

News Notes

Amanda J. Cobb, associate professor of American Studies and director of the Institute for American Indian Research at the University of New Mexico, has been named the new editor of **American Indian Quarterly**.

Cobb, a citizen of the Chickasaw Nation of Oklahoma, received her doctorate in English from the University of Oklahoma in 1997. Specializing in Native American Studies, Cobb is the author of *Listening to Our Grandmother's Stories: The Bloomfield Academy for Chickasaw Females, 1852-1949* (University of Nebraska Press, 2000), which won the 2001 American Book Award as well as the North American Indian Prose Award. She is a board member of Americans for Indian Opportunity (AIO), a national nonprofit advocacy organization, and has participated in AIO's leadership initiative, the Ambassadors Program.

American Indian Quarterly (AIQ) is an interdisciplinary journal of the anthropologies, histories, literatures, religions, and arts of Native North Americans. Published by the University of Nebraska Press, AIQ provides wide-ranging coverage of issues and topics through scholarly articles, commentaries, interviews, book reviews, and poetry. For more information about AIQ, visit the University of Nebraska Press web site, www.nebraska.ress.unl.edu.

American Program Bureau (APB), Inc. celebrates its fortieth anniversary with a new illustrated directory that features speakers for the college and diversity markets. APB was the first lecture bureau to give a voice to noted civil rights activists Dick Gregory, Adam Clayton Powell, Martin Luther King Jr., and others who were ignored by mainstream media sources. APB was founded on the premise that the speaking platform is the only uncensored means of communication and the best source for hearing dissident and minority voices without misrepresentation.

Joining Gregory and other established African-American writers, activists, and entertainers—such as Michael Eric Dyson, Cornel West, Donna Brazile, Randall Robinson, and Patricia J. Williams, among many others—are new additions for 2005: Elaine Bartlett, Jill Nelson, Dominique Dawes, Keith Beauchamp, Talib Kweli, Tina McElroy Ansa, Eric Jerome Dickey, the RZA, Rev. Osagyefo Uhuru Sekou, Saul Williams, Dr. Terrence Roberts, Mark Anthony Neal, Touré, and Zane. Cathy Areu, Dr. Carlos Eire, Joe Hernandez-Kolski, and Shelley Morrison add to a lineup of two dozen Hispanic/Latino speakers that include Nobel Laureate and former Costa Rican president Oscar Arias. The catalog features nine Asian-American speakers, including illustrator Lela Lee, whose comic strip *Angry Little Girls* graces the pages of the directory (along with Aaron McGruder's cartoon *The Boondocks* and Hector Cantú's *Baldo* comic strip). There are five Native American speakers, five speakers representing the GLBT community, and a diverse (in both ethnicity and genre) lineup of performing artists.

To obtain a directory and view updated speaker lists and topics, visit the APB web site, www.apbspeakers.com.

Americans for Informed Democracy, a nonpartisan

educational organization that seeks to promote global awareness among America's youth, has organized "Education for Democracy," a broad initiative for K-12 classrooms designed to ensure that tomorrow's leaders are prepared for the opportunities and challenges of the coming decades. As part of this initiative, a number of conferences have been organized throughout the United States in 2005 and 2006.

Americans for Informed Democracy's University of Toledo chapter hosted the first Education for Democracy conference in the spring of 2005. It was a huge success, bringing together global education experts, high school teachers and administrators, nonprofit organizations, and state and local government officials. It was followed, in September 2005, by the Yale Global Educators Conference, which drew more than 150 educators to the Yale Law School in New Haven, Connecticut. Speakers at this conference offered information about international exchange programs, strategies for incorporating world current events into the curriculum, and opportunities for students at the elementary and secondary levels to become directly involved in helping to solve global problems such as poverty, lack of educational resources, and environmental degradation.

The Midwest Global Educators Conference, the third in the series, brought 100 educators to the University of Minnesota in October 2005. This conference featured a panel of experts on the Middle East, who spoke on the topic of "Current Issues in the U.S. Role in the World." Two other speakers introduced resources for human rights education available at the University of Minnesota and described the Global Educator Certificate Program administered by the University of Wisconsin at Oshkosh.

For more information and a list of upcoming conferences, visit the Americans for Informed Democracy web site, www.aidemocracy.org.

Críticas, the only U.S. magazine in English devoted exclusively to the Spanish-language publishing market, has launched a brand-new and improved web site at www.criticasmagazine.com and a twice-monthly newsletter, *Críticas Connection*. The site launched August 17, 2005, via promotion to the more than 5,000 people who had signed up for the free newsletter.

The new [criticasmagazine.com](http://www.criticasmagazine.com), which is updated monthly, offers a searchable review database, full access to *Críticas*'s Spanish-Language Publishing Marketplace Directory, the hottest industry news, and monthly bestseller lists for adult fiction and nonfiction, video, and audio. Both the web site and newsletter are free to the public, and registration is not required to access any of the articles, reviews, or archives. Baker & Taylor has signed on as an initial sponsor to the site, offering librarians the option of ordering Spanish-language titles reviewed in *Críticas* directly through criticasmagazine.com.

Two print issues a year—one due out in June for distribution at BEA and ALA, and one in November for the Guadalajara Book Fair—will complement the web site and newsletter. The issues will be distributed as a supplement to *Library*

DiversityBusiness, the nation's leading multicultural business Internet site, today announced the Div500, the sixth annual listing of the nation's top 500 diversity-owned businesses. Ranging in revenue size from \$20 million to over \$2 billion, the companies listed on the Div500 represent the nation's top multicultural earners and challenge the long-held notion that diversity-owned businesses are small or insignificant.

At the top of 2005's Div500 are Software House International, Inc., headquartered in Somerset, New Jersey, with \$2.5 billion in 2004 revenues; Burt Automotive, based in Centennial, Colorado, with \$1.8 billion in 2004 revenues; World Wide Technology, Inc., headquartered in St. Louis, with \$1.4 billion in 2004 revenues; and Omega World Travel, based in Fairfax, Virginia, with \$1.2 billion in 2004 revenues. These four businesses are Asian-Pacific-American-owned, Hispanic-owned, African-American-owned, and woman-owned, respectively. The top companies will be honored at a special awards ceremony at Diversity Business's 6th Annual Multicultural Business Conference, taking place March 29-31, 2006, at the MGM Mirage in Las Vegas, Nevada. For the complete list of the winning companies, go to www.diversitybusiness.com.

Teens, regardless of race, are serious about their financial management, with 88 percent focused on saving money they earn or receive as gifts. Recently revealed as part of a national study by **FIND/SVP**, a provider of customized business research and analysis, this overwhelming majority held true across all races, with Asian teens, approximately 93 percent, being most likely to save their money for the

future.

FIND/SVP's study asked 300 teens in September 2005 several questions about their spending habits and opinions regarding various financial products and services. Some additional findings included:

- Asian teens were the largest savers for their education at 44 percent; overall 36 percent of teens said they are saving for college.

- Of those who have credit cards in their name, 70 percent said they have one card and 22 percent said they have two cards. Hispanic teens topped the list, with 37 percent owning two cards.

- Free checking was the most important service a bank could provide (28 percent), followed by helpful tellers and good customer service (27 percent). Only African-American teens chose helpful tellers/good customer service as the most important service (36 percent).

- Eighty-one percent of teens said they have a savings account, with 40 percent having a checking account. Hispanic teens are significantly more likely to have a checking account than African-American and Asian teens.

- Eighty-six percent of teens said a celebrity spokesperson would not influence their decision to use a specific credit card or bank.


The study also addresses how teens plan to pay for college and retirement as well as who they turn to for financial advice. For more information about the study, contact Lorne Fisher at FIND/SVP, (954) 258-1786.

Fortress Press is pleased to announce that Donald E. Messer, author of *Breaking the Conspiracy of Silence: Christian Churches and the Global AIDS Crisis*, was awarded a Lifetime

JAMES T. CAMPBELL
MIDDLE PASSAGES
 AFRICAN-AMERICAN JOURNEYS TO AFRICA, 1787-2005

Over the last two centuries, thousands of African Americans, including leading intellectual and political figures such as Langston Hughes, W. E. B. Du Bois, Richard Wright, Martin Luther King, Jr., Malcolm X, and Maya Angelou, have embarked on journeys of personal discovery to their ancestral continent. In a groundbreaking history of black American encounters with Africa, James T. Campbell uses these stories to explore African Americans' ever-changing relationship with Africa and, by extension, their complex, often painful, relationship with the United States.

The Penguin Press 352 pp. \$29.95
 1-59027-083-1 Available May 2006



MARSHALL FRADY
MARTIN LUTHER KING, JR.
 A PENGUIN LIVES BIOGRAPHY

"Commendable...an excellent introduction to that man who was King."—*Los Angeles Times*.

Penguin 276 pp. 0-14-396075-1 \$15.00

MARY SEACOLE
WONDERFUL ADVENTURES OF MRS SEACOLE IN MANY LANDS

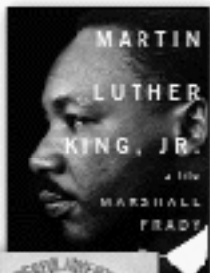


Edited with an Introduction and Notes by Sara Solih. One of the most significant works in black British literary history, this 1857 autobiography tells the story of a Jamaican woman whose fame rivaled Florence Nightingale's during the Crimean War.

Penguin Classics 188 pp. 0-14-043902-1 \$15.00

JOHN McWHORTER
WINNING THE RACE
 BEYOND THE CRISIS IN BLACK AMERICA

Argues that the accepted explanations for the rise in inner city black poverty—deindustrialization, slum clearance, redlining—do not account for the facts.

Gotham 302 pp. 1-550-40199-0 \$27.50

PENGUIN GROUP (USA) Academic Marketing Department, 375 Hudson St., NY, NY 10014 www.penguin.com/academic

Achievement Award on Friday, October 20, 2005, at the fifth International Conference on AIDS INDIA in Chennai, India.

Messer is Henry White Warren Professor of Practical Theology and President Emeritus at The Iliff School of Theology in Denver, where he directs the Center for the Church and Global AIDS.

In *Breaking the Conspiracy of Silence*, Messer draws on his own involvement in global AIDS education in Asia, Latin America, and Africa, using stories, basic factual information, and theological insights to motivate lay and clerical Christians to assume leadership and form partnerships with Christians around the world in this struggle. He shows how churches can partner with ecumenical organizations, relief agencies, volunteer mission programs, health care programs, and other agencies to engage global AIDS directly and effectively.

For further information about Messer and his work with AIDS and hunger, visit www.endinghungernow.org. For more information about the book and its publisher, visit the Fortress Press web site, www.augsburgfortress.org.

Graywolf Press is delighted to announce that poets Thomas Sayers Ellis and Tracy K. Smith are recipients of the 2005 Whiting Writers Awards for emerging writers. The awards have been given annually since 1985 to emerging writers of exceptional talent and promise.

Since its inception in 1985, the program has awarded more than \$5 million to 210 poets, fiction and nonfiction writers, and playwrights. Among the past recipients who have later achieved prominence in their field are Jonathan Franzen, William T. Vollman, Mary Karr, Colson Whitehead, Tony Kushner, Jeffrey Eugenides, August Wilson, Jorie Graham, Cristina Garcia, and Suzan-Lori Parks.

Ellis is the author of *The Maverick Room*, a collection of poems that reflect the vernacular of the African-American street. Smith's first book of poetry, *The Body's Question*, builds on the African-American gospel tradition as well as the language and experiences of Latina women in the southwestern United States. For more information about these and other Graywolf Press titles, visit the publisher's web site, www.graywolfpress.org.

On the heels of celebrating its thirtieth anniversary in 2004, **Heyday Books** announced a merger with its nonprofit wing, the Clapperstick Institute, to become the nonprofit 501(c)(3) Heyday Institute. Founded in 1974 by Malcolm Margolin to publish books on the culture and history of California, both pre- and post-European arrival, Heyday now boasts 15 employees, over 100 titles in print, and two magazines—*Bay Nature* and *News from Native California*. The publisher's nonprofit status will help it become a cultural organization for which books are more than the making of a product; they are the platform from which the publisher and its authors can speak and educate. In addition, Heyday will be able to expand the partnerships it has forged with many of the state's leading cultural institutions, such as the California Historical Society, the California Council for the Humanities, and the Bancroft Library at the University of California. For more information and to become a supporter of Heyday, contact the publisher at P. O. Box 9145, Berkeley, CA 94709 or visit its web site at www.heydaybooks.com.

iEARN (International Education and Resource Network), the world's largest online network of teachers

and students in primary and secondary schools, announces the Young Scientists Tsunami Collaboration, a project that involves students in Malaysia, Thailand, Indonesia, and the United States. Funded by the United States Oceans Bureau of the U.S. Department of State and U.S. embassies abroad, the project focuses on the science of tsunamis, including the role of science and technology in disaster relief, preparedness efforts, and examinations of the effects of tsunamis on the environment. The project strengthens the scientific and technological capabilities of youth in these countries while promoting cooperation in areas of mutual interest for peaceful purposes.

The project will be conducted in two parts. In the first, iEARN will create a new, specific online professional development course to provide expertise and support for science teachers involved in this initiative. The course will go into depth on how to use different types of technologies to enable students to interact. After completing the course, educators in the four countries will involve their students in direct interaction online with peers in the other participating countries. Together they will develop an activity related to the science of tsunami on which to work collaboratively with their students across the globe.

iEARN-USA is currently recruiting interested American high school science teachers to work with peers in Malaysia, Indonesia, and Thailand. The language of the project will be English. This project may be factored into science and geography classes or be implemented as an after-school and community program. The results of the project will be presented by teachers at the July 2006 iEARN International Conference in the Netherlands. If interested, please contact Christine Habib, director of government programs, at chabib@us.earn.org.

Those interested in learning about other Natural Disaster Projects that iEARN has facilitated should check out the Natural Disaster Summit (<http://ndys.earn.jp/eng.html>) and Project H.O.P.E. (www.earn.org/tsunami_relief.html).

iEARN is also pleased to announce that the Washington Association of Foreign Language Teachers (WAFLT) has selected it as the recipient of the Creative Innovation Certificate. This certificate is presented to a person or persons who have developed and used innovative methods of teaching in the world language classroom. This could include creative means for teaching second language conversation, inventive ideas for instructing students in culture and multicultural awareness, or new and effective methods for developing second language reading and writing skills. The nonprofit iEARN connects K–12 classes among 115 countries to enable students to collaborate on educational projects in 32 languages. As the world's largest educational network of primary and secondary schools, iEARN enables approximately 2 million students to engage in collaborative project work every day.

The award was presented at the World Languages Conference in Spokane, Washington, October 13–15, 2005. For more information on how students can work online with native speakers in curriculum-based educational projects, contact Christine Robinson, crobinson@us.earn.org or visit the iEARN-USA web site, www.us.earn.org.

The **International Indigenous Business and Entrepreneurship Conference** has been scheduled for June 19–22, 2006, in Albuquerque, New Mexico. The theme will be "Fostering Indigenous Entrepreneurship."

The conference is designed for academicians, business professionals, government, NGOs, students, and anyone interested in learning and sharing experiences pertaining to Indigenous entrepreneurship and economic development. A key element of the conference is an International Indigenous Business Expo in which Indigenous business people, entrepreneurs, communities, and regions can showcase their experience, products, tourism, and more. Also featured is IndigeNOW, an international evening of contemporary Indigenous music.

Sandia Pueblo's new Resort and Casino is hosting the conference. Please visit <http://iibec.mgt.unm.edu> for registration forms, sponsorship opportunities, and reservation information for staying at this new tribally owned resort.

In October 2005 the **Lexington Institute** unveiled the first-ever study comparing how New York—and six other high-immigration states—are responding to No Child Left Behind (NCLB) requirements affecting English Language Learners. The study found that NCLB is having a positive effect on how immigrant students are taught in New York's classrooms.

However, not all new state tests are having the expected results. New York's widely heralded new NYSESLAT assessment surprised many observers when student performance was sharply off its mark in the test's first year.

The study also found that most states do a significantly better job of measuring English fluency and tracking students' progress toward fluency as a result of NCLB. Further, most English instruction programs are now making substantially more progress when it comes to teaching English than before NCLB was passed.

In addition to New York, the paper analyzes the six other states with the largest populations of English learners: Florida, Illinois, California, Massachusetts, Arizona, and Texas. It details in a side-by-side comparison what each state has done to comply with NCLB, and how successful those changes have been. The study, "Making Uneven Strides: State Standards for Achieving English Language Proficiency Under the No Child Left Behind Act," is authored by Christine Rossell, one of the nation's most prominent experts on English language learning and a professor at Boston University.

The report focuses on a linchpin of the NCLB law—its rigorous accountability system for students' academic progress. The study also critiques how NCLB regulates the formulas that each state uses to measure student achievement. It reviews NCLB's requirements side by side with real results to date, pointing out which states are likely to meet NCLB goals in the coming years and which are not. Finally, the study offers policy makers a detailed blueprint for improving these formulas to make the requirements fairer for all states.

In November 2005, the Lexington Institute also released a short paper to help school officials and teachers implement English language immersion programs for their immigrant students. The study, "Immersion Not Submersion," focuses on the lessons learned by two very different California school districts. These districts, Orange Unified and Atwater Elementary, have successfully implemented immersion programs and seen their English learners' test scores soar.

In the study, officials at the two districts explain exactly how their programs are designed—and how they learned what

works and what doesn't for English learners. Their insights should prove invaluable to teachers and school officials seeking a real-world understanding of how a successful structured immersion program works.

The study found certain key factors in creating a successful immersion program:

- offering a multi-tiered program in which students move up the ladder of fluency from beginner to intermediate to advanced.
- making English the language of instruction in the classroom, and using Spanish (or any other native language) only when necessary to explain assignments.
- ending segregation and mixing English learners with fluent speakers wherever possible.
- continuing support after students enter the mainstream.

Both studies are available online at: www.lexingtoninstitute.org.

On September 29, 2005, the National Trust for Historic Preservation presented its prestigious Board of Advisors Honor Award to the **Monroe School/Brown v. Board of Education National Historic Site** in Topeka, Kansas. This project was one of 22 award winners honored by the National Trust during its week long 2005 National Preservation Conference in Portland, Oregon.

Topeka's Monroe School, built in 1926, was one of the city's four all-black elementary schools. Parents of several Monroe students were plaintiffs in one of the five school desegregation lawsuits that were combined into the landmark *Brown v. Board of Education* case. The U.S. Supreme Court's 1954 decision in the *Brown* case struck down the "separate but equal" doctrine and gained the school a permanent place in American history.

Amid the changes that followed the ruling, Monroe School might have been lost had it not been for the Brown Foundation led by Cheryl Brown Henderson—a daughter of the lead plaintiff and case namesake Oliver L. Brown. Henderson formed the Brown Foundation to carry on the effort toward educational equality. The foundation sought to use the building as a venue for interpreting the story of school integration. Its efforts came to fruition in 1990 when the Kansas congressional delegation introduced legislation to establish the site as a unit of the National Park Service. In the interim, the Trust for Public Land purchased Monroe School, and the National Park Service designated the building as a National Historic Landmark by the federal government.

After obtaining title to the school, the National Park Service, in conjunction with the Brown Foundation, began planning the building's restoration and interpretive mission. Monroe School was eventually turned into a public gallery in which multimedia exhibits offer a variety of approaches to educating visitors about race and the struggle for equality in America. Today, virtual-reality exhibits illustrate the racial prejudice and hatred that were prevalent during the early days of the civil rights movement. More traditional wall panel displays provide a time line of significant events from slavery to the modern era.

Dedication of the restored Monroe Elementary School, now officially known as the Brown v. Board of Education National Historic Site, was celebrated on May 17, 2004—the fiftieth anniversary of the Supreme Court decision.

Princeton University Press announces that *Colormute: Race Talk Dilemmas in an American School*, by Mica Pollock, was chosen as the winner of the 2005 Outstanding Book Award by the American Educational Research Association. Viewing "race talk" through the lens of a California high school and district, *Colormute* draws on three years of ethnographic research on everyday race labeling in education. It discusses how both using and anxiously suppressing race words can also cause educators to reproduce the racial inequalities they are trying to avoid. The award-winning book, published in hardcover in 2004, is now available in a paperback edition (ISBN 0-691-12395-0) for \$19.95.


Four years after it began, **SAGE Publications'** "Books for Schools" program is still successfully helping educational institutions from Aberdeen to India and from Bristol to South Africa purchase new books for their students.

"Books for Schools" is a charitable initiative started by SAGE Publications' UK office in 2002. Each year, SAGE's London staff is invited to nominate a school to receive cash to buy books for its school library. The number of schools participating in the initiative currently stands at 15, but with the increased participation of SAGE staff, the company hopes to increase that number to 20 schools in 2006.

The initiative was created to support education at all levels and to provide a link between SAGE staff and schools in local and global communities where there is a need for

more promotion of reading and literacy. For additional information about the program, contact SAGE Publications, 2455 Teller Road, Thousand Oaks, CA 91320; web site: www.sagepublications.com.

Teaching for Change's most recent catalog highlights the Dominican Republic with *Caribbean Connections: The Dominican Republic*, produced by the Council on Latin American and Iberian Studies at Yale with a grant from the U.S. Department of Education. The 272-page book, with a 72-page supplement in Spanish, features essays on the history and culture of the Dominican Republic and of Dominican immigrants to the United States. Among other new titles distributed by the progressive Teaching for Change organization in 2005 are *Rethinking Mathematics* (published by the Rethinking Schools collective), the documentaries *The Corporation* and *Fear and Learning at Hoover Elementary*, and *Passing It On: A Memoir* by Yuri Kochiyama.

Teaching for Change also announces the opening of its bookstore in the new Busboys & Poets progressive café, restaurant, and performance space in Washington, D.C. For more information and to receive a free catalogue, contact Teaching for Change, P. O. Box 73038, Washington, DC 20056-3038; phone: (800) 763-9131; visit the bookstore at the corner of 14th and V Streets, NW; or go online to www.teachingforchange.org. 

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Aleut Story - In the throes of World War II, Aleut-Americans were taken from their homes and placed in government camps. In this little known struggle for civil rights, the Aleuts joined Japanese-Americans in seeking justice



Homeland: Four Portraits of Native Action - From Alaska to Maine, Montana to New Mexico, Native American activists dedicated to protecting Indian lands against environmental hazards preserve their sovereignty and ensure the cultural survival of their peoples



The Native Word: Stories Past and Present - Historic Oneida journals from the 1930s Wisconsin come to life, Oklahoma boasts the oldest running American Indian radio program, and award winning poet/musician Joy Harjo reveals a glimpse of her world



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