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Members of the Advisory Board are instrumental in the final selection of articles for each edition of ANNUAL EDITIONS. Their review of articles for content, level, currentness, and appropriateness provides critical direction to the editor and staff. We think that you will find their careful consideration well reflected in this volume.

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To the Reader

In publishing ANNUAL EDITIONS we recognize the enormous role played by the magazines, newspapers, and journals of the *public press* in providing current, first-rate educational information in a broad spectrum of interest areas. Many of these articles are appropriate for students, researchers, and professionals seeking accurate, current material to help bridge the gap between principles and theories and the real world. These articles, however, become more useful for study when those of lasting value are carefully *collected, organized, indexed, and reproduced* in a *low-cost format*, which provides easy and permanent access when the material is needed. That is the role played by ANNUAL EDITIONS. Under the direction of each volume's *academic editor*, who is an expert in the subject area, and with the guidance of an *Advisory Board*, each year we seek to provide in each ANNUAL EDITION a current, well-balanced, carefully selected collection of the best of the public press for your study and enjoyment. We think that you will find this volume useful, and we hope that you will take a moment to let us know what you think.

There probably has not been a time of greater need for serious consideration of intercultural relations and multicultural realities in the field of education. We have much in common as human beings and as the heirs of great civilizations, yet we must cherish those cultural values and heritages that make us unique and diverse. An education for transformative intellectual and social development should focus on those things that liberate us from cultural stereotypes. No voices should be excluded from the dialogue regarding how to achieve such educational goals. How we help our students develop their voices and be heard is a major question for concerned teachers.

The concept of multicultural education evolved and took shape in the United States out of the social travail that wrenched the nation in the late 1960s, through the 1970s and 1980s, and into the present decade. The linkages between diverse and coexisting ethnic, racial, and socioeconomic heritages need to be explored. There has been enthusiastic support for the idea of a volume in this series exclusively devoted to multicultural education. Having taught and studied multicultural education for 29 years, it is a pleasure to serve as editor of *Annual Editions: Multicultural Education 98/99*.

The critical literature on gender, race, and culture in educational studies increases our knowledge base regarding the multicultural mosaic that so richly adorns North American culture. When the first courses in multicultural education were developed in the 1960s, the United States was in the midst of urban and other social crises, and there were no textbooks available. Educators who taught in this area had to draw heavily from academic literature in anthropology, sociology, social psychology, social history, sociolinguistics, and psychiatry. Today, there are textbooks available in the field, but there is also a need for a regular, annually published volume that offers samples from the most recent journal literature in which the knowledge bases for multicultural education are developed. This volume is intended to address that need.

The National Council for the Accreditation of Teacher Education (NCATE) in the United States has national standards requiring that accredited teacher education programs offer course content in multicultural education. A global concept of the subject is usually recommended in which prospective teachers are encouraged

to develop empathetic cultural sensitivity to the demographic changes and cultural diversity that continue to develop in the public schools.

In this volume we first explore the national and global social contexts for the development of multicultural education. Its role in teacher education is then briefly defined in the essays in unit 2. In unit 3 the nature of multicultural education as an academic discipline is discussed by James Banks and others, and several issues related to this topic are explored. The readings in unit 4 look at multicultural education from the perspective of people in the process of developing their own unique personal identities in the context of their interactions with their own as well as others' cultural heritages and personal life experiences. The readings in unit 5 focus on curriculum and instruction in multicultural perspective. Unit 6 addresses special topics relevant to development of multicultural insight, and the essays in unit 7 explore alternative visions for multicultural education and the need for a conscious quest for emancipatory educational futures for people of all cultural heritages.

New to this edition are *World Wide Web* sites that can be used to further explore article topics. These sites are cross-referenced by number in the *topic guide*.

This year I would like to acknowledge the very helpful contributions of the advisory board members in finding useful sources. I would also like to acknowledge Dr. Stephen H. Aby, research librarian at the University of Akron, whose assistance is greatly valued.

This volume will be useful in courses in multicultural education at the undergraduate and graduate levels. It will add considerable substance to the sociocultural foundations of education, educational policy studies, and leadership, as well as to coursework in other areas of preservice and inservice teacher education programs. We hope you enjoy this volume, and we would like you to help us improve future editions. Please complete and return the *article rating form* at the back of the book. We look forward to hearing from you.



Fred Schultz
Editor

UNIT 1



The Social Contexts of Multicultural Education

Seven articles discuss the importance of a multicultural curriculum in sensitizing students to an integrated world society.

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Selected World Wide Web Sites	4
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1. Moving from an Obsolete Lingo to a Vocabulary of Respect, Zoë Anglesey, <i>MultiCultural Review</i> , September 1997. Zoë Anglesey discusses how our language frequently conveys negative, insensitive, even harmful or hurtful <i>cultural stereotypes</i> . In place of the dehumanizing language of dominant, hegemonic groups, she proposes a <i>language of respect</i> . Anglesey provides a list of frequently used cultural referents and a set of preferred alternative ways of referring to <i>cultural origins</i> .	8
2. Saving Public Education, Jonathan Kozol et al., <i>The Nation</i> , February 17, 1997. Eight prominent American educators discuss what they consider to be the unfinished business of American education. They address the <i>social contexts of schooling</i> and relate them to <i>our multicultural national reality</i> .	14
3. Melting Pot, Salad Bowl, Multicultural Mosaic, Crazy Quilt, Orchestra or Indian Stew: For Native Peoples, It's Your Choice! Or Is It? Cornel Pewewardy, <i>Indian Country Today</i> , January 13–20, 1997. Cornel Pewewardy offers a <i>Native American</i> perception of <i>our multicultural reality</i> as a society. The author critiques several current widely held conceptions of the <i>cultural pluralism</i> of American society, and he rejects recent conceptions of a " <i>trans-racial melting pot</i> " model of assimilation in American society in favor of the maintenance of his <i>Native American identity</i> .	20
4. The Challenge of Affirmative Action: Strategies for Promoting the Goal of Diversity in Society, Valerie Ooka Pang, David Strom, and Russell L. Young, <i>Multicultural Education</i> , Summer 1997. The authors explore several issues relating to <i>affirmative action</i> policies in American society. They provide a case study example to provide a focus for the issues they wish to raise regarding this important topic.	24

UNIT 2



Teacher Education in Multicultural Perspective

Six selections examine some of the major issues being debated on how to effectively integrate the multicultural dynamic into teacher education programs.

5. **How to Teach Our Children Well (It Can Be Done)**, Steve Wulf, *Time*, October 27, 1997. 29
Steve Wulf describes some of his observations of innovative school settings. In doing so, he includes some successful efforts in *multicultural school settings*. He uses the Olson Middle School in Minneapolis, Minnesota, as a case study as well as Central Park East Elementary School in New York City.
6. **A New Vision for City Schools**, Diane Ravitch and Joseph Viteritti, *The Public Interest*, Winter 1996. 32
Diane Ravitch and Joseph Viteritti offer a bold proposal for rethinking our vision of *urban schools*. They critically review the *history of urban schools* in the United States and the steady expansion of urban public school systems' bureaucracies. They review alternative approaches to urban schooling and state an *agenda for change*.
7. **Home Was a Horse Stall**, Jim Carnes, *Teaching Tolerance*, Spring 1995. 38
Jim Carnes describes the ordeal of a *Japanese American* family in California from the time of their arrival in America in 1905 through their experiences in World War II-era *internment camps*. The *racial bias* they encountered from the beginning grew ever harsher, culminating in imprisonment and loss of their homes.
- Overview 42
8. **Multicultural Education Requirements in Teacher Certification: A National Survey**, Elizabeth D. Evans, Carol C. Torrey, and Sherri D. Newton, *Multicultural Education*, Spring 1997. 44
The authors present the results of a national survey they administered to identify how states are or are not addressing national *teacher certification standards regarding multicultural education* in the United States.
9. **Cultural Diversity and the NCATE Standards: A Case Study**, Porter Troutman, W. Paul Jones, and Maria G. Ramirez, *Multicultural Education*, Spring 1997. 47
The authors discuss how the *National Council for the Accreditation of Teacher Education (NCATE)* attempts to address *cultural diversity in teacher education programs*. Several professional issues in teacher education relating to the cultural diversity of both the faculty and student bodies of such programs are identified.
10. **Faculty Fear: Barriers to Effective Mentoring across Racial Lines**, Andrea Ayvazian, *Multicultural Education*, Summer 1997. 51
Andrea Ayvazian discusses *faculty mentoring* in multiracial school settings and describes the phenomenon of *white faculty fear* of colleagues and students of different races. She discusses how white faculty fear of professional interaction with other races can lead to *racist behavior*.

UNIT 3



Multicultural Education as an Academic Discipline

Four selections examine the dynamics of integrating multicultural education into the discipline of education.

11. **What Matters Most: A Competent Teacher for Every Child**, 56
Linda Darling-Hammond, *Phi Delta Kappan*, November 1996.
Linda Darling-Hammond discusses *professional development issues* relating to the development of *competent teachers*. This is relevant to teacher education in general and to the development of multicultural perspectives on teacher education in particular. The author responds to some of the findings of the *National Commission on Teaching and America's Future*.
12. **Teaching Teachers: Graduate Schools of Education Face Intense Scrutiny**, 64
U.S. News & World Report, April 3, 1995.
Some recent efforts to provide greater scrutiny over *graduate schools of education* in terms of whether they meet national accreditation standards are examined here. This brief report also notes the increasing *multicultural diversity* in the nation's student body.
13. **Recognizing Diversity within a Common Historical Narrative**, 68
John Wills and Hugh Mehan, *Multicultural Education*, Fall 1996.
John Wills and Hugh Mehan explore issues in social studies education concerning the formation of course content for *preservice teachers*. They discuss the *social construction of knowledge* from individual as well as cultural perspectives and how school knowledge emerges in the interactions among teachers, students, and texts.
- Overview 76
14. **The Challenges of National Standards in a Multicultural Society**, 78
Cherry A. McGee Banks, *Educational Horizons*, Spring 1997.
Cherry McGee Banks discusses recent proposals for the establishment of *national standards for American schools* as such proposals relate to educational issues in a *multicultural society*. She argues that several issues relating to *our multicultural reality* as a nation have not been addressed by those who advocate national standards for American schools.
15. **Multicultural Education and Curriculum Transformation**, 83
James A. Banks, *The Journal of Negro Education*, Fall 1995.
Focusing on the *knowledge construction process*, professor James Banks describes five dimensions of multicultural education. This process, according to Banks, assists students in becoming effective citizens in a pluralistic, democratic society.
16. **Multiculturalism and Multicultural Education in an International Perspective**, 94
Lotty Eldering, *Anthropology & Education Quarterly*, September 1996.
Lotty Eldering compares differing approaches to *multiculturalism* and *multicultural education* in use in Europe, North America, and Australia. Using these comparisons as a conceptual framework, the author then turns her attention to the Netherlands, where she teaches, to analyze that nation's *objective reality, ideology, official policy, and practices*.

UNIT 4



Identity and Personal Development: A Multicultural Focus

Five articles consider the interconnections between gender, social class, racial and ethnic heritage, and primary cultural values.

17. **Bridging Multicultural Theory and Practice**, Geneva Gay, *Multicultural Education*, Fall 1995. 101

Geneva Gay discusses several issues that make it difficult for teachers to bridge the gap between *theory and practice in multicultural education*, such as how suggested activities can be integrated with traditional academic subjects. She advocates continuing research and evaluation and an inclusive approach to this crucial educational task.

Overview 106

18. **Acquisition and Manifestation of Prejudice in Children**, Clifford Carter and C. Lynne Rice, *Journal of Multicultural Counseling and Development*, July 1997. 108

The authors review research on how *prejudice* is learned in childhood. They identify three major categories or types of prejudice, and then discuss how children learn *cultural and racial prejudice*.

19. **Race and Class Consciousness among Lower- and Middle-Class Blacks**, Thomas J. Durant Jr. and Kathleen H. Sparrow, *Journal of Black Studies*, January 1997. 116

Thomas Durant and Kathleen Sparrow report on their research into how African Americans of lower and middle *social class* backgrounds identify their perceptions of *racial and social class consciousness*. They explore issues relating to the interaction between racial identity and social class background in the formation of *personal identity*.

20. **Decentering Whiteness: In Search of a Revolutionary Multiculturalism**, Peter McLaren, *Multicultural Education*, Fall 1997. 126

Peter McLaren focuses on how capitalism, imperialism, and colonialism have attempted to maintain the social status quo. He contends that *multicultural education* must do more than merely compare cultural groups and advocates a multiracial conceptualization of how hegemonic forces subvert efforts to achieve social equality. He compares three models of culture and critiques each.

21. **Opening the Closet: Multiculturalism That Is Fully Inclusive**, Cathy A. Pohan and Norma J. Bailey, *Multicultural Education*, Fall 1997. 134

Cathy Pohan and Norma Bailey maintain that *gay, lesbian, bisexual, and trans-gendered students' rights* should be defended by advocates of multicultural education due to past and present discrimination against them in the schools. The authors argue that discrimination against these students is antidemocratic and unjust.

22. **The Making of a Hip-Hop Intellectual: Deconstructing the Puzzle of Race and Identity**, Wray Herbert, *U.S. News & World Report*, November 4, 1996. 138

This news report describes the work of Michael Eric Dyson to help students formulate their *identities as individuals* by deconstructing their conceptions of self and reconstructing them by using techniques of the French school of *deconstructionism or postmodernist thought*.

UNIT 5



Curriculum and Instruction in Multicultural Perspective

Eight articles review how curriculum and instruction must be formulated to sensitize young people to the multicultural reality of a national civilization.

Overview

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23. **Becoming Multicultural: Focusing on the Process**, Hee-Won Kang and Bonnie Dutton, *Multicultural Education*, Summer 1997. 142
Hee-Won Kang and Bonnie Dutton discuss how to help students learn about other *cultures*. They discuss the importance of helping students develop "*intercultural competence*" in their relationships with one another. They describe activities that they have used to achieve this objective.
24. **Meeting the Needs of Hispanic Immigrants**, Linda Jean Holman, *Educational Leadership*, April 1997. 147
Linda Jean Holman reports on her experiences in helping *Hispanic immigrant families* to cope with life in the United States. She makes specific proposals for improving the process of helping immigrant families to adjust effectively to life in a new nation.
25. **Is English in Trouble?** Stephen Krashen, *Multicultural Education*, Winter 1996. 149
Stephen Krashen discusses some of the professional issues related to helping persons to become functionally bilingual. Krashen reviews some of the research findings on *bilingual education*. In particular, he discusses conceptions of levels of *English language proficiency* and the benefits of *English as Second Language (ESL)* programs.
26. **"Let Me Take You Home in My One-Eyed Ford": Popular Imagery in Contemporary Native American Fiction**, P. Jane Hafen, *MultiCultural Review*, June 1997. 153
P. Jane Hafen reports on the use of *Native American literature* to help students understand the *Native American experience* in both the past and the present. She asserts that Native American literature can be used to deconstruct and disempower common *racist stereotypes* of Native Americans.
27. **Success for Hispanic Students: A 14-Year Veteran of Teaching Them Describes His Experiences**, Ted Oviatt, *The Education Digest*, April 1997. 160
Ted Oviatt shares his many years of experience in helping *Hispanic students* to succeed in school. In addition, he offers examples of school success stories of students from African American and Asian American backgrounds.
28. **Creating Positive Cultural Images: Thoughts for Teaching about America Indians**, Gerry D. Haukoos and Archie B. Beauvais, *Childhood Education*, Winter 1996-1997. 162
Gerry Haukoos and Archie Beauvais report on how to create positive images of *Native American culture* in schools. They discuss ways to restructure the knowledge bases of teachers to eliminate past negative cultural stereotypes regarding Native Americans.

UNIT 6



Special Topics in Multicultural Education

Five articles explore some of the ways that students succeed or fail in culturally pluralistic school settings.

29. **Early Childhood Education: Issues of Ethnicity and Equity**, Edith W. King, *Education and Society*, Volume 14, Number 1, 1996. 168
Edith King explores the meaning of *ethnicity* as it relates to issues of *equity and social justice* in the education of children. Questions regarding traditional conceptions of education are raised. She critiques *Eurocentric perceptions of education* and reviews *the social construction of ethnicity*.
30. **NAEYC Position Statement: Responding to Linguistic and Cultural Diversity—Recommendations for Effective Early Childhood Education**, *Young Children*, January 1996. 174
In this position statement, *the National Association for the Education of Young Children* (NAEYC) offers several positive recommendations for meeting the educational needs of young children from minority linguistic and cultural backgrounds. This paper can be valuable for *teacher preparation programs*.
- Overview 182
31. **Of Kinds of Disciplines and Kinds of Understanding**, Veronica Boix Mansilla and Howard Gardner, *Phi Delta Kappan*, January 1997. 184
The authors discuss the *varieties of understanding* that students may develop from the perspectives of their own *cultural and family backgrounds* as they study history and literature. Examples are given from historical and literary treatment of the *Holocaust*.
32. **The Disappearance of American Indian Languages**, Barbara J. Boseker, *Journal of Multilingual and Multicultural Development*, Volume 15, Numbers 2 & 3, 1994. 189
Barbara Boseker reviews the tragic loss of several *Native American languages*. Providing case study evidence of this phenomenon, she places it in global perspective.
33. **Parents as First Teachers: Creating an Enriched Home Learning Environment**, Abelardo Villarreal, *NABE News*, February 1, 1996. 197
Abelardo Villarreal offers meaningful suggestions for how *parents can help their students learn* more from school. The author notes several things that parents can do to be helpful to their children as well as suggestions as to what parental behaviors should be avoided.
34. **Confronting White Hegemony: Implications for Multicultural Education**, Rebecca Powell, *Multicultural Education*, Winter 1996. 202
Rebecca Powell discusses the phenomenon of *white hegemony* and the ways in which it is enacted in daily life by many white people. She looks at both *individual and institutional white racist behavior* and current attempts at white domination (hegemony) over institutions such as schools. She identifies three ways to look at *interracial relations in society*.

UNIT 7



For Vision and Voice: A Call to Conscience

Three selections address the concerns that must be kept in mind for the future improvement of our educational system.

35. **Family and Cultural Context: A Writing Breakthrough?** 206
Susan Evans Akaran and Marjorie Vannoy Fields, *Young Children*, May 1997.

Susan Evans Akaran and Marjorie Vannoy Fields discuss how they seek to relate *families and their cultural heritages* to how and what their children are learning in school. They give examples from their work in Alaska with students from the *Yup'ik culture*.

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36. **Multicultural Education and Technology: Promise and Pitfalls**, Jim Cummins and Dennis Sayers, *Multicultural Education*, Spring 1996. 212

Jim Cummins and Dennis Sayers discuss the promises and potential limitations of *technology in teaching with a multicultural focus*. The authors discuss how computer technology can be used to promote *critical literacy* and multicultural awareness through *global learning networks*.

37. **Invisibility: The Language Bias of Political Control and Power**, Marta I. Cruz-Janzen, *NCSEE (National Coalition for Sex Equity in Education) News*, Winter 1996. 219

Marta Cruz-Janzen discusses the *importance of voice* and the fact that many women and persons of color still feel excluded from the mainstream of social life. They experience social *invisibility* and a sense that their voices go unheard, the author asserts, as a result of the ways in which official language is used to maintain existing power structures.

38. **Turning the Tide: A Call for Radical Voices of Affirmation**, Bakari Chavanu, *Multicultural Education*, Fall 1995. 223

Bakari Chavanu gives eloquent voice to his experience as an African American who was *bused into a predominantly white secondary school* in the 1970s. He speaks of the *"cultural silence"* that exists in most American classrooms today, calling for teachers to help students confront racism, poverty, and sexism.

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MULTICULTURAL EDUCATION 98/99

Fifth Edition



Editor

Fred Schultz

University of Akron

Fred Schultz, professor of education at the University of Akron, attended Indiana University to earn a B.S. in social science education in 1962, an M.S. in the history and philosophy of education in 1966, and a Ph.D. in the history and philosophy of education and American studies in 1969. His B.A. in Spanish was conferred by the University of Akron in May 1985. He is actively involved in researching the development and history of American education with

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Topic Guide

This topic guide suggests how the selections in this book relate to topics of traditional concern to students and professional educators involved with the study of education. It is useful for locating articles that relate to each other for reading and research. The guide is arranged alphabetically according to topic. Articles may, of course, treat topics that do not appear in the topic guide. In turn, entries in the topic guide do not necessarily constitute a comprehensive listing of all the contents of each selection. In addition, relevant Web sites, which are annotated on pages 4 and 5, are noted in bold italics under the topic articles.

TOPIC AREA	TREATED IN	TOPIC AREA	TREATED IN
Affirmative Action	4. Challenge of Affirmative Action (8, 19, 33, 39)	Curriculum and Instruction (cont.)	27. Success for Hispanic Students 28. Creating Positive Cultural Images 29. Early Childhood Education 30. NAEYC Position Statement 31. Of Kinds of Disciplines and Kinds of Understanding 32. Disappearance of American Indian Languages (9, 10, 11, 12, 13, 23, 28, 33)
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TOPIC AREA	TREATED IN	TOPIC AREA	TREATED IN
Linguistic Minorities	24. Meeting the Needs of Hispanic Immigrants 25. Is English in Trouble? 27. Success for Hispanic Students 28. Creating Positive Cultural Images 30. NAEYC Position Statement 32. Disappearance of American Indian Languages 37. Invisibility: The Language Bias of Political Control and Power <i>(10, 14, 15, 23, 24, 25, 27, 29, 30, 39)</i>	Race and Education	10. Faculty Fear 18. Acquisition and Manifestation of Prejudice in Children 19. Race and Class Consciousness 20. Decentering Whiteness 22. Making of a Hip-Hop Intellectual 34. Confronting White Hegemony <i>(7, 8, 9, 10, 11, 13, 16, 19, 25)</i>
Literature in Multicultural Education	26. "Let Me Take You Home . . ." 31. Of Kinds of Disciplines and Kinds of Understanding	Reform in Multicultural Perspective	2. Saving Public Education 3. Melting Pot, Salad Bowl, Multicultural Mosaic, Crazy Quilt . . . 5. How to Teach Our Children Well 6. New Vision for City Schools 14. Challenges of National Standards in a Multicultural Society <i>(7, 8, 9, 10, 11, 12, 13, 35, 39)</i>
Multicultural Education as an Academic Discipline	14. Challenges of National Standards in a Multicultural Society 15. Multicultural Education and Curriculum Transformation 16. Multiculturalism and Multicultural Education in an International Perspective 17. Bridging Multicultural Theory and Practice <i>(14, 15, 16, 17, 18)</i>	Social Contexts of Multicultural Education	1. Moving from an Obsolete Lingo to a Vocabulary of Respect 2. Saving Public Education 3. Melting Pot, Salad Bowl, Multicultural Mosaic, Crazy Quilt . . . 4. Challenge of Affirmative Action 5. How to Teach Our Children Well 6. New Vision for City Schools 7. Home Was a Horse Stall 14. Challenges of National Standards in a Multicultural Society 17. Multiculturalism and Multicultural Education in an International Perspective <i>(7, 8, 9, 14, 15, 16, 17, 18)</i>
NAEYC Position Paper	30. NAEYC Position Statement	Teacher Education	8. Multicultural Education Requirements in Teacher Certification 9. Cultural Diversity and the NCATE Standards 10. Faculty Fear 11. What Matters Most 12. Teaching Teachers 13. Recognizing Diversity <i>(10, 11, 12, 13, 14, 17, 18, 20, 22, 33, 35)</i>
National Standards and Multicultural Education	14. Challenges of National Standards in a Multicultural Society <i>(16, 33)</i>	Technology and Multicultural Education	36. Multicultural Education and Technology <i>(35, 36, 37, 38)</i>
Native Americans	3. Melting Pot, Salad Bowl, Multicultural Mosaic, Crazy Quilt . . . 26. "Let Me Take You Home . . ." 28. Creating Positive Cultural Images 32. Disappearance of American Indian Languages <i>(9, 23, 29)</i>	Urban Schools	5. How to Teach Our Children Well 6. New Vision for City Schools <i>(9, 10)</i>
NCATE	8. Multicultural Education Requirements in Teacher Certification 9. Cultural Diversity and the NCATE <i>(14, 16, 17, 18)</i>	Vision and Voice and Multicultural Education	36. Multicultural Education and Technology 37. Invisibility: The Language Bias of Political Control and Power 38. Turning the Tide <i>(35, 36, 37, 38, 39)</i>
Parents	24. Meeting the Needs of Hispanic Immigrants 33. Parents as First Teachers 35. Family and Cultural Context <i>(30, 31)</i>	White Hegemony	20. Decentering Whiteness 34. Confronting White Hegemony <i>(25)</i>
Postmodernism	22. Making of a Hip-Hop Intellectual	Young Children	29. Early Childhood Education 30. NAEYC Position Statement 35. Family and Cultural Context <i>(28, 29, 30, 31)</i>
Prejudice	18. Acquisition and Manifestation of Prejudice in Children 31. Of Kinds of Disciplines and Kinds of Understanding <i>(7, 19, 27, 28, 29, 32, 34)</i>		

Selected World Wide Web Sites for Annual Editions: Multicultural Education

All of these Web sites are hot-linked through the *Annual Editions* home page: <http://www.dushkin.com/annualeditions> (just click on this book's title). In addition, these sites are referenced by number and appear where relevant in the Topic Guide on the previous two pages.

Some Web sites are continually changing their structure and content, so the information listed may not always be available.

General Sources

1. Educational Resources Information Center—<http://www.aspensys.com/eric/index.html>—This invaluable site provides links to all ERIC sites: clearinghouses, support components, and publishers of ERIC materials. You can search the ERIC database, find out what is new, and ask questions about ERIC.
2. Education Week on the Web—<http://www.edweek.org/>—At this *Education Week* home page, you will be able to open archives, read special reports, keep up on current events, look at job opportunities, and access a variety of articles of relevance in multicultural education.
3. Global SchoolNet Foundation—<http://www.gsn.org/>—Access this site for multicultural education information. The site includes news for teachers, students, and parents; as well as chat rooms, links to educational resources, programs, and contests and competitions.
4. Multicultural Publishing and Education Council—<http://www.mpec.org/>—This is the home page of the MPEC, a networking and support organization for independent publishers, authors, educators, and librarians fostering authentic multicultural books and materials. It has excellent links to a vast array of resources related to multicultural education.
5. National Education Association—<http://www.nea.org/>—Something—and often quite a lot—about virtually every education-related topic can be accessed at or through this site of the 2.3-million-strong National Education Association.
6. Phi Delta Kappa—<http://www.pdkintl.org/home.htm>—This important organization publishes articles about all facets of education. By clicking on the links at this site, for example, you can check out the journal's online archive.

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7. American Psychological Association—<http://www.apa.org/psychnet/>—By exploring the APA's "PsychNET," you will be able to find links to an abundance of articles and other resources that are useful in understanding the factors that are involved in the development of prejudice.
8. Association for Moral Education—<http://www.wittenberg.edu/ame/>—AME is dedicated to fostering communication, cooperation, training, curriculum development, and research that links moral theory with educational practices. From here it is possible to connect to several sites on ethics, character building, and moral development.
9. Center for Innovation in Education—<http://www.educenter.org/>—This is the home page of the Center for Innovation in Education, self-described as a "not-for-profit, non-partisan research organization" focusing on K-12 education reform strategies. Click on its links for information about and varying perspectives on various reform initiatives.

Teacher Education in Multicultural Perspective

10. Awesome Library for Teachers—<http://www.neat-schoolhouse.org/teacher.html>—Open this page for links and access to teacher information on many topics of concern to multicultural educators.
11. Education World—<http://www.education-world.com/>—Education World provides a database of literally thousands of sites that can be searched by grade level, plus education news, lesson plans, and professional-development resources.
12. PREPnet—<http://prep.net/>—This site contains Web sites for educators. It covers a wide range of topics dealing with K-12 resources and curricula. Its links will prove useful for examining issues that pertain to multicultural education.
13. Teacher Talk Forum—<http://education.indiana.edu/cas/tt/tthmpg.html>—Visit this site for access to a variety of articles discussing life in the classroom. Clicking on the various links will lead you to electronic lesson plans, covering a variety of topic areas, from Indiana University's Center for Adolescent Studies.

Multicultural Education as an Academic Discipline

14. Canada's Schoolnet Staff Room—<http://www.schoolnet.ca/adm/staff/>—Here is a resource and link site for anyone involved in education, including bilingual education teachers, parents, volunteers, and administrators.
15. Carfax—<http://www.carfax.co.uk/subjeduc.htm>—Look through this superb index for numerous articles as well as links to education publications such as *Journal of Beliefs and Values*, *Educational Philosophy and Theory*, *European Journal of Intercultural Studies*, and *Race, Ethnicity, and Education*.
16. Goals 2000: A Progress Report—<http://www.ed.gov/pubs/goals/progrpt/index.html>—Open this site to survey a progress report by the U.S. Department of Education on the Goals 2000 reform initiative. It provides a sense of what goals that educators are reaching for as they look toward the future.
17. Teachers Helping Teachers—<http://www.pacificnet.net/~mandel/>—This site provides basic teaching tips, new teaching-methodology ideas, and forums for teachers to share their experiences. Download software and participate in chat sessions. It features educational resources on the Web, with new ones added each week.
18. Washington (State) Commission on Student Learning—<http://csl.wednet.edu/>—This Washington State educational site is designed to provide access to information about the state's new academic standards, assessments, and accountability system, but it is useful to teachers from other regions as well. Many resources and Web links are included.

Identity and Personal Development: A Multicultural Focus

19. Ethics Updates/Lawrence Hinman—<http://ethics.acusd.edu/>—This is Professor Hinman's consummate learning tool. The site provides

both simple concept definition and complex analysis of ethics, original treatises, and sophisticated search engine capability. Subject matter covers the gamut, from ethical theory to applied ethical venues. There are many opportunities for user input.

20. Kathy Schrock's Guide for Educators—<http://www.capecod.net/schrockguide/>—This is a classified list of sites on the Internet found to be useful for enhancing curriculum and teacher professional growth. It is updated daily.
21. The National Academy for Child Development—<http://www.nacd.org/>—This international organization is dedicated to helping children and adults reach their full potential. This page presents links to various programs, research, and resources in a variety of topics.
22. Nurturing Kid's Seven Ways of Being Smart—<http://place.scholastic.com/instructor/classroom/organizing/smart.htm>—Open this page for Kristen Nelson's discussion of ways in which teachers can help to develop children's multiple intelligences. She provides a useful bibliography and resources.

Curriculum and Instruction in Multicultural Perspective

23. American Indian Science and Engineering Society—<http://spot.colorado.edu/~aises/aises.html>—This is the AISES "Multicultural Educational Reform Programs" site. It provides a framework for learning about science, mathematics, and technology by which minority students and their teachers can make meaningful cultural connections to teaching and learning. There are links to teacher and curriculum programs for Native American education.
24. Child Welfare League of America—<http://www.cwla.org/>—The CWLA is the United States' oldest and largest organization devoted entirely to the well-being of vulnerable children and their families. This site provides links to information about issues related to the process of becoming multicultural.
25. STANDARDS: An International Journal of Multicultural Studies—<http://stripe.colorado.edu/~standard/>—This fascinating site provides access to a seemingly infinite number of archives and links to topics of interest in the study of multiculturalism.

Special Topics in Multicultural Education

26. American Scientist—<http://www.amsci.org/amsci/amsci.html>—Investigate this site to access a variety of articles and to explore issues and concepts related to race and gender.
27. American Studies Web—<http://www.georgetown.edu/crossroads/asw/>—This eclectic site provides links to a wealth of resources on the Internet related to American studies, from gender studies to race and ethnicity. It is of great help when doing research in demography and population studies.
28. Early Intervention Solutions—<http://www.earlyintervention.com/library4.htm>—EIS presents this site to address concerns about child stress and reinforcement. It suggests ways to deal with negative behaviors that may result from stress and anxiety among children.
29. National Institute on the Education of At-Risk Students—<http://www.ed.gov/offices/OERI/At-Risk/>—The At-Risk Institute supports a range of research and development activities designed to improve the education of students at risk of educational failure due to limited English proficiency, race, geographic location, or economic disadvantage. Access its work and links at this site.

30. National Network for Family Resiliency—<http://www.nnfr.org/nnfr/>—This organization's home page will lead you to a number of resource areas of interest in learning about resiliency: General Family Resiliency, Violence Prevention, and Family Economics.
31. National Parent Information Network/ERIC—<http://ericps.ed.uiuc.edu/npin/npinhome.html>—This is a clearinghouse of information on education. Browse through its links for information for parents and for people who work with parents.
32. Patterns of Variability: The Concept of Race—<http://www.as.ua.edu/ant/bindon/ant101/syllabus/race/race1.htm>—This site provides a handy, at-a-glance reference to the prevailing concepts of race and the causes of human variability since ancient times. It can serve as a valuable starting point for research and understanding into the concept of race.
33. U.S. Department of Education—<http://www.ed.gov/pubs/TeachersGuide/>—Explore this government site for examination of institutional aspects of multicultural education. National goals, projects, grants, and other educational programs are listed here as well as many links to teacher services and resources.
34. U.S. Holocaust Memorial Museum—<http://www.ushmm.org/>—This site provides insights into the many causes and results of prejudice.

For Vision and Voice: A Call to Conscience

35. Classroom Connect—<http://www.classroom.net/>—This is a major Web site for K-12 teachers and students, with links to schools, teachers, and resources online. It includes discussion of the use of technology in the classroom.
36. EdWeb/Andy Carvin—<http://edweb.cnidr.org/>—The purpose of EdWeb is to explore the worlds of educational reform and information technology. Access educational resources around the world, learn about trends in education policy and information infrastructure development, examine success stories of computers in the classroom, and much more.
37. Hypertext and Ethnography—http://www.umanitoba.ca/faculties/arts/anthropology/tutor/aaa_presentation.html—This site, presented by Brian Schwimmer of the University of Manitoba, will be of great value to people who are interested in culture and communication. He addresses such topics as multivocality and complex symbolization, among many others.
38. Online Internet Institute—<http://www.oii.org/>—A collaborative project among Internet-using educators, proponents of systemic reform, content-area experts, and teachers who desire professional growth, this site provides a learning environment for integrating the Internet into educators' individual teaching styles.
39. SchoolHouse Talk—<http://wworks.com/~pieinc/index.htm>—The strong opinions and diverse viewpoints about issues in multicultural education reproduced or expressed through this Web site are guaranteed to generate heated debate among educators and the citizenry.

We highly recommend that you review our Web site for expanded information and our other product lines. We are continually updating and adding links to our Web site in order to offer you the most usable and useful information that will support and expand the value of your Annual Editions. You can reach us at: <http://www.dushkin.com/annualeditions/>.

The Social Contexts of Multicultural Education

The power of culture cannot be ignored in shaping peoples' conceptions of social reality and the phenomenology of their visions of their own lives and the lives of others around them. Every person needs to develop his or her own social vision of life as it relates to actual cultural realities in society.

The United States is becoming an ever more multicultural nation. Canada is also experiencing major changes in its cultural composition due to its generous immigration policies. Some demographic projections indicate that within 5 years a majority of the total American elementary and secondary school student body will be composed of people of color, the children of the rainbow coalition—Native American, African American, Asian American, and Latino American.

Multicultural national communities face special challenges in daily life among the diverse cultural groups that comprise them. Such societies also have unique opportunities to develop great culturally pluralistic civilizations in which the aesthetic, artistic, literary, and moral standards of each cultural group can contribute to the creation of new standards. Groups can learn from one another; they can benefit from their respective strengths and achievements; and they can help one another to transcend problems and injustices. Furthermore, there are several major multicultural national social orders worldwide, and they can learn from and help each other even more than they have in the past. We ought, therefore, to see the multicultural national fabric that is our social reality as a circumstance of promise, hope, and pride.

However, social conditions exist that are yet to be rectified. Students must be empowered with a constructive sense of social consciousness and a will to transcend the social barriers to safety, success, and personal happiness that confront, in one form or another, almost one-third of them.

Certain very important questions must be asked about children and young adults. Are they hungry? Are they afraid? Are they angry? Do they have a sense of angst; are they filled with self-doubt and uncertainty as to their prospects in life? For far too many children and adolescents from all socioeconomic strata, social classes, and cultural groups, the answer is "yes." Far greater numbers of children from low-income minority cultural groups answer "yes" to at least some of these

questions than do children from higher socioeconomic groups.

Having done this, educators and civic leaders should consider a few questions. What are the purposes of schooling? Are schools limited to their acknowledged mission of intellectual development? Or are schools also capable of advancing, as did classical Greek and Roman educators, the traits of honor, character, courage, resourcefulness, civic responsibility, and social service? This latter concept of the mission of schooling is still today the brightest hope for the full achievement of our great promise as a multicultural society in an interdependent world community of nations.

What are the obstacles to achieving this end? Each child must be able to advance intellectually in school as far as possible. As educators, we need to help students develop a sense of honor, self-respect, and pride in their own cultural heritages that will lead them in their adult years to want to serve, help, and heal the suffering of others. We need to produce intellectually curious and competent graduates who know and care about their own ethnic heritages and are committed to social justice for all—in their own nation and in the community of nations.

The problems that go along with achieving such intellectual and social ends are significant. Developing multicultural curriculum materials for schools and integrating them throughout the course content and activities of the school day and year can help sensitize all students to the inherent worth of all persons. All youth deserve the opportunity to learn about their own cultural heritages, and they deserve to understand that heritage from an objective, scientific perspective that cannot be seen through the cultural lenses of a Eurocentric perspective.

Many believe that all people must understand the interdependence of humanity and the interests and concerns that all human cultures embrace. North American nations have qualitative issues to face in the area of intercultural relations. Problems differ because of diverse national experiences and school systems. Around the world other nations have to wrestle with providing adequate opportunity for minority populations while maintaining high intellectual standards.

There have been dramatic changes in the characteristics of the world's population and in the interdependence of the world's nations in a global economy. We must recon-