



THE TORCH

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If you've read *Anne Frank: Diary of a Young Girl*, you know the woman in the above pictures. You may not recognize her, but that only seems appropriate, given that Miep Gies never sought recognition for what she did. Last month, she died at age 100.

And just what did Miep Gies do? Gies hid Jews, including the Frank family, during the Holocaust in Holland. She was the main point of contact between the Franks and other families in hiding and the outside world, bringing them food, supplies, and information. Her most notable contribution, however, actually came after the discovery and capture of the Frank family, when she went back to their hidden apartment and collected the pages of Anne Frank's diary. She held them until after the end of the Holocaust and World War II, when she gave them back to Anne's father, Otto Frank.

Of course the diary went on to become an international best-seller. It has been translated into 65 different languages and sold more than 25 million copies worldwide. And the world has Miep Gies to thank for its preservation.

But Miep Gies deserves more. Aiding Jews in Nazi-controlled Holland was an offense punishable by six months in a concentration camp. Too often Nazi retaliation and punishment are used to explain and excuse neutral bystander behavior. Miep Gies and many others showed that individuals were capable of taking action against Nazi Germany.

And Gies continued her work after the Holocaust and the war were over. She continued to speak on the importance of tolerance in our daily lives and was active in disputing claims from Holocaust deniers.



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It's tempting to call Miep Gies a hero; certainly what she did seems heroic. But Gies herself actively avoided such a label, reasoning:

I don't want to be considered a hero. Imagine young people would grow up with the feeling that you have to be a hero to do your human duty. I am afraid nobody would ever help other people, because who is a hero? I was not. I was just an ordinary housewife and secretary.

Of course she's right. To label someone a hero puts their acts and accomplishments up on a pedestal. We think that it will inspire, but it also might act to discourage. It's especially important in working with our students that they all understand that what they do matters, regardless of who they are. They don't need to fall into the "hero" category to make a difference.

The important lesson from the life of Miep Gies should be that anyone and everyone are capable of doing the right thing. And sometimes doing the right thing looks a lot like heroism.

We'll honor Miep Gies by saying that she was no hero. But we don't think she'd disapprove of our saying that the world was a better place because of her, and hope that she'd forgive us for mistaking her moral acts of courage for heroism.

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It's also worth noting that on January 28, Howard Zinn died at age 87. We'll look more closely at his life next month.

Here's what we have for you in this month's edition of *The Torch*:

The Director's Cut: Our newest monthly feature, where our director, Thom Harnett, writes a column. This month he focuses on recent news about harassment policies and the Maine Human Rights Act from Susan Gendron, our State Commissioner of Education.

Civil Rights Teams in Action: Students from Carrabec High School, Brownville and LaGrange Elementary Schools, Carrie Ricker Middle School, and Lewiston Middle School work to make Martin Luther King Day something more than a day off.

Activity Ideas: The recent death of Miep Gies has us wondering: what is heroism?

Pop Culture Winners and Losers: Where else can you possibly read about trailers for upcoming films, ice dancing, and acne treatments?



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FA Issues: School assemblies can be a big show with no impact or an incredibly moving and meaningful experience. How do we get the most out of our school assemblies?

Relevant Resources: No connecting thread with this month's highlighted resources, except that they all qualify as good stuff.

Using Our Website

Upcoming Events: The end of winter and the coming of spring are bringing all kinds of good workshops and conferences to us.

Brandon Baldwin – Newsletter Editor, reachable at brandon.baldwin@maine.gov

This newsletter is written and distributed by the Civil Rights Team Project, a state-wide program under the auspices of the Maine Office of the Attorney General. The mission of the Civil Rights Team Project is to increase the safety of high school, middle school and elementary school students and to reduce the incidence of bias-motivated harassment and violence in schools.

Janet T. Mills—Attorney General

Thomas A. Harnett—Director, Civil Rights Education & Enforcement Unit

Debi Lettre—Civil Rights Project Administrator

Brandon Baldwin—Schools/Curriculum Coordinator



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The Director's Cut *A monthly column from our Director, Thom Harnett:*



Whenever we ask students about the derogatory language they hear in their schools, they invariably mention demeaning language about sexual orientation. Some students, and adults in schools, tell us that phrases like *that's so gay* have become so commonplace that people do not even react to them anymore. We all know how damaging that language can be to gay, lesbian, bisexual, transgender, and questioning youth. But even armed with that knowledge, too many times nobody speaks up at all when those words are spoken. The Civil Rights Team Project (CRTP) has long called for immediate and consistent responses to all hateful language and behaviors in our schools. When we remain silent in the face of such language, we are telling the target, *nobody cares enough about you to speak up for you*, and we are telling those who use derogatory language, *it is okay to talk that way in our schools*. Neither of those messages should ever be communicated in schools.

Susan Gendron, the Commissioner of Education for the State of Maine, recently wrote an Administrative Letter to all superintendents in Maine to remind them of their obligations under the Maine Human Rights Act (MHRA). The MHRA, among other things, protects the rights of all students to receive their education in a climate free from discrimination and harassment. In December of 2005, the MHRA was amended to specifically address, and make illegal, harassment in schools related to sexual orientation. The Commissioner's letter to Maine's superintendents could not be clearer. *Schools have a duty to protect students from harassment by establishing and enforcing anti-harassment policies, educating students and staff in the prevention of harassment, modeling appropriate behavior, monitoring student conduct, and responding quickly to harassment when it occurs.* The Commissioner also made it clear that schools need to update their *anti-discrimination and anti-harassment policies to include sexual orientation*.

The CRTP welcomes the Commissioner's input on this important topic. All schools need to address harassment in a meaningful manner. If a school's anti-harassment policy does not even use the words *sexual orientation* and talk about harassment based on



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sexual orientation, students and others might view the absence of those words as signifying that gay, lesbian, bisexual, transgender, and questioning students are less deserving of being treated with respect and not protected by their school's policies. By calling for the education of students and staff in the prevention of harassment, the letter tells all schools that they must go beyond just having policies and make certain that all staff and students are aware of those policies and the consequences for violating them.

The letter to superintendents gives all civil rights teams a readymade and important project. How well does your team even know its own school's policies? Maybe you don't know them as well as you think. Now is a perfect time to get and review your school's anti-harassment policy:

- Does it cover sexual orientation?
- Does it define sexual orientation? The MHRA defines sexual orientation as *a person's actual or perceived heterosexuality, bisexuality, homosexuality or gender identity or expression*.
- Does the policy treat harassment based on sexual orientation the same as it does harassment based on classes like sex, race, disability and religion?

If the answer to any of these questions is no, then your team should raise these issues with the school's administration. Even if the answer to all of these questions is yes, your team should still take the time to ask what plans your school has for educating students and staff about the school's policy and ask how the school is monitoring harassment so it can be addressed quickly when it occurs. Working together with your school's administration and helping them in their effort to reduce harassment in your school is a great way for your civil rights team to make a difference and earn the respect of your school's administration at the same time.

A complete copy of the Commissioner's letter to all superintendents can be found at:

www.maine.gov/tools/whatsnew/index.php?topic=edu_letters&id=87952&v=article

You may also want to check out a piece we did in the September 2008 edition of *The Torch* on this very topic. Check out our "Report on GLSEN's *The Principal's Perspective*" on pages 1-3.

Making Martin Luther King Day Meaningful

There's a movement to make the Martin Luther King holiday into something more than just a day off. Yes, it's a day where we don't have to work, but that does little to honor the legacy of Dr. King. The movement wants to honor Dr. King by making the holiday into a national day of service. Dr. King once said that "Everyone can be great, because everyone can serve."



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Unfortunately, Mother Nature made it difficult for anyone to offer service on Martin Luther King Day in 2010. A sneaky little storm ended up looking more like a blizzard than the forecasts of light snow. It was the perfect day to stay home, but we didn't.

The special award for travel goes to Carrabec High School, as they made it all the way to Portland. MapQuest estimates that the trip from North Anson to Portland should take one hour and 53 minutes. We're guessing that it probably took longer than that on Martin Luther King Day. But the Carrabec civil rights team was undeterred, and they made it to Portland for the second annual Maine Interfaith Youth Alliance (MEIYA) Martin Luther King Breakfast. Yeah, that's right: they made it for *breakfast*.

How did this seemingly random connection get made? Last year, Pious Ali of the MEIYA made the opposite journey, travelling north from Portland to address students at Carrabec High School. Anyone who has met Pious Ali can understand why the students on the civil rights team were so excited and determined to attend his breakfast event; he is exceptionally charismatic.

And so the students decided, last year, that this was something they wanted to do. They applied for a grant to pay for the bus, organized themselves, and got ready. They were simply too committed to change their plans for a snowstorm.

Good thing. The Carrabec students had a wonderful time, sharing breakfast with a diverse group of students mostly from the Portland area and participating in an engaging workshop with author Anne Sibley O'Brien. (More on her in the "Relevant Resources" section.) At the end of the day, they each left with a complimentary copy of her newest book, *After Gandhi: One Hundred Years of Nonviolent Resistance*. It was well worth the trip.



The Carrabec High School team in Portland, posing with the artistic creations they made in a workshop with local author Anne Sibley O'Brien.



Students from Brownville and LaGrange Elementary Schools working with puppets at the Bangor Mall.



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Students from Brownfield and Marion C. Cook LaGrange Elementary Schools participated in community outreach efforts sponsored by the University of Maine. They were there at the Bangor Mall, using puppets to bring Martin Luther King's "I Have a Dream" speech to life. They also helped younger students use modeling clay to create representations of their own dreams.

This was the first-ever Dr. Martin Luther King Day of Service. We're looking forward to many more!

See the news coverage at:

www.wabi.tv/news/9555/mlk-diversity-day

The civil rights teams from Carrie Ricker and Lewiston Middle Schools joined Thom and I at Bates College for a workshop showcasing what civil rights team do in schools across the state. Thom and I introduced the workshop by offering a brief history of the Civil Rights Team Project and the roles that teams play in schools. We then handed things over to the kids.

The students from Carrie Ricker performed a reader's theater selection on sexual harassment. For those who aren't in the know: reader's theater is essentially theater without the physical. The words, read from a script, constitute the whole thing. And the words coming from the Carrie Ricker civil rights team were read exceptionally well; they clearly were a polished group that had practiced and done this before. Their presentation, self-selected by the students based on what they saw as a relevant issue for their school, was educational and even entertaining.

Students from the Lewiston Middle School civil rights team then unfurled several banners that they had created for the occasion. These attractive and colorful banners featured the LMS student bill of rights, written by the civil rights team in the beginning of the school year. Schools of course focus a lot of attention on rules and regulations: the things student can't do. A student bill of rights, though, reminds us all that students have important rights, and that we all must play a role in securing these rights. LMS students read aloud from the banner such important ideas as "I have a right to be seen as an individual." As they shared some of the other signs and posters they've plastered around the school, it became very clear that the LMS civil rights team is a very *visible* presence there.

Unfortunately, the inclement weather prevented students from Hall-Dale Elementary, Gardiner Area and Mt. Ararat High Schools from participating in this workshop. They were all eager to share some of the things that they've done in their schools, but we're confident that there will be other opportunities.



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It was a wonderful experience watching students from civil rights teams present to an audience of college students and faculty. It shows how important our work really is, and we're already looking forward to putting together a Bates College workshop for 2011.



Students reading? It's reader's theater from the civil rights team at Carrie Ricker Middle School.



The Lewiston Middle School team shows off their student bill of rights.

To all the students who decided to make their Martin Luther King holiday into something more than a day off from school, we salute you! And of course, extra special thanks to all the faculty advisors for their extra dedication in allowing these opportunities for the students on their civil rights teams. BJ Bowden for Brownville and LaGrange, Lucy Rioux for Carrie Ricker, Barbara Benjamin MacManus for Lewiston, and Lisa Savage and Mary Ashe-Hinote for Carrabec: thank you so much!

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And in other news: Whitefield Elementary School just completed their first-ever Diversity Day. We'll feature them more heavily in an upcoming piece about civil rights teams and Diversity Days, but for now you can read this article from the *Kennebec Journal*:

<http://kennebecjournal.maintoday.com/news/local/7369107.html>



Activity Idea: Defining Heroism in Civil Rights



Some words get tossed around and used so loosely that they inevitably lose meaning. *Hero* is in great danger of becoming such a word. We over-apply that word to celebrities, athletes, and politicians who then behave in ways that are less-than heroic.

The recent death of Miep Gies has started some interesting conversations about heroism. When an average, everyday person does the right thing, is it heroic?

This activity is designed to get students thinking about heroism: what it is, what it looks like, and how it applies to civil rights and their lives.

Start with one of two activities:

1A. Give team members about five minutes to write about these words: hero, heroic, heroism. That's it. They can write whatever they want.

At the end of this time, ask and discuss the following questions:

- What is your definition of heroism? What does it mean to be a hero?
- Who are your heroes?
- Who are some people commonly described as heroes? Are they heroes?
- Can anyone be a hero?

or



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1B. Write the words *hero* and *heroism* in the middle of a black/white board or on a piece of chart paper. Draw a circle around it. Ask students what they think of in relation to this word, and incorporate their thoughts into a web. Use the questions listed above as part of #1 to supplement the web.

2. Share this quote from Miep Gies:

I don't want to be considered a hero. Imagine young people would grow up with the feeling that you have to be a hero to do your human duty. I am afraid nobody would ever help other people, because who is a hero? I was not. I was just an ordinary housewife and secretary.

Ask them to respond, and think about the final question from the first part: Can anyone be a hero?

3. Consider the following questions:

- What would define a civil rights hero in this school? What would this person do?
- Would this person be viewed as a hero in the school?
- Is anyone capable of being a civil rights hero here in school?

4. For a culminating activity, students could work to create a clear definition of what it means to be a civil rights hero in school. They can focus on descriptors, but should definitely include some specifics about behaviors and indicators. This could go on a bulletin board, become part of an assembly, or get used as criteria for selecting a monthly or quarterly "Civil Rights Hero of the Month" award. Be creative!

Pop Culture Watch: January

The Pop Culture Watch is where we offer our opinions on what's going on in popular culture from a civil rights perspective!



Zoe Saldana is Tired of Playing Types

In a recent interview with *Complex Magazine*, Zoe Saldana, who played Uhura in *Star Trek* and Neytiri in *Avatar*, took a stand against stereotyped casting in Hollywood.



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When asked what kinds of roles she won't play, Saldana, whose parents are Dominican and Puerto Rican, said:

I have a hard time accepting roles that typecast a culture. I don't need to play Juana, the prostitute from Washington Heights, in every movie. If it's been done before, you don't need my help. Latinos, we're not all pimps or prostitutes, we don't all deal drugs; not everyone in Jamaica smokes weed; not every Middle Easterner is a terrorist. It's boring, offensive, and hurtful. I'm not bitter about it, I'm just saying that I would like to retain accuracy of certain cultures. Some people will do these roles, but I'm fine with being poor.

Yes! And we'd love to see more people in Hollywood voice similar opinions...



***The Bounty Hunter* Looks Bad**

Last month we refused to offer judgment on *The Princess and the Frog* and *Avatar* because we hadn't seen them yet. This month we show no such restraint with *The Bounty Hunter*, coming out this spring.

Why? Because some films are complex in terms of their portrayals of civil rights issues, and deserve our full attention. Others are not.

And it seems pretty obvious from the trailers that *The Bounty Hunter* falls into the latter category of films. Here's the plotline. Woman doesn't show up for mandatory court-date to finalize divorce. Her ex-boyfriend bounty hunter is sent to get her. She resists. He takes her by force. She fights back.

Ignore the plot details for a second. It seems pretty obvious that this film trivializes violence against women, playing it for laughs. And I would bet my right arm that this film ends with the woman and her ex-boyfriend bounty hunter getting back together. If that's the case... then this is really problematic, because it sends out the message that you can force a woman into just about anything if you just try hard enough.

OK... the film isn't even out yet, but the trailer gives us a bad feeling that later this spring there's going to be a really misogynistic film in theaters near you.

You can watch the trailer at the film's official website at: <http://thepursuitbegins.com>



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Russian Ice Dancers' Routine Shows that Good Intentions Aren't Enough

Oksana Domnina and Maxim Shabain want to honor and pay homage to Australia's Aboriginal peoples through an "Aboriginal dance" ice routine. They have specially-designed costumes and music with Aboriginal themes.

So what's the problem? Bev Manton, a Worimi woman writing for the Australian *National Times*, said it best:

For a start, our dance, our ceremony and even how we look is the basis of much of our culture. Our designs and images have evolved over 60,000 years. We're understandably fond of them, and we don't like seeing them ripped off and painted onto someone's body for a sporting contest.

But there are also more modern reasons. For many of us, our culture is all we have left. Our land was taken from us. Many of us lost our wages and savings. Many of us lost our children. Many of us even had our ancestors remains robbed from their graves.

My people have already lost so much. Surely it's not hard to understand why we might fear a loss of control over the parts of our culture that we have managed to hold onto?

Whenever a majority culture appropriates or borrows aspects of a minority culture, we should be skeptical, even when it's done with good intentions. Just because you can get a henna tattoo in Old Orchard Beach, that doesn't mean you're honoring Indian culture.

Some questions I'd like answered:

- Do Domnina and Shabain know any Aboriginal peoples?
- Have they ever been to Australia?
- How much have they studied Aboriginal culture?

Predicted answers: no, no, and not much. They have admitted that the costumes don't represent authentic Aboriginal paint markings, but rather designs that they themselves dreamed up after reading about Aboriginal Australians on the internet.



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Let's hope we don't see this routine at the upcoming Winter Olympics in Vancouver.



Come On, Chris Rock

The American remake of *Death at a Funeral* doesn't come out until April, but the trailer is already playing in theaters. But there's one joke so awful it needs commentary now.

Chris Rock's character is looking into a coffin at the man who is supposed to be his father. It's not. His character says so. The camera looks inside the coffin. It's an Asian man. The Chris Rock character says "You got Jackie Chan in there!"

It's worth noting that the guy in the coffin looks nothing like Jackie Chan. But I guess that all Asians look alike to Chris Rock and the makers of this film. These kinds of jokes offer nothing but deindividuation of a whole group of people. Not funny.

See the trailer at:

www.youtube.com/watch?v=RidTIIvXRM8



Neutrogena Appears to Care about Our Skin... All of Us

I don't remember every detail of adolescence, but I'm pretty sure that I've never been as excited about an acne treatment advertisement as I was when I recently saw an extended ad for Neutrogena's skinID system. It was a virtual rainbow of skin types showcasing how this product helped them achieve clear skin. All skin tones and colors were represented.

Why is this such a big deal? Clearly Neutrogena is smart enough to know that there's money in this: people of all races and ethnic backgrounds get acne. But beauty products



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are notorious for ignoring people of color completely, and so even if it's profit-motivated, at least Neutrogena is doing it.

Then I visited the website. Their original ad campaign starts auspiciously. "We're all different: different skin, different acne, different frustrations." Yeah! They're celebrating diversity (as long as it's clear-skinned diversity, of course).

And it really looks like they have a system that works for anyone. Appreciating diversity makes good business sense. It's time for more companies to understand this.



On the Lanes in Las Vegas

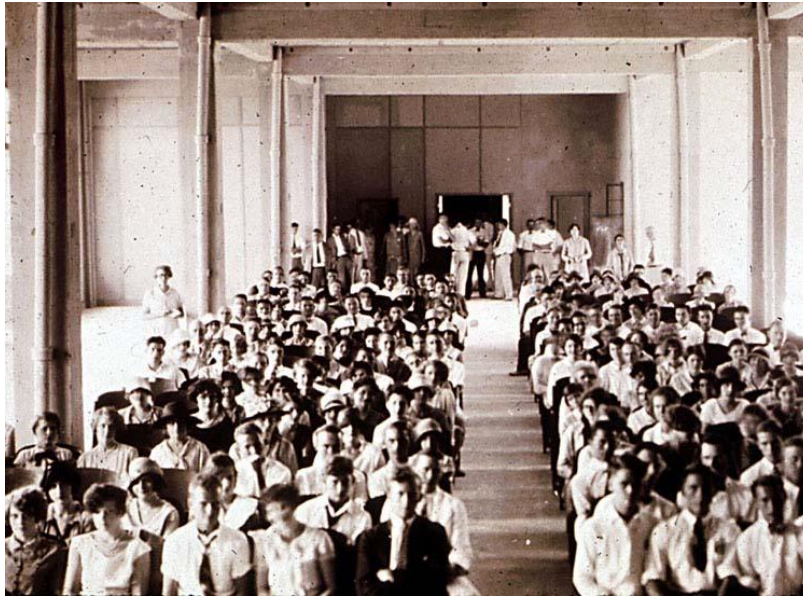
Kelly Kulick won a bowling tournament. It wasn't just any tournament, either. It was a professional tournament, the Tournament of Champions. That's one of the four "Majors", meaning it's a big deal: sponsorships, big prize money, television rights, and top-notch competition.

And oh, yeah: it was a men's tournament. That's right: Kelly Kulick battled the top male bowlers in the world and beat them.

Now let's be clear: she shouldn't be known as a great female bowler. She's a great *bowler*. But she's the first woman to win a Professional Bowling Association Tour event, and there are plenty of bowlers who probably think that women can't compete with men on the lanes. In terms of shattering gender stereotypes, then, Kulick just bowled a strike.



FA Issues: Bang for the Buck with Assemblies



One issue we often grapple with is the effectiveness of the school assembly. We never want civil rights and school climate to become issues that are visited on a yearly basis; the classic “one and done” assembly scenario. The work needs to be ongoing.

But school assemblies have their place. They offer the unique opportunity to signal that something is really important; even important enough to pre-empt the “regular schedule”. The very act of having everyone congregate in one place at one time holds great symbolic and practical value, too. It shows that the content is important enough that it demands a certain level of uniformity; we want *everyone* to get this.

Outside speakers can be valuable, too. They can offer unique perspectives, educational opportunities, and inspiration. These resources may not be available within the walls of your schools. There is also the unique phenomenon, especially with older students, to tune out almost everything the adults in their immediate lives tell them. It doesn't hurt to have them hear from people out there in the “real world”.

So it seems pretty clear that school assemblies can be useless, showy, and simply “time out of class” or something much, much greater. Since civil rights teams often sponsor school assemblies and bring in outside speakers, it's worth asking:

How can we get the most out our school assemblies?



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1. Use these assemblies as opportunities to increase visibility for your team.

You've got the whole school there in one place. Now is the time for the team to do something! It doesn't have to be big. It could be a simple introduction. It could be an explanation for why we're having this assembly and how it relates to what happens in school. It could be a skit or a dramatic poem. It could be anything... but what you want is for the team to show that they're on board, because the team is going to be there the next day. Your outside presenter probably is not.

2. Request an administrative presence.

This just makes sense, but you might not get it if you don't ask for it. Administrative presence sends a message to students *and* staff. It shows that the event and the content are important. It also communicates support.

Even better than administration just being there is having them introduce and/or conclude the assembly. Ideally, they say something to show some level of support. It makes a difference.

3. Keep teachers in the loop.

Offer more information than just date, time, and location. Give information on content. Get a written summary from the presenter and send it around. Teachers can then share that information with students. If you emphasize how important it is, teachers will then be more likely to monitor their students during the assembly, too. You may want to even specifically ask that they do this.

4. Provide follow-up activities.

This might be the most important thing you can do. Large group settings offer the unique opportunity for students to become completely anonymous. Small groups insure that this won't happen. Discussion and activities can do more than simply reinforce the learning; they can make it relevant and real. Advisor groups and homerooms are ideal opportunities for extending the assembly outside the walls of the auditorium, for students *and* adults. It increases the odds of engagement.

Follow-up activities don't need to be complex, either. Free-writing and open discussions sometimes work best. A simply "What did you think?" can lead to incredibly candid and meaningful conversations.

Open-ended questions are great, but sometimes groups need a little more guidance. It's worth asking presenters if they have any recommended follow-up activities they can offer. Another excellent alternative is to have the civil rights team involved in the



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creation and/or implementation of activities. This is another great opportunity to show that the team is active in addressing these issues, even after the guest presenter leaves.

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Of course nothing can guarantee great success with any schoolwide assembly, but done right, they can be of great value. Follow the steps above and you'll greatly increase the odds that your school assemblies will have meaning, even after they're over.

(And of course it's worth noting that we have school assembly options, too, complete with pre- and post-activities! We're more than happy to work with you.)



OK, people... let's talk assemblies! Click on the link following the questions below and weigh in with your opinions.

1. What value do you put on whole-school assemblies?
2. What are some things you, your team, and your school have done to increase the effectiveness and impact of assemblies?
3. What else can we do?

Answer these questions on our discussion forum at:

<http://civilrightsteams.org/mod/forum/discuss.php?d=43>



Relevant Resources: Potpourri

The best category on *Jeopardy!* was, is, and always will be "Potpourri". (And just in writing this I faced the very important question of whether *Jeopardy!* categories should be capitalized. I went with yes.)



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It always seemed like perhaps the writers of the show had stopped trying when they hauled out the Potpourri category: five questions/topics with absolutely nothing in common. But maybe it was really something else: maybe it was just leftover nuggets of brilliance that just had to be on the show, but no one could figure out any other way to work them in.

Well, that's where we are in the Relevant Resources section of *The Torch* this month. Your intrepid editor just can't handle the responsibility of creating a nice theme this month, so we're hauling out the "Potpourri" label. But make no mistake about it: this stuff is good.



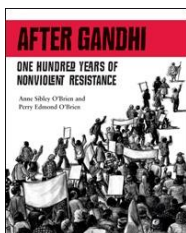
YouTube is doing some interesting stuff right now. And it has nothing to do with cute cats doing crazy things. No, this is YouTube, the actual organization itself. It may seem a bit disingenuous, considering how much online harassment and cyberbullying happens at YouTube. But... these short videos could be useful.

Watch one of them on our Moodle site at:

<http://civilrightsteams.org/mod/book/view.php?id=145&chapterid=106>

Or check out all of the YouTube SafetyCenter content at:

www.youtube.com/user/SafetyCenterVideos



Local author Anne Sibely O'Brien did a workshop at the MEIYA/NAACP Martin Luther King breakfast event, using her book *After Gandhi: One Hundred Years of Nonviolent Resistance*. The book highlights many civil rights heroes we've all heard of, but also some that we have not. It effectively connects the actions of people all across the world, organizing and advocating for what they believe in. And isn't this exactly what we want our civil rights teams to do?

We encourage you to check out this book at: www.annesibleyobrien.com



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The Holocaust Human Rights Center of Maine has some great things going on. The University of Maine at Augusta recently added a minor concentration in Holocaust, Genocide, and Human Rights Studies. They have worked together to bring in guest lecturers. These lectures are available at the UMA website (look for them on the left):

www.uma.edu/hhrs.html

The HHRC is also offering a weekly series of films, roundtable discussions, lectures, and teacher workshops every Wednesday through May 22 focused on Hollywood and the Holocaust. It looks great.

Get the more information, including the full schedule, at:

www.hhrc.uma.edu/events.htm

Upcoming Events:



Every Wednesday in February-April: Series 360: Human Rights from All Angles, Hollywood and the Holocaust

University of Maine in Augusta, Michael Klahr Center

Join the Holocaust and Human Rights Center of Maine for a free series of films, lectures, roundtables, and educator workshop focusing on how the Holocaust is represented in film. The series will run in February, March, and April.



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There is some good stuff here: too much to list all of it. Check out the events schedule and descriptions at:

www.hhrc.uma.edu/events.htm

February 11: USM Martin Luther King Celebration

Portland, USM, Hannaford Lecture Hall in the Abramson Center, 5:00-7:00 pm with a reception beforehand at 4:00

Come and see college and high school students promote the teachings of Martin Luther King through spoken word, dance, and musical performances. The Falmouth High School civil rights team is scheduled to appear!

For more information contact Susan Evans at sevans@usm.maine.edu

February 12: Forum on Malaga Island

Portland, USM, Luther Bonney Hall, Gerald E. Talbot Lecture Hall, 6:00 pm

A multi-disciplinary panel will discuss Maine's shameful history with Malaga Island, where, in 1912, the island's mixed-race population was forcefully evicted so that developers could build a vacation resort in Phippsburg. Come learn about this important part of Maine's history.

Sponsored by the Portland Branch of the NAACP. For more information, call 253-5074.

Maine Youth Action Network Conferences: Partnering for Change

February 25 in Saco, People's Credit Union, 8:00 am- 2:00 pm

March 25 in Bangor, Spectacular Events Center, 8:00 am- 2:00 pm

This training will provide you with a deeper understanding of why youth and adult partnerships are important and how you can build effective youth and adult teams to accomplish common goals. Geared towards high school age group.

Fees: \$60 for adults, \$15 for youth, free for Healthy Maine Partnership-funded groups

For more information go to: www.myan.org/?page=trainings

February 27: *Ugly Ducklings* Screening and Panel Discussion

Portland, St. Lawrence Arts Center, 7:00 pm, free



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Ugly Ducklings is a film and free kit available about bias-based bullying and harassment of gay and lesbian youth. This event includes a screening of the documentary film, live scenes from the play, and a panel discussion including the playwright Carolyn Gage, director Cathy Plourde, and creative consultants Lyn Mikel Brown and Megan Williams of Hardy Girls Healthy Women.

March 13: “Practicing Nonviolence in Our Daily Lives and in the World”

Augusta, Pine Tree State Arboretum, 153 Hospital Street, 8:30 am – 4:00 pm

This free conference will include a workshop session on nonviolence in our schools.

For more information, contact Larry Dansinger at 525-7776 or rosco@psouth.net

March 15: Wabanaki Initiative Teacher Workshop

Bar Harbor, The Abbe Museum, 8:30 am – 4:00 pm, free

This day-long workshop will focus on contemporary issues facing Wabanaki people in Maine today and a survey of resources and materials available for teaching about the Wabanaki. The day's events include a tour of the Abbe's new exhibit, *Headline News: Wabanaki Sovereignty in the 21st Century*.

Space is limited and reservations are required. More information is available online at:

www.abbemuseum.org/pages/education/teacher-workshops.html

To reserve a space in this workshop contact Raney Bench at 288-3519 ex. 16 or educator@abbemuseum.org

Maine Youth Action Network Conferences: Advocacy in Action

April 8 in Woodstock, Crosstone Restaurant and Conference Center, 8:00 am- 2:00 pm

April 13 in Augusta, Augusta Armory, 8:00 am- 2:00 pm

April 28 in Caribou, Caribou Inn and Conference Center, 8:00 am- 2:00 pm

A training for youth and adults. What is advocacy? What skills do you need? Learn how to make the change you want happen! Geared towards high school age group.

Fees: \$60 for adults, \$15 for youth, free for Healthy Maine Partnership-funded groups

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April 26: Maya Angelou at the Augusta Civic Center

Augusta Civic Center, 7:00 pm

The University of Maine at Augusta's Student Government Association is bringing renowned poet/author and civil rights activist Maya Angelou to Maine!

Tickets are \$25 and available by calling 1-877-862-1234 or visiting the UMA Enrollment Services Center in Robinson Hall.

For more information on this event, call 621-3133.

April 30: *Coming to America* Conference

Portland, University of Southern Maine, 8:30 am – 3:30 pm, registration fee is \$50 for teachers, but free for students

This one-day conference will explore the past, present, and future of immigration in America and Maine, including discussions of the many challenges that surround the issue. Presented by the Maine Humanities Council. CEU's are available.

For more information, go to:

<http://mainehumanities.org/special-programs/immigration>