACY IN AMERICA’S SCHOOLS. Press Release. Freedom House, February 12, 2009.....	20
WOMEN’S RIGHTS IN THE MIDDLE EAST AND NORTH AFRICA, GULF EDITION. Special Report. Freedom House, February 4, 2009 .....	20
HERITAGE FOUNDATION. . . . .	21
DEFENDING MARRIAGE: A MEMO TO PRESIDENT-ELECT OBAMA. Thomas M. Messner and Jennifer A. Marshall. Special Report #46. Heritage Foundation, January 13, 2009 .....	21
REDUCING POVERTY BY REVITALIZING MARRIAGE IN LOW-INCOME COMMUNITIES: A MEMO TO PRESIDENT-ELECT OBAMA. Robert E. Rector. Special Report #45. Heritage Foundation, January 13, 2009 .....	21
ABRAHAM LINCOLN: STATESMAN FOR ALL AGES. Edwin Meese. III. Heritage Lecture #1109. Heritage Foundation, February 9, 2009 .....	21
MUTUAL OBLIGATION AND THE AMERICAN SOCIAL CONTRACT. By Stuart M. Butler, Ph.D. Heritage Lecture #110729 January 2009 .....	22
ADDING VISA WAIVER RESTRICTIONS: THE WRONG COURSE FOR CONGRESS. By Jena Baker McNeill, James Jay Carafano, Ph.D. and James Dean. Heritage Foundation WebMemo #2248. January 2009 .	22
HOOVER INSTITUTION, STANFORD UNIVERSITY . . . . .	22
POLICY REVIEW No. 153. Hoover Institution, January 2009 .....	22
EDUCATION NEXT 2009 No.1. Hoover Institution, January 2009 .....	22

NATIONAL COALITION FOR WOMEN & GIRLS IN EDUCATION..... 23  
 GENDER EQUITY RECOMMENDATIONS FOR THE FIRST YEAR OF THE OBAMA  
 ADMINISTRATION. National Coalition for Women & Girls in Education. December 2008. 09AD382 ..... 23

NATIONAL CONSUMER LAW CENTER..... 23  
 CONSUMER PROTECTION IN THE STATES: A 50-STATE REPORT ON UNFAIR AND DECEPTIVE  
 ACTS AND PRACTICES STATUTE. National Consumer Law Center, Inc. February 2009. 09AD548 ..... 23

NATIONAL EDUCATION ASSOCIATION..... 23  
 RANKINGS AND ESTIMATES: RANKINGS OF THE STATES 2008 AND ESTIMATES OF SCHOOL  
 STATISTICS 2009. National Education Association. December 2008. 09AD332 ..... 23

NATIONAL ENDOWMENT FOR THE ARTS ..... 24  
 READING ON THE RISE: A NEW CHAPTER IN AMERICAN LITERACY. National Endowment for the  
 Arts. Web posted January 12, 2009. 09AD414 ..... 24

ALL AMERICA’S STAGE: GROWTH AND CHALLENGES IN NONPROFIT THEATER. National  
 Endowment for the Arts. December 26, 2008. 09AD347 ..... 24

NATIONAL GOVERNORS ASSOCIATION..... 24  
 ARTS & THE ECONOMY: USING ARTS AND CULTURE TO STIMULATE STATE ECONOMIC  
 DEVELOPMENT. National Governors Association. Web posted January 15, 2009. 09AD429 ..... 24

NATIONAL RESEARCH COUNCIL..... 24  
 LEARNING SCIENCE IN INFORMAL ENVIRONMENTS: PEOPLE, PLACES, AND PURSUITS. National  
 Research Council. Philip Bell et al. January 2009. .... 24

NATIONAL SCIENCE FOUNDATION..... 25  
 MATH: WHAT’S THE PROBLEM? National Science Foundation. Web posted January 27, 2009. 09AD468 25

NATIONAL WILDLIFE FEDERATION..... 25  
 REPOWER AMERICA WITH GREEN EDUCATION, GREEN JOBS, GREEN SCHOOLS. National Wildlife  
 Federation. January 8, 2009. 09AD416..... 25

PEW ..... 25  
 REALITY BITES: ECONOMY FOULS MOOD. Pew Project for Excellence in Journalism. February 4, 2009.  
 09AD551 ..... 25

OBAMA’S INAUGURAL WEEK: HEAVY MEDIA FOCUS TURNS FROM SYMBOLS TO SUBSTANCE.  
 Pew Project for Excellence in Journalism. Mark Jurkowitz. January 28, 2009. 09AD494 ..... 26

A RELIGIOUS PORTRAIT OF AFRICAN-AMERICANS. Pew Forum on Religion & Public Life. January 30,  
 2009. 09AD534..... 26

STRONG CONFIDENCE IN OBAMA – COUNTRY SEEN AS LESS POLITICALLY DIVIDED. Pew  
 Research Center for the People & the Press. January 15, 2009. 09AD441 ..... 26

AMERICAN MOBILITY: WHO MOVES? WHO STAYS PUT? WHERE’S HOME? Pew Research Center.  
 Paul Taylor et al. December 25, 2008. 09AD348 ..... 26

PUBLIC AGENDA..... 27  
 SQUEEZE PLAY 2009: THE PUBLIC’S VIEWS ON COLLEGE COSTS TODAY. Public Agenda. February 6,  
 2009. 09AD552..... 27

RAND ..... 27

NO CHILD LEFT BEHIND EDUCATIONAL OPTIONS; AVAILABILITY EXPANDS, BUT PARTICIPATION REMAINS LOW. By: Georges Vernez et al. RAND Research Brief, February 2009 ..... 27

NEIGHBORHOOD EFFECTS ON CRIME AND YOUTH VIOLENCE; THE ROLE OF BUSINESS IMPROVEMENT DISTRICTS IN LOS ANGELES. John MacDonald et al. RAND, February 2009 ..... 27

MILITARY ENLISTMENT OF HISPANIC YOUTH: OBSTACLES AND OPPORTUNITIES. RAND Corporation. Beth J. Asch et al. January 2009. 09AD469 ..... 28

UNITED NATIONS CHILDREN’ S FUND ..... 28

THE STATE OF THE WORLD’S CHILDREN 2009: MATERNAL AND NEWBORN HEALTH. UNICEF, United Nations. Web posted January 16, 2009. 09AD421 ..... 28

UNICEF HUMANITARIAN ACTION REPORT 2009. UNICEF, United Nations. January 2009. 09AD455 .. 28

UNITED STATES CONFERENCE OF MAYORS ..... 29

HUNGER AND HOMELESSNESS SURVEY. United States Conference of Mayors. December 2008. .... 29

UNITED STATES INSTITUTE OF PEACE (USIP) ..... 29

RECRUITMENT OF RULE OF LAW SPECIALISTS FOR THE CIVILIAN RESPONSE CORPS. United States Institute of Peace. Scott Carlson and Michael Dziedzic. January 2009. 09AD389 ..... 29

WALLACE FOUNDATION. .... 29

THE COST OF QUALITY OUT-OF-SCHOOL-TIME PROGRAMS. Wallace Foundation. Jean Baldwin Grossman et al. Web posted January 27, 2009. 09AD463 ..... 29

**ARTICLES FROM U.S. JOURNALS ..... 30**

THE END OF BLACK HISTORY MONTH. *The Root*. Michael E. Ross. February 3, 2009. 09AD532 ..... 30

MUSIC LESSONS. Quart, Alissa *Columbia Journalism Review* vol. 47, no. 4, November/December 2008, pp. 18-20 AA09028..... 30

“FRIGHTSIZING” NEWSPAPERS: WHAT DERAILED THE AMERICAN NEWSPAPER INDUSTRY? Doctor, Ken. *Global Journalist*, Vol. 14, no. 3, Fall 2008, pp. 22-27 AA09023 ..... 30

STRATEGY RETOOLED AT GATES. Robelen, Erik. *Education Week* Vol. 28, No. 13, November 19, 2008, pp. 1, 10-11 AA09021..... 31

CHINA ENTICES ITS SCHOLARS TO COME HOME. Hvistendahl, Mara. *Chronicle of Higher Education*, Vol. 55, No. 17, December 19, 2008, pp. A20-21 AA09019 ..... 31

CULTURAL RESISTANCE AND RESILIENCE AMID IMPORTED TV PROGRAMMING IN NIGERIA. Ugochukwu, Chioma. *Africa Today* vol. 55, no. 1, Fall 2008, pp. 34-57 AA09008..... 31

WHY I BLOG. Sullivan, Andrew. *Atlantic Monthly*, November, 2008 AA09007 ..... 32

INSIDE THE PRESIDENCY. Bumiller, Elisabeth. *National Geographic*, January 2009 AA09001 ..... 32

**AMERICA.GOV-U.S. DEPARTMENT OF STATE PUBLICATIONS ..... 33**

ABRAHAM LINCOLN: A LEGACY OF FREEDOM..... 33

DIVERSITY: OUR MULTIRACIAL AMERICAN FAMILY. VIDEO (2:09) ..... 33

## GOVERNMENT



### **AIRMAN'S ROLL CALL: NATIONAL AFRICAN AMERICAN HISTORY MONTH. U.S. Air Force. February 4, 2009. 09AD528**

On June 1, 1949, Air Force officials published regulations ending segregation, thus becoming the first of all U.S. military service branches to complete integration of African-American personnel

into all-white units.

<http://www.af.mil/news/story.asp?id=123133769>

### **BLACK (AFRICAN-AMERICAN) HISTORY MONTH: FEBRUARY 2009. Facts for Features, U.S. Census Bureau. Web posted January 2009. 09AD529**

The Census Bureau reports on African-Americans from population to education.

<http://www.census.gov/Press-Release/www/releases/archives/cb09ff-01.pdf>

### **CENSUS BUREAU PROJECTS U.S. POPULATION OF 305.5 MILLION ON NEW YEAR'S DAY. U.S. Census Bureau. December 29, 2008. 09AD349**

As our nation rings in the New Year, the U.S. Census Bureau projected the Jan. 1, 2009, total U.S. population will be 305,529,237 — up 2,743,429, or 0.9 percent, from New Year's Day 2008. In January 2009, one birth is expected to occur every eight seconds in the United States and one death every 12 seconds. Meanwhile, net international migration is expected to add one person every 36 seconds to the U.S. population in January 2009, resulting in an increase in the total U.S. population of one person every 14 seconds.

<http://www.census.gov/Press-Release/www/releases/archives/population/013127.html> [HTML format, various paging].



### **EDUCATIONAL ATTAINMENT IN THE UNITED STATES: 2007. Current Population Reports, U.S. Census Bureau. January 2009. 09AD492**

A larger percentage of foreign-born than native-born residents had a master's degree or higher in 2007, according to the report. Nationally, 11 percent of foreign-born — people from another country now living in the United States, and 10 percent of U.S.-born residents had an advanced degree.

<http://www.census.gov/prod/2009pubs/p20-560.pdf>

[PDF format, 16 pages].



**COURSE CREDIT ACCRUAL AND DROPPING OUT OF HIGH SCHOOL, BY STUDENT CHARACTERISTICS. National Center for Education Statistics. February 2009. 09AD519**

The study examines the number of credits earned by high school students and the relationship between course credit accrual and dropping out. Findings indicate that high school dropouts earned fewer credits than did on-time graduates within each year of high school, and the cumulative course credit accrual gap increased with each subsequent year. The pattern of dropouts earning fewer credits than on-time graduates remained across all examined student and school characteristics, student sex, race/ethnicity, and socioeconomic status, school location, and sophomore class size. However, the size of the cumulative course credit accrual gap between on-time graduates and dropouts varied within academic years for males versus females, Blacks and Hispanics versus Whites, and students attending city high schools versus students attending suburban, town, and rural high schools.

<http://nces.ed.gov/pubs2009/2009035.pdf> [PDF format, 16 pages].



**1.5 MILLION HOMESCHOOLED STUDENTS IN THE UNITED STATES IN 2007. National Center for Education Statistics. December 2008. 09AD346**

The Issue Brief provides estimates of the number and percentage of homeschooled students in the United States in 2007 and compares these estimates to those from 1999 and 2003. In addition, parents' reasons for homeschooling their children in 2007 are described and compared to 2003. Estimates of homeschooling in 2007 are based on data from the Parent and Family Involvement in Education Survey (PFI) of the 2007 National Household Education Surveys Program (NHES).

<http://nces.ed.gov/pubs2009/2009030.pdf> [PDF format, 4 pages].



**WHO ADOPTS? CHARACTERISTICS OF WOMEN AND MEN WHO HAVE ADOPTED CHILDREN. National Center for Health Statistics. Jo Jones. Web posted January 28, 2009. 09AD501**

The report presents data from the National Survey of Family Growth concerning the characteristics of those who have adopted children in the United States.

<http://www.cdc.gov/nchs/data/databriefs/db12.pdf> [PDF format, 8 pages].

**AMERICA'S YOUTH AT 21: SCHOOL ENROLLMENT, TRAINING, AND EMPLOYMENT TRANSITIONS BETWEEN AGES 20 AND 21 SUMMARY. Bureau of Labor Statistics, U.S. Department of Labor. January 23, 2009. 09AD460**

At age 21, women are more likely to be enrolled in college than men, says the report. Among 21-year-olds not enrolled in college, men are more likely than women to be employed in a civilian job or serving in the military. It focuses on the school enrollment and employment experiences of these individuals from the October when they were age 20 to the October when they were age 21. Respondents were age 20 in October during the years 2000 to 2005 and age 21 in October from 2001 to 2006.

<http://www.bls.gov/news.release/nlsyth.nr0.htm> [HTML format, various paging].

**VOLUNTEERING IN THE UNITED STATES, 2008. Bureau of Labor Statistics, U.S. Department of Labor. January 2009. 09AD474**

About 61.8 million people, or 26.4 percent of the population, volunteered through or for an organization at least once between September 2007 and September 2008, the Bureau of Labor Statistics of the U.S. Department of Labor reported today. Both the level and rate of volunteering were essentially unchanged from the prior year.

<http://www.bls.gov/news.release/volun.nr0.htm> [HTML format, various paging].

**HOW HIGH SCHOOL STUDENTS USE TIME: A VISUAL ESSAY. Bureau of Labor Statistics, U.S. Department of Labor. Web posted December 2008. 09AD350**

High school students have many demands on their time, and how they choose to spend that time on any given day depends on a variety of factors, such as the age and the sex of the student. The data show how much time per day, on average, high school students devote to leisure activities, household activities, work, and homework. It also reveals differences in students' use of time between weekdays and weekend days.

<http://www.bls.gov/opub/mlr/2008/11/art4full.pdf> [PDF format, 11 pages].

## **CONGRESSIONAL DOCUMENTS (HEARINGS, REPORTS, ETC.)**

**AFRICAN AMERICAN HISTORY MONTH. Law Library of Congress. February 2, 2009. 09AD526**

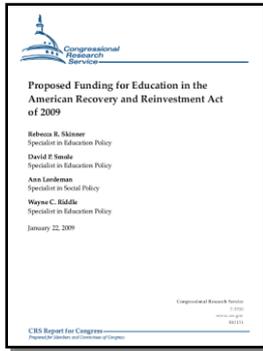
National African American History Month had its origins in 1915 when historian and author Dr. Carter G. Woodson founded the Association for the Study of Negro Life and History. This organization is now known as the Association for the Study of African American Life and History ("ASALH"). Through this organization Dr. Woodson initiated the first Negro History Week in February 1926. Dr. Woodson selected the week in February that included the birthdays of Abraham Lincoln and Frederick Douglass, two key figures in the history of African Americans.

<http://www.loc.gov/law/help/commemorative-observations/african-american.php>



**AFRICAN AMERICANS AT WAR: FIGHTING TWO BATTLES. Veterans History Project, Library of Congress. February 2009. 09AD527**

The project focuses on personal experiences of the African American veterans. They discuss how color wasn't important in the battlefields but how it all comes back once they are out of the uniforms.  
<http://www.loc.gov/vets/stories/ex-war-afam.html> [HTML format, with various links].

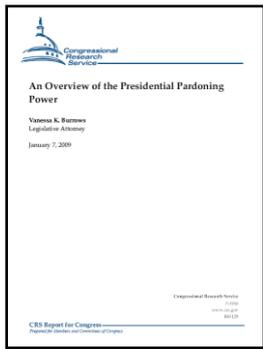


**PROPOSED FUNDING FOR EDUCATION IN THE AMERICAN RECOVERY AND REINVESTMENT ACT OF 2009.**

**Congressional Research Service, Library of Congress. Rebecca R. Skinner et al. January 22, 2009. 09AD472**

The primary purposes of the American Recovery and Reinvestment Act of 2009 (ARRA) focus on promoting economic recovery, assisting those most affected by the recession, improving economic efficiency by spurring technological advances in science and health. The report provides a brief overview of the key provisions related to education programs that are or would be administered by ED that were included in the act under Title IX (Labor, Health and Human Services, and Education) and Title XII (State Fiscal Stabilization Fund).  
[http://assets.opencrs.com/rpts/R40151\\_20090122.pdf](http://assets.opencrs.com/rpts/R40151_20090122.pdf) [PDF format, 34 pages].

**AN OVERVIEW OF THE PRESIDENTIAL PARDONING POWER. Vanessa K. Burrows. Congressional Research Service, Library of Congress, January 7, 2009**



The Constitution of the United States of America imbues the President with broad authority to grant pardons and reprieves for offenses against the United States. This report provides an overview of the scope of the President's pardoning power, the legal effects of a pardon, and the procedures that have traditionally been adhered to in the consideration of requests for pardons.

Members of Congress have introduced resolutions expressing the sense of the Congress that the President either should or should not grant pardons to certain individuals or groups of individuals, such as H.Res. 9 in the 111<sup>th</sup> Congress and H.Con.Res. 24, H.Con.Res. 37, and H.Con.Res.214 from the 110<sup>th</sup> Congress. Additionally, Members of Congress have also proposed constitutional amendments that would restrict the President's pardon power, such as H.J.Res. 48 from the 110<sup>th</sup> Congress.  
<http://www.fas.org/sgp/crs/misc/R40128.pdf>

## THE WHITE HOUSE

### THE AGENDA: EDUCATION

‘The decisions our leaders make about education in the coming years will shape our future for generations to come. Obama and Biden are committed to meeting this challenge with the leadership and judgment that has been sorely lacking for the last eight years. Their vision for a 21st century education begins with demanding more reform and accountability, coupled with the resources needed to carry out that reform; asking parents to take responsibility for their children’s success; and recruiting, retaining, and rewarding an army of new teachers to fill new successful schools that prepare our children for success in college and the workforce. The Obama-Biden plan will restore the promise of America’s public education, and ensure that American children again lead the world in achievement, creativity and success.’

<http://www.whitehouse.gov/agenda/education/>

## THINK TANKS AND INTERNATIONAL ORGANIZATIONS

### ALBERT SHANKER INSTITUTE

#### **PRESCHOOL CURRICULUM: WHAT’S IN IT FOR CHILDREN AND TEACHERS. Albert Shanker Institute. December 16, 2008. 09AD331**

The Albert Shanker Institute suggests that early, age-appropriate instruction in language, literacy, mathematics and science can have significant, long-lasting effects on preschool children’s social and cognitive skills. While 43 states and the District of Columbia have adopted early childhood standards designed to prepare children to take on the academic requirements of the elementary grades, these standards are of varying quality, often underestimate what young children are capable of absorbing, and are not always adapted to the unique ways in which young children learn best.

<http://www.shankerinstitute.org/Downloads/Early%20Childhood%2012-11-08.pdf>

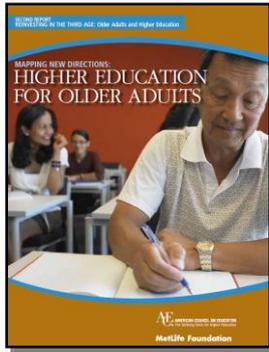
### AMERICAN ASSOCIATION OF RETIRED PERSONS

#### **A YEAR-END LOOK AT THE ECONOMIC SLOWDOWN’S IMPACT ON MIDDLE-AGED AND OLDER AMERICANS. American Association of Retired Persons. S. Kathi Brown. January 2009. 09AD419**

Throughout 2008, the economy was battered by falling housing prices and increasing foreclosure rates, record stock market losses, rising unemployment, and weak consumer spending. An overwhelming majority of Americans ages 45+ believe that the economy is in bad shape. As a result of the economic downturn, the majority say that they cut back on entertainment spending (68%) and eating out (64%) during 2008. Additionally, 52 percent had more difficulty paying for essential items such as food, gas, and medicine in 2008, and 44 percent found it more difficult to pay for utilities.

[http://assets.aarp.org/rgcenter/econ/economic\\_slowdown\\_09.pdf](http://assets.aarp.org/rgcenter/econ/economic_slowdown_09.pdf) [PDF format, 34 pages].

## AMERICAN COUNCIL ON EDUCATION



### **MAPPING NEW DIRECTIONS: HIGHER EDUCATION FOR OLDER ADULTS. American Council on Education. Web posted January 16, 2009. 09AD437**

Despite successful efforts by some colleges and universities to create lifelong learning programs for adults aged 55 and older, many institutions remain stuck in outmoded, one-dimensional views of this population, according to the report. It offers recommendations to colleges and universities for broadening the participation of older adults who will comprise one-third of the nation's overall population by 2030.

<http://www.acenet.edu/Content/NavigationMenu/ProgramsServices/CLLL/Reinvesting/MapDirections.pdf>

## AMERICAN ENTERPRISE INSTITUTE



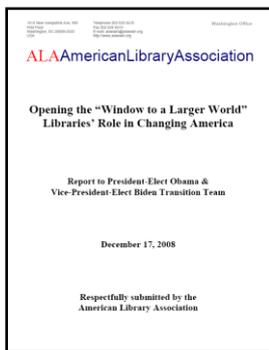
### **THE NEW STUPID; LIMITATIONS OF DATA-DRIVEN EDUCATION REFORM. By Frederick M. Hess. EDUCATION OUTLOOK. AEI Online No. 1, January 29, 2009**

A decade ago, it was disconcertingly easy to find education leaders who dismissed student achievement data and systematic research as having only limited utility when it came to improving schools or school systems. Today, we have come full circle. Educators have made great strides in using data, and it is hard to attend an education conference or read an education magazine without encountering

broad claims for data-driven education reform. But danger lies ahead for those who misunderstand what data can and cannot do.

[http://www.aei.org/publications/pubID.29301/pub\\_detail.asp](http://www.aei.org/publications/pubID.29301/pub_detail.asp)

## AMERICAN LIBRARY ASSOCIATION



### **OPENING THE "WINDOW TO A LARGER WORLD" LIBRARIES' ROLE IN CHANGING AMERICA: REPORT TO PRESIDENT-ELECT OBAMA & VICE-PRESIDENT-ELECT BIDEN TRANSITION TEAM. American Library Association. December 17, 2008. 09AD384**

The American Library Association states that as President-elect Obama has stated, libraries are "sanctuaries of learning" that represent "a window to a larger world." During this time of transition for our nation, libraries of all types, public, school, academic, federal and

research, are resources the American public and new Administration can use to help people find jobs, support education and lifelong learning, provide access to information and telecommunications services, empower families, and enable civic engagement as well as promote literacy and connect communities.

<http://www.wo.ala.org/districtdispatch/wp-content/uploads/2008/12/ala-report-to-transition-team1.pdf>

## AMERICANS UNITED FOR LIFE

### **DEFENDING LIFE 2009 PROVEN STRATEGIES FOR A PRO-LIFE AMERICA: A STATE-BY-STATE LEGAL GUIDE TO BIOETHICS, AND THE END OF LIFE. American United for Life. Clarke D. Forsythe et al. Web posted January 23, 2009. 09AD464**

Americans United for Life (AUL) reports its sixth annual ranking of the most and least pro-life states. Pennsylvania, Louisiana, and South Dakota top the ranking, while California, Hawaii, and Vermont ranked lowest. While AUL's criteria cover states' treatment of all life issues, final rankings depend largely on each state's enactment of prudent and well-supported laws. Such laws fence in the abortion license granted by the U.S. Supreme Court in its 1973 decision, Roe v. Wade. Among the laws AUL looks for are informed consent, parental involvement for minors, medically-supported regulation of abortion providers, and limitations on the use of taxpayer dollars for abortion.  
<http://dl.aul.org/your-state/> [HTML format, various paging].

## ANTI-DEFAMATION LEAGUE



### **ATTITUDES TOWARD JEWS IN SEVEN EUROPEAN COUNTRIES. ADL Survey, February 2009**

A new survey of seven countries across Europe shows millions continue to believe the classical anti-Semitic canards that have persistently pursued Jews through the centuries. The findings released by the Anti-Defamation League (ADL) revealed that nearly half of the Europeans surveyed believe Jews are not loyal to their country and more than one-third believe they have "too much power" in business and finance. Overall, 40% of Europeans in the countries polled believe that Jews have too much power in the business world, with more than half of

Hungarian, Spanish and Polish respondents agreeing with that statement.

[http://www.adl.org/Public%20ADL%20Anti-Semitism%20Presentation%20February%202009%20\\_3\\_.pdf](http://www.adl.org/Public%20ADL%20Anti-Semitism%20Presentation%20February%202009%20_3_.pdf)

## BROOKINGS INSTITUTION



### **READING SECOND. Grover J. "Russ" Whitehurst, Senior Fellow, Governance Studies. Brown Center Letters on Education | # 1. The Brookings Institution, February 2009**

A requirement for clear state or regional standards for what children should accomplish in reading, starting in kindergarten, along with annual assessments aligned to those standards, should be a core reform of the next version of RF. Those standards should include not only the ability to translate print into speech but also the vocabulary and background knowledge that children need in order to comprehend what they read.

More investment in R&D on reading instruction and better mechanisms for encouraging utilization of research findings in the classroom are also needed. Each is an appropriate federal role and a promising basis for the design of the second version of Reading First.

[http://www.brookings.edu/~media/Files/rc/papers/2009/02\\_reading\\_whitehurst/02\\_reading\\_whitehurst.pdf](http://www.brookings.edu/~media/Files/rc/papers/2009/02_reading_whitehurst/02_reading_whitehurst.pdf)

**STIMULUS FOR AMERICA'S COMMUNITY COLLEGES. Sara Goldrick-Rab, Alan Berube. The Brookings Institution, February 2008.**

The federal government should not simply expand funding, but use these new resources explicitly to promote greater success for community college students. Colleges receiving enhanced funds would be required to track and report student results, such as completion of a minimum number of credits, earning a degree, and landing a good-paying job. Over time, a majority of federal dollars would be awarded based not on enrollment, but on colleges' performance on these critical measures.

Our community college system, long on the sidelines in funding and policy debates, now needs a seat at the table. Ensuring that American workers are trained to compete in the global marketplace, to earn a place in the middle class, and to fulfill their responsibilities as citizens requires expanding and improving their experience with postsecondary education. By better supporting the affordable and accessible higher educational institutions found within all of our communities, and asking more of them in exchange, we can put our nation and its families back on the path to economic prosperity.

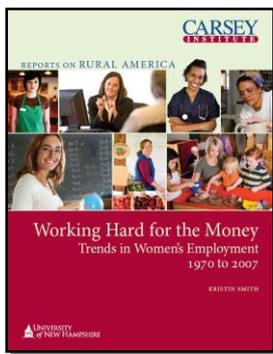
[http://www.brookings.edu/opinions/2009/0203\\_community\\_college\\_berube.aspx](http://www.brookings.edu/opinions/2009/0203_community_college_berube.aspx)

**KEEP POLITICS AWAY FROM THE PROMISE OF FAMILY PLANNING. Adam Thomas and Isabel V. Sawhill. The Brookings Institution, February 05, 2009,**

Just before the House approved its version of the stimulus bill, it was stripped of a controversial provision that would have given states the option to expand a Medicaid-funded program subsidizing family planning services for low-income women. Adam Thomas and Isabel Sawhill agree that the family planning provision was rightly stripped from the package, but argue that it is an important program that has the potential to limit the number of unplanned pregnancies, reduce the incidence of abortion, improve child well-being and actually save money in the long-run.

[http://www.brookings.edu/opinions/2009/0205\\_family\\_planning\\_thomas\\_sawhill.aspx](http://www.brookings.edu/opinions/2009/0205_family_planning_thomas_sawhill.aspx)

## CARSEY INSTITUTE



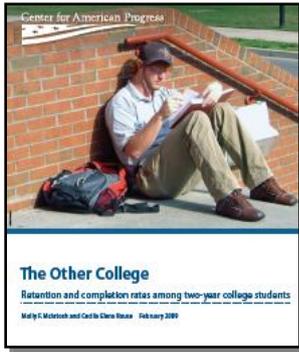
**WORKING HARD FOR THE MONEY: TRENDS IN WOMEN'S EMPLOYMENT 1970 TO 2007. Reports on Rural America, Carsey Institute. Kristin Smith. Web posted January 30, 2009. 09AD525**

Rural married women, mothers and not, are clocking in at work more often today than even their urban counterparts, and since 2000, more married than single women are in the workforce in rural areas, a first. In 2006, 70 percent of married women with children under age 6 in rural areas worked for pay compared with 64 percent in urban areas.

The report cites the reasons for this difference.

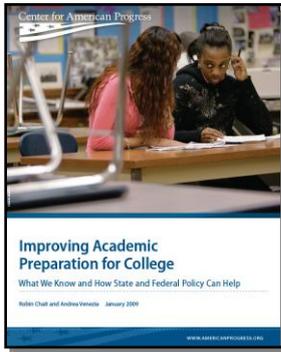
<http://www.carseyinstitute.unh.edu/publications/Report-Smith-WorkingHard.pdf>  
[PDF format, 36 pages].

## CENTER FOR AMERICAN PROGRESS



### **THE OTHER COLLEGE: RETENTION AND COMPLETION RATES AMONG TWO-YEAR COLLEGE STUDENTS. By Molly F. McIntosh, Cecilia Elena Rouse. Center for American Progress, February 10, 2009**

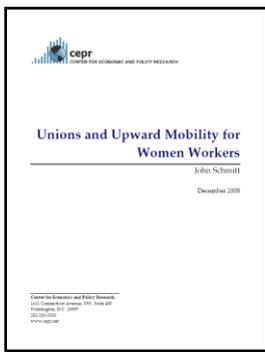
This paper shines much needed light on the complexity of contemporary college going and the potential causes of the gap in persistence and degree completion. Using a human capital framework, we review literature regarding policy solutions designed to address this complexity in two broad areas. The first is the availability of financial aid to two-year college students, which may take the form of grants or loans. The second is the two-year college institutional environment, which includes remedial education, student support services, learning communities, and transfer agreements. [http://www.americanprogress.org/issues/2009/02/two\\_year\\_colleges.html](http://www.americanprogress.org/issues/2009/02/two_year_colleges.html)



### **IMPROVING ACADEMIC PREPARATION FOR COLLEGE; What We Know and How State and Federal Policy Can Help. By Robin Chait, Andrea Venezia. Center for American Progress, January 27, 2009**

This paper reviews the research and makes the case for a definition that includes academic rigor, grades, specific academic skills that students will need to be successful in a college-level course, and “college knowledge”—knowledge about how to apply, enroll, and succeed in a college environment. It may be difficult to come up with objective measures for all these aspects of college readiness, but it is important to consider them all in defining readiness and in helping students meet a threshold of it. [http://www.americanprogress.org/issues/2009/01/academic\\_preparation.html](http://www.americanprogress.org/issues/2009/01/academic_preparation.html)

## CENTER FOR ECONOMIC AND POLICY RESEARCH

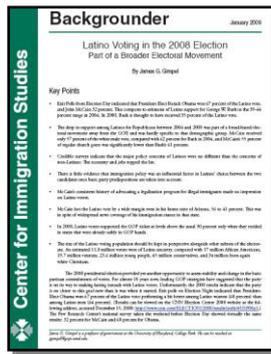


### **UNIONS AND UPWARD MOBILITY FOR WOMEN WORKERS. Center for Economic and Policy Research. John Schmitt. December 2008. 09AD277**

The study documents a large wage and benefit advantage for women workers in unions relative to their non-union counterparts. It finds that unionized women workers earned, on average, 11.2 percent more than their non-union peers. In addition, women in unions were much more likely to have health insurance benefits and a pension plan.

[http://www.cepr.net/documents/publications/unions\\_and\\_upward\\_mobility\\_for\\_women\\_workers\\_2008\\_12.pdf](http://www.cepr.net/documents/publications/unions_and_upward_mobility_for_women_workers_2008_12.pdf)  
[PDF format, 10 pages].

## CENTER FOR IMMIGRATION STUDIES



### **LATINO VOTING IN THE 2008 ELECTION: PART OF A BROADER ELECTORAL MOVEMENT. By James G. Gimpel. Center for Immigration Studies, January 2009**

In summary, the 2008 election has no clear implications for immigration policy making and for a very straightforward reason: Neither candidate campaigned on the issue, nor was it clear that their positions were appreciably different.

(...) As long as Latinos remain in lower income brackets, an outcome virtually assured by sustained high levels of unskilled immigration,

the Democrats will continue to maintain their lopsided edge. American ethnic history has shown that the path to Republican Party identification is a slow and multi-generational one. The greater the education and skills deficit new immigrants arrive with, the longer this political migration process will take.

<http://www.cis.org/articles/2009/back109.pdf>

## CENTURY FOUNDATION

### **THE LONG WAIT FOR PROGRESS: WOMEN AND ECONOMIC AND SOCIAL EQUALITY. Century Foundation. Beverly Goldberg. December 21, 2008. 09AD330**

The report shows that despite some progress, America is a nation in which neither minorities nor women have yet achieved anything approaching economic or social equality. The report analyzes the substantial gap in wages between men and women, and then measures that gap in the context of women's educational achievements and the continuing discrimination against women in the workplace, with attention to the impact of the issues of health and child care.

[http://www.tcf.org/publications/economicsinequality/longwait\\_brief.pdf](http://www.tcf.org/publications/economicsinequality/longwait_brief.pdf) [19 pages].

## CHILDREN'S DEFENSE FUND

### **THE STATE OF AMERICA'S CHILDREN 2008. Children's Defense Fund. Web posted December 25, 2008. 09AD356**

The report is a statistical compendium of key child data showing epidemic numbers of children at risk: the number of poor children has increased nearly 500,000 to 13.3 million, with 5.8 million of them living in extreme poverty, and nearly 9 million children lack health coverage with both numbers likely to increase during the recession. The number of children and teens killed by firearms also increased after years of decline.

<http://www.childrensdefense.org/site/DocServer/state-of-americas-children-2008-report.pdf?docID=9061> [PDF format, 80 pages].

## COLLEGE BOARD



### **COMING TO OUR SENSES: EDUCATION AND THE AMERICAN FUTURE. College Board. December 2008. 09AD300**

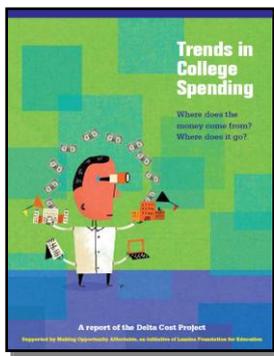
The board recommends that the United States must take immediate action to reverse its fall from the top ranks of countries with a college-educated workforce. If postsecondary success is not made a national priority, our country's economic and social health will continue to weaken. The report provides recommendations to strengthen our education system across, increase the number of students earning postsecondary degrees or certificates and regain our global

competitive edge for the 21st century.

<http://professionals.collegeboard.com/profdownload/coming-to-our-senses-college-board-2008.pdf>

[PDF format, 51 pages].

## DELTA COST PROJECT



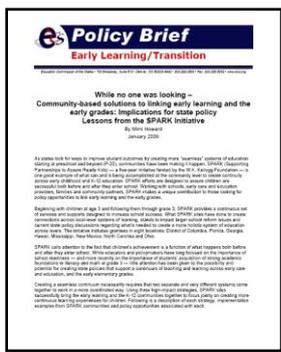
### **TRENDS IN COLLEGE SPENDING: WHERE DOES THE MONEY COME FROM? WHERE DOES IT GO? Delta Cost Project. Jane V. Wellman et al. Web posted January 16, 2009. 09AD444**

The report examines revenue and expenditure data for nearly 2,000 public and private non-profit colleges and universities, representing more than 75 percent of higher education enrollment, and analyzes recent trends, focusing on the period from 2002 to 2006. It is the most up-to-date and comprehensive assessment of higher education finance in the nation.

[PDF format, 48 pages]

[http://www.deltacostproject.org/resources/pdf/trends\\_in\\_spending-report.pdf](http://www.deltacostproject.org/resources/pdf/trends_in_spending-report.pdf)

## EDUCATION COMMISSION OF THE STATES

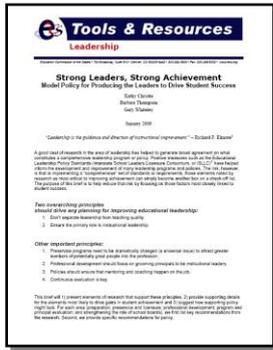


### **WHILE NO ONE WAS LOOKING – Community-based solutions to linking early learning and the early grades: Implications for state policy; Lessons from the SPARK Initiative. Mimi Howard, ECS, January 2009**

As states look for ways to improve student outcomes by creating more “seamless” systems of education starting at preschool and beyond (P-20), communities have been making it happen. SPARK (Supporting Partnerships to Assure Ready Kids) — a five-year initiative funded by the W.K. Kellogg Foundation — is one good

example of what can and is being accomplished at the community level to create continuity across early childhood and K-12 education.

<http://www.ecs.org/clearinghouse/79/41/7941.pdf>



## **STRONG LEADERS, STRONG ACHIEVEMENT; Model Policy for Producing the Leaders to Drive Student Success. Kathy Christie, Barbara Thompson, Gary Whiteley. ECS, January 2009**

A good deal of research in the area of leadership has helped to generate broad agreement on what constitutes a comprehensive leadership program or policy. Positive measures such as the Educational Leadership Policy Standards (Interstate School Leaders Licensure Consortium, or ISLLC) have helped inform the development and improvement of many leadership programs and policies. The risk, however, is that in implementing a "comprehensive" set of standards or requirements, those elements noted by research as most critical to improving achievement can simply become another box on a check-off list. The purpose of this brief is to help reduce that risk by focusing on those factors most closely linked to student success.

<http://www.ecs.org/clearinghouse/79/23/7923.pdf>

## EDUCATION SECTOR

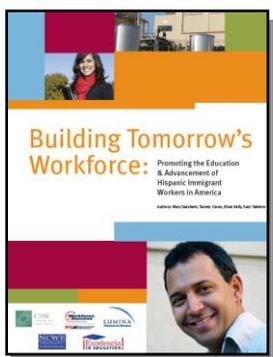


## **READY TO ASSEMBLE: A MODEL STATE HIGHER EDUCATION ACCOUNTABILITY SYSTEM. Chad Aldeman, Kevin Carey. Education Sector Reports, December 16, 2008**

Higher education has surprisingly few incentives to provide an affordable, high-quality education to all students. Funding is based on how many students enroll, not how many graduate. Prestige is tied to how smart students are when they begin as freshmen, not how much they learn before they leave. Fame, wealth, and research prowess contribute far more to institutional status than student learning. If these incentives don't change, colleges won't change either. As a result, policymakers who want to fix the many problems of American higher education need to gather much more information about college student outcomes, release the results to consumers and the general public, create explicit, mission-driven performance goals for institutions, and financially reward colleges and universities that excel. In other words, policymakers need to create stronger accountability systems.

[http://www.educationsector.org/research/research\\_show.htm?doc\\_id=751639](http://www.educationsector.org/research/research_show.htm?doc_id=751639)

## EXCELENCIA IN EDUCATION



## **BUILDING TOMORROW'S WORKFORCE: PROMOTING THE EDUCATION AND ADVANCEMENT OF HISPANIC IMMIGRANT WORKERS IN AMERICA. Excelencia in Education. Mary Gershwin et al. January 21, 2009. 09AD431**

Strategic partnerships between industry and community colleges that engage younger Hispanic immigrants can boost the economy by training an important proportion of U.S. workers for future jobs. The report looks at six innovative partnerships throughout the country.

<http://www.ncwe.org/CSWFindingsReport.pdf>  
[PDF format, 51 pages].

## FOUNDATION CENTER



**A FIRST LOOK AT THE FOUNDATION AND CORPORATE RESPONSE TO THE ECONOMIC CRISIS. Foundation Center. January 2009. 09AD466**

The report is an examination of foundation and corporate support in response to the current economic crisis. It is part of a research series intended to shed light on the impact of the economic downturn on the nonprofit sector.

[PDF format, 4 pages].

[http://foundationcenter.org/gainknowledge/research/pdf/researchadvisory\\_economy\\_200901.pdf](http://foundationcenter.org/gainknowledge/research/pdf/researchadvisory_economy_200901.pdf)

## FREEDOM HOUSE

**DON'T KNOW MUCH ABOUT DEMOCRACY? NEW WEBSITE PROVIDES TOOL FOR TEACHING DEMOCRACY IN AMERICA'S SCHOOLS. Press Release. Freedom House, February 12, 2009**

On this Presidents' Day weekend, few Americans will take time to reflect on what makes our democracy work and the importance of democracy in shaping world events. Democracy Web, a new website from Freedom House and the Albert Shanker Institute, fills a need in America's schools for educational material that not only describes the U.S. experience with democracy, but also compares it to that of every country in the world, including those where citizens lack a vote and a voice.

<http://www.freedomhouse.org/template.cfm?page=70&release=772>

**Democracy Web:** <http://www.democracyweb.org/>



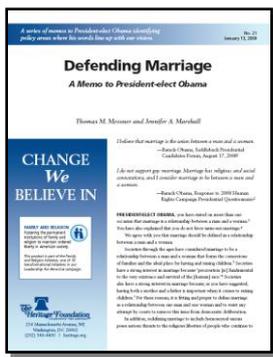
**WOMEN'S RIGHTS IN THE MIDDLE EAST AND NORTH AFRICA, GULF EDITION. Special Report. Freedom House, February 4, 2009**

The 2009 edition of Women's Rights in the Middle East and North Africa is a five-year retrospective review of improvements or setbacks made to women's rights in the MENA region. Its analysis covers events that occurred between January 2004 and December 2008, picking up where the 2005 edition ended. This unique survey, which combines quantitative ratings with a qualitative, narrative

analysis for each MENA country or territory, is necessary in light of the international scrutiny given to the status of women in this region. By providing thorough, cross-regional analysis of the legal and societal realities of MENA women, the Women's Rights report is able to act as an objective tool for international development agencies, governments, scholars, and journalists, as well as a means of empowerment for women's rights activists in the region.

<http://freedomhouse.org/template.cfm?page=383&report=76>

## HERITAGE FOUNDATION

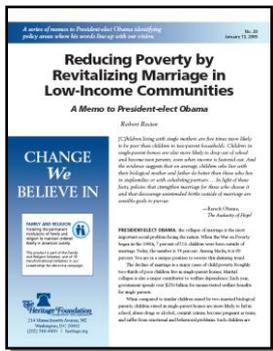


### **DEFENDING MARRIAGE: A MEMO TO PRESIDENT-ELECT OBAMA. Thomas M. Messner and Jennifer A. Marshall. Special Report #46. Heritage Foundation, January 13, 2009**

‘President-elect Obama, you have stated on more than one occasion that marriage is a relationship between a man and a woman. You have also explained that you do not favor same-sex marriage. We agree with you that marriage should be defined as a relationship between a man and a woman.’

<http://www.heritage.org/Research/Family/sr0046.cfm>

### **REDUCING POVERTY BY REVITALIZING MARRIAGE IN LOW-INCOME COMMUNITIES: A MEMO TO PRESIDENT-ELECT OBAMA. Robert E. Rector. Special Report #45. Heritage Foundation, January 13, 2009**

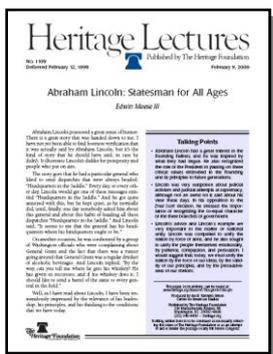


When compared to similar children raised by two married biological parents, children raised in single-parent homes are more likely to fail in school, abuse drugs or alcohol, commit crimes, become pregnant as teens, and suffer from emotional and behavioral problems. Such children are also more likely to end up on welfare or in jails when they become adults.

Revitalized marriage can have a powerful impact in reducing poverty in low-income communities. For example, if poor women who have children out of wedlock were married to the actual fathers of their children, nearly two-thirds would be lifted out of poverty

immediately.[2] Because the decline in marriage is linked to many other social problems, an increase in healthy marriage would lead to a long-term drop in those problems as well.

[http://www.heritage.org/Research/Family/upload/ObamaMemo\\_20.pdf](http://www.heritage.org/Research/Family/upload/ObamaMemo_20.pdf)



### **ABRAHAM LINCOLN: STATESMAN FOR ALL AGES. Edwin Meese. III. Heritage Lecture #1109. Heritage Foundation, February 9, 2009**

Lincoln, as we know, served as the sixteenth President of the United States. As we look back today, that's a point at which our nation had accomplished one-third of its history, as it pertains to where we are today. And under his leadership, and largely because of it, the United States completed the implementation of the promise that was contained in the Declaration of Independence, that all men are created

equal, and fulfilled the potential of the Constitution, which is the commitment to equality under the law.

[http://www.heritage.org/Research/AsiaandthePacific/upload/hl\\_1109.pdf](http://www.heritage.org/Research/AsiaandthePacific/upload/hl_1109.pdf)



**MUTUAL OBLIGATION AND THE AMERICAN SOCIAL CONTRACT. By Stuart M. Butler, Ph.D. Heritage Lecture #110729 January 2009**

Simple steps like automatic enrollment in savings plans, incentives to encourage long-term care insurance, and delinking coverage from the workplace would foster long-term, personally owned insurance contracts that could be carried into retirement, maintain the coalition needed to assure that these programs will be preserved, and be consistent with our sense of social solidarity and mutual obligation

across society and between generations.

[http://www.heritage.org/Research/SocialSecurity/upload/hl\\_1107.pdf](http://www.heritage.org/Research/SocialSecurity/upload/hl_1107.pdf)



**ADDING VISA WAIVER RESTRICTIONS: THE WRONG COURSE FOR CONGRESS. By Jena Baker McNeill, James Jay Carafano, Ph.D. and James Dean. Heritage Foundation WebMemo #2248. January 27, 2009**

A new bill, S. 203, sponsored by Senators Dianne Feinstein (D-CA) and John Kyl (R-AZ) would impose severe restrictions on membership in the Visa Waiver Program (VWP). Adding more restrictions to the VWP would be a huge mistake, hindering efforts to enhance a program that provides significant security, economic, and

public diplomacy benefits through cooperation with our closest allies around the world.

Rather than adding new restrictions, Congress should work to further expand this program.

[http://www.heritage.org/Research/HomelandSecurity/upload/wm\\_2248.pdf](http://www.heritage.org/Research/HomelandSecurity/upload/wm_2248.pdf)

**HOOVER INSTITUTION, STANFORD UNIVERSITY**



**POLICY REVIEW No. 153. Hoover Institution, January 2009**

**Featuring:**

- Constitutional Conservatism; A way forward for a troubled political coalition By Peter Berkowitz
- Is Food the New Sex? A curious reversal in moralizing By Mary Eberstadt
- The Forgotten Entitlements; Bad budget news on Long Term Care and Disability Insurance By Henry Olsen, Jon Flugstad

<http://www.hoover.org/publications/policyreview/38404624.html>

**EDUCATION NEXT 2009 No.1. Hoover Institution, January 2009**

<http://www.hoover.org/publications/ednext/31105359.html#>



## NATIONAL COALITION FOR WOMEN & GIRLS IN EDUCATION



### **GENDER EQUITY RECOMMENDATIONS FOR THE FIRST YEAR OF THE OBAMA ADMINISTRATION. National Coalition for Women & Girls in Education. December 2008. 09AD382**

The National Coalition for Women and Girls in Education (NCWGE), a nonprofit organization of approximately 50 groups dedicated to improving educational opportunities for girls and women, describes its mission to the new administration. The Coalition works to enforce Title IX, the federal law that prohibits sex discrimination in education. Title IX affects all areas of education and promotes equity for both girls and boys.

[http://www.aauw.org/advocacy/issue\\_advocacy/upload/NCWGERecsforObamaAdminWeb.pdf](http://www.aauw.org/advocacy/issue_advocacy/upload/NCWGERecsforObamaAdminWeb.pdf) [PDF format, 2 pages].

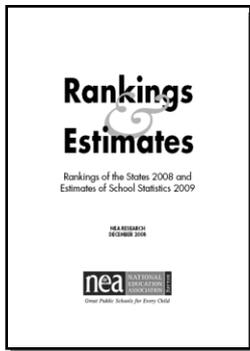
## NATIONAL CONSUMER LAW CENTER

### **CONSUMER PROTECTION IN THE STATES: A 50-STATE REPORT ON UNFAIR AND DECEPTIVE ACTS AND PRACTICES STATUTE. National Consumer Law Center, Inc. February 2009. 09AD548**

Serious gaps and weaknesses have compromised consumer protection laws in most of the 50 states, and recent court rulings have opened the door to predators and abuses in billions of everyday transactions. The report analyzes and summarizes the unfair and deceptive acts and practices (UDAP) laws that protect consumers in each state and the District of Columbia, and spotlights limitations in the substance and scope of the laws and in their enforcement.

[http://www.nclc.org/issues/udap/content/UDAP\\_Report\\_Feb09.pdf](http://www.nclc.org/issues/udap/content/UDAP_Report_Feb09.pdf) [PDF format, 32 pages].

## NATIONAL EDUCATION ASSOCIATION

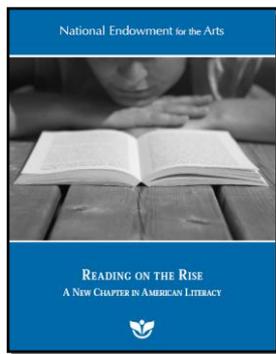


### **RANKINGS AND ESTIMATES: RANKINGS OF THE STATES 2008 AND ESTIMATES OF SCHOOL STATISTICS 2009. National Education Association. December 2008. 09AD332**

Teachers across the nation are continuing to lose spending power for themselves and their families as inflation continued to outpace teacher salaries last year. Over the decade from 1997-98 to 2007-08, in constant dollars, average salaries for public schoolteachers declined 1 percent while inflation increased 31.4 percent. According to the report, the average one-year increase in public schoolteacher salaries was 3.1 percent, while inflation increased 4.3 percent.

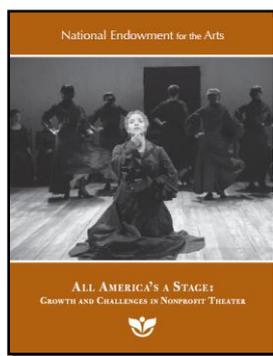
[www.nea.org/assets/docs/02rankings08.pdf](http://www.nea.org/assets/docs/02rankings08.pdf) [PDF format, 130 pages].

## NATIONAL ENDOWMENT FOR THE ARTS



### **READING ON THE RISE: A NEW CHAPTER IN AMERICAN LITERACY. National Endowment for the Arts. Web posted January 12, 2009. 09AD414**

For the first time in more than 25 years, American adults are reading more literature, according to the study. It documents a definitive increase in rates and numbers of American adults who read literature, with the biggest increases among young adults, ages 18-24. The new growth reverses two decades of downward trends cited previously <http://www.arts.gov/research/ReadingonRise.pdf> [PDF format, 16 pages].



### **ALL AMERICA'S STAGE: GROWTH AND CHALLENGES IN NONPROFIT THEATER. National Endowment for the Arts. December 26, 2008. 09AD347**

Nonprofit theaters in the United States have seen unprecedented expansion across the United States, according to the research. It examines developments in the growth, distribution, and finances of America's nonprofit theater system since 1990. The investigation revealed that National Endowment for the Arts funding is a likely catalyst in drawing sizeable contributions from other sources. Each dollar in NEA grant support is associated with an additional \$12 from individual donors, \$1.88 from businesses, and \$3.55 from foundations. <http://www.nea.gov/research/TheaterBrochure12-08.pdf> [PDF format, 8 pages].

## NATIONAL GOVERNORS ASSOCIATION

### **ARTS & THE ECONOMY: USING ARTS AND CULTURE TO STIMULATE STATE ECONOMIC DEVELOPMENT. National Governors Association. Web posted January 15, 2009. 09AD429**

Fostering the arts and culture sector has played a vital role in state economic development, according to the report. Arts and culture-related industries, collectively known as "creative industries," provide direct economic benefits to states and communities by creating jobs, attracting new investments, generating tax revenues and stimulating tourism and consumer purchases.

<http://www.nga.org/Files/pdf/0901ARTSANDECONOMY.PDF> [PDF format, 44 pages].

## NATIONAL RESEARCH COUNCIL

### **LEARNING SCIENCE IN INFORMAL ENVIRONMENTS: PEOPLE, PLACES, AND PURSUITS. National Research Council. Philip Bell et al. January 2009.**

Millions of Americans, young and old, choose to learn about science in informal ways, by visiting museums and aquariums, attending after-school programs, pursuing personal

hobbies, and watching TV documentaries, for example. The report notes that experiences in informal settings can significantly improve science learning outcomes for individuals from groups which are historically underrepresented in science, such as women and minorities. Evaluations of museum-based and after-school programs suggest that these programs may also support academic gains for children and youth in these groups.

[http://www.nap.edu/catalog.php?record\\_id=12190](http://www.nap.edu/catalog.php?record_id=12190) [HTML format with links to PDF files].

## NATIONAL SCIENCE FOUNDATION



### **MATH: WHAT'S THE PROBLEM? National Science Foundation. Web posted January 27, 2009. 09AD468**

International assessments show U.S. math students outperformed by those in many other countries. The research illuminates the role of teaching, curriculum and technology in math education, and demonstrates the importance of math education to all citizens.

[http://www.nsf.gov/news/special\\_reports/math/index.jsp](http://www.nsf.gov/news/special_reports/math/index.jsp) [Multimedia format].

## NATIONAL WILDLIFE FEDERATION

### **REPOWER AMERICA WITH GREEN EDUCATION, GREEN JOBS, GREEN SCHOOLS. National Wildlife Federation. January 8, 2009. 09AD416**

Economic and education experts join National Wildlife Federation to push for green stimulus investments that would re-power America with green education, green jobs and green schools. Investments in education generate 23.1 jobs per \$1 million in spending, nearly five times more jobs created than oil and natural gas sector spending, according to Robert Pollin, Department of Economics and Political Economy Research Institute, University of Massachusetts-Amherst.

[http://www.nwf.org/nwfwebadmin/binaryVault/Education\\_Fact\\_Sheet2.pdf](http://www.nwf.org/nwfwebadmin/binaryVault/Education_Fact_Sheet2.pdf)

Fact Sheet: Green Education, Green Jobs, Green Schools. [PDF format, 2 pages].

[http://www.nwf.org/nwfwebadmin/binaryVault/Campus\\_Report\\_Card\\_Fact\\_Sheet.pdf](http://www.nwf.org/nwfwebadmin/binaryVault/Campus_Report_Card_Fact_Sheet.pdf)

America's Campuses in 2008 [PDF format, 2 pages].

## PEW

### **REALITY BITES: ECONOMY FOULS MOOD. Pew Project for Excellence in Journalism. February 4, 2009. 09AD551**

In a sign of how quickly the media narrative has shifted from pomp and circumstance to layoffs and bankruptcy, the grim U.S. economy was the overwhelmingly dominant story one week after Barack Obama's festive inauguration. The financial crisis filled 45% of the coverage studied from Jan 26-Feb. 1, as measured by the Pew Research Center's Project for Excellence in Journalism. A week earlier, it was Obama's move into the White House that consumed most of the media's attention, also accounting for 45% of the newshole, or the time on TV and radio and space in print and online.

<http://pewresearch.org/pubs/1104/economy-hurts-obama-press-coverage> [HTML format].

**OBAMA’S INAUGURAL WEEK: HEAVY MEDIA FOCUS TURNS FROM SYMBOLS TO SUBSTANCE. Pew Project for Excellence in Journalism. Mark Jurkowitz. January 28, 2009. 09AD494**

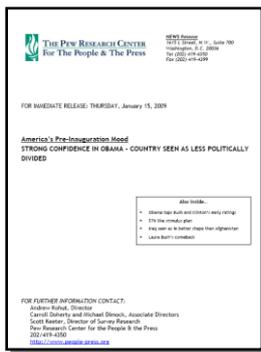
Due to nearly non-stop coverage of a historic inauguration held amid major foreign and domestic crises, the new Obama administration dominated the news agenda last week, overwhelming every other story. Coverage of Obama’s transformation from president-elect to president filled 45% of the time on TV and radio and space in print and online the week of Jan. 19-25. In the weeks following the election, the media’s attention had been fairly evenly divided among a number of top stories, including the Obama transition, the financial crisis, the Rod Blagojevich scandal and the fighting in Gaza.

<http://pewresearch.org/pubs/1094/obama-inauguration-media-style-and-substance> [HTML format, various paging].

**A RELIGIOUS PORTRAIT OF AFRICAN-AMERICANS. Pew Forum on Religion & Public Life. January 30, 2009. 09AD534**

While the U.S. is generally considered a highly religious nation, African-Americans are markedly more religious on a variety of measures than the U.S. population as a whole, including level of affiliation with a religion, attendance at religious services, frequency of prayer and religion’s importance in life. Compared with other racial and ethnic groups, African-Americans are among the most likely to report a formal religious affiliation, with fully 87% of African-Americans describing themselves as belonging to one religious group or another, according to the report.

<http://pewforum.org/docs/?DocID=389> [HTM format, various paging].



**STRONG CONFIDENCE IN OBAMA – COUNTRY SEEN AS LESS POLITICALLY DIVIDED. Pew Research Center for the People & the Press. January 15, 2009. 09AD441**

Public confidence in Barack Obama to deal with the nation’s most pressing problems is quite high, with about seven-in-ten saying they have at least a fair amount of confidence that he will do the right thing when it comes to mending the economy, preventing terrorism, and in dealing with Iraq. Notably, many Americans not only see the president-elect as a problem-solver, but as a “uniter” as well.

<http://people-press.org/report/483/confidence-in-obama-country-less-politically-divided>

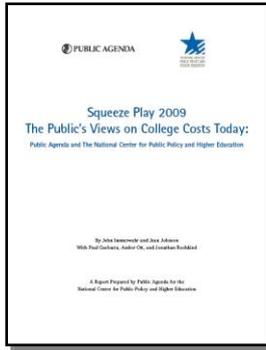
**AMERICAN MOBILITY: WHO MOVES? WHO STAYS PUT? WHERE’S HOME? Pew Research Center. Paul Taylor et al. December 25, 2008. 09AD348**

As a nation, the United States is often portrayed as restless and rootless. Census data, though, indicate that Americans are settling down. Only 13% of Americans changed residences between 2006 and 2007, the smallest share since the government began tracking this trend in the late 1940s. The Pew survey finds that most Americans have moved to a new community at least once in their lives, although a notable number, nearly four-in-ten, have never left the place in which they were born. Asked why they live where they do, movers most often cite

the pull of economic opportunity. The stayers most often cite the tug of family and connections.

<http://pewsocialtrends.org/assets/pdf/Movers-and-Stayers.pdf> [PDF format, 44 pages].

## PUBLIC AGENDA



### **SQUEEZE PLAY 2009: THE PUBLIC'S VIEWS ON COLLEGE COSTS TODAY. Public Agenda. February 6, 2009. 09AD552**

Americans see higher education as increasingly unaffordable, at the same time that more Americans view college as essential for middle-class success. In addition, more than half say colleges and universities act more like businesses than educational institutions, according to a national survey of 1,009 adults.

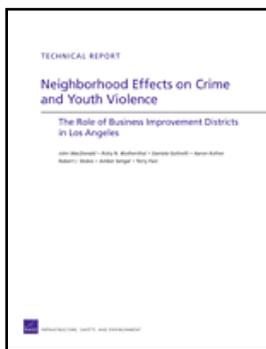
[http://www.publicagenda.org/files/pdf/SqueezePlay09\\_FINAL.PDF](http://www.publicagenda.org/files/pdf/SqueezePlay09_FINAL.PDF) [PDF format, 12 pages].

## RAND

### **NO CHILD LEFT BEHIND EDUCATIONAL OPTIONS; AVAILABILITY EXPANDS, BUT PARTICIPATION REMAINS LOW. By: Georges Vernez et al. RAND Research Brief, February 2009**

Although the availability of No Child Left Behind public school choice and supplemental educational options continues to expand for students in underperforming schools, only a small percentage of eligible students participate in these programs.

[http://www.rand.org/pubs/research\\_briefs/RB9414/](http://www.rand.org/pubs/research_briefs/RB9414/)



### **NEIGHBORHOOD EFFECTS ON CRIME AND YOUTH VIOLENCE; THE ROLE OF BUSINESS IMPROVEMENT DISTRICTS IN LOS ANGELES. John MacDonald et al. RAND, February 2009**

What community-level interventions and activities might address underlying environmental conditions that facilitate youth violence rates in communities? RAND investigators examined the impact of business improvement districts (BIDs) on crime and youth violence in Los Angeles. BIDs are self-organizing, local public-private organizations that collect assessments and invest in local-area service provisions and activities, such as place promotion, street cleaning, and public safety. Such activities can contribute to community-level attributes that might reduce crime and youth violence by increasing informal social control, reducing visible signs of disorder and blight, improving order maintenance, and providing enriched employment opportunities by facilitating overall improvements in the local business environment.

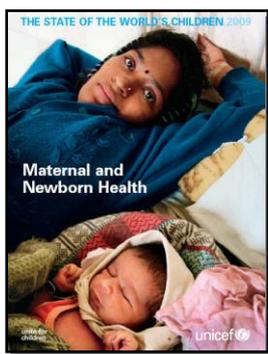
[http://www.rand.org/pubs/technical\\_reports/TR622/](http://www.rand.org/pubs/technical_reports/TR622/)

**MILITARY ENLISTMENT OF HISPANIC YOUTH: OBSTACLES AND OPPORTUNITIES. RAND Corporation. Beth J. Asch et al. January 2009. 09AD469**

Lower high school graduation rates and higher rates of obesity are two of the reasons that many Hispanics are denied entry into the U.S. military, according to the study. Although Hispanics do well once in the military, they are underrepresented in all branches of the nation's armed forces, primarily because they often fail to meet eligibility requirements. The U.S. Congress has said that the U.S. military should closely mirror the racial and ethnic makeup of the nation, creating the need to enlist more Hispanics. "Hispanics who do join the military tend to serve longer and be promoted faster than their white counterparts," said Beth Asch.

[http://www.rand.org/pubs/monographs/2009/RAND\\_MG773.pdf](http://www.rand.org/pubs/monographs/2009/RAND_MG773.pdf)  
[PDF format, 224 pages].

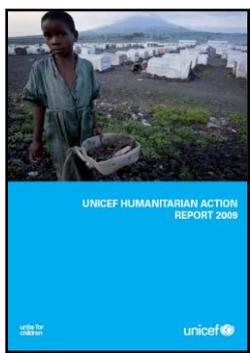
**UNITED NATIONS CHILDREN'S FUND**



**THE STATE OF THE WORLD'S CHILDREN 2009: MATERNAL AND NEWBORN HEALTH. UNICEF, United Nations. Web posted January 16, 2009. 09AD421**

The report addresses maternal mortality, one of the most intractable problems for development work. It calls attention to the fact that women in the world's least developed countries are 300 times more likely to die in childbirth or from pregnancy-related complications than women in developed countries. The health of these mothers is inextricably linked to the health of their babies, the report points out.

<http://www.unicef.org/sowc09/docs/SOWC09-FullReport-EN.pdf> [PDF format, 168 pages].

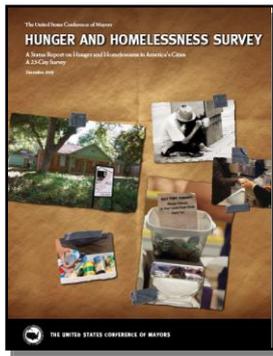


**UNICEF HUMANITARIAN ACTION REPORT 2009. UNICEF, United Nations. January 2009. 09AD455**

United Nations Children's Fund (UNICEF) launches an annual humanitarian funding appeal for children and women affected by protracted emergencies. In 2009, the appeal covers 36 countries. The report includes regional and country chapters, outlines the funding requirements for 2009 in each of the countries and provides an overview of 2008 emergency funding.

[http://www.unicef.org/har09/files/HAR\\_2009\\_FULL\\_Report\\_English.pdf](http://www.unicef.org/har09/files/HAR_2009_FULL_Report_English.pdf)  
[PDF format, 232 pages].

## UNITED STATES CONFERENCE OF MAYORS



### **HUNGER AND HOMELESSNESS SURVEY. United States Conference of Mayors. December 2008. 09AD351**

Hunger and homelessness are both on the rise according to the report. For more than 22 years, the Conference of Mayors has documented the magnitude of the issues of hunger and homelessness in our nation's cities. The report provides an analysis of the scale of the problem in twenty-five of America's major cities and the efforts these cities are making to address the issue.

[http://www.usmayors.org/pressreleases/documents/hungerhomelessnessreport\\_121208.pdf](http://www.usmayors.org/pressreleases/documents/hungerhomelessnessreport_121208.pdf) [PDF format, 85 pages].

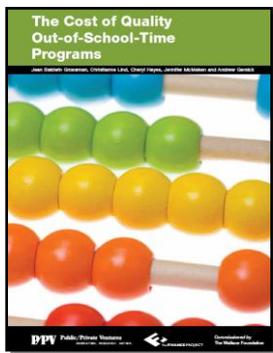
## UNITED STATES INSTITUTE OF PEACE (USIP)

### **RECRUITMENT OF RULE OF LAW SPECIALISTS FOR THE CIVILIAN RESPONSE CORPS. United States Institute of Peace. Scott Carlson and Michael Dzedzic. January 2009. 09AD389**

The report summarizes the findings of two dialogues held at the United States Institute of Peace to develop guiding principles for the recruitment of police, judges, prosecutors, court personnel, corrections officials and other rule of law specialists for the Civilian Response Corps (CRC). Civilian specialists, with skills essential for stabilization and reconstruction activities, could provide policymakers with a foreign policy instrument that is just as vital to waging peace as a professional armed force is for waging war.

[http://www.usip.org/pubs/usipeace\\_briefings/2009/0106\\_rol\\_crc.html](http://www.usip.org/pubs/usipeace_briefings/2009/0106_rol_crc.html) [various paging].

## WALLACE FOUNDATION



### **THE COST OF QUALITY OUT-OF-SCHOOL-TIME PROGRAMS. Wallace Foundation. Jean Baldwin Grossman et al. Web posted January 27, 2009. 09AD463**

Out-of-school time (OST) programs are increasingly expected to be of high enough quality to produce real benefits for children, but until now there has been little information on what such quality programming costs. The report provides a data-filled examination of the costs of 111 diverse, quality OST programs in six cities. The report finds that costs vary widely depending on a range of factors from program goals to times of operation and the ages of the children served.

<http://www.wallacefoundation.org/KnowledgeCenter/KnowledgeTopics/AreasOfContinuingInterest/PhilanthropicIssues/Documents/The-Cost-of-Quality-OST-Programs.pdf> [PDF format, 106 pages].

## **ARTICLES FROM U.S. JOURNALS**

### **THE END OF BLACK HISTORY MONTH. *The Root*. Michael E. Ross. February 3, 2009. 09AD532**

The author points out that this year's Black History Month will be different, taking place as it does against a backdrop of unprecedented change in the national leadership. As the events of the last month have convincingly shown, there's no separating the current fortunes and histories of 37 million African Americans from the rest of the America.

So he asks, "When black American history intertwines so completely with American history in general, what's the rationale for separating them?"

<http://theroot.com/views/end-black-history-month?page=0&gt1=38002>

[HTML format, various paging].

### **MUSIC LESSONS. Quart, Alissa *Columbia Journalism Review* vol. 47, no. 4, November/December 2008, pp. 18-20 AA09028**

Summary: Quart, CJR contributing editor, notes that the most successful journalists have learned a few lessons from rock music stars; for example, prominent journalists and musicians must both devote a great deal of time and effort maintaining a "cross-media relationship with their fan base." Musicians build fan bases by using on-line and CD giveaways; journalists have taken to blogs, which give away information. These activities create an online community spawned by the "personal authenticity" of the musician or journalist who makes himself accessible to his fans/readers. The goal is to build a personal brand by giving away just enough of the product to motivate audiences to buy the product. Currently available online at [http://www.cjr.org/essay/music\\_lessons\\_1.php](http://www.cjr.org/essay/music_lessons_1.php)

### **"FRIGHTSIZING" NEWSPAPERS: WHAT DERAILED THE AMERICAN NEWSPAPER INDUSTRY? Doctor, Ken. *Global Journalist*, Vol. 14, no. 3, Fall 2008, pp. 22-27 AA09023**

Summary: The decline of the U.S. newspaper industry has been so dramatic that rather than using terms like "downsizing" or "rightsizing," Doctor coins the term "frightsizing." The news remains glum for those inside the industry, with shrinking advertising revenue and share prices and increased job losses. The transition online has been difficult and newspapers are finding that despite their declining audience, it takes an average of 20 online readers to generate the ad revenue of one print reader. Yet, online news sources are easily stepping in to take their place and newsreaders today spend the same amount of time taking in news as they did a decade ago from print sources. In the current confusing phase of transition, questions of journalistic trustworthiness and credibility have arisen, but so has a newfound energy. "We can't see this new world in great clarity," Doctor concludes, "but we can see its contours." Currently available online at [http://www.globaljournalist.org/content/emprint/2008\\_fall.pdf](http://www.globaljournalist.org/content/emprint/2008_fall.pdf)

**STRATEGY RETOOLED AT GATES. Robelen, Erik. *Education Week* Vol. 28, No. 13, November 19, 2008, pp. 1, 10-11 AA09021**

Summary: Over the past eight years, the Bill & Melinda Gates Foundation has spent \$4 billion on education, much of it on a school improvement strategy that has not delivered the academic gains the foundation hoped for. The Gates Foundation is focusing on “fewer, clearer, and higher” standards for college readiness, better quality teaching and aiding struggling students. Gates believes the U.S. has put too much emphasis on expanding access to higher education and not enough on college completion. Only about half of U.S. students who enroll in college manage to graduate within six years, and the completion rates for African-American and Hispanic students are only about 20 percent, according to the foundation. The foundation plans to promote common core standards across states, build the public and political will to achieve college readiness for all, work with school districts to retain and compensate effective teachers in the schools that most need them, and foster technological innovations that will help students who have fallen behind.

[http://www.edweek.org/ew/articles/2008/11/19/13gates-2\\_ep.h28.html](http://www.edweek.org/ew/articles/2008/11/19/13gates-2_ep.h28.html)

**CHINA ENTICES ITS SCHOLARS TO COME HOME. Hvistendahl, Mara. *Chronicle of Higher Education*, Vol. 55, No. 17, December 19, 2008, pp. A20-21 AA09019**

Summary: Between 1978 and 2005, more than 770,000 Chinese students went abroad but less than one quarter returned to China after completing their studies. Today, Chinese government and private efforts to improve the country’s academic environment and reverse this brain drain appear to be succeeding. As part of its effort to create internationally-recognized universities, the government has provided money to top universities specifically for hiring from overseas. University administrators have also been busy recruiting top Chinese-American academics like Yusheng Zheng, who was lured away from the University of Pennsylvania’s Wharton School to return to his native Shanghai and become associate dean of Cheung Kong Graduate School of Business, where 27 of 35 faculty members are Chinese academics educated in the United States. Chinese universities now offer competitive benefits and salaries to those academics interested in returning from abroad, says Hvistendahl, who terms the about-face from earlier Chinese policies on study abroad “remarkable.” In 2005, about 35,000 returned, often to positions of leadership and with real power to effect educational reforms. “In the U.S., you’re one of thousands of people who end up there,” says Dean Zheng. “In China, every one of us chooses to be here.” While there are problems — the resentment of locals against returnees who may earn many times more in salary depending on their credentials and professional profile — the “sea turtles,” as they are called, are returning home, bringing the American model of education with them. Currently available online at <http://chronicle.com/free/v55/i17/17a02001.htm>

**CULTURAL RESISTANCE AND RESILIENCE AMID IMPORTED TV PROGRAMMING IN NIGERIA. Ugochukwu, Chioma. *Africa Today* vol. 55, no. 1, Fall 2008, pp. 34-57 AA09008**

Summary: The author, associate professor of Journalism at the University of South Carolina Upstate, writes that, thanks to globalization, American television programming is widely available in African countries such as Nigeria. Generally speaking, the jury is still out on whether the prevalence of American TV programs helps the image of the U.S., distorts it, or creates a “backlash effect.” But Ugochukwu’s polling research in Nigeria disputes the notion

of “cultural imperialism.” It found that while exposure to American TV increases viewer knowledge of the U.S., it does not lead to more positive attitudes towards the United States, nor does it affect consumer behavior or change the values or beliefs of Nigerian viewers. Currently available online at [http://muse.jhu.edu/journals/africa\\_today/v055/55.1.ugochukwu.pdf](http://muse.jhu.edu/journals/africa_today/v055/55.1.ugochukwu.pdf)

**WHY I BLOG. Sullivan, Andrew. *Atlantic Monthly*, November, 2008 AA09007**

Summary: Sullivan describes the evolution of his blogging, which he began in 2000. He describes not knowing what to write about at first, but eventually discovering that writing a blog was similar to writing an e-mail. "You end up writing about yourself, since you are a relatively fixed point in this constant interaction with the ideas and facts of the exterior world. And in this sense, the historic form closest to blogs is the diary. But with this difference: a diary is almost always a private matter," Sullivan writes. He describes blogs as a publication with a deadline at all times. "There is a vividness to this immediacy that cannot be rivaled by print," he says. Sullivan says he was quickly hooked on blogging because its unfiltered process was "liberating," but it also came with more direct criticism from readers. But the readers also become news sources, changing the way reporting works. Sullivan's article outlines the many challenges he has faced and lessons he has learned from this new medium. Currently available online at <http://www.theatlantic.com/doc/200811/andrew-sullivan-why-i-blog>

**INSIDE THE PRESIDENCY. Bumiller, Elisabeth. *National Geographic*, January 2009 AA09001**

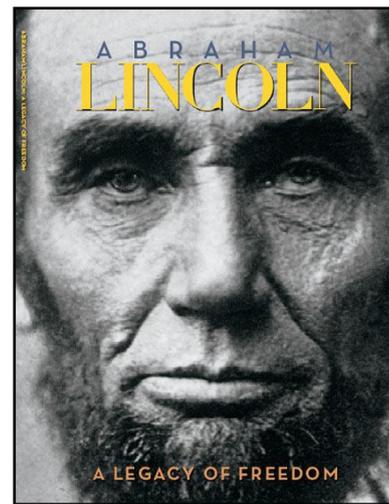
Summary: Although the occupant of the White House changes, most of the routines for the staff that assist the president stay the same. Bumiller gives an inside look at life in the White House or on the road with the president; she interviews Gary Walters, former chief usher of the Executive Mansion, who served as a manager of the White House for 31 years, spanning six presidencies. A staff of 90, including butlers, maids, chefs, elevator operators, florists, carpenters and electricians, runs the White House residence, which has been known to welcome up to 30,000 guests in a single week. The White House staff knows how the first family wants their bedrooms set up, what snacks they like, what toothpaste they use. But these perks come at a price — first families foot the bill for personal items such as food and dry cleaning. In the article Joe Hagin, former deputy chief of staff in charge of operations, describes what it is like traveling on the road or on the plane with the president. He describes Air Force One as equipped with beds, exercise equipment and a fully functioning kitchen. He explains that the president travels with a contingent of hundreds overseas, but typically is in a “bubble” surrounded by close staffers and Secret Service agents. The article ends with a quote from former First Lady Barbara Bush: “presidents come and go. Butlers stay.” Currently available online at <http://ngm.nationalgeographic.com/print/2009/01/president/bumiller-text>

## AMERICA.GOV-U.S. DEPARTMENT OF STATE PUBLICATIONS

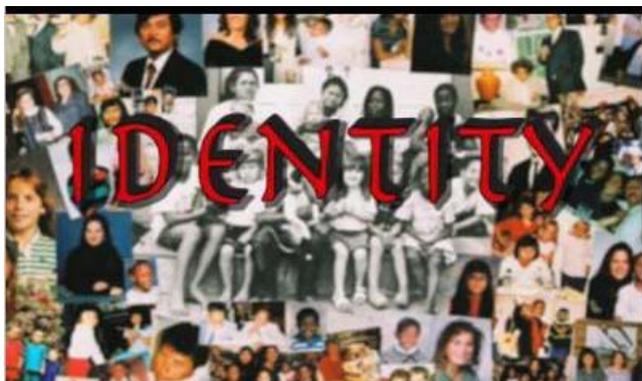
### ABRAHAM LINCOLN: A LEGACY OF FREEDOM

This electronic and print publication describes this self-educated common man who supplied the leadership and the moral force that bound Americans together and carried them to victory through their greatest crisis.

<http://www.america.gov/publications/books.html#lincoln>



### DIVERSITY: OUR MULTIRACIAL AMERICAN FAMILY. VIDEO (2:09)



Members of a large, multi-racial family talk about "identity" and growing up in a non-traditional home. Susan Khou has 17 biological, adopted or foster children.

<http://www.america.gov/multimedia/video.html?videoId=9453663001>

Articles on the visual and performing arts, literature,  
society and culture are available at

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