

The Anti-Defamation League (ADL) is launching Making Diversity Count: An Online Anti-Bias Course for Educators, a new groundbreaking online educational initiative to combat bias and promote respect. From August 28 to October 27, 2006, the pilot phase of Making Diversity Count will be offered free to any secondary teacher/administrator in a grade 9–12 school setting.

Via video segments, an online journal, links to experts, and standards-based curriculum tools, Making Diversity Count will provide the tools to successfully prevent and challenge bias in the classroom, as well as build safe, respectful schools for all students.

Making Diversity Count has been created by leading diversity educators and experts involved in high school, university, state, and national realms. Participants can receive Continuing Education Units (CEUs), or their equivalent, for participation, granted by the University of Massachusetts, Amherst.

For more information, contact Melissa Morgan at 562-773-4619 or mmorgan@adl.org.

Gender stereotypes hurt everyone. Girls tend to stifle their opinions, and boys tend to stifle their emotions, in order to be socially acceptable. This can lead to lowered self-esteem, eating disorders, learning difficulties, depression, and suicide.

The Brave Girls and Strong Women Book List, assembled by author and librarian Jyotsna “Jo” Sreenivasan (<http://members.aol.com/brvgirls>), features over 70 little-known titles—all from small publishers—that are empowering for girls.

The site also features a section to help boys break through gender stereotypes, including suggested reading for boys and books for adults who care for boys.

This information is useful for parents, teachers, and librarians who are looking for little-known books to help kids see outside the prevalent gender stereotypes.

In addition, the site offers books for adults to help both girls and boys develop to their full potential, free study guides for some books, links to relevant organizations, and more.

ChildCare Education Institute (CCEI), a national online university dedicated exclusively to the child care industry, announces the release of the Spanish version of the online Child Development Associate (CDA) course of study and over 150 professional development online licensing courses, all in Spanish.

These programs will provide the child care industry with comprehensive course options for the professional development of teachers and staff. The CDA includes 120 hours of course content, which will give the student, upon satisfactory completion, the necessary course prerequisites to pursue their CDA credential from the Council for Professional Development in Washington, D.C. The program is supported by a bilingual education coach, as well as a Spanish supplemental textbook. The CDA is also eligible for college credit toward an Early

Childhood AA degree through a dual enrollment program with the University of Cincinnati’s Distance Learning Early Childhood Department.

In an effort to support more early childhood educational and professional development opportunities in the Hispanic/Latino community, CCEI is also announcing the creation of the National Hispanic Quality Rewards Scholarship Program. These scholarships will be granted to various early childhood associations throughout the United States and Puerto Rico, including the National Head Start Association. The first 25 awards were presented to the National Head Start Seasonal and Migrant Workers Association at the recent NHSA conference in Detroit.

For more information contact, Debbie Johnston, vice president of professional development, (800) 499-9907, or go online at www.cceionline.com.

Publishers are invited to nominate titles for the 2007 Children’s Africana Book Awards. The awards are presented annually to the authors and illustrators of the best children’s books on Africa published or republished in the United States. The awards were created by the African Studies Association (ASA) to encourage the publication and use of accurate, balanced children’s materials about Africa. The awards are presented in two categories: Young Children and Older Readers. Since 1991 forty-four books have been recognized.

To learn more about these awards and where nominated titles should be sent, please visit www.AfricaAccessReview.org (click on CABA).

Nominations for the Children’s Africana Book Awards are made directly by publishers, who may nominate as many separate titles for a given year’s competition as they desire. Each book is read and evaluated by African studies scholars. Reviews of nominated titles are posted on the Internet at *H-AfrTeach*, www.hnet.msu.edu/reviews, and *Africa Access Review*, www.AfricaAccessReview.org. Printed reviews will be published in *Sankofa: A Journal of African Children’s and Young Adult Books*, <http://jewel.morgan.edu/~english/sankofa/index.html>, and *MultiCultural Review*.

“Best Practices in Multicultural Education: PK-12 and Higher Education” is the theme of the 11th Annual Connecticut Conference on Multicultural Education, to be held October 16, 2006, at the Hartford Marriott in Farmington, Connecticut. The keynote speaker is Kevin Jennings, executive director of the Gay, Lesbian and Straight Education Network (GLSEN). Among the topics to be covered in the keynote speech and more than 20 workshops are bullying and harassment prevention; ways of reducing racial, ethnic, religious, and economic isolation; exceptional programs that teach tolerance and infuse multicultural education into the curriculum; and working toward more equitable schools and communities. For more information and to register, go to www.state.ct.us/sde, and click on Calendar.

It is common for professors and university administrators to exchange positions temporarily with colleagues at other colleges—even colleagues in other countries. Typically they make arrangements with someone they know. Cass Foster, professor of drama at Central Arizona College in Coolidge, Arizona, has started a free service, EducatorExchange.com, that provides the networking to help facilitate temporary exchanges for those lacking connections.

According to Foster, “What is so unique about us is we not only provide networking, we open up the possibilities to everyone involved in education—faculty, staff, librarians and administrators—from elementary all the way to higher ed.”

Most educators exchange for a term or a semester and some will arrange for only a week or two. For more information, visit www.EducatorExchange.com.

The summer 2007 issue of the online journal Information for Social Change (ISC) will focus on the urgent theme of library and information workers as political actors in times of war, civil war, military occupation, and social conflicts worldwide.

ISC seeks both contemporary and historical submissions that address such topics as:

- Library and information provision during times of war, civil war, military occupation, and social conflict that provide insights and practical strategies for potential library and information projects in regions of conflict worldwide.
- Profiles of library and information workers as participants and interventionists in conflicts, as political actors that offer some new possibilities for strategies of resistance, or that challenge network of military or civil control worldwide.
- Access to library and information provision and the information needs of oppressed peoples for empowerment and emancipation during times of war, revolution, or social conflict worldwide.
- Dissemination of information about inside conflicts to the outside world. Here, ISC is particularly interested in explorations of how to protect the information provider in terms of privacy; confidentiality; freedom of opinion and expression; freedom of thought, conscience, and religion; peaceful assembly and association; and protection from torture or cruel, inhuman, or degrading treatment, or punishment as expressed in the Universal Declaration of Human Rights (1948).

Anyone interested in contributing an article, thought piece, bibliography, review, or other work related to the expressed theme is invited to contact issue coeditors Martyn Lowe, martynlowe@usa.net and Toni Samek, toni.samek@ualberta.ca. The closing date for submission is December 10, 2006. Word limits are negotiable. For more information about ISC, go to www.libr.org/isc.

Submissions are being sought for *The Journal of Praxis in Multicultural Education*, a new peer-reviewed journal published twice a year by the Center for Multicultural Education at the University of Nevada Las Vegas and edited by Porter Lee

Troutman Jr. and R. R. Apache. The journal is committed to publishing manuscripts written by PreK—16 teachers and higher education researchers that embody the true definition of praxis. The journal demonstrates teacher learning through a dialectical union of reflection and action. A panel of multicultural educators and researchers from PreK—16 and higher education will review manuscripts. Manuscripts should focus on research studies highlighting evidence-based best practices that demonstrate improved academic achievement for diverse learners based on formal and nontraditional modes of culturally responsive pedagogy.

The first issue of *The Journal of Praxis in Multicultural Education* appeared in summer 2006. For more information about the journal and detailed submission guidelines, visit the UNLV Center for Multicultural Education web site, www.unlv.edu/faculty/troutman/multicultural/index.html.

Kunati Books is a new Canadian publisher that focuses on first-time authors and controversy, “provocative” voices in fiction and edgy concepts in nonfiction.

Founded by authors, Kunati’s first acquisitions include debut novels in divergent categories, all with “edge.” *bang-BANG* by Lynn Hoffman is a provocative and brilliant attack on both sides of the gun-rights debate. *Shadow of Innocence* by Ric Wasley takes on drugs and the sixties. Other titles in the works include “hilarious romps that jab at everything from race to women’s rights,” according to press co-founder Derek Armstrong.

Kunati Books also accepts submissions from authors by e-mail, with or without an agent. Kunati distributes in both Canada and the United States and supports its authors with traditional advances and royalties. The editors are seeking works with commercial appeal. Six titles are planned for spring 2007 and sixteen for fall 2007.

FAQs and past press releases may be found on the publisher’s web site, www.kunati.com.

Lee & Low Books, the award-winning publisher of multicultural books for children, is pleased to announce the seventh annual New Voices Award. The award will be given for a children’s fiction or nonfiction picture book story by a writer of color. The award winner receives a cash grant of \$1000 and the publisher’s standard publication contract, including the basic advance and royalties for a first-time author. An Honor Award winner will receive a cash grant of \$500. Manuscripts will be accepted from May 1, 2006, through October 31, 2006, and must be postmarked within that period.

Established in 2000, the New Voices Award encourages writers of color to submit their work to a publisher who takes pride in nurturing new talent. Since 1993 more than 65 first-time writers and illustrators have been published. Past winners of the New Voices Award include *The Blue Roses*, winner of the Paterson Prize for Books for Young People; *Janna and the Kings*, an IRA Children’s Book Award Notable; and *Sixteen Years in Sixteen Seconds: The Sammy Lee Story*, a Notable Social Studies Trade book for Young People and a Texas Bluebonnet Masterlist selection. For more information about Lee & Low

Books and rules for the New Voices Award, visit leeandlow.com.

In March 2006 the Lexington Institute released a new study designed to help school officials and educators implement effective English immersion programs for their immigrant students.

This is the second Lexington Institute study to examine the experience of switching from transitional bilingual education to structured English immersion. The study—"Immersion Not Submersion"—focuses on the lessons learned by three California school districts. These districts—Los Angeles Unified School District, Long Beach Unified School District, and Grant Joint Union High School District—have successfully implemented immersion programs and seen their English learners' test scores improve dramatically.

In the study, officials and teachers at the three 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.

Key factors in creating a successful immersion program include making English the language of instruction in the classroom with use of the students' native language only when absolutely necessary to explain assignments, sticking to a structured lesson plan, involving parents and administrators, and finding creative ways of testing students for comprehension.

To learn more, visit the Lexington Institute's web site at www.lexingtoninstitute.org.

Congratulations to Sylva Natalie Manoogian, who received the John Ames Humphry/OCLC/Forest Press Award for her significant contributions in librarianship and community service worldwide. Sylva is doing her doctoral studies in Information Science at the University of California, Los Angeles, and is chair of ALA's EMERT Armenian Librarians and Libraries Information Committee.

Manoogian was recognized during the International Relations Round Table Chair's Program on Monday, June 26, 2006, at the ALA Annual Conference in New Orleans, Louisiana.

In fall 2005 Milet Publishing, a leading bilingual publisher of books for children, relocated its offices from London, England, to Chicago. The move reflects the increasing language diversity of the United States and the growing demand for bilingual books in homes and schools.

Milet features books in more than 30 languages, as well as an award-winning range of artistic children's books in English. Among the bilingual titles featured are ones in Arabic, Bengali, Chinese, French,

German, Italian, Russian, Somali, Spanish, Turkish, Urdu, and Vietnamese. For more information, visit the publisher's web site, www.milet.com.

The National Association for Multicultural Education (NAME) will hold its 16th Annual International Conference in Phoenix, Arizona, from November 8-12, 2006. The theme of the conference is "Honoring Multicultural Communities: Stories and Struggles in a Contested Land." Speakers include James A. Banks, Gloria Ladson-Billings, Eugene Garcia, Philip C. Chinn, Donna M. Gollnick, Carl A. Grant, Christine E. Sleeter, and Paul Kivel. The five-day conference will also feature workshops, exhibits, and presentations of awards to outstanding individuals and institutions that have contributed to multicultural education.

Registration packets may be downloaded from the NAME web site, www.nameorg.org. For more information and to join or donate to the organization, contact NAME's national offices, 5272 River Rd., Suite 430, Bethesda, MD 20816; phone (301) 951-0022; e-mail: name@nameorg.org.

The National Fair Housing Alliance (NFHA) has released its annual "Fair Housing Trends Report," which details the scope of housing discrimination and segregation in the United States and its devastating impact on community capital. The report outlines NFHA's multi-year rental and real estate sales testing investigation, which found blatant discriminatory behavior, including steering and illegal comments about race, national origin, and religion, particularly against Jewish communities. Testing results from metro

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Atlanta; Elmhurst, Illinois; Westchester County, New York; and metro Detroit were released.

For more information, contact the NFHA at www.national-fairhousing.org.

The New Seminary will present an international art exhibit called “Faces of God” on November 16, 2006, at the United Nations headquarters in New York City. The art competition focuses on selfless acts of love and compassion from war zones and communities devastated by floods, earthquakes, tsunamis, and other disasters.

Nine winning submissions will be included in the exhibit, with the artists honored at a reception at the UN.

The New Seminary was founded in 1981 and has ordained close to 2,000 interfaith ministers from around the globe since then. The “Faces of God” exhibit is a diplomatic effort to demonstrate that art and religion can play an effective role in transforming conflict and fostering understanding among communities.

Congratulations to Loriene Roy, who has been elected president of the American Library Association for the 2007–2008 term. As ALA president, Roy will be the chief elected officer for the oldest and largest library organization in the world, established in 1876 and boasting more than 66,000 members. A former ALA councilor-at-large, Roy is a past president of the American Indian Library Association (AILA) and on the steering committee of the 2006 Joint Conference of Librarians of Color conference. A professor at the University of Texas—Austin School of Information, Roy is Anishinabe, enrolled on the White Earth Reservation, a member of the Minnesota Chippewa Tribe.

The 2006 *Skipping Stones* Honor Awards committee is pleased to announce the winners of its 13th Annual Book Awards.

Twenty-five honored books, in four categories, encourage understanding of the world’s diverse cultures, nature, and ecological richness. They promote cooperation, nonviolence, respect for differing viewpoints, and close relationships in human societies. Together, the honored titles offer a great variety of learning experiences for all ages.

Reviews of the 2006 award winners appeared in the summer issue (Volume 18, no. 3) of *Skipping Stones* magazine, released in mid May. The *Skipping Stones* web site, www.SkippingStones.org, offers hyperlinks to winning publishers.

An official announcement of the award winners was made at the 2006 Eugene Multicultural Storytelling Festival in Eugene, Oregon.

The awards were as follows:

Multicultural and International Awareness Books

Beckwith, Kathy. Illus. by Lea Lyon. *Playing War* (Tilbury House)

Demi. Illus. by the author. *Mother Teresa* (Simon & Schuster)

Glover, Vic. *Keeping Heart on Pine Ridge* (Native Voices)

Heydlauff, Lisa. Illus. with photos by Nitin Upadhye. *Going to School in India* (Shakti for Children/Charlesbridge)

Hudson, Wade. Illus. by Sean Qualls. *Powerful Words: More than 200 Years of Extraordinary Writing by African Americans* (Scholastic)

Johnson, Vincent L. Illus. by Linda Crockett. *Of Corn Silk and Black Braids* (Marzetta Books)

Raven, Margot Theis. Illus. by Chris Ellison. *Let Them Play* (Sleeping Bear Press)

Staples, Suzanne Fisher. *Under the Persimmon Tree* (Farrar, Straus & Giroux)

Tal, Eve. *Double Crossing* (Cinco Puntos)

Thong, Roseanne. Illus. by Connie McLennan. *The Wishing Tree* (Shen’s Books)

Williams, Karen Lynn. Illus. by Linda Saport. *Circles of Hope* (Eerdman’s Books for Young Readers)

Winter, Jeanette, illus. by the author. *The Librarian of Basra: A True Story from Iraq* (Harcourt)

Bilingual Spanish/English Books

MacCracken, Joan. Illus. by Augusto Silva. *Trisba & Sula: A Miskito Folktale from Nicaragua/Una leyenda de los Miskitos de Nicaragua* (Tiffin Press)

Ramírez, José. Illus. by Ina Cumpiano. *Quinito’s Neighborhood/El vecindario de Quinito* (Children’s Book Press)

Villaseñor, Victor. Illus. by José Ramírez. *The Frog and His Friends Save Humanity/La rana y sus amigos salvan a la humanidad* (Piñata Books)

Nature and Ecology Books

Cyrus, Kurt. Illus. by the author. *Hotel Deep* (Harcourt)

Fredericks, Anthony. Illus. by Jennifer DiRubbio. *Near One Cattail: Turtles, Logs, and Leaping Frogs* (Dawn Publications)

Iturralde, Edna. Illus. by Pablo Lara. *Un día más y otras historias: Cuentos sobre animales in peligro de extinción* (Alfaguara Infantil)

Love, Donna. Illus. by Joyce M. Turley. *Awesome Ospreys: Fishing Birds of the World* (Mountain Press)

Robinson, Judith R.; Bauer, Joan E.; and Roy, Sankar, eds. *Only the Sea Keeps: Poetry of the Tsunami* (Bayeaux Arts)

Yumei, Damian E. Illus. by Nicole Tamarin. *Little Yellow Pear Tomatoes* (Illumination Arts)

Teaching Resources

Grimaldi, David and Engel, Michael. *Evolution of the Insects* (Cambridge Univ. Press)

Foster, Geoff; Levine, Carol; and Williamson, John G., eds. *A Generation at Risk: The Global Impact of HIV/AIDS on Orphans and Vulnerable Children* (Cambridge Univ. Press)

Lehman, Carolyn. *Strong at the Heart: How It Feels to Heal from Sexual Abuse* (Farrar, Straus & Giroux)


Seale, Doris and Slapin, Beverly, eds. *A Broken Flute: The Native Experience in Books for Children* (AltaMira Press)

In response to the recent protests and student walkouts, Teaching for Change has created a page of resources on teaching about immigration and organizing. This page also features links to information on student rights and free legal

aid. Visit www.teachingforchange.org and click on Teaching About Immigration.

Teaching for Change is also happy to announce a new series on Katrina on its web site. Nationally recognized antiracist, multicultural educator Enid Lee is doing a series of interviews on teaching about Katrina. The first three-part interview ("Part I: When you raise money, raise questions," "Part II: Lessons of history and of hope," and "Part III: Teaching Katrina and meeting NCLB standards") is posted online. Visit www.teachingforchange.org and click on Teaching About Katrina.

The University of Minnesota Press is pleased to announce that Thomas Glave's *Words to Our Now* won the nonfiction award at the 18th annual Lambda Literary Awards held May 18, 2006, at the Equality Forum at the Human Rights Campaign in Washington, D.C. The Lambda Literary Foundation is the country's leading organization for LGBT literature. In *Words to Our Now's* essays, Glave draws on his experiences as a politically committed, gay Jamaican American to condemn the prejudices and inhumanities that persist in the United States and elsewhere.

For more information on this and other University of Minnesota Press titles, visit the publisher's web site, www.upress.umn.edu. 



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