

Editor's Note

Dear Readers,

Welcome to the inaugural issue of the *International Journal of Multicultural Education* (IJME)!

To enjoy a gratifying harvest, we take time to prepare soil, plant a seed, weed and prune, put in loving care, wait for fruit to ripen, and finally gather the fruit. We have been doing all of these for over a year. Now the harvest is done and you are invited to partake in the feast of the collective labor of our authors, peer reviewers, advisors, and editors. No community can stand alone. We need you in our community to enjoy, critique, and apply the fruits of our labors. We believe that this community effort of sharing will move us forward in the direction of educational equity and cross-cultural understanding at the local and global level.

With this mission in mind, we publish five articles in this inaugural issue by Rios, Richardson Bruna, Koch, Reingold, and Wilfong. **Rios'** invited article, based on the keynote speech delivered at the National Association of Multicultural Education annual meeting in 2007, creatively uses a house as an organizing metaphor and Chicano/Chicana arts as visual aids to discuss where the discipline of multicultural education stands. With a fresh perspective of "loving subversion," **Richardson Bruna** challenges multicultural teacher educators who prepare predominantly middle-class White students for increasingly diverse classrooms in the United States. **Koch's** article illustrates the diversity of US classrooms, focusing on Somali students and their educational challenges in the United States. **Reingold** presents an Israeli perspective on multicultural education in his article on a Bedouin teacher education program in Israel. **Wilfong's** praxis essay provides a practical guide for assessing the quality of multicultural children's literature. These articles are complemented by two professional book reviews by **Landis** and **Reynolds-Marniche** respectively; six children's book reviews by **Brothers, Harris, Nelson, and Hollowell**; one art review on Asian-American arts by **Caruso**, and multimedia reviews of websites and a film by **Caruso, Jr.**

IJME is a "new kid on the block" in the sense that it bears a new title and is peer-reviewed. However, to those who have been faithful readers and supporters of the Electronic Magazine of Multicultural Education (EMME), this journal is not totally new. IJME is a successor of EMME. That is why this inaugural issue is presented as Volume 9, Issue I. Both journals are open-access to the readers of the world: they are available to any interested reader without any subscription fee. If you are interested in EMME, you can still read back issues at www.eastern.edu/publications/emme.

We hope that IJME is a welcome addition to your scholarship and to the praxis of multicultural education. With our collective efforts, we also hope to bring a better educational future to all students around the world.



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