

The Barahona Center for the Study of Books in Spanish for Children and Adolescents at California State University San Marcos announces three workshops scheduled for summer 2006.

From June 12 to June 14 the Barahona Center will hold "Current Issues: Books in Spanish for Young Readers." This workshop is an introduction to and analysis of current practices and problems in selecting and using books in Spanish for children and adolescents. Sample topics and activities include a discussion of reader appeal, literary quality, and language issues, and an introduction to the Spanish-language publishing world. The three-day workshop, conducted in English, costs \$115.

"Books and Reading Strategies for Bilingual Students in Grades K-8" is scheduled for June 26-28. This three-day workshop is conducted in English and costs \$115. It will focus on reading, selecting, and using appropriate literature to teach reading strategies to bilingual students. Among the topics considered are selecting appropriate literature for language proficiency, cultural learning style, and reading ability; and reading strategies such as reader's theater, reciprocal questioning, choral reading, the directed listening/reading thinking activity, and responding through the arts. Methods for accelerating vocabulary development and motivating readers will also be demonstrated.

"Books in Spanish for Children and Adolescents/Los libros en español para niños y adolescentes" is a three-day introductory workshop conducted in Spanish, though Spanish-speaking ability is not required to attend. It is scheduled for July 10-12 and costs \$115. The workshop presents quality fiction, nonfiction, and reference books in Spanish for children and adolescents, including different genres, subjects, and countries of publication.

All workshop sessions run from 9:00 a.m. to 3:00 p.m., and students are free to use the resources of the Barahona Center in the afternoons. Enrollment is limited. For more information, contact the Barahona Center for the Study of Books in Spanish for Children and Adolescents, California State University San Marcos, San Marcos, CA 92096-0001; phone: (760) 750-4070.

The Black Caucus of the American Library Association (BCALA) announced the winners of the 2006 BCALA Literary Awards during the Midwinter Conference of the American Library Association in San Antonio in January 2006. The awards, which will be presented at the ALA Annual Conference in New Orleans in June, recognize excellence in adult fiction and nonfiction by African-American authors published in the previous year, a first novel by an African-American writer, and an Outstanding Contribution to Publishing for a scholarly work.

The fiction winner was *Third Girl from the Left* by Martha Southgate (Houghton Mifflin), with honor book citations going to *Snake Walkers* by J. Everett Pruitt (Northland) and *I Got Somebody in Staunton* by William Henry Lewis (HarperCollins/Amistad). *Third Girl from the Left* is about three generations of women in a family brought together by their love of films and the granddaughter's documentary.

The winner in the nonfiction category was *Black Crescent: The Experience and Legacy of African Muslims in the Americas* by Michael A. Gomez (Cambridge University Press), with honor citations given to *Fighting for America: Black Soldiers—the Unsung Heroes of World War II* by Christopher Paul Moore (One World), *Self Taught: African American Education in Slavery and Freedom* by Heather Andrea Williams (University of North Carolina Press), and *Migrating to the Movies: Cinema and Black Urban Modernity* by Jacqueline Stewart (University of California Press).

Denise Nicholas won the First Novelist Award for *Freshwater Road* (Agate), a story set during the Freedom Summer of 1964. For excellence in scholarship, the BCALA Literary Awards Committee presented the Outstanding Contribution to Publishing Citation to Lisa E. Farrington's reference work, *Creating Their Own Image: The History of African-American Women Artists* (Oxford University Press).

El Mensajero is the new newsletter of the Border Health Foundation (BHF). The six-page publication debuted in November 2005.

El Mensajero is designed to raise awareness of HIV/AIDS and other public health issues facing Latinos and migrants, especially those living in Texas, New Mexico, Arizona, and California. Despite its Spanish title, which translates as "the messenger," the newsletter is published in English only. Articles in the first issue cover an AIDS Awareness Day in Tucson, Arizona; prenatal programs for high-risk Latinas; and efforts to assist those with HIV/AIDS displaced by Hurricanes Katrina and Rita.

El Mensajero is published bimonthly by the BHF, 3365 N. Campbell Ave., Suite 141, Tucson, AZ 85719; phone: (877) 749-3727; web site: <http://borderhealthfoundation.org>. The BHF is currently seeking articles for future issues on topics related to HIV prevention among Latinos and migrants of all ethnic groups in the South and Southwest.

Brainstorm 3000 is pleased to announce that *Freaky Foods from Around the World/Platillos Sorprendientes de Todo el Mundo* was named a Gold Award Winner in the 2005 National Parenting Publications Awards (NAPPA) competition. This distinction recognized *Freaky Foods/Platillos Sorprendientes* as among the best toys, books, DVDs, software, and audio recordings available for children.

The picture book, written by Lorena Moreno Winner and illustrated by Luis Borsan, tells the story of a grandmother who invites her grandson's class over for lunch—and the fare consists of chicken's feet, cow's tongue, rattlesnake, crickets, and other delicacies from cultures throughout the world. The bilingual (English-Spanish) rhymed text presents information in a light-hearted manner, complemented by cartoonlike illustrations.

Brainstorm 3000 is an educational publisher located in Santa Barbara, California. For more information, visit the publisher's web site, www.brainstorm3000.com, or call (805) 562-8601.

The Connecticut State Department of Education Bureau of Educational Equity announces its "Developing

a Multicultural Curriculum” annual summer institute, to take place August 15–17, 2006, at the Mashantucket Pequot Museum & Research Center in Ledyard, Connecticut. This nationally recognized institute on how to implement multicultural education has been offered continually since 1994. Activities will provide participants with the skills and knowledge they need to understand and implement a culturally responsive education program. The institute is designed for early childhood teachers and staff, K–12 teachers and administrators, student teachers, teacher educators, higher education faculty, and members of the school community who want to support a culturally responsive curriculum while working toward eliminating bias and harassment in schools. Participants need not reside or work in the state of Connecticut to apply for the institute.

The three days will follow a model based on four key steps to becoming a multicultural educator: Awareness, Knowledge, Skills, and Action. These steps include awareness of how culture affects teaching and learning, the knowledge we need to be culturally responsive, how to develop a multicultural curriculum, and an individual and organizational action plan. The highly interactive format will utilize videos, mini-lectures, experiential exercises, and small and large group discussions. Each participant will receive an extensive resource book and two bestselling textbooks on multicultural lesson planning and diversity activities for the classroom. Participants will work in class to develop a multicultural lesson plan. The presenters are William A. Howe, past president of the National Association for Multicultural Education (NAME); Joan Edwards, the 2005 Connecticut Multicultural Educator of the Year; Jack Hasegawa, chief of the Bureau of Educational Equity; and Trudie Lamb Richmond, director of public programs at the Mashantucket Pequot Museum & Research Center.

The three-day institute costs \$100.00. Breakfast, lunch, and a museum tour are included. To register online, go to www.aces.k12.ct.us/conferences. The course number is AP188.

The Coretta Scott King Task Force of the Ethnic and Multicultural Information Exchange Round Table (EMIERT) announced the winners of the 2006 Coretta Scott King Awards at the American Library Association’s Midwinter meeting in San Antonio in January 2006. These awards are given annually to outstanding children’s and young adult books written or illustrated by African Americans. The awards will be presented at the Annual Conference in New Orleans in June.

The winner of the Coretta Scott King Award for illustration was Brian Collier, illustrator of *Rosa*, a tribute to the late civil rights activist Rosa Parks. Henry Holt published the book, which was written by acclaimed author Nikki Giovanni. *Rosa* was also named a Caldecott Honor Book for 2006. One Coretta Scott King Honor Book for Illustration was selected—*Brothers in Hope: The Story of the Lost Boys of Sudan*, illustrated by R. Gregory Christie. Mary Williams was the author of this title, published by Lee & Low.

The winner of the Coretta Scott King Author Award was Julius Lester, author of *Day of Tears: A Novel in Dialogue*, published by Hyperion/Jump at the Sun. *Day of Tears* tells the story of the largest auction in U.S. history, which took place in Georgia in 1859, through the invented voices of those present. Three Honor Books for writing were chosen. Tonya Bolden received an honor award for *Maritcha: A Nineteenth Century American Girl*, published by Abrams Books for Young Readers. Nikki Grimes

received honors for *Dark Sons*, published by Hyperion/Jump at the Sun. The third honor award for writing went to poet Marilyn Nelson for *A Wreath for Emmett Till*, illustrated by Philippe Lardy and published by Houghton Mifflin. *A Wreath for Emmett Till* was also named a Michael L. Printz Honor Book, an award given to excellence in literature for young adults.

Jamie Adoff, author of *Jimi & Me* (Hyperion/Jump at the Sun), won the Coretta Scott King/John Steptoe New Talent Award for writing.

DiversityBusiness has declared Lockheed Martin the Top Corporation for Multicultural Business Opportunities of 2005, by a vote of over 500,000 diversity business owners. The honor, extended to another 49 major corporations, is collectively called the Div50. The sixth annual list was produced by DiversityBusiness, the nation’s leading multicultural Business-to-Business (B2B) online portal. The voting business owners based their decisions on such factors as the volume, consistency, and quality of business opportunities granted to women and minority-owned companies. Other large companies at the top of the list are Office Max, BellSouth, Bank of America, Dell, Toyota and Wal-Mart.

The Div50 list has become, by virtue of association, a consumer guide of sorts for women and minority consumers. The list is circulated to over 1,000 organizations that distribute it to their members and associates; it thus reaches millions of consumers every year. Over 500,000 women- and minority-owned businesses, in sectors such as technology, manufacturing, food service, and professional services, had the opportunity to vote in the 2005 online election. The winning companies were honored at a special awards ceremony at DiversityBusiness’s 6th Annual Multicultural Business Conference, taking place March 29 through March 31, 2006, at the MGM Mirage in Las Vegas. A complete list of the winners is available at www.diversitybusiness.com.

Two books from Fortress Press are featured recommendations in a new study guide from the National Council of Churches (NCC) entitled “Eradicating Poverty: A Christian Study Guide on the Millennium Development Goals.” The cited books are *Ending Hunger Now: A Challenge to Persons of Faith*, written by Donald E. Messer and former Senators Bob Dole and George McGovern; and *Breaking the Conspiracy of Silence: Christian Churches and the Global AIDS Crisis* by Donald E. Messer. The 64-page study guide features six sessions for use in adult and teen congregational classes and other settings. Each session focuses on one or more of the NCC’s eight Millennium Development goals to eliminate extreme poverty, hunger, and disease throughout the world.

For more information on Fortress Press or to order the books, visit the publisher’s web site, www.fortresspress.com, or call (800) 328-4648. To order a copy of the study guide, which costs \$7.50, call (800) 889-5733 or e-mail RBray@gbgm-umc.org.

The Gay, Lesbian, Bisexual, Transgendered Round Table (GLBTRT) of the American Library Association has selected the winners of the 2006 Stonewall Book Awards. These awards honor outstanding fiction and nonfiction on the GLBT experience. The winners were announced at the ALA Midwinter meeting in San Antonio in January 2006, and the awards will be presented at the annual meeting in New Orleans in June.

The fiction award, officially titled the Barbara Gittings

Book Award in Literature, was given to Abha Dawesar's *Babyji*. Published by Anchor Books, *Babyji* depicts the complicated sexual liaisons of a 16-year-old girl living in New Delhi, torn between Indian traditions and her desire for liberation and adventure. Honor awards for fiction went to Keith McDermott for *Acqua Calda* (Carroll & Graf), Barry McCrea for *The First Verse* (Carroll & Graf), Richard McCann for *Mother of Sorrows* (Pantheon), and the collection *The Wild Creatures: Collected Stories of Sam D'Allesandro*, edited by Kevin Killian (Suspect Thoughts).

The winner of the nonfiction award, known as the Israel Fishman Book Award for Nonfiction, went to University of San Francisco sociology professor Joshua Gamson for *The Fabulous Sylvester: The Legend, the Music, the 70s in San Francisco*. This biography, published by Henry Holt, goes beyond the life of the popular singer to offer a history of the emergence of San Francisco's unique gay culture. Recipients of honor awards for nonfiction were Tania Katan for *My One Night Stand with Cancer* (Alyson), Matt Houllbrook for *Queer London: Perils and Pleasures in the Sexual Metropolis, 1918—1957* (University of Chicago Press), Neil McKenna for *The Secret Life of Oscar Wilde* (Basic Books), and Larry Kramer for *The Tragedy of Today's Gays* (Penguin/Tarcher).

Graywolf Press is pleased to announce that *Lions Don't Eat Us* by Constance Quarterman Bridges has been chosen as the 2005 winner of the Cave Canem Poetry Prize for the best unpublished manuscript by an African-American poet. The prize has been awarded by the press in conjunction with the Cave Canem Foundation since 1999, and this year's judge was the poet Sonia Sanchez. *Lions Don't Eat Us* will be published by Graywolf in September 2006.

Graywolf Press is an independent, not-for-profit publisher dedicated to the creation and promotion of thoughtful and imaginative contemporary literature essential to a diverse culture. The Cave Canem Foundation is an organization dedicated to nurturing African-American poets and bringing their works to a wider audience.

To help those planning to take the GED exam in Spanish, InterLingua has translated and published on CD-ROMs the excellent GED preparatory series developed by Thomson Peterson's, one of the world's largest educational publishers. Presented in both English and Spanish on mirror image pages, the five-CD-ROM set is the most extensive preparation tool available and offers a combination of detailed explanations written specifically for students who have not opened a textbook in years; numerous illustrations, charts, and tables; exercises and drills; a diagnostic pretest; and full-length practice tests.

Written by teachers who have experience working with GED candidates, and translated by bilingual teachers, the Master the GED (Domine el GED) series not only helps students with math, science, social studies, reading, and writing skills, but it also helps students understand how to take the tests and use the tools, such as calculators, that they're allowed to bring into the exam room.

The full set of CD-ROMs (or downloads) can be purchased for \$129.95 and the individual subject matter CD-ROMs (or downloads) can be purchased for \$29.95 each. For more information or to order, customers can go to InterLingua's web site at www.SpanishGED.org.

A new report, "Unknown' Students on College Campuses:

An Exploratory Analysis," was released in January 2006 by the James Irvine Foundation. Authors of this study explored the dramatic increase in the percentage of college students who do not identify their racial/ethnic background on college admissions forms. Their study examined this group of students at three private California colleges and found that a sizeable portion of them are white. Another large group are multiracial students who select "white" as part of their racial/ethnic identification. The report was released as part of the James Irvine Foundation Campus Diversity Initiative (CDI), coordinated by the Association of American Colleges and Universities (AAC&U) and the Claremont Graduate University (CGU).

The authors, researchers from AAC&U and CGU, examined two independent data sets. The first set, admissions data, was converted into enrollment data upon students' acceptance and matriculation into college. The second set, CIRP (Cooperative Institutional Research Program) Freshman Survey data, was gathered after the students were on campus. While the authors could not compare data at the level of individual students, they found that comparing students by racial/ethnic group across the two data sets yielded important information, especially if the campus experienced high response rates on the CIRP. With one such campus in the study, for example, enrollment data indicated white students to be 42 percent of the total entering cohort, while CIRP data showed white students to comprise between 57 percent and 70 percent of this same cohort. The report ends with a series of recommendations to improve data collection and use at both the campus and federal levels. The authors feel a special sense of urgency around the growing "unknown" population, particularly with regard to its potential effects on the compositional diversity of an institution as well as on the resulting campus climate.

The James Irvine Foundation established the CDI in 2000 to help 28 independent colleges and universities in California strategically address issues of diversity on their campuses. The six-year initiative supports a range of campus activities and institutional changes with the aim of increasing access and success of historically underrepresented students in higher education. To read this and other CDI reports, visit the James Irvine Foundation web site, www.irvine.org/publications/by_topic/education.shtml.

Six new classroom posters from Key Curriculum Press present the inspiring stories of six African-American leaders in mathematics, science, engineering, invention, education, and medicine. Key Curriculum Press produced this set of 16" x 20" posters in collaboration with the Benjamin Banneker Association, Inc., a national nonprofit organization dedicated to mathematics education advocacy and leadership for African-American students. A percentage of poster sales will benefit the association, which celebrates its twentieth anniversary this year.

Besides Banneker, the persons featured are May Edward Chinn, Sarah E. Goode, Evelyn Granville, Elijah McCoy, and Norbert Rillieux. The posters and accompanying booklet go beyond biography to explore the historical and cultural environments in which these individuals lived and the challenges they overcame. For more information or to order the set, which sells for \$29.95, visit www.keypress.com/banneker or www.bannekermath.org.

Teachers at Tulakes Elementary in Oklahoma's Putnam City Schools have access to a new professional development workshop, thanks to a partnership between Oklahoma Education Association, National Education Association (NEA), American Fidelity Assurance Company, and the North Carolina Teacher Academy. The workshop, "A Framework for Understanding Poverty," was created by education expert Dr. Ruby Payne to help teachers develop strategies to increase achievement among students from impoverished backgrounds. Through its nationwide network, NEA linked Tulakes Elementary in Oklahoma to the North Carolina Teacher Academy after teachers in North Carolina schools experienced success in the classroom as a result of gaining a better understanding of the culture of poverty.

Reg Weaver, president of the 2.7-million-member NEA, encourages educators to recognize the importance of understanding the culture of poverty and applauds Tulakes Elementary for the school's ongoing effort to narrow the gaps in academic achievement among students from various socioeconomic backgrounds.

Teachers and other school leaders at Tulakes Elementary began attending training sessions to understand the culture of poverty in January 2006. The North Carolina Teacher Academy trainers facilitated the sessions. The Teacher Academy is a professional development organization for teachers by teachers, established and funded by the North Carolina General Assembly and affiliated with the University of North Carolina. "A Framework for Understanding Poverty" is one of many professional learning opportunities offered by the Teacher Academy. The mission of the academy is to enrich instruction and impact student achievement by supporting the growth and retention of highly qualified teachers through research-based professional development in the areas of school leadership, instructional methodology, core content, and technology.

Today's students can indeed learn how jazz serves as both a cultural mirror of American society and a critical influence on American history with the aid of a new multimedia curriculum, now available from Video Placement Worldwide. *NEA Jazz in the Schools*, produced by Jazz at Lincoln Center in partnership with the National Endowment for the Arts and supported by a grant from the Verizon Foundation, is an exceptional resource for high school teachers of history, social studies, language arts, and music. Students are introduced to all periods and styles of jazz, as well as to musicians like Louis Armstrong and Duke Ellington who made a mark on the music and American culture at large.

NEA Jazz in the Schools meets national curriculum standards in five subject areas: U.S. history, social studies, arts education/music, civics and government, and geography. The DVD and print toolkit is an identical version of the web-based curriculum available online at www.neajazzintheschools.org. It features five flexible units and includes a teacher's guide with teacher tips, cross-curricular activities, and assessment methods, as well as student activities, video footage, musical excerpts, and links to additional resources.

NEA Jazz in the Schools is available free of charge to qualified educators. To review, register, and order a free copy from Video Placement Worldwide, teachers may visit www.vpw.com. Teachers may also send a free fax on school letterhead to (800) 358-5218 or write on school letterhead to Video Placement

Worldwide, 25 Second St. N., Suite 120, St. Petersburg, FL 33701 to request an order form.

Video Placement Worldwide (VPW) specializes in placing free, sponsored educational materials in our nation's classrooms. The organization brings business and education together in a partnership beneficial to both by promoting and distributing free educational materials (videos, CDs, DVDs, workbooks, and posters) that are produced and underwritten by corporations and associations. To date, over 90 percent of public schools in the United States have used materials from VPW.

The biennial conference of the National Conference on Dialogue and Deliberation (NCDD) has been scheduled for August 4–6, 2006, in San Francisco. Pre-conference trainings will take place on August 3. This innovative gathering will bring together dialogue and deliberation practitioners, scholars, trainers, artists, activists, teachers, and students from all of the various streams of practice that exist in this emerging field. The conference includes a plenary session that allows participants to experience large-group dialogue and deliberation methods, workshops in various disciplines and fields, art exhibits and performances, and formal and informal networking opportunities. Registration fees are sliding scale, with more than \$20,000 earmarked for scholarships. The conference is funded in part by the William & Flora Hewlett Foundation, the Whitman Institute, and leading dialogue and deliberation organizations. For registration information and to learn more about the NCDD, visit the organization's web site, www.thataway.org.

The North Carolina Department of Cultural Resources announces the release of the Wilmington Race Riot Report. The report, a product of the Wilmington Race Riot Commission created by the North Carolina legislature in 2000, chronicles the November 1898 riot and coup d'état that replaced the city's elected officeholders with white supremacists and ultimately drove thousands of African-American citizens northward as part of the Great Migration.

The riot, information about which had remained buried for decades, existing only in obscure documents and the memories of the families affected, took the lives of unknown numbers of blacks. Many more lost businesses and well-paid government jobs, and a thriving black middle class disappeared overnight. Wilmington's racial demographics changed forever as a result of the violence.

Lead researcher LeRae Umfleet pored through documents at the Bellamy Mansion, owned by one of the white supremacist leaders, as well as archives at the Lower Cape Fear Historical Society, New Hanover County Public Library, Duke University, East Carolina University, the University of North Carolina at Chapel Hill, and the State Archives of North Carolina. The report documents the building tensions in the community, the conspiracy by white supremacists to take over the local government, and requests for protection from the legitimately elected government to federal authorities. Umfleet also interviewed Wilmington residents to learn their family histories related to the riot.

The report was issued in draft form for comments in December 15, 2005, and the final report was presented to the General Assembly, along with recommendations, in May 2006. It is available at the Department of Cultural Resources web site, www.ncculture.com.

The PRS Group, a publisher of guides on political risks around the world, has released its 2006 catalog for libraries, professors, students, and business executives. In addition to Political Risk Services (yearbook and country forecasts) and International Country Risk Guides for more than 140 countries, the 2006 catalog includes country risk guides for 20 emerging markets—Afghanistan, Belize, Benin, Bhutan, Burundi, Cambodia, Central African Republic, Chad, Comoros, Djibouti, Kyrgyz Republic, Laos, Lesotho, Macedonia, Mauritania, Nepal, Rwanda, Sao Tome & Principe, Swaziland, and Uzbekistan. These guides include risk rankings and economic databanks. The free catalog may be obtained from the PRS Group, 6320 Fly Road, East Syracuse, NY 13057-9358; phone: (315) 431-0511; e-mail: custserv@prsgroup.com.

The Pura Belpré Award Committee, a joint venture of the Association of Library Services to Children (ALSC) and REFORMA, the National Association to Promote Library Services to the Spanish Speaking, announced the winners of the Pura Belpré Awards for children's book writing and illustration at the ALA Midwinter meeting held in San Antonio in January 2006. The awards, given every two years, honor Latino writers and illustrators whose work portrays the Latino cultural experience. The awards will be presented at the ALA Annual Conference in New Orleans in June.

Receiving the award for illustration was Raul Colón, illustrator of *Doña Flor: A Tall Tale About a Giant Woman with a Great Big Heart*, written by Pat Mora and published by Knopf. Three Honor Books for Illustration were selected: *Arroró, Mi Niño: Latino Lullabies and Gentle Games* (Lee & Low), selected and illustrated by Lulu Delacre; *Cesar: ¡Sí, se Puede! Yes, We Can!* (Marshall Cavendish), illustrated by David Díaz and written by Carmen T. Bernier-Grand; and *My Name Is Celia/Me llamo Celia: The Life of Celia Cruz/La vida de Celia Cruz* (Luna Rising), illustrated by Rafael López and written by Monica Brown.

Viola Canales received the writing award for *The Tequila Worm*, the coming-of-age story of a Mexican-American girl in South Texas who makes her way to an exclusive boarding school. The novel was published by Random House. Honor awards for writing went to Carmen T. Bernier-Grand for *Cesar: ¡Sí, se Puede! Yes, We Can!*; Pat Mora for *Doña Flor: A Tall Tale About a Giant Woman with a Great Big Heart*; and Pam Muñoz Ryan for *Becoming Naomi León* (Scholastic).

Salina Bookshelf, a publisher of quality books in Navajo about the Navajo experience, suffered a tragic loss when three staff members—Brian George, Audrey Tsosie, and Melissa Lloyd—were killed in an automobile accident on their way to a conference in Window Rock, Arizona in fall 2005. George, Tsosie, and Lloyd promoted book fairs, attended conferences, and worked hard to make sure that Navajo children would have access to authentic and appealing books about themselves and their heritage. They were steadfast supporters of organizations such as the Navajo Nation Museum, the National Indian Education Association, and the American Indian Library Association.

Although the accident reduced the publisher's staff by half, Salina Bookshelf will continue to publish and distribute Navajo-centered books. For more information and a catalog, contact Salina Bookshelf, 1254 W. University Ave., Suite 130,

Flagstaff, AZ 86001; phone: (877) 527-0070.

The Schneider Family Book Award, administered by the American Library Association, honors the author or illustrator of an outstanding book that expresses the disability experience for child and adolescent audiences. The award is given in three age categories: birth through elementary school, middle school, and high school.

Dad, Jackie, and Me, written by Myron Uhlberg, illustrated by Colin Bootman, and published by Peachtree Press, was chosen in the youngest age category. This book is set in Brooklyn in 1947, in the year Jackie Robinson made baseball history. The narrator, a hearing child of deaf parents, follows Robinson's season along with his father, who identifies with the African-American baseball player's struggles. Kimberly Newton Fusco won the middle school award for *Tending to Grace*, a novel published by Knopf about a young teenager abandoned by her mother who comes to live with her strange, reclusive aunt. The high school award went to Adam Rapp for *Under the Wolf, Under the Dog* (Candlewick), which portrays a troubled 16-year-old boy sent to a therapeutic facility for addicted and suicidal teens following his older brother's gruesome suicide.

In February 2006, the Teachers College Student Press Initiative's Millennium Pearl Project brought together senior citizens from the Bronx and eleventh grade students from the Millennium Art Academy, a New York City public school that has a special focus on issues that affect the elderly. Beginning with the new school year in September, eleventh grade students from the school and elders from the community ranging in age from 67 to 92 worked together on an oral history project. The students interviewed seniors about their lives, with the goal of publishing the results in a book and audio CD that will be used within the New York City Public Schools as a teaching tool. The publication was slated to be released in May by the Student Press Initiative, followed by a live student reading at a Barnes and Noble bookstore in the Bronx.

According to one of the students, "hearing these stories has made me look closer at all of the stereotypes. There is so much about us that's the same, even though our ages are so far apart."

Both the students and the elders have derived a great deal of knowledge and satisfaction from this collaboration and are extremely excited about the final publication. "This project is what makes me get out of bed in the morning," said one of the participating elders.

The Student Press Initiative (SPI) is a program of the Morse Center for the Professional Education of Teachers at Teachers College, Columbia University. The Student Press Initiative is designed to develop, foster, and promote writing across the curriculum through student publication. SPI works at different New York City schools to produce thematic anthologies of student writing. Past publications include *About Face: Portraits of Activism*, a profile of over 30 social activists in New York City written by twelfth graders; *Killing the Sky: Oral Histories from Horizon Academy, Rikers Island*, in which incarcerated youth write their own personal narratives; and *Temporary Identity: How to Survive High School & Other Student Insights*, written by older high school students for incoming students.

Teachers College is the largest graduate school of education in the nation. It is affiliated with Columbia University but is legally and financially independent. Teachers College is dedicated to promoting equity and excellence in education

and overcoming the gap in educational access and achievement between the most and least advantaged groups in this country. For more information about the Millennium Pearl Project and the publication of the oral histories, visit the Teachers College web site, www.tc.columbia.edu.

In honor of the 50th anniversary of the Montgomery Bus Boycott, Teaching for Change has created a special web site section on this critical event in the struggle for civil rights. The information on the site highlights the thousands of people whose sacrifice and courage sustained the 381-day boycott and changed the course of American history as well as the highly skilled organizing crucial to the boycott's success. The site includes lessons (two of which are from *Putting the Movement Back into Civil Rights Teaching*), a mythbusters quiz (based on *Putting the Movement Back into Civil Rights Teaching*), a carefully selected list of books, resources for photos and primary documents, and a list of other recommended web addresses. This special section can be found on the web sites www.teachingforchange.org and www.civilrightsteaching.org.

Teaching for Change is also pleased to announce that *Putting the Movement Back into Civil Rights Teaching* has been selected by the Smithsonian Institution as the core curriculum resource for its traveling exhibit entitled "381 Days: The Montgomery Bus Boycott Story." And Vanjo Productions is distributing the book to educators who attend youth performances of its play, "If This Hat Could Talk: The Untold Stories of Dr. Dorothy Height."

The spring/summer Teaching for Change catalog, the cover illustration of which comes from the Coretta Scott King Award winner and Caldecott Honor Book *Rosa*, is available. The catalog has three new sections—the Montgomery Bus Boycott and the Civil Rights Movement, the Middle East and the Iraq War, and Early Childhood Resources. To obtain the free catalog, contact Teaching for Change, P. O. Box 73038, Washington, DC 20056-3038; phone: (800) 763-9131; web site: www.teachingforchange.org.

The Tretter Collection at the University of Minnesota Libraries announces the publication of the *Tretter Letter*, a newsletter for the Friends of the Tretter Collection. The newsletter, which debuted in January 2006, describes the programs and activities of this archive, which focuses on the history of the Gay, Lesbian, Bisexual, and Transgendered (GLBT) experience from prehistoric times to the present. Currently, the collection contains more than 35,000 items in over 56 languages.

Among the programs and activities profiled in the *Tretter Letter* are outreach efforts on GLBT awareness designed for community fairs and diversity training programs, a presence at the 2005 GLBT Pride-Twin Cities, and a conference on GLBT archives and special collections in May 2006. The newsletter also highlights new acquisitions including Gay Games materials, paintings by GLBT artists, and first editions of classic books by GLBT writers around the world.

To learn more and obtain a newsletter, contact the Tretter Collection, University of Minnesota Libraries, 111 Elmer L. Andersen Library, 222 21st Avenue South, Minneapolis, MN 55455; web site: <http://special.lib.umn.edu/rare/tretter.html>.

Trucker Buddy International is the unique pen pal program matching professional truck drivers with schoolteachers in a partnership for education and fun. A Trucker Buddy gives students a look at the real world through the eyes of truck

drivers, who visit places and see things that they share with the students. Trucker Buddy drivers send postcards, notes, letters, e-mail, or photos to the children in their assigned class. In return, the students write letters to their Trucker Buddy once a month. To get your own Trucker Buddy pen pal, sign up online at www.truckerbuddy.org or call (800) MY-BUDDY. Participation is free.

The University of Wisconsin—Milwaukee announces a new summer online course, "Current Topics in Curriculum & Instruction: Using Children's Literature to Explore Latin American/Latino Cultural Heritage." The course, for three undergraduate or graduate credits, is taught by René Antrop-González, professor of curriculum and instruction, and Julie Kline from the Latin American & Caribbean Studies Department, who has served as chair of the Américas Award committee. The course runs six weeks, from June 26 to August 5, 2006, and costs \$954.50 in-state and \$1,728.35 out-of-state.

This course will focus primarily on children's books that have been recommended by the Américas Award for Children's and Young Adult Literature, sponsored by the national Consortium of Latin American Studies Programs (CLASP). When read and explored as a body, together with supplemental readings/ resources, Américas Award titles offer a unique resource with which to explore Latin America, Caribbean, and U.S. Latino cultures in all their diversity. For more information on course content, contact Julie Kline, jkline@uwm.edu. To register, contact UWM Education Outreach, educout@uwm.edu.

The Vermont Folklife Center's founding director, Jane Beck, was featured on the Hallmark Channel's New Morning program in December 2005 and February 2006. The program highlighted Beck's interviews with Daisy Turner, an African-American woman living in Vermont who was 100 years old when Beck first met her. Beck's interviews with Turner became the foundation of *Daisy and the Doll*, an award-winning children's book written by Michael and Angela Shelf Medearis and illustrated by Larry Johnson.

The Vermont Folklife Center has also made new resource materials available on its web site for *Daisy and the Doll* and its other acclaimed oral-history-based picture book, *Alec's Primer*. The new site, accessible free of charge, offers photos and audio from the interviews, reader activities, classroom applications, and links to other sites of interest to elementary-age students. The web resource will help youngsters tie the stories to larger issues in the history and social life of the United States. For more information, visit the web site, www.vermontfolklifecenter.org/childrens-books, or call (802) 388-4964.

The Young Adult Library Services Association (YALSA) of the American Library Association has named African-American author Jacqueline Woodson the winner of the 2006 Margaret A. Edwards Award for lifetime achievement in writing for young adults. She is the author of more than a dozen acclaimed and award-winning books for preteen and teen readers, including *I Hadn't Meant to Tell You This*, *Lena*, *From the Notebooks of Melanin Sun*, *If You Come Softly*, and *Miracle's Boys*. Most recently, her picture book text for older elementary students, *Show Way*, about a family quilt that once guided the ancestors to freedom and later inspired Woodson's grandmother and aunts in their civil rights struggles, was selected as a 2006 Newbery Honor Book. 