

LITERARY ARTS MAGAZINE

THE HOGGES, COWINS & SMILEY
SOUTH FLORIDA WRITERS OF COLOR

AUGUST 2023

LITERARY ARTS MAGAZINE



“HIS-STORY, HER-STORY, OUR-STORY”

Struggles

Achievements

Contributions

Our History, Our Culture, Our Arts

Legendary and Pioneering

Determining our own Destiny

with

Pride,

Courage,

Determination,

and Power,

We are Climbing Higher and Lifting the Masses of our People.

We Rise Together.

-Ralph Hogges

April 2023

**The Hogges, Cowins & Smiley
South Florida Writers of Color
Literary Arts Magazine**

An Online Literary Arts Magazine

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(An Online Literary Arts Magazine)

April 2023, Volume 5, Number 1

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An online literary arts magazine, *The Hogges, Cowins & Smiley South Florida Writers of Color Literary Arts Magazine* is published annually by The Hogges, Cowins & Smiley Literary Arts Promotions Media Network. **Free: No purchase or subscription required.**

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USING MAGA & WOKE CONSPIRACY THEORIES TO SABOTAGE AND DENIGRATE OUR AFRICAN AMERICAN HISTORY

By Dr. Ralph Hogges

We know from our authentic African American history that slave masters prohibited (criminalized) the slaves from learning to read and write? Keeping them ignorant and controlled produced tremendous intergenerational benefits of wealth, power and control for their white race.

Throughout our many years of racism inflicted vicious and malicious struggles, from slaves, Coloreds, Negroes, Blacks, Afro-Americans to African Americans, not only did we learn to read and write but we also earned degrees at numerous colleges and universities.

We learned that education was Power. It opened and inspired our minds, hearts and souls with knowledge, wisdom, ambition, confidence and determination. In the midst of the devastating intergenerational racial discrimination and racial segregation, we organized, marched and demanded freedom, justice and equality. Not only did we survive and excel, but we also thrived. Our achievements and contributions became legendary and pioneering.

We were blessed with African American historians who became the Guardians (researched, documented, preserved, protected and celebrated) of our authentic African American history. Some of those historians are the following:

Dr. Carter G. Woodson

Founder:

The Association for the Study of African American Life and History

The Journal of African American History

Black History Month

Author:

The Mis-Education of the Negro

The Education of the Negro

Dr. John Hope Franklin

Author:

From Slavery to Freedom: A History of Negro Americans

Reconstruction: After the Civil War
The Color Line: Legacy of the Twenty-First Century
Mirror to America: The Autobiography of John Hope Franklin

Dr. W. E. B. DuBois

Author:
The Souls of Black Folks
The Suppression of the African Slave-Trade to the United States of America, 1638 – 1870

Dr. Mary Francis Berry and Dr. John W. Blasingame

Co-Authors:
Long Memory: The Black Experience in America

Dr. Nell Irvin Painter

Author:
The History of White People

Dr. Kwame Anthony Appiah and Dr. Henry Louis Gates, Jr.

Co-Editors:
Africana: The Encyclopedia of the African and African American Experience

Lerone Bennett, Jr.

Author:
Before the Mayflower: A History of Black America

Nikole Hannah-Jones, Caitlin Roper, Ilena Silverman and Jake Silverstein:

Co-Editors:
A New Origin Story: The 1619 Project

Throughout our intergenerational struggles, survival and achievements, we learned that our successful progress (achievements and independence) that prepared and positioned us to successfully compete as equals to whites, were threatening and intimidating to white racists. Our audacity to be their equals (equal rights and equal opportunities) unleashed their intoxicated fear, anger, and resentment. In desperation, they eagerly and proudly elected Donald Trump as their Great White Hope President. His Make America Great Again (MAGA) orchestrated four years of vengeful retaliation to reverse and derail our progress – mandating and dictating white power and control.

Joe Biden defeated Donald Trump and became our current President. Demonstrating his commitment to racial diversity, unity, inclusion and equality for all, he and his administration have made substantial progress in passing legislation to help all Americans. Adamantly opposed to Biden's progress, MAGA Republicans are desperately seeking another Great White Hope. Having no national platform (what their party stands for), MAGA Republicans have been desperately seeking a deceptive and manipulative scam or con to help them get elected at the presidential, congressional and state levels. Their main target has become African Americans. Singled out and scapegoated in a divisive and hateful way, Republicans are using MAGA and WOKE Conspiracy Theories to sabotage, demean and denigrate our authentic African American history. The most visible and vocal example is Ron DeSantis, Governor of Florida.

Do your own research. Focus on the Florida House and Senate bills (HB 7), (SB 266) and (HB 999), advocated and promoted by Governor DeSantis. Those bills explicitly prohibit open and honest discussions (especially teaching) of the history of slavery and racial discrimination in our educational institutions. It disregards academic freedom and dictates censorship of curriculum, instruction, and instructional materials, especially books, that focus on our authentic African American history.

The facts are, in the State of Florida our authentic African American history is being sabotaged, demeaned and denigrated to politically weaponize and promote racial hate and division – for political benefits, especially the 2024 Presidential election. DeSantis and other MAGA and WOKE politicians are creating and promoting bogus conspiracy theories to not only deny but also omit and re-write their intergenerational history of racist and discriminatory behaviors, attitudes and values. It is an extreme effort to whitewash their intergenerational racists' discriminatory history.

They are using their political power to control and dictate their bogus versions of the scope, content, authenticity, value, teaching and learning of our African American history. We are the only race singled out for this vicious and humiliating treatment. Why? Answer: The racists' Slave Master Mentality continues – white racists' Intergenerational domination of the wealth, political power and control.

For those who are committed to racial diversity, unity, inclusion and equality for all, I request that you step up and get involved with organizations to confront and defeat this outrageous racist dictatorship. The American Civil Liberties Union of Florida and the Legal Defense Fund are challenging those bills in court. In support of this endeavor, member organizations of the Florida NAACP have voted unanimously to recommend that the national NAACP board issue a nationwide travel advisory against moving or visiting the State of Florida.

Regrettable and unfortunately, many of our people chose not to vote or neglected to vote in DeSantis' reelection. We had an opportunity to elect Charlie Crist (a Democrat) as our Governor. We had an opportunity to elect a majority of Democrats in the Florida House and

Senate. Now, we are paying the price, we are suffering the consequences of not using our hard - earned power of the Vote.

DeSantis' reelection victory emboldened him to do what he is doing to us, especially against us. It gives him MAGA and WOKE credentials, substantial campaign funds, and prepares and positions him to compete with Donald Trump and President Biden for the 2024 Presidential election. The questions are:

1. What are we going to do?
2. What must we do?

We Ain't Gonna Let Nobody Turn Us Around

We have the Power
One Person, One Vote

Organize, Energize, and Mobilize for Victory in 2024
Re-elect President Biden & Vice President Harris

From "We Shall Overcome" – to – "Victory is Ours"
From "Yes We Can" – to – "Yes We Will"

Determining our own Destiny
with
Pride,
Courage,
Determination,
and Voting Power,

--- Dr. Ralph Hogges

FEATURES

Chapter 11 – Your Legacy

Excerpt from the Book, Retirement: The Journey and The Destination

By Dr. Patricia Reid-Waugh

In some peoples' minds the concept of a "Legacy" conjures up images of death and "dead-left" inheritance. But a legacy is not about death. When we talk about legacy, we are contemplating how lessons from the past influence our lives in the present and enable us to build for the future. It is like running in the relay-race of humanity in which our ancestors passed resources and knowledge to us instead of a baton.

We have benefitted from the progress of the past and are trying to make a contribution to pass on to our future runners. Legacy-building gives significance to your life, who you are and what you have done. It is a process of assessing past and present experiences and planning for what you still want to accomplish and how you want people to remember you.

It is a worthwhile process to embark on, regardless of age.

Legacy-Building

When you leave this earth, what marks will you leave behind? What have you added to the total human experience?

If you plan to work to create a physical means of presenting your life through your eyes, the shapes, colors, and materials that you choose, and your methods of workmanship will make their own additional comment on who you were. No two people's experiences are the same, and this is part of what guarantees that we can all learn from each other.

It is important to tell our stories, not only to help others, but because they help us see ourselves more clearly. Just the process of choosing our favorite moments and what sort of frame and emotion we give to our history when we share it with others can help us realize what really matters. Don't let your unique take on this crazy world die in you.

Your story can be in writing novels, poetry, short stories, essays, blogs or how-to-manuals. Or, it can be in photos, photo books, photo journals, recordings, film, or other audiovisual productions. People would probably sit up and take notice if you started writing your favorite sayings on the pavement near your home with simple chalk. These statements wouldn't last long, but they could be great conversational starters. Moreover, persons may come out regularly to see, document and share virally the saying you left on that particular day.

By whatever means we choose to express our truth, we can tell our stories and ask the members of our families to help us. Get all your pictures. All your old photographs. Got a yearbook or two? Even diaries you only stuck with for a short time can provide a great snapshot. Maybe you hung onto a ribbon you won when you were ten, or a creative short story you haven't thought

about in years. Maybe your friends and family have different pictures of you that you've never seen. Don't forget to ask. You can put together a whole story of your family. A story of your life.

Legacies for All

The concept of legacy is not confined to the rich and famous as some may suggest. These people are thinking only of individuals or families who have had buildings or programs named in their honor as the result of large donations. I want you to think of the many ordinary people who have made a notable impact on your life.

Is there a teacher who taught you more than schoolwork? One whose words changed your world in those formative years, and who is largely responsible for the path your life has taken? Is it a parent who passed down the set of values, attitudes, and beliefs for which you became noticed and specially recognized in your professional or public life?

In a way, you are currently a living legacy; you are a product of their teaching and parenting styles.

Legacy-building is not something you should trust to chance, even though you have been inadvertently laying the groundwork for as long as you've been alive. You will leave behind some sort of legacy no matter what you do, but a casual understanding of your life's work or personal catchphrases is all people might wind up with if you don't take control of the situation. Legacy-building is best conducted as a purposeful action.

You are a part of a broad community, and you have a role in contributing to the teachings that future generations will draw on for inspiration and guidance. You have benefited from the legacies carried down from those who came before you. Those who come after you will benefit from the legacies you pass on. A young generation that lacks adequate perspective and understanding must depend on that peek into your life experiences to give direction to the decisions and choices they make in their lives, so legacy-building is an important responsibility.

KEEP WE CULCHA ALIVE

By Dr. Patricia Reid-Waugh

Miss Joycie, yuh see wat a happ'n?
Yuh see wat a gwan me chile?
How people a mess up wi heritage
An a mek we culcha spoil?

It give me spirit suh much, mah
It bring water to me yeye
Fe see we traditions a disappear
An watch how we culcha a die.

Likkle pickney kean play hopscotch!
Yuh ever hear of such a ting?
Yuh see de blankness pon dem face
Wen we talk bout Miss Lou Ring Ding?

An jacks; is like me did speak in tongues,
Miss Joycie, me feel such shame
When de pickney ask innocent as ever
Ef jacks is a video game.

Miss Lou up dey a shake har head,
Marse Ran a tun eena im grave
When dem see how people a cook
Duckoonoo and pone inna microwave.

Yes, all de food a suffer culcha decay,
When last yuh see a stinking toe?
When last yuh eat a handful a asham
Or dig yuh teeth eena bustamante backbone?

Ole time dance, ole time music,
Everyting wata down in a bad way,
An is only few likkle people lef
Who a try dem best fe save de day.

Miss Joycie, we haffe emancipate we culcha!
We caan sidung an mek it die.
Dis rich heritage dat was pass to us,
We haffe mek sure it stay alive.
Suh, mek we organize some bruckins

Sat'day night eena Emancipation Park.
Mek we draw long bench an tell anancy story
An bring back some good ole time laugh.

Mek we gather de pickney dem an teach dem
Bout de richness of we pas'
Soh dem can teach de next generation
An mek we culcha las'.

This poem is written in Jamaican dialect (Patois) and was first published in *100+ Voices for Miss Lou: Poetry, Tributes, interviews, Essays*, edited by Opal Palmer Adisa (Kingston: University of the West Indies Press, 2021), 133-134.

Dr. Indiana Robinson, CEO, InJa Ink PPP Literary Works

By Dr. Indiana Robinson

The books are issued under the auspices of WOWHerArt by InJa Ink PPP, an artistic collaboration that supports the works of up-and-coming artists, whether performing or visual, in their endeavors to reach a wider audience and to showcase their works on various platforms. InJa Ink PPP works are both fictional and non-fictional and cover a wide range of genres from visual arts, mental health covering PTSD, ancestry, spiritual, children, animals, medicinal (herbs), proverbs, geography, biographies, music, poetry, and many more. The collaborators are:

Dr. Barbara Sharpe (Dr. B), Principal, Pentab Academy and one of my former students. Dr. Sharpe's students were instrumental in crafting most of the animal images in the 6-part book series titled: *Kids Play Guess the Digital Animal: A Creative Animal Kingdom Activity Book*.

Loren Jackson (a pseudonym), to capitalize on his expertise with wild animals from the African Kingdom – *Kids Play Animals are Everywhere*, an 18-part series.

Dr. Angela Walker and Dr. Herma Meade Thompson (editors) – *Exploring Our World: Meet Amazing Animals of the Seven Continents and a special issue on Animals of the Caribbean Isles*. This 8-part series is our most recent set of children's books. All of our children books are activity-based and both authors are my former students.

Besides books focused on children in our collaborative, I worked with some of my other students as follows:

Maureen Wilks-Miller – *Exploring the Relevance of Critical Thinking and Patois Language in the Classroom*.

Dr. Herma Meade Thompson – *A Collection of Animal Inspired Jamaican Proverbs & Social Commentary (Book 1) and the Diaspora version (Book 2)*.

Dr. Michael Forrest - *Jamaican Animal-Named Herbs and Roots: An Ethnomedical Heritage (Book 1) and a Diaspora version on Ethnobotanical Heritage (Book 2)*.

Dr. Nilsa Fleury – *Wilma's Wrath. A Tropical Cyclone that Ravaged Our Neighborhoods: Then and Now Photos 17 Years Later*.

Dr. Robert L. Wolf, Retired Lt. Col., USMC/Major General, NYSNM – *Improving the Quality of Life for Veterans with PTSD: The Healing Therapy Way!*

Finally, **Shayon Price**, a teenage artist was inducted into the literary world-S.E.E.F.A.R. – *Seeking in Ernest the Elevation of Female Artists in Research, which shines the spotlight on Black Female Artists*.

All 72 Books are available at:

<https://www.lulu.com/spotlight/Indiana-Robinson>

Search by titles or by any of my pseudonyms on Lulu Publishing Spotlight:

Dr. Indiana Robinson, Inyaso, and Dr. D. among others.

Looking forward to your support of these writers.

An Excerpt from the Book: “I am Fetus”

This is my story on Life, Purpose and Destiny

By Rosemarie Cole

The female genetic material was awakened by the fusion of the sperm and egg, resulting in the formation of the female pronucleus, which also contained 23 chromosomes. The male and female pronuclei form web-like threads called microtubules that pull toward each other. The two sets of chromosomes are now joined together, completing the process of fertilization.

At this moment, a unique genetic code instantly determined my gender, hair color, eye color, and hundreds of other characteristics.

This single cell is me.

I was propelled by the cilia in the fallopian tube to enter the rich uterine lining of the uterus of my mother, where I latched on and began to grow.

I am Fetus.

When I was 15 days old, I was about the size of a prune. At four weeks, I began to rapidly grow a tail. At eight weeks, as you would recall, my mother Mira found out that she was pregnant with me. Within a few days, she scheduled an appointment with the Obstetric specialist. There, they did another pregnancy test, confirming that I was in her belly.

**An Excerpt from the Book:
High Hopes and Challenging Realities: Defeating Racial Problems at
Florida International University 1972 – 1982**

Dr. Ralph Hogges and Dr. Benjamin Cowins, Sr.

Slave masters were very strategic and methodical in their efforts to keep their slaves ignorant and controlled by prohibiting us from learning to read and write. They knew that ignorance would keep us weak and dependent on them. Elevating and anointing themselves as superior and demonizing us as inferior, our role would be to serve them and obey them. It enabled them to firmly and powerfully establish themselves as the leaders (the Ruling Class) and relegated us to the menial status of being their servants.

With hope and faith in God, we found or created ways and means to learn to read and write and educated ourselves. Education became the foremost foundation of our lives. Higher education became the goal and means for us to strive and thrive, economically, politically and socially – as African Americans.

As we overcame tremendous obstacles to earn our doctorate degrees, climbed the highest levels as professors, scholars and executives at premier historically black colleges and universities, we subsequently sought employment opportunities at the segregated predominantly white colleges and universities.

Many of those employed were confronted with the wrath of Jim Crowism. It said boldly that “You are not our kind. I am better than you. I am smarter than you. I am superior to you. You are neither qualified nor capable of successfully performing the duties and responsibilities of a professor or executive at our colleges and universities.”

That was the mindset and conditions that we encountered as the African American pioneers at Florida International University (FIU). During its first ten years (1972 – 1982), we were among the few African American faculty, staff and administrators at this predominantly white university in the Deep South. They wasted no time in trying to relegate us to second class citizenship. But, we knew that we were their equals, intellectually and culturally. In many instances, we surpassed them. We represented some of the brightest and best minds that the world had produced. Based on the highest credentials, definitive merit and objective performance measures, we were ready and prepared to successfully compete with their best in the academy. Our quality and productivity often surpassed theirs. No doubt, they were intimidated and envious – and sought to block, exclude and derail us.

We refused to tolerate this inequality and injustice. We stood up, stepped up, organized and mobilized legal means, alliances and coalitions to confront and defeat the perpetrators of racism and discrimination against us.

High Hopes and Challenging Realities is our collection of historical notes, reports and personal experiences about the struggle for equality and human rights by African Americans who were employed at Florida International University from 1972 to 1982. We were involved as participants and were not afraid to contribute to the leadership required to address the existing wide-spread discriminatory practices in the Florida State University System and the Florida Community College System.

With boldness, courage and assistance from others, we provided the leadership that organized the African American employees at Florida International University and other state universities and community colleges in the State of Florida and created the Organization of Concerned Black Educators in Higher Education in the State of Florida. *High Hopes and Challenging Realities* provides shocking insights and detailed specifics about our involvements and the resulting actions that produced successful outcomes in the struggle for equality and human rights in higher education in Florida: Broke down racial barriers and opened doors for other African Americans.

Dedication

We dedicate this book to those persons who, during their lifetime, made tremendous contributions to the Organization of Concerned Black Educators in Higher Education in the State of Florida and to the struggle for equality and human rights in higher education for African Americans. Although these persons have expired, they are not forgotten. Because of their encouragement, participation and leadership, we, the authors, were motivated and compelled to write this book:

Ms. Roslyn G. Bethel

Mr. Marvin Davies

Mr. Miller Dawkins

Dr. Gilbert Porter

Dr. L. G. Rackley

Attorney Tobias Simon

Mr. Earl Shinnhoster

Judge Ralph Flowers

Congressman Alcee Hastings

Congresswoman Carrie P. Meek

Dr. Ulysses Van Spiva

Dr. Vandon White

Dr. Willie E. Williams

God Lives Here Too

By Susie Ingram

A student less fortunate than others yearn to spell the word Ca-fe-te-ri-a. The student sounded out the long ringing sound of cafeteria.

The eyes of this student, opens to an array and variety of a food tray being served in the school's cafeteria.

As opposed to eating at home, one sandwich for dinner.

The student was bullied, for having a knack to learn and wanting the better things of life, just as was seen in and by peers of this student.

Continue to read and don't miss the impact end of this book;
excerpt from God Lives Here Too.

Blues Women: The First Civil Rights Workers

By Dr. Joan Cartwright

This book, lecture, and course discusses how “Black singers in the United States of America emerged from Spirituals and Blues to develop Jazz. Their free-spirited songs delivered messages of liberation, signaling to Africans in America that they could be free.”

Besides being effective entertainers, “Blues women provided the primary means of healing of the human spirit with their musical dalliance that we can forever be delighted with and grateful for. The author concludes that Blues women Mamie Smith, Gertrude ‘Ma’ Rainey, Ida Cox, Alberta Hunter, Bessie Smith, Josephine Baker, Ethel Waters, Billie Holiday, Nina Simone, Eartha Kitt, and Miriam Makeba were the first civil rights workers because their lives and songs symbolized liberty in its rawest form by tapping into the human spirit.”

[\[https://www.lulu.com/shop/dr-joan-cartwright/blues-women-the-civil-rights-workers/paperback/product-23556122.htm\]](https://www.lulu.com/shop/dr-joan-cartwright/blues-women-the-civil-rights-workers/paperback/product-23556122.htm)

In light of the advances women have made in the male-dominated music industry, the opportunities for black women musicians are fewer and farther between. White and Asian women enjoy far more opportunities in music than do black women, who were the mothers of the Blues that is the foundation for all American Music. This is an excerpt from pp. 8-9.

Voice Work

The forced silence of women has been a subject of concern long before the age of the suffragette. “The power of voice is a common theme in African literature and criticism. Enmeshed in a world of enforced silence, African American authors saw voice as a source of personal and political agency” (Obourn, 2012, p. 239). As in most women’s fiction and feminist literature, in particular, the ability to communicate for African American writers heralded “a search for identity and an affirmation of individual selfhood” (Obourn, 2012, p. 239).

Historically, women were “constructed as women by silencing their access to public speech [with] a ‘split’ in voice: a ‘father tongue’ that speaks in the language of public discourse and social power versus a ‘mother tongue’ that is interlocutory, conversational, and ‘expects an answer’” (Obourn, 2012, p. 239). Speaking out is not an easy task and ‘political freedom, including the freedom of speech, has [not] insured a person of social ability to voice one’s sense of identity” (Obourn, 2012, p. 239).

Voice work entails the manner in which an idea is politically and socially said or understood. Voice work potentially alters “the ways in which speaking and hearing can function.

It is a term for theorizing a set of political tools that often function beyond our individual control” (Obourn, 2012, p. 239). Therefore, vocalists can be said to hold a power outside of the realm of instrumentalists and even orators in that the musical accompaniment provides a foundation for their rhetoric. Thus, Blues women stood on top of the pile of entertainers, often seen as harmless by the producers and town councils that hosted minstrel shows.

Relationally, the minstrel mask worked for whites because it symbolized African Americans as happy and fun loving. Rhetorically, the minstrel mask worked for blacks, allowing the minstrels to patronize an audience of oppressors, while they complained about their low social status, without fear of being arrested and tortured. However, this process did not extricate them from the horror of their masked existence, and it functioned as a misused symbol (Cartwright, 2009).

Cultural politician Houston Baker contended that our experience of pleasure and pain is individual and the realm of the world is miniscule compared to the space of wordlessness in which we exist. Therefore, the minstrel mask symbolized the ritualistic repression of the African’s sexuality, play, id satisfaction, castration anxiety and humanity. “Its mastery,” Houston avowed, “constituted a primary move in Afro-American discursive modernism” (Cartwright, 2009, p. 32). The mask, then, was the precursor to African American literature, politics, and open debate, and the Blues women grew adept at sporting it.

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Kids Play Animals Are Everywhere: Creative Animal Kingdom Activity Books

Coauthored by Loren Jackson

This is a 6-part series with 3 volumes each totaling 18 books, that poses a challenge to children of all ages and capabilities with a wide range of levels for them or their parents/teachers to choose from. The challenge entails searching and finding animals, defined as AMIs – animals, mammals, or insects, any and everywhere in their environs. Once found, the children would then create an analog image of their chosen animals/AMI by taking a picture and converting it into their own brand of Picasso/Picassa style art piece digitally using the simple filters to make the picture edges glow or converting them to bubble wrap, line sketches, pastels, chalk/pen/pencil/marker drawings, watercolor, criss-cross, cement, film grain, sponge, bubbles, blurring, etching, or paintbrush that are free programs on their computers, tablets, or smart phones. More advanced children can opt for more complicated applications (apps).

Be forewarned that most images portrayed in this book series are child-like and not professionally appealing. Think of the NBC logo of a peacock that is basically an artistic rendition of a peacock and bears little resemblance to a real peacock/peafowl. As in the impressionist art form, alluding to an image does not define the present element under consideration. It requires an open mind to accept this branch of sometimes abstract art. In other words, this is a STEM/STEAM project with an emphasis on the Arts. Proud parents and teachers can post these exquisite works of art to their social media pages, classrooms, or even the old refrigerator will do for this 80+page children book series.

Each book is organized around the letters of the alphabet for the sample animals featured with the analog work on the left panel and the digital work on the right panel. This is followed by the title of the piece, a narrative of the before (analog) and after work (digital) and the source of the animal captured – figuratively of course! Next, are the questions, usually three, relating to the particular animal. The first question inquires if the child has had any encounters, real, in books, or imagined, with the animal to start a conversation. The next question delves into the particulars about the animal, and the last question challenges the child to create the digital image of the animal. To do so, the child must first take a picture from a source such as a real animal in their own front/backyard, nearby trees, parks, zoos, or even from an African safari! – if they are lucky enough to visit one. The source of the animal can also come from objects such as a backpack, a picture, clothing, mom’s jewelry, figurines, toys/stuffed animals, coloring books, sheets, towels, mats, rugs, umbrellas, soaps, dishes, piggy banks, spider webs, plant pots,

calendars, food items, cook books, mascots, pet sanctuaries, or the doctor's office. The intent is to test the children's general knowledge about the animal and his or her environs.

The activities are applicable to children in aftercare classes, camp socials, road trips, and clubs (Boys and Girls Club, Boys/Girls Scouts, YMCA/YWCA, 4-H Clubs, PTA groups, pet shows) as well as special education (SPED) students. The book pays homage to fellow children's book authors like Michelle Obama, Dr. Gloria Ann Kitchen (FCE/NSU), Rosemarie Cole (RHBCDS Writers Group), and Ziggy and Orly Marley.

Wilma's Wrath: A Tropical Cyclone that Ravaged our Neighborhoods: Then and Now Photos 17 Years Later

Coauthored by Dr. Nilsa Fleury

The purpose of this book was to document the impact of Hurricane Wilma on South Florida, specifically Pembroke Pines and South West Ranches in Broward County where both authors resided at the time. As immigrants, we delved into our experiences from our respective countries before arriving in the USA.

One author is from Jamaica, where since her birth, they had Hurricane Charlie (not the 2004 Hurricane Charley – note spelling difference), Hurricane Hazel, Hurricane Janet, and Tropical Storm Gerda all in the 1950s. The 1960s and 1970s saw Hurricane Flora, Hurricane Cleo, Hurricane Beulah, Tropical Storm Gilda, Hurricane Carmen, Hurricane David, and a devastating Tropical Depression. This took a turn for the worse in the 1980s now the Hurricane Allen in 1980, but with the “Wild Gilbert” Hurricane that wreaked havoc on the island eight years later. Luckily, the author had migrated to another country a few years earlier and only experienced a “Wild” Gilbert vicariously.

The other author who hails from Brazil is very lucky because storms typically do not enter the South Atlantic. However, in 2004 Hurricane Catarina created history when it landed in Brazil killing 3 persons, leaving thousands homeless, and causing \$300M in damages in the States of Parana, Rio Grande do Sul, and the District of Santa Catarina (hence the storm's name).

Springing forward, forecasters predicted severe weather conditions for the September 2022 hurricane season in Brazil but for South Florida, prediction is not the word – it was reality. Towards the end of September, South Florida, specifically the area of residence for one author, multiple tornados touched down in the vicinity and caused major damage to the local airport, supermarket, and many homes. But that was only the precursor of what was to come. Only a few days later, Hurricane Ian hit Florida's West Coast near Fort Myers/Sanibel Island in Lee County and crushed life as they knew it. Over one hundred lives were lost, and damages are predicted to run in the \$75B.

Going back in time again, this time to 2005, October 24, which is the subject of this book, Hurricane Wilma and her predecessors created the worst case scenario for 2005. Wilma hit South Florida like a giant, tossing a ton of bricks at each house in its path. In documenting their personal accounts, one author reported fighting back like David against Goliath. She fought gallantly to save her little neck of the woods house by claiming to stop Wilma from entering the sliding glass doors. For hours, the author battled Wilma with her bare hands, but eventually, she grew tired

and depressed when other household members did not lend a helping hand as the wolf almost blew the house down.

Luckily, her abode was spared the worse of Wilma's wrath. Armed with an \$100 Olympus camera, this author decided to snap pictures of what can only be described as a physically broken and desolate community in Pembroke Pines. She documented distraught residents trying to find the strength to repair the damages, clear up the rubble and debris left by fallen trees, search for water in the neighboring communities such as Miramar, source available of food distribution areas, discover methods in which to cook the food when they got their grubby little hands on some, and run around to find charging ports for their cell phones, so they could communicate with the outside world.

Meanwhile, over in Southwest Ranches, the other author explained how Wilma brought the community together sharing generators, so they could eat food, drink water, and return to a semblance of former lives. Her house was also spared the wrath of Wilma, but her car did not. It was repaired without incidence by her insurance company.

The book is infused with author-taken devastation in Pembroke Pines from pictures of the damages sustained by homes, and the landscape, the trees and the missing chirps and tweets of birds – in her area following Wilma's aftermath. In addition to the then pictures, the authors also presented the area as it stands now – rejuvenated 17 years later. Also included in the book are the meteorological tracking history of Hurricane Wilma, the 5 category levels of hurricanes, and the 5 top-ranked storms to ever hit Florida.

A Collection of Animal Inspired Jamaican Proverbs and Social Commentary (Fill in the Blanks), infused with Songs and Artists (Book 1)

A Collection of Animal Inspired Diaspora Proverbs and Social Commentary (Book 2)

Coauthored by Dr. Herma Meade Thompson

This collection of Jamaican proverbs and social commentary is designed for both adults and children to partake and test, not only their knowledge of proverbs, but also for the activity that applies their knowledge of the animal kingdom and their associated skills in matching proverbs to animals. It doesn't stop there. Readers who are also astute musicologists, can appreciate the works of the over 440 artistes and their music featured herein to help them decipher the answers. In adding to the musical trip down memory lane, it was less challenging than it could have been because of our love for listening to old reggae music with friends from the reggae musical fraternity. Additionally, from the lyrical perspective, some proverbs are unique to a particular artiste as they, through them and their writers' creativity, developed their own artiste-inspired proverbs or as some would say, their own bastardization of a particular proverb. We should be reminded also, that proverbs have their own introductory statements in that they are usually preceded by the following statements: "As they say...", "As someone once said... ", "There is a proverb for that..." or "As my granny used to say" with granny replaced by any number of family members such as mother, father, sister, brother, Miss Lou's famous Aunty Roachie, or a 'raw chaw' Jamaican saying "watcha ya", and so on.

Although proverbs are professed to be simple common-sense sayings that are meant to be short sentences drawn from long experiences as someone wisely phrase it, in reality, they are both complex and hard to define. Proverbs are called the library of history and the study of proverbs (Latin: Proverbium) is called paremiology. From that point of view, it is important to note that we, the authors, are not certified paremiologists; we are mere collectors of proverbs. Note that the animal-inspired proverbs cited herein are not strictly "Jamaican" proverbs, but live in the Jamaican society either universality from whence they traveled to Jamaica or by Jamaicans migrating to other countries and adopting those countries' proverbs as part and parcel of the Jamaican culture and shipping them back home in those large barrels.

The twist for Book 1 is that it requires readers to fill in the animal blanks while enjoying a trip down memory lane with Jamaican songs related to the proverbs along with the name of the artiste. When it comes to the artistes, it's not strictly Jamaican artistes; some were born in other countries such as Cuba, St. Vincent, the USA, the UK, Guyana, Antigua, Bahamas, Trinidad and

Tobago, Montserrat, and Aruba. To assist some aging readers, a table was inserted with a listing of possible animals from which readers can choose when filling the blanks.

The twist for Book 2 is that it was organized around the theme of animal proverbs, in numerical order by continents, subcontinents and/or individual countries. This book also requires readers to fill in the animal blanks. Although the seven continents are represented, other diasporic areas such as the Caribbean, exclusive of Jamaica of course (see Book 1), New Zealand/Oceania, and the Middle East were included. Though not last on any level, some proverbs from the Bible were mentioned, but no answers were provided. Unlike Book Number 1, music is not a part of Book 2.

Some researchers claim that many animal-inspired proverbs were derived from Aesop's fables where he portrayed anthropomorphized animals, aka those with human characteristics. Aesop was professed to have been a slave who lived around the 5th century BCE in Ancient Greece and is credited to have written over 600 fables, some of which are in use today. Aesop's fables were "the wisdom and warnings" created out of the morals of his tales that have survived more than two millennia, as they weaseled their way into the English language as common everyday thoughts, words, and deeds. Later down in history, Erasmus of Rotterdam was hailed as the first person to publish a book of proverbs and provided sayings in 1515.

Proverbs combine three elements (1) a short, sense-making, and "salt" in that they should communicate a brief and clear meaning in precision, (2) a pointed storyline that stays in one's memory forever, (3) is intertwined with overpowering impunity that tingles like a bee sting. Proverbs also impact all aspects of people's lives despite being translated into different languages and adopted by several different cultures. Finally, in defining proverbs, one should determine (a) what they are as in how they are constructed in terms of their linguistic and logical structure, and (b) what they do as in how proverbs convey meaning using rhetorical and social functions. The takeaway about defining a proverb is that it's an ever-evolving door with no static definition.

As you can imagine, clues are everywhere (that should be the title of the book) – in the supporting proverbs that are infused to aid in the recall and in the songs and limited lyrics provided. This is a fun project for readers and their families to enjoy in the 214 pages in Book 1 and 135-page discourse in Book 2. An answer key is provided for both books. This is an adventure worth embarking on!

African American History Month & National Women's History Month

By Dr. Ralph Hogges

Mission I

In America and throughout the World,

It is about:

Remembrance

Recognitions

and

Celebrations

of

Individuals and Groups

for

Great and Grand

Achievements and Contributions

for

Important

Change and Betterment

of

Our World and Humanity.

Mission II

Our Cause is Just,

Our Struggle Must Continue.

It is about:

Power and Control.

Those who have the **Power**

Control the Others.

African Americans and Women are the Others.

SELECTIVE AND EXCLUSIVE,

The **Powerful** Create, Control and Provide

White Privilege,

Opportunities and Benefits

for

Their Own Kind (especially white men).

WE ARE THE OTHERS.

Not only are the Powerful controlling and dictating the

Denials and Rejections of our quest for **Freedom and Justice,**

But are also adamantly opposed to **Diversity, Unity, Inclusion and Equality.**

Now is the Time.

This is our Moment,

For us, United, Organized, Energized and Mobilized,

To Confront and Defeat

Those who use their Power to Control and Dictate our Lives.

Let us remember the Biblical moment in the Bible wherein David stepped up and challenged the seemingly all powerful and invincible Philistine giant **Goliath**. There were those present who teased David and underestimated his courage and ability to defeat this giant that they all feared.

David was not a soldier.

He had no training in military weaponry.

He was not a boxer or wrestler.

He had neither a gun nor a sword.

He had only a sling and 5 stones.

Goliath had his armor and javelin.

As the battle of David and Goliath began,

David stepped up with Faith in the Power of God, and with a stone in his sling, he hurled it mightily to the center of Goliath's head. Goliath fell to the ground, dead.

My Brothers and Sisters,

Now is the Time. This is our Moment to make His-Story, Her-Story, Our-Story,

To Confront and Defeat those who use their Power to Control and Dictate our lives.

The Good News, as we learn from David, is that we don't have to do it alone, all by ourselves. The Power of God is available to help us. See your bible. Ephesians 3:20 says, "Now unto him that is able to do exceeding abundantly above all that we can ask or think, according to the Power that Worketh in us."

THE ROBIN THAT COULD NOT SING

Book Summary

By Dr. Raymond Dunn, Sr.

This inspirational tale tells the story of a little robin and how his life changed when he stopped trying to be like the other birds and just accepted himself for who and what he was.

Robins are known to sing beautiful tunes that fill the trees with enchanting music, but this little robin just didn't fit in until, one day, he learned that there are things more important than trying to be like others.

The embedded message in the story will surely make the reader reflect on their own limitations and why, like the little robin, they, too, are special.

THE LITTLE SCRUB CHRISTMAS TREE

Book Summary

By Dr. Raymond Dunn, Sr.

This charming Christmas tale tells the story of a special little tree and the lessons he learns one holiday season.

Scrubby's name is very accurate. When he was still a seed, a crow carried him from a scrub pine forest to a Christmas tree farm. He grew up on the farm, where he had to hear all the other trees bragging about how big and beautiful they would become. Scrubby knows that the other trees will go to famous places all over the world and become Christmas trees. But Scrubby doesn't think he will ever be picked. How could such a little tree bring joy to someone's life?

When Scrubby is befriended by a ladybug and the son of the farmer, he learns how special he really is! There is a very important job waiting for Scrubby, and he will find people who appreciate him just the way he is.

An Excerpt from the Book: The Battle Is Not Yours... Give It To The Lord

Coauthored By: Angela Thomas Peterson, Bernette McClover, Janice Grate, Frankie Lockett and Lurine Thomas Waugh (Posthumous Author)

We are blessed to be five blood Sisters with a strong bond from our Mother’s love of the Lord. Each of us possesses different qualities but our integrity, love and faithfulness to God are the same. We have all laughed and cried many tears together with a bond of unwavering love for each other.

We believe prayer is the gateway to healing, restoration and deliverance. Our Daily Sister prayers continues to this day. This is our lifestyle with the power of prayer in the center of all we do.

Throughout our daily prayers, the Lord has blessed us with a greater purpose to help others. The Lord gave us an opportunity to create this book to share His love and hope to the world. We pray as you read each prayer and scripture that you can feel His presence and love. We pray that the Lord will strengthen you and give you peace.

We praise God for giving us purpose and vision to be vessels for His glory. The Lord gave our sister Bernette a vision to help the homeless. Now the sisters are going out together to help the homeless by giving out water, masks, small donations, and soon blankets. We are humbled and gratified to be servants of the Lord.

We praise God for giving us purpose and vision all for His glory. Lord knows we love each other and have so much fun, but our love grows even more with purpose to be a blessing to the Kingdom of God.

We appreciate you all and will be praying daily for each person who receives this book and prayer journal.

Blessings and Love,
The Sisters’

Lurine Thomas Waugh (Posthumous Author), Bernette McClover, Janice Grate, Frankie Lockett, and Angela Thomas Peterson

“As the deer pants for the water brooks, so my soul pants for You, O God.”

Psalm 42:1

Father, in the name of Jesus I come to you with a grateful heart. Lord, I am humbled at your Word and how it says everything that we need to know.

Lord, sometimes we are so busy with life, but we always find our way back to you, the living water. Sometimes, we run ourselves down spiritually and physically and must come back to you to get replenished, renewed, and restored.

Lord, we have been through some tough times, and you were with us in each one. We praise you for so many prayers from so many amazing people that you have put in our lives.

I pray Lord that each of us run back to you with a stronger thirst for your refuge and strength to keep moving forward. Build us up Lord as we strive to stay connected to the living water.

In your name we pray Jesus. Amen

Exploring Our World: Meet Amazing Animals of the Seven Continents: An Activity-Book for Children Themed on the 5 Senses

Coauthored By Dr. Angela Walker

This is an 8-volume series with each book dedicated to the animals called MIROs (short for mammals, insects, reptiles, and all others that are endemic to each continent). Though the animals appear as still life in this body of work, they move and move fast – most of them. Art can stand still, but at any given moment, it can make a seismic shift when we least expect it. Art shows you the connection for just a fleeting moment, but some motions you can feel only when you are motionless. So, stand still and take in the movement across the continents of these mostly wild and interesting MIROs.

Each of the 10 featured MIROs for a particular continent will be presented pictorially in a map and artistically in a table, followed by a profile of their lifestyle as well as how they are impacted by the five senses and sensibilities that children will match to a continent/region. Also, though not a continent, the Caribbean region is included as a Special feature of 16 MIROs due to the number of islands and the four South American mainland territories represented. Additionally, as part and parcel of the objectives of this book, we are infusing the STEM/STEAM approach to education and learning that covers science, technology, engineering, arts, and mathematical concepts at a minimum level. A key to the answers is provided in addition to comparative information of the continent/region/island to educate children on area, land mass, number of countries, and culture (people, language).

The eight books are also themed on the five senses to teach children that MIROs also have similar and sometimes even better senses than humans in seeing, moving, smelling and detecting dangers, tasting, hearing, sounds, touching, and feeling. This will enlighten the readers about our co-inhabitants on the planet earth and the need to be mindful of their respective habitats. In other words, there's a place in the environment for them too. Points will be highlighted and reinforced as we shine a bright light on the question-and-answer exercises. The questions are written from the perspective of an animal bragging about his or her heritage, talents, accomplishments, and skills as well as outlining some of the challenges of mere survival. The aim is to increase the reader's awareness of the importance of the animals in maintaining the important balance in the natural environment call the ecosystem. Additionally, as advocates of this cause, we are urging this medium to give a voice to the animals to "present their case."

Designed for children aged 12 and over, this resource, will teach children not only about world geography, but also about the MIROs prevalent in each of the seven continents namely, Africa, Asia, Antarctica, Europe, North America, Oceania, and Central/South America as well as associated territories/islands including the following: Asia-Japan, Korea, and Taiwan. Africa-

Seychelles, Cimarons, Mauritius, Reunion, Madagascar, and Benguerra in Mozambique. Europe – The Channel Islands, Iceland, Ireland, Cyprus, Malta, Macaronesia, and the Falkland Islands. North America – The Caribbean (including the mainland territories of Suriname, Guyana, French Guiana, and Belize), (Hawaii, Guam, and Greenland - part of Canada). South America – Tierra del Fuego and Panama (part of Centra America). Oceana including Australasia (Australia, New Zealand), Polynesia (1,000 islands), Micronesia (2,000 islands), and Melanesia (New Guinea, Fiji islands). Antarctica – Barrier Island.

Features of the books include a geography corner, a recess section called Did You Know? (both with questions and answers), a definition of the 12 categories of MIROs, a table of key terms, a five senses vocabulary list, a summary of the continent, a nippy facts preview table of each MIRO followed by general information such as types of species, startling factoids, geography of their habitats, physical characteristics, behavioral patterns, perils or threats they face, and their future perspective as well as their five senses.

The books closes with a conclusion, the appendices with two interactive exercises, local wildlife sanctuaries/reserves, zoos, or museums, friends of animals, educational artifacts, humane education and advocacy, and the answer key. Additionally, videos about the books are narrated by Dr. Walker, and posted to You Tube under “Animals of the Continents.”

EXPLORING THE RELEVANCE OF CRITICAL THINKING AND JAMAICAN PATOIS LANGUAGE IN THE CLASSROOM

Coauthored By Dr. Maureen Wilks-Miller

The purpose of this book is to present, in pilot study form, the exploration of the identified problem retrospectively and simultaneously pitching it in a present and future context. The problem existed at a private college in Jamaica five years ago; it is not known if it is still present as a problem given the time elapsed. The Jamaican education system has been highly assessed, resulting in students and institutions being judged by their examination scores. In addition, the education system, in general, is recommended as one of the few products that stakeholders can rely on in the competitive world to safeguard our children's future.

As a result, the education system needs to allow incoming/preservice teachers to reach their full potential as well as equip them with critical thinking abilities to provide a base current and future economic success for them, their students, and the institution. During the teaching and learning process, students are expected to think critically and gain knowledge and skills to perform in any and every situation. However, the incoming college students who are the future teachers, were failing the first two courses, *Communication Studies 1 and 2*, especially the comprehension section, which shows that they did not benefit from this type of instruction at the high school level so they could master critical thinking skills (CTS). Also, the nation was (and still is) faced with the crises of language barriers from the dual system of speaking the Queen's English and/or Jamaican Patois Language (JPL).

The outcome was that in the incoming college students/future teachers were not attaining proficiency in two English Language courses at the research site. Although gains in test scores may be important information regarding the effectiveness of a learning environment, students must learn CTS to view the world accurately, to become lifelong learners and competent problem solvers, and to contribute to a highly skilled workforce capable of competing with the global market.

The researcher's gut feeling at the time was that an intervention with critical thinking skills (CTS) as well as tapping into the perspectives of the incoming college students themselves on the use of instructions in *Jamaica Patois Language (JPL)* in the classroom would indicate if the school should infuse both of these elements in the curriculum at the school. The question is: Will an intervention of this magnitude be sufficient to resolve the nation-wide Patois language issue at hand?

The book covered the first three chapters of the author's proposed dissertation in the form of a proposed pilot study. The first chapter was concentrated on expressing the problem: A lack of CTS skills among the incoming/preservice teachers at a Jamaican College of Education and

whether JPL was also a barrier to communication at the school. The second chapter delved in the theoretical framework and covered not only CTS bases, but also teaching theories of Socrates Andragogy and Knowles Pedagogy, the language-acquisition theories of Descartes, Locke, Chomsky, Schumann, and Krashen as well as motivational theories of Self-determination and Mezirow's transformative learning. Chapter 2 also reviewed literature on the plight of first-year college students and student achievement. From the institutional perspective, Total Quality Management (TQM) techniques were reviewed to be used as a recommendation if the study moved forward to the dissertation phase.

The final chapter, number 3, appraised readers of the methodological approaches to be used if the study was going into the investigative portion of the research process with participants. It explored a guideline for the data collection tools, and the procedures to be followed during the investigation. Covered also were the instruments' reliability and validity testing, hypothesis testing and predictive statements as well as the assumptions made by the researcher and the limitations and delimitations that might place constraints on the study.

The pilot study closed, in the absence of a formal investigation, by looking at a future perspective of the preservice teachers' position, the school's position, and the nation's position. Also provided were 15 samples of different aspects of the requirements for a dissertation study including sample permission request, a CITI certificate, participants informed consent, permission letters, surveys, grading rubrics, codebooks, pre-and-posttests, the Jamiekan Patois alphabet and other sample artifacts. Finally, a sample 20-point guide from a dissertation chair was included.

The last time I cried

By Dr. Susan Lycett Davis

The last time I cried
It wasn't this painful at all
The last time I cried
I sure wasn't left folded in a ball!

But... Today I cried and it penetrated my soul
As the knee infiltrated the throat in the Fol'
... cause I mustered the courage to watch the tape
All sense of wonder and disbelief left me agape.

The thoughts that went through my head, where not Christian at all
So I feel for the masses who have no hope on which to fall.
Vengeance is mine says the Lord
But Father... I question real hard!

What about humanity, liberty and justice for all
Why are my black brothers taking he fall
People are people, good, bad or indifferent indeed
All genders, all colors, we are all from one 'seed.'

Today I cried... no, I bawled for George Floyd,
And the '81 Black Men And Boys Killed By Police', Lord!
For Trayvon, Ahmaud and others killed by racists beasts
For mother's whose heart strings are torn in disbelief!

Black lives matter, All Lives matter
The pain is making me tatter.
Lord I know you are here... so hear my shout!
ENOUGH IS ENOUGH... WE'RE ALL CRIED OUT!!

The last time I cried
It wasn't this painful at all
I'm trusting you Lord to bring vengeance fi true
'Cause Comeuppance is well overdue!

An Excerpt from the Book: Faithful to the Task at Hand, The Life of Lucy Diggs Slowe

By Dr. Carroll L. Miller & Dr. Anne S. Pruitt-Logan

1933: Address Delivered at the Annual A.K.A. Boule Banquet

At its twenty-fifth anniversary in 1933, Alpha Kappa Alpha Sorority invited Slowe to deliver the main address at the banquet. Here she shows her ability to inspire and challenge.

Twenty-five years ago a group of eight young women came together in a small room in Miner Hall, the women's dormitory of Howard University, to form the first Negro women's college fraternity in the United States. These young women hardly knew the significance of what they were doing, for they could not have imagined in their wildest dreams this scene, tonight, with over four-hundred delegates from various chapters of Alpha Kappa Alpha sitting at dinner in the International House of the University of Chicago. They had no idea that their small number would, in twenty-five years, grow to over two thousand members of this Sorority scattered all over the United States.

Probably the older people of the faculty and administration thought those eight young women irresponsible and silly for wanting to found a secret society; but as so frequently happens, what appeared to be only an organization of a few irresponsible young people has turned to be a nationwide society of intelligent and outstanding women.

Birthdays, it seems to me, ought to be times for looking backward and also looking forward. As we stand here celebrating our twenty-fifth birthday, we ought to examine very carefully our past program to see whether or not it fits present conditions and whether or not it will advance the interests of college women in the future. Unless we constantly examine our activities and improve upon them, we are not making the most of our capacity for growth and development. If there is a crying need among Negro college women today it is the need for using our training for improving the status of education as it concerns colored women in our colleges. One of the first things I should like to see Alpha Kappa Alpha do in various parts of the country is to examine what is going on among the present generation of women students in our many colleges and universities. It is my belief that women ought to have a great deal more to say about the education of themselves than they have had to say in the past. It seems to me that we have been entirely too complacent in the face of needed changes in our philosophy of education of Negro women.

I suspect that very little opportunity is given in many Negro colleges for individual development of women students. If we should examine for instance, the rules and regulations under which those women live, we would find that their progress was curtailed entirely too much and that very little chance is given for women students to exercise initiative and judgement. I believe that one of the finest pieces of work that Negro college women graduates to do is to examine the institutions from which they have graduated with a view to changing out-worn policies and procedures and making it possible for women students to prepare themselves for their rightful places in the modern world.

In the second place, I believe that we college women ought to have a great deal to say about national affairs as they affect women in general and as they affect colored women in particular. We should see to it that Negro colleges are prepared to participate efficiently in their own government and in formulating of economic and social policies which affect our national life. I should see a large number of Negro women prepared as experts in political science, in economics, and public affairs generally; for I believe that more and more women will have something to do with the shaping of national policies for these policies must affect very intimately Negro women. It is my belief that college women have had too little to say on matters of this sort.

It seems to me that a matter that should claim the attention of our college women is our international relations. It is impossible for us to lead a life so segregated that it does not touch in some respect the lives of other people in other countries. It matters not how much our conservative leaders may advocate national isolation, the fact remains that nations throughout the world are being drawn closer and closer together. Means of rapid communication and transportation have made the whole world intimately related. We college women ought not to feel satisfied with the fact that those who know most about such countries as Liberia, Haiti and Santo Domingo are white people rather than Negroes. I feel that Negro college women ought to be just as interested in international affairs as white women are, for we cannot live to ourselves any more than other people can. In centers where any considerable number of college women live, we ought to arrange institutes, discussion groups and reading groups acquainting ourselves with international matters. Moreover, we should be more interested in such international organizations as the Foreign Policy Association, the Women's International League for Peace and Freedom and many others with similar purposes. Our organization, containing as it does, hundreds of members ought to look, on this twenty-fifth birthday, to the future with some such large program in mind as I have suggested. We ought not to be satisfied with our past performances, but ought to reach out with more determination for larger worlds to conquer. My wish for you on this twenty-fifth anniversary is that you shall make a rich contribution to our American life because of the large vision of its needs that you possess.

After all it is vision and imagination that enlarge our purposes and that keep us progressing all the time.

In closing, I am reminded of a story that impressed itself most vividly upon me and which seems to be appropriate here.

Once upon a time there was a man who had three sons that he loved very dearly. One day he took them to the foot of a mountain and said to them: 'I am going to make a valuable gift to the one of you who will climb this mountain and bring back its richest gift.'

The three boys set out – one went a third of the way up the mountain and found a beautiful dower which seemed to him to have been the most valuable thing on the mountain. So he brought it back to his father. The second went a little higher on the mountain and brought back a many-colored stone-luminous and sparkling. He thought it must be the most valuable and beautiful thing on the mountain. The third boy went all the way to the top of the mountain and looked out as far as he could see on an expanse of lovely blue water. It was the first time he had ever seen the sea. He stood gazing for a long time and letting his imagination run as he watched the large expanse of water. What world must lie beyond that vast sea! He descended the mountain and said to his father: 'I have brought you the most valuable gift on the mountain, for I have seen the sea.' His father praised him for climbing to the top of the mountain and for getting a vision that he had never had before.

It is my wish that we in this organization shall climb to the top of a very high mountain and there get a vision of the sea and that its beauty and its vast expanse will be the measure of our imagination and of our purpose for our future work.¹

¹"Address Delivered by Soror Lucy D. Slowe at the Annual A.K.A. Boule Banquet," *The Ivy Leaf*, v. II, no. 4, 1933, 19-20.

Improving the Quality of Life for Veterans with PTSD: The Healing Therapy Way!

Coauthored by Major General Dr. Robert L. Wolf, (Retired), Lt. Col. USMC/Major Gen. NYSNM)

This book aims to identify available healing therapies used to enhance the quality of life for veterans suffering from PTSD. The project was born out of a program called Diversity Dialogues held under the auspices of DACA – *Diversity and Cultural Affairs*, at FCE – *Fischler College of Education at Nova Southeastern University* lead at the time by Dr. Delores Smiley. The topic for the week of June 2, 2015, was *How to Help Veterans Suffering from PTSD?* The guest speaker was Ms. Janine Lutz of the *Buddy Up Foundation*, which she formed after the untimely passing of her son, Marine LCpl Janos Lutz, who suffered from PTSD and eventually committed suicide at age 23. The purpose of *Buddy Up* is to help save the lives of other veterans suffering from PTSD by pairing them with a battle buddy. Buddy up was designed with a color-coding scheme for families called *PTG – Post Traumatic Growth* to manage triggers brought on by smells, sound, and visual images of war. Code green means all is well, code yellow means that the veteran is feeling anxious, irritable, or angry, so give him or her some space, and code red means that the veteran is in a danger zone and needs help, so call his or her battle buddy, so he or she can *Buddy Up*. This book honors the memory of Janos Lutz. RIP.

The book started out as a grant application and ended us as a self-help guide for veterans seeking innovative and complementary healing therapies. We are happy to announce that %50 of the proceeds of this book is being donated by Dr. Robert L. Wolf, Retired Lt. Col. USMC/Major Gen, NYSNM to the *Tunnel to Towers Foundation* in honor of firefighter, Stephen Gerard Siller, who gave up his life in the *Twin Towers* in the 9/11 attacks. We thank you for your support and urge you to consider donating to this worthy cause also, at <https://www.t2t.org/>

As a self-help guide, the book offers several ways in which PTSD sufferers can seek healing interventions from medical treatments, non-medical healing therapies, and other complimentary programs to benefits for PTSD sufferers such as the noninvasive Vegus Nerve Stimulation (nVNS). Of the therapies covered in this book, the one the authors chose to advance is adult coloring, which was the program design, had the grant been approved, and its benefits including:

Inspirational – being part of a support community

Motivational – increased self-esteem and self-worth

Psychological – modifying behaviors

Therapeutical – anger management, addiction therapy, stress relief

Physiological – stretching and warm–up exercises

Sociocultural/artistical – tapping into creative abilities using the three modalities of the Seeing Triangle

Organizational – group focus and team building

Educational – Problem-solving and brainstorming ideas

Political, economical, and spiritual benefits

Finally, the book closes with benefits that can be derived from following art-related therapies, information on the National Mental Health Crisis Hotline, and appendices covering available instruments and a sample grant application for researches interested in playing it forward and starting programs to help veterans suffering from PTSD, the Drug Wheel for those interested in medical treatments, and a resume of the books published under the auspices of InJa Ink PPP – People, Production and Promotion, the company under whose banner this book is published.

The book was endorsed by Dr. Richard Rotanz, of *Rotanz and Associate* and by Shawn A. Disbennett, Master Gunnery Sergeant, USMC (Ret).

Writers of Color in South Florida

Some were born in the United States. Others were born in Jamaica, Bahamas, Haiti and numerous other countries. They are the writers of color in South Florida pursuing their literary craft as beginning, emerging and established writers.

Adhering to the Philosophy, *those who don't know, come to learn; and those who know, come to teach others*, as put forth by The Ralph Hogges, Benjamin Cowins and Delores Smiley Writers Group of South Florida, they are the creative and intellectual writers, entrepreneurs and leaders of the Literary Arts Renaissance of Color in South Florida.

Because we want you to get to know about them and their books, we have provided this contact information, including their names, titles of some of their books, email addresses, and websites. We encourage you to communicate with them. Invite them to do book readings, signings and keynote speeches at your venues and events, and serve as special guests on your television, radio and social media platforms. Buy their books and share their contact information with your relatives, friends and others.

Name & Title of Books	Email Address	Website
1. Linda Adderly Book: <ul style="list-style-type: none">From Where I Stand: Living and Breathing Words	addlmh@aol.com	
2. Lorraine Allen Book: <ul style="list-style-type: none">57 Poems Of & For Life	lallen5915@aol.com	
3. Carla Bennett Books: <ul style="list-style-type: none">Strayed (My Journey Back) Part 1Strayed (My Journey Continues) Part 2	cben.ct@gmail.com	
4. Dr. Nivia Binett-Carroll	niviaphd@gmail.com	
5. Vivian Bromfield Book: <ul style="list-style-type: none">On Eagles Wings	vbrom1061@yahoo.com	

6. Ettosi Brooks tosisong@gmail.com <https://ettosibrooks.org>
 Book:
 • Stori, Stori: Caribbean Tales with a Little Jazz
7. Aymer Caldwell Seafmannaministries@hotmail.com
8. Thelma Calloway thelma48@bellsouth.net
9. Dr. Shelly Cameron shelcame@gmail.com www.shellycameron.com
 Books:
 • Success Strategies of Caribbean American Leaders in the United States
 • Motivation Quotes to Boost Your Success
 • Green Light: When God Says Go
 • Your Career: Ditch It, Switch It
 • My Safe Place
10. Jeff Carroll coachyojeff@gmail.com <https://www.amazon.com/default/e/BOONEN9GOA/>
 Books:
 • The Harlem Shake
 • Welcome to Boss Lady's Planet
 • Rasheeda the Zombie Killer
11. Dr. Joan Cartwright asalhsouthflorida@gmail.com
 Book:
 • Blues Women: First Civil Rights Workers
12. Dawn Ellicott Clinkscale anuday4you@gmail.com
13. Rosemarie Cole ocole8760@aol.com rosemariecole.com
 Books:
 • The Playground Bully
 • A Call to Repentance
 • Please Orate Enlighten Me
 • The Biker and the Dancer
14. Corey B. Collins 8277co@bellsouth.net
 Books:

- The Thanks You Get
- Rhythm and Hues – Twenty-Three Stories of Hardship and Hope

15. Sheila Cottingham g24sheba@yahoo.com

16. Steven Cottingham g24sheba@yahoo.com

17. Dr. Benjamin Cowins, Sr. cowinsb2002us@yahoo.com

Books:

- Positive Thoughts – They are in the mirror with you: Valued Affirmations, Motivating and Inspirational Sharings for Youths and the Young-at-Heart
- The Cowins History and Heritage: A Literary Journey about an African American Family that was anchored by Albert and Sarah Cowins in the 1800s in Warren County, Georgia
- The Vietnam War – Black Bullets, Flashbacks & Untold Truths
- The Art of Good Cursing
- High Hopes and Challenging Realities: Defeating Racial Problems at Florida International University 1972 – 1982
- Blesses and Too Smart to Fail: Inspirational Affirmations with Biblical Scripture References for Youths and the Young-at-Heart

18. Melissa Hunter Davis editor@sugarcane-media.net

19. Dr. Susan Lycett Davis drsueandyou@gmail.com www.drsueandyou.net

Books:

- I am Jamaica
- Ode to Miss Lou... From the Soul of Dr. Sue
- Living a HIP LIFE – Humble Intentional Prepared

20. Dr. Raymond Dunn Dunnsr859@bellsouth.net

Books:

- The Robin That Could Not Sing
- The Little Scrub Christmas Tree

21. Vernell Everett vern1936@bellsouth.net

Books:

- Beyond Fear
- The Shady Side of the Street

- Unknown Heroes

22. Daisy Ferguson promed007@att.net daisymferguson.com

Books:

- Congregational Prayer by the Word
- Congregational Prayer by the Word – Volume 2

23. Dr. Dorothy Jenkins Fields djf@bellsouth.net

24. Dr. Nilsa Fleury Nilsa.fleury@yahoo.com

Book:

- Wilma’s Wrath: A Tropical Cyclone that Ravaged our Neighborhoods: Then and Now Photos 17 Years Later

25. J. Nell Ford 143jford@comcast.net

Books:

- The Doodle Bug Story
- Champ: Our Neighborhood Dog
- A Visit to Doodle Bird Island

26. Gary Francis gary@touchingmiamiwithlove.org

Book:

- Where’s My Father?

27. Camille Frazer camfrazer@yahoo.com

Book:

- The Unveiling

28. Richard Gibson rgibson66@yahoo.com

29. Valda Hayden revvaldah@gmail.com

30. Bea L. Hines bea.hines@gmail.com

Book:

- The Ugly Feeling

31. Dr. Ralph Hogges ralphhogges@bellsouth.net www.ralphhogges.com

Books:

- Inspired by the Harlem Renaissance
- Poetic Splendor of the Morning
- The Love of Books and Academic Excellence: A Memoir
- Crossing the Jordan River: Reflections on My Spiritual Journey
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- Me and My Best Friend: Making the Best of Our Later Years
- Living a Purposeful and Meaningful Life: Sermons and Words of Wisdom to Help You along the Way
- Seven Short Stories and Eight Poems
- Dr. King’s Dream and Barack Obama: Yes We Can
- Nelson Mandela and Barack Obama: Presidents Extraordinaire of the World
- Lifting Our Literary Voices: An Anthology of Poetry, Short Stories and Essays
- High Hopes and Challenging Realities: Defeating Racial Problems at Florida International University 1972 – 1982 (with Benjamin Cowins, Sr.)
- First Black Police Chief of Jeffersonville: My Uncle Lawson Burnet

32. Susie Ingram

richleeing@yahoo.com

Book:

- God Lives Here Too

33. Donald Irving

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34. Rudy Jackson

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35. Lisa James

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36. Esther Johnson

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38. Lateresa Jones

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39. Willie LeLand

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40. Lyra Brizzard Logan

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Book:

- Learn to Program with App Inventor

41. Dr. Willie Logan logan@olcdc.org
42. Emma Martin emmalemartin777@gmail.com
 Book:
 • I Cried Out and He Heard Me
43. Dorothy Morrison dotmorrison@yahoo.com
44. Audrey Moss mossr1971@yahoo.com
45. George Moss george@GMOSSDESIGN.COM www.gmossdesign.com
 Book:
 • The Chronicles of Ann & Lo
46. Rev. Robert Moss mossr1971@yahoo.com
47. Rudy Murray, Jr. None
48. Lillie Q. Odom oneabeba@gmail.com
49. Dr. Kitty Oliver oliverko@aol.com www.kittyoliveronline.com
 Books:
 • Multicolored Memories of a Black Southern Girl (University Press of Kentucky)
 • Voices of America: Race and Change in Hollywood Florida (Arcadia Press)
 • Multicultural Reflections on Race and Change (Bordighera Press)
50. Angela Thomas Peterson freeanntp@yahoo.com
 Books:
 • This Too Shall Pass (Christian)
 • Through the Eyes of God... Poetic Messages of Hope (Poetry)
 • I'm Not a Giant, I'm Just a Big Kid! (Children's anti-bullying book)
 • The Battle Is Not Yours... Give It To The Lord (Co-authored with her sisters, Bernette McClover, Janice Grate, Frankie Lockett) and Lurine Thomas Waugh (Posthumous Author)
51. Dr. Anne S. Pruitt-Logan annepruitt19@msn.com www.lucydiggsslowe.com
 Book:
 • Faithful to the Task at Hand: The Life of Lucy Diggs Slowe

52. Dr. Patricia Reid-Waugh preidwaugh@yahoo.com www.reidwaughbooks.com

Books:

- Retirement, A New Adventure
- Retirement: The Journey and The Destination

53. Sharon Ritchie-Brown srbrown6176@gmail.com

Book:

- Retribution of Madness

54. Dr. Indiana Robinson inyaso@gmail.com www.lulu.com/spotlight/Inyaso

Books:

- Pioneers: First and Second Book of Proverbs and Social Commentary in and of Songs
- The ABCs of APA: An Incoming Student Inspiration Guide
- Confronting Escapism: Retreating Back to Reality
- See her website for additional copies of her books.

55. Loren (Jackie) Robinson inyaso@gmail.com

Book:

- Kids Play Animals are Everywhere: Creative Animal Kingdom Activity Books

56. Kyrie R. Samuel gracecos1@gmail.com

Book:

- Kyrie Love Grandma Soooo Much

57. Dr. Barbara Sharpe rsharpe233@aol.com

Book:

- Kids Play Guess the Digital Animal: A Creative Animal Kingdom Activity Book

58. George Simpson georgeasimpsonjr@mail.com

59. Dr. Delores M. Smiley mixsmi45@bellsouth.net smileypresentations.com

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- The Journey: From the Garden of Eden to the Promised Land

60. Dearta Smith dcstherapy@gmail.com www.deartasmith.com

Books:

- Will You Read With Me?
- A Snack for Samuel
- I looked in the Mirror

61. Aliya Stanford ananda0601@bellsouth.net

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- Princess So'la, In My World

62. Dr. Rose Stiffin rstiffin@FMUNIV.EDU

Books:

- Casino Blues
- Groovin' on a Half Shell
- A Winter Friend

63. Rhodesia Strong rhodesia@aol.com

64. Clarice Tanelus cptanelus@hotmail.com

65. Rev. Abraham J. Thomas athoma43@bellsouth.net

Books:

- Gilbert Lawrence Porter, Ph.D.
- Everybody Loves Skeeter
- The Heat Man

66. Arnetha A. Thomas arnethathomas@aol.com

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- Get Through, Going Through Life
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67. Dr. Herma Meade Thompson hermameade@hotmail.com

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A Collection of Animal Inspired Diaspora Proverbs and Social Commentary (Book 2)

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69. Dr. Thea Long White theawhite8910@gmail.com

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- Sprouting into Success

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72. Dr. James R. Williams doctorjrw4@gmail.com

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73. Nikisha Williams williams@gmail.com

74. Tameka Williams-Walker williamseducationfl@gmail.com www.williamseducationfl.org

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- 10 Questions to Help You Find That Amazing Partner
- Take Back Your Life: How to Triumph through Adversity

75. Virginia Williams vwilliams53@bellsouth.net

76. Dr. Robert L. Wolf robertwolf0302@icloud.com

Book:

- Improving the Quality of Life for Veterans with PTSD: The Healing Therapy Way!

77. Asiah Wolfolk-Manning asiahunlimited@gmail.com www.asiahunlimited.com

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- Be Empowered: A to Z
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