

In October 2003 the **Advancement Project** initiated a series of monthly tip sheets to reporters in an effort to keep them informed of the latest newsworthy happenings in the areas of education, voter empowerment, policing, and racial and social justice issues. The inaugural issue offered three briefings, on the new SAT, educational opportunities for undocumented immigrant students, and a conference in November 2003 titled "Claim Democracy: Securing, Enhancing, and Exercising the Power of the Right to Vote."

Advancement Project is a national policy and legal action organization that creates strategies for achieving universal opportunity and a racially just democracy. With offices in Washington, D.C., and Los Angeles, it supports organized communities in their struggles for racial and social justice by providing legal, policy, and communications expertise.

For more information, contact Sabrina Williams at (202) 728-9557; e-mail: swilliams@advancementproject.org; web site: www.advancementproject.org.

With a large, powerful web site, the **African American Registry** is a nonprofit organization dedicated to education on black history. The web site, which debuted in 2000, has now been expanded and offers a database of reference articles and time lines for more than 400 years of African-American history. Visitors can search by date, category, or keyword; there is a special section entitled "What Happened on Your Birthday?" The "Support a School" area directs visitors to ways in which they can preserve and teach black history in their school or community. There are also 60-second radio clips of stories from African-American history, a database of poems and song lyrics, and a store with history-related products. The African American Registry is at www.aaregistry.com. For more information, call (612) 822-6831 or e-mail info@aaregistry.com.

CRIZMAC, a distributor of art and cultural education materials, now offers to school districts, museums, and organizations across the country a group of workshops designed especially for educators and students. With 12 presenters and over 20 seminar topics, CRIZMAC's Speaker Series provides a variety of options for workshops, keynote speakers, staff development days, and classroom visits. Presenters offer seminars that cover cultural diversity, technology, assessment, and integrating art across the curriculum to disciplines including math, social studies, multicultural education, language arts, computer technology, and history. Among the multicultural presenters are Zuni potter Milford Nahohai with a seminar on the art and culture of the Zuni people of the Southwest, Guatemalan-born weaver Juanita Velasco on backstrap loom weaving in Guatemala, Mexican wood carver Zeny Fuentes on Oaxacan woodcarving, and Mexican clay artist Demetrio García Aguilar on Oaxacan ceramic folk art.

To discuss options for workshops or to receive resumes of the speakers, call (800) 913-8555. Information about the Speaker Series is also available at www.crizmac.com.

CRIZMAC also announces its new online newsletter, *Chasqui*. Currently available quarterly, *Chasqui* offers guest features, articles, staff recommendations, and information about new CRIZMAC products. The newsletter is currently soliciting articles, product recommendations, and lessons. All submissions should be 500 words or less. Teachers who have had success with CRIZMAC products are invited to submit photographs from the classroom and samples of student artwork. Contact Pamela@crizmac.com for more details about submission.

The **Democracy Collaborative at the University of Maryland** has issued its report on the inaugural meeting of its advisory board, which took place in September 2002. The report, entitled "Democracy, Diversity, and Voice," sets forth the mission of the four-year-old Democracy Collaborative, an organization of scholars and business and political leaders that seeks to strengthen democratic institutions in the United States and around the world, particularly as they relate to people of color.

The report contains the text of the opening remarks, two sessions, and a closing summary. The session topics are "Research and Activism with Regard to the Civic and Political Engagement of People of Color in the United States" and "Research and Activism with Regard to Economic Democracy." The distinguished commentators include Gar Alperovitz, Rodolfo de la Garza, V. P. Franklin, Divya Kumar, Frances Fox Piven, and Jerome Scott. For more information about the Democracy Collaborative or to obtain a free copy of the report, contact The Democracy Collaborative, 1241 Tawes Hall, University of Maryland, College Park, MD 20742; phone: (301) 405-9266; e-mail: info@democracycollaborative.org; web site: www.democracycollaborative.org.

Graywolf Press is pleased to announce that Vijay Seshadri has won the 2003 James Laughlin Award from the Academy of American Poets for his second collection, *The Long Meadow*, to be published by Graywolf in May 2004. This is the most prestigious award for a second collection of poetry in the United States. Seshadri will receive a \$5,000 cash prize, and the Academy will purchase copies of the finished book for distribution to its members.

Seshadri was born in Bangalore, India, and came to the United States at the age of five. His poems and essays have appeared in a number of literary journals. Graywolf Press published his first poetry collection, *The Wild Kingdom*, in 1996. More information about these and other Graywolf titles are available at the publisher's web site, www.graywolfpress.org.

Greenwood Publishing Group has selected Edward

Gonzalez as the winner of the first Administrator of the Year award. Gonzalez, principal of Martin Luther King Jr. Middle School in Madera, California, was presented with the award by Evan St. Lifer, editor of *School Library Journal*. The awards ceremony was held at the American Jazz Museum in Kansas City, Missouri, during the American Association of School Librarians Conference in November 2003. There, Gonzalez was praised for the positive working relationship that he, as the school's chief administrator, has established with the library media specialist at the school.

The award was cosponsored by Greenwood Publishing Group and *School Library Journal* to highlight the importance of progressive, collaborative school administrators to the long-term success of the school library. Gonzalez was chosen from 300 nationwide nominees and 14 finalists. The two runners-up were Principal Vernon Waltz of Switzerland County High School, Vevay, Indiana, and Superintendent Dale Bowen from Wishkah Valley School District #117, Aberdeen, Washington. At the ceremony Gonzalez received a \$5,000 check to be used exclusively for materials for the King Library. The runners-up each received \$2,500 for their libraries. The winners were also featured in the November 2003 issue of *School Library Journal*.

The **Hispanic Scholarship Fund (HSF)**, the nation's leading organization supporting Hispanic higher education, announced in October 2003 the induction of five individuals into the 2003 HSF Alumni Hall of Fame. The award was established in 2002 to highlight role models for future generations of Hispanic college students and to illustrate the power of higher education.

The HSF Alumni Hall of Fame event celebrates the incredible stories of five Hispanics who, through their accomplishments, contributions, and lifetime challenges, demonstrate the power of higher education and mentorship to change a life and positively impact the world. Each honoree's story illustrates the possibilities offered by higher education and personifies the mission and values of HSF. This year's inductees represent achievers in the academic, medical, government, and arts fields. They are: Judge Alberto R. Gonzales, White House counsel (recognized for lifetime achievement); writer Sergio Troncoso (recognized for achievement early in his career); Carolina Reyes, M.D., assistant professor at UCLA's Geffen School of Medicine and the Cedars-Sinai Medical Center Department of Obstetrics and Gynecology (recognized for "giving back" to the community); Hisauro Garza, Ph.D., director of the Southwest Center for Human Relations Studies at the University of Oklahoma (recognized for persistence in the face of adversity); and Martha Chávez McGivney, director of the Master of Science in Public Policy and Management Program, Carnegie Mellon University (recognized for breaking the cycle of educational underachievement).

HSF is the nation's leading organization supporting Hispanic higher education. Founded in 1975, HSF's vision is to strengthen the country by advancing college education among Latinos, the fastest-growing segment of the U.S. population. In support of its mission to double the rate of Latinos earning college degrees, HSF, a 501(c)3 not-for-profit

organization, provides the Latino community more college scholarships and educational outreach support than any other organization in the country. Headquartered in San Francisco, HSF has opened regional offices in southern and central California, the Northeast, the Southeast, the Midwest, and Texas. In addition, HSF launched the Washington, D.C.-based Hispanic Scholarship Fund Institute to generate public partnerships in support of its work. During its 28-year history, HSF has awarded more than 61,000 scholarships in excess of \$115 million to Latinos from all 50 states, Puerto Rico, and the U.S. Virgin Islands who have attended more than 1,700 colleges and universities. For more information about the scholarship programs and the HSF Alumni Hall of Fame, contact the organization's web site, www.hsf.net.

Initiative on Diversity in Education is a three-day in-service program for teachers in Connecticut and those seeking to teach in the state. Based on a nationally recognized model of multicultural education developed and offered over the past eight years, the program is comprised of four key steps: awareness, knowledge, skills, and action. The program is ideal for teachers and administrators seriously interested in helping students prepare for a diverse world and a global economy.

The professional development course is taught by an experienced educator who is currently involved in issues of diversity, multicultural education, and comprehensive school reform. The highly interactive format utilizes videos, mini-lectures, experiential exercises, and small and large group discussions. Topics include a review of the Thirteen Knowledge Bases required in multicultural education, the National Council for Accreditation in Teacher Education (NCATE) model, and the implications for teacher preparation programs and future Connecticut teacher certification. Each participant will receive an extensive resource book, and time will be set aside for work in a multicultural lesson plan format.

The first three-day session will take place April 27-29, 2004, in Hartford, Connecticut; the registration deadline for that session is April 1, 2004. The second session will take place August 17-19, 2004, at the Mashantucket Pequot Museum & Research Center in Ledyard, Connecticut. The cost for the program is \$45.00.

The program is sponsored by both the Connecticut State Department of Education's Division of Teaching and Learning, Bureau of Certification and Professional Development, and SERC's Initiative on Diversity in Education. For more information, contact Heather Penfield, (860) 632-1485, ext. 263, or visit the web site, www.ctserc.org.

The **International Education and Resource Network (iEARN)** announced in September 2003 the expansion of the BRIDGE Program (Building Respect through Internet Dialogue and Global Education) for a second year through a grant from the U.S. Department of State Bureau for Cultural Affairs and through matching funds made available from iEARN partners. Focused on building links between students and teachers around the world, the continuing funding will allow iEARN to increase the number

of participating countries as well as expand the range of programs offered within each. There will be enhanced support for iEARN programs in Morocco, Tunisia, Algeria, Egypt, the West Bank and Gaza, Jordan, Syria, Lebanon, Kuwait, Saudi Arabia, Oman, the United Arab Emirates, Bahrain, Iraq, Pakistan, Indonesia, Bangladesh, Malaysia, and Nepal through collaborative online projects, professional development, and international exchange opportunities for students and teachers in these countries.

Through iEARN's secure Internet-based discussion forums, the BRIDGE Program will be expanded to provide online exchange opportunities for an additional 20,000 students and teachers from over 300 schools. Building on successes of the first year, the grant provides support for a Mediterranean Regional Conference to be held in July 2004.

iEARN is eager to broaden institutional partnerships with schools, agencies, and organizations engaged in similar or complementary activities. For information on how to participate or to become a partner organization, please visit the BRIDGE Program web site, www.thebridgeproject.org.

Weeks after the jubilant celebration of its 15th anniversary in October 2003, **Just Us Books** announced that its founders, Wade and Cheryl Hudson, were chosen for induction into the International Literary Hall of Fame for Writers of African Descent. The induction ceremony was held at the 13th Annual Gwendolyn Brooks Writers Conference held in Chicago.

Wade and Cheryl Hudson were chosen for the International Literary Hall of Fame based on what the selection committee called "a visible body of work that exemplifies cultural cognizance and literary excellence." Categories for induction include fiction, poetry, journalism, the visual arts, and children's literature—the category for which the Hudsons were selected. The Hudsons join the esteemed company of fellow Hall of Fame members, including Maya Angelou, John Johnson, Walter Mosley, and Carter G. Woodson. In its six-year history, the International Literary Hall of Fame has inducted 117 writers. Along with the Hudsons as this year's inductees were poet Naomi Long Madgett, journalist Herb Boyd, and the late singer/songwriter Nina Simone.

In addition to founding Just Us Books, the Hudsons have written or edited children's books published by Scholastic, Candlewick Books, and Abingdon Press. For more information on Just Us Books and the Hudsons' own current and forthcoming titles, e-mail justusbook@aol.com or visit the press's web site, www.justusbooks.com.

Moon Mountain Publishing is pleased to announce that the African Studies Association has named its picture book *Fatuma's New Cloth* the 2003 winner of the Children's Africana Book Award. Written by Leslie Bulion and illustrated by Nicole Tadgell, the book depicts a young girl in East Africa who journeys with her mother to the village market, where she talks with vendors, shops for a new *kanga* cloth, and learns a valuable lesson about appearances and reality.

The African Studies Association (ASA) is the leading North American learned society promoting African Studies, publishing and distributing scholarly materials on Africa, and

providing information and services to schools, businesses, media, and the community at large. The ASA established the Children's Africana Book Awards through its Outreach Committee "to encourage the publication and use of accurate, balanced children's books on Africa."

Moon Mountain Publishing, located in Kingstown, Rhode Island, is an independent publisher dedicated to producing high quality picture books for children. For more information, visit the web site, www.moonmountainpub.com.

Deaf or hard-of-hearing college graduates are invited to apply to the Professional Fellowship Program at the **National Technical Institute for the Deaf (NTID)**, a college of Rochester Institute of Technology (RIT). This program offers a master's degree in a professional or technical field for free. Fellowship recipients receive a full tuition waiver, free on-campus housing, and a \$15,000 annual stipend as compensation for a career-related part-time job.

Deaf and hard-of-hearing graduate students who apply must be U.S. citizens and be accepted into a two- to three-year master's degree program at RIT to be eligible for this fellowship. An application and other required materials are due to the Professional Fellowship Program selection committee by February 15 for the following September. For more information contact NTID Office of Outreach and Transition Services, (585) 475-2087 (voice/TTY) or e-mail ambnes@rit.edu.

The first and largest technical college in the world for students who are deaf and hard of hearing, NTID, one of eight colleges of RIT, offers educational programs and access and support services to 1,100 students from around the world who study, live, and socialize along with 14,400 hearing students on the RIT campus. For more information about the broader programs of NTID and RIT, visit the web site, www.rit.edu/NTID.

The 2003 **Noma Publishing Award** has been given to Elinor Sisulu's biography *Walter and Albertina Sisulu: In Our Lifetime*, published in 2002 by David Philip Publishers, an imprint of New Africa Books Ltd. of Cape Town, South Africa. This is the third time that David Philip Publishers has won the Noma Award. The author is uniquely placed to tell the story, as journalist, scholar, and daughter-in-law of Walter and Albertina Sisulu. She marries personal engagement and an insider view with the demands of historical scholarship in depicting Walter and Albertina Sisulu's extraordinary courage, fine judgment, and unimpeachable integrity in their struggle for an end to apartheid and the establishment of a multiracial democracy in South Africa.

Established in 1979, the Noma Award is open to African writers and scholars whose work is published in Africa. The \$10,000 (US) prize is given annually for an outstanding new book in any one of these three categories: scholarly books, books for children, or literary works. Books in any of the languages of Africa, indigenous or European, are eligible. The award was founded by the late Shoichi Noma, former president of the Japanese publishing house Kodansha Ltd. Noma died in 1984 after a lifetime of devotion to making books more readily available in developing countries, promoting

readership in those countries, and bridging the gap between North and South. Conscious that book needs are particularly acute in Africa and that encouragement should be given to the publication of works by African writers and scholars within the continent, Noma set up an endowment that has been continued by his daughter, Sawako Noma.

For more information and for a list of past winners, visit the Noma Award web site, www.nomaaward.org.

In November 2003 the **Office of the Americas** celebrated its twentieth anniversary with a dinner honoring actor Danny Glover, Congresswoman Barbara Lee, and historian Howard Zinn. Michelle Shocked provided the musical entertainment. Founded in 1983 and directed by Blase Bonpane, the Office of the Americas initially provided research and advocacy related to U.S. interventions in Central and South America. Since then, the organization has expanded its mission to include the struggle against racism and injustice and support for alternatives to war throughout the world. For more information, contact Office of the Americas, 8124 W. Third St., Suite 202, Los Angeles, CA 90048; phone: (323) 852-9808; e-mail: ooa@igc.org; web site: www.officeoftheamericas.org.

Oyate, a Native organization dedicated to the honest portrayal of Native lives and histories in materials for children and adults, announces the publication of its 2004 catalog. This free catalog lists hundreds of titles available from Oyate, all of which are recommended by the nonprofit organization and its expert reviewers. Titles are arranged alphabetically by author in the categories of Books: Preschool-Up, Magazines and Journals, References, Teacher Guides and Curricula, Videotapes and DVDs, Story Audiotapes and CDs, Music Audiotapes and CDs, Posters, and Oyate's own publications. For each title a suggested age range is given along with the tribal affiliation of each author/illustrator, and annotations ranging from 30 to 150 words provide a useful summary of the content. Materials by noted book creators and storytellers such as Joseph Bruchac, Vine Deloria, Jr., and Simon Ortiz are highlighted in special boxes. The Oyate catalog includes many small press publications and other high quality hard-to-find materials. Guidelines for selecting materials and teaching respect for Native peoples are included in the catalog as well. For more information, contact Oyate, 2702 Mathews St., Berkeley, CA 94702; phone: (510) 848-6700; e-mail: oyate@oyate.org; web site: www.oyate.org.

In 2003 **Putumayo World Music**, whose distinctive music and packaging has earned it millions of fans, celebrated its 10th anniversary with the release of the *Putumayo World Music 10th Anniversary Collection* featuring 24 songs, two music videos, rare photos, a video short of the Putumayo story, and a 52-page booklet in English, Spanish, French, and German. Putumayo World Music was founded in 1993 by Dan Storper and Michael Kraus as an offshoot of the Putumayo clothing company that was started by Storper in 1975 and subsequently sold in 1997.

In association with Black Entertainment Television (BET) and BET Jazz, Putumayo produced an hourlong anniversary special hosted by African star Angelique Kidjo. It featured

exceptional music videos from around the world and aired on BET Jazz in October 2003 and on BET in November 2003. It has also been made available to television networks around the world.

While working closely with record stores and distributors around the world, Putumayo has been a trailblazer in nontraditional marketing. It was the first record label to market world music broadly in cafes, health food stores, museums, bookstores, and gift shops. Currently more than 2,500 specialty retailers in North America and more than 1,000 in Europe, Latin America, Africa, Asia, and Australia sell Putumayo CDs in their stores.

Putumayo World Music can be found on the web at www.putumayo.com, where the complete catalog and additional information about each of the Putumayo initiatives for multicultural teacher training programs is available.

Rethinking Schools, a national publication based in Milwaukee, Wisconsin, is changing from a newspaper format to a magazine, a milestone in its 18-year history. The new format will be traditional magazine size, printed on recycled paper, with multicolored art. It will be easier to store and copy than the old tabloid format and will have a longer shelf life. The magazine will open new venues of circulation, such as bookstores and libraries.

Founded in 1986, *Rethinking Schools* has earned a reputation as the only educational publication edited and published by classroom teachers. It has won awards from the National Association for Multicultural Education, the Education Press Association, and the Milwaukee Teachers Education Association. It boasts subscribers (among them writer Jonathan Kozol, historian Howard Zinn, and the late senator Paul Wellstone) in all 50 states, 10 Canadian provinces, and more than 15 countries. Its web site is visited more than 100,000 times per month and offers magazine archives, book excerpts, and web-only Special Collections on school vouchers, the No Child Left Behind Act, and other critical issues. Its book publishing department has sold almost half a million books.

For more information and subscription rates, call (800) 669-4192 or visit www.rethinkingschools.org.

Teaching for Change is an annual catalog of recommended books and nonprint materials that focus on cultural diversity, equity, and social justice issues from kindergarten through the college level. Included in the fall/winter 2003 catalog are more than 200 titles. New offerings range from a history of Asian Americans geared to high school and general readers to a teaching guide for K-12 classrooms entitled "Putting the Movement Back into Civil Rights Teaching" to the timely video on gun violence *Bowling for Columbine*. Other resources are categorized by subject area: Art & Music; Children's Books & Posters; Gender & Sexuality; Language Arts; Math, Science, and the Environment; Professional Development; and Social Studies. On the whole, Professional Development and Social Studies titles predominate, as do materials for the secondary level and up. For more information and a copy of the free catalog, contact Teaching for Change, P. O. Box 73038, Washington, DC 20056-3038;


phone: (800) 763-9131. The catalog may also be viewed online at www.teachingforchange.org.

The **University of South Carolina Press** is pleased to announce that *Colors of the Robe: Religion, Identity, and Difference* by Ananda Abeysekara was selected to receive the American Academy of Religion's Award for the Best First Book in the History of Religions. Abeysekara received the award on November 22, 2003, at the American Academy of Religion's annual meeting in Atlanta.

Colors of the Robe sheds new light on the Sri Lankan Buddhist universe of ethics and politics and suggests innovative directions for the global study of religion, identity, culture, politics, and violence. The author conducted extensive field research in Sri Lanka and in his study illustrates how different meanings of religious and national concepts come into central view and then fade. For more information on this and other University of South Carolina Press titles, visit the press's web site, www.sc.edu/uscpres.

In June 2003 the **W. E. B. Du Bois Institute for Afro-American Research at Harvard University** published *Freedom on My Mind*, a 77-page volume to celebrate

the life and work of Richard Newman. Newman, a minister and scholar instrumental in the establishment of the Afro-American Studies Department at Harvard, died of a brain tumor one month after the book's publication. Newman served as the Religion Subject Editor of *MultiCultural Review* from 1992 to 1994 and worked closely with *MCR*'s founding editor, Brenda Mitchell-Powell.

Freedom on My Mind includes an introductory essay written by Newman entitled "My Life in African-American Studies" followed by Pamela Pietro's biographical sketch and a "Memoir of a Friendship" by Randall K. Burkett. Most of the volume consists of a bibliography of Newman's books, articles, reviews, and letters dating from 1955 to 2002. There is also an index and a half dozen black-and-white photos from various stages of Newman's life. This well-produced and fitting tribute to a major scholar in religion and black studies is available through the W. E. B. Du Bois Institute for Afro-American Research, 12 Quincy St., Barker Center, Cambridge, MA 02138, www.fas.harvard.edu/~du_bois/. 

ment—▼ from the editor continued from page 4 along with recommended readings that can help other teachers achieve competency with language minority and culturally diverse students. Finally, he draws on his own journey to present two units he developed for older elementary and middle school students, one on south Texas folklore and the other on reflective essay writing.

Patricia Espiritu Halagao's article, "Teaching Filipino-American Students," focuses on cultural competency with another community, one of the fastest-growing immigrant groups in the United States today. Unlike Jupp, who sees himself as a border-crosser offering his experience to other teachers from middle-class Anglo backgrounds, Halagao comes from the community she describes. Currently a professor at the University of Hawaii, she has taught at the K-12 level and worked with Filipino-American educators and artists over the years to develop a list of suggestions for teachers of students who trace their heritage to the Philippines. Some of her suggestions build on core elements of Philippines and Filipino-American culture; for example, she calls on teachers to "build a *bayanihan* or spirit of community in the classroom" that takes advantage of the Filipino-American student's sense of responsibility to the family and community. In other instances, she urges teachers to work with students and families to help them overcome the colonial mindset that perceives their culture as inferior; students should be encouraged to share their ethnic identity, to research the history and contributions of their people, and to "speak their minds." She promotes the arts as a means of helping ordinarily reticent students to express themselves and cites a variety of Filipino-American visual and performing artists as role models in this area.

Role models for a variety of immigrant students may be found through literature. Regular feature writer Patricia

Goldblatt analyzes three books that depict the encounter between immigrant and mainstream cultures in her article "School Is Still the Place: Stories of Immigration and Education." T. C. Boyle's *The Tortilla Curtain* portrays the colonialist relationships between Latino immigrants and their supposedly enlightened Anglo employers in southern California; the short stories in Jhumpa Lahiri's *Interpreter of Maladies* portray the interactions among South Asian immigrant women, their husbands, and their American neighbors; and Zadie Smith's *White Teeth* presents characters in a multicultural London in conflict with each other and with the city's staid, homogenous culture of earlier decades.

Completing this special issue on cultural competency in education is an interview with the noted Puerto Rican poet Martín Espada. Espada, the author of numerous volumes of poetry and the editor of the widely used teaching anthology *Poetry Like Bread*, spoke to librarian Catherine Crohan and me before a reading he gave at Siena College in Loudonville, New York, last March. He talked about growing up in New York City, the role his father played in the development of his political consciousness, the poet's relationship to society in times of war, his use of two languages as a means of expressing his Latino identity, and the rich literary traditions coming out of Spain and Latin America that have influenced Latino writers and readers. His insights offer a direct challenge to teachers like my former colleague and pundits in the media and mainstream society who see Latino culture as inferior and Latinos as a group without a literary heritage. From the actions of students who refused to accept a teacher's belittlement to the work of talented writers like Espada, we see that Latino culture is rich and multidimensional, reflecting a long history of syncretism and struggle. And what is true for Latinos is true for other groups whose cultures and histories are still too often ignored or dismissed. 