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# Multicultural Education

99/00

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**3. Multicultural Education as an Academic Discipline**

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**4. Identity and Personal Development: A Multicultural Focus**

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**5. Curriculum and Instruction in Multicultural Perspective**

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**6. Special Topics in Multicultural Education**

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**7. For Vision and Voice: A Call to Conscience**

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Cataloging in Publication Data

Main entry under title: Annual Editions: Multicultural education. 1999/2000.

1. Intercultural education—Periodicals. I. Schultz, Fred, comp. II. Title: Multicultural education.

ISBN 0-07-039824-0 370.19'341'05 ISSN 1092-924X

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Sixth Edition

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Printed in the United States of America

1234567890BAHBAH5432109

Printed on Recycled Paper

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.

New to ANNUAL EDITIONS is the inclusion of related World Wide Web sites. These sites have been selected by our editorial staff to represent some of the best resources found on the World Wide Web today. Through our carefully developed topic guide, we have linked these Web resources to the articles covered in this ANNUAL EDITIONS reader. We think that you will find this volume useful, and we hope that you will take a moment to visit us on the Web at <http://www.dushkin.com> to tell us what you think.

As we begin this new century, the debate over multiculturalism and schools is continuing. We can hope that this new century will be a gentler and more humane century than the past one. We have much in common as human beings and as the heirs of great civilizations; yet we must also cherish and value 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 emancipate and liberate us from cultural stereotypes. All voices should be included in the dialogue regarding how to achieve such educational goals. How we help our students to best develop their voices and to be heard is a major question for all 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 have been explored. There has been enthusiastic support for the idea of a volume in this series exclusively devoted to multicultural education. Having been teaching and studying multicultural education for 29 years, it is a pleasure to serve as editor of *Annual Editions: Multicultural Education 99/00*.

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 cultures. 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 literatures in anthropology, sociology, social psychology, social history, sociolinguistics, and psychiatry. Today, there are textbooks available in the area, but there is also a need for a regularly, annually published volume that offers samples from the recent journal literature in which the knowledge bases for multicultural education are developed. This volume is intended to address that need.

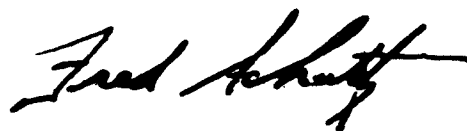
The National Council for the Accreditation of Teacher Education (NCATE) in the United States has in place national standards requiring that accredited teacher education programs offer course content in multicultural education. A global conception of the subject is usually recommended, in which prospective teachers are encouraged to develop empathetic cultural sensitivity to the demographic changes and cultural diversity that continues to develop in the public schools as a result of dramatic demographic shifts in the population.

In this volume we first explore the 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, 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 critically conscious quest for emancipatory educational futures for all people of all cultural heritages.

Once again we are including important 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. Their assistance in finding useful sources is appreciated. 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 form at the back of the book. We look forward to hearing from you.



Fred Schultz  
Editor

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This essay addresses the most fundamental questions regarding the <b>social context of multicultural education</b> as well as what should be its <b>goals</b> . Louis Denti captures the essence of the current debate over <b>multiculturalism and the schools</b> .	
2. <b>Minorities in Public Schools: Social Context of Education</b> , <i>The Education Digest</i> , February 1998.	15
This selection is an abstract from the 1997 edition of <i>The Condition of Education</i> , published by the U.S. Department of Education. It graphically portrays the <b>social context of multicultural education</b> in the United States. It directly portrays the situation of <b>racial and linguistic minorities in American schools</b> . This essay also documents the effects of <b>poverty</b> on the <b>education</b> of students.	
3. <b>Segregation, Now</b> , Julian E. Barnes, <i>U.S. News &amp; World Report</i> , September 22, 1997.	20
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4. <b>The Un-United States of America: The End of Desegregation</b> , G. Pritchey Smith and Deborah A. Batiste, <i>Multicultural Education</i> , Fall 1997.	22
The authors document the actual failure of <b>desegregation efforts</b> in American schools. The increased <b>racial isolation</b> of both <b>black and Latino students</b> in American public schools is one of the findings that is discussed.	
5. <b>Culture Defined: A Twenty-First Century Perspective</b> , Cornell Thomas, <i>Educational Horizons</i> , Spring 1998.	26
Cornell Thomas discusses the <b>concept of culture</b> and how it relates to our efforts in <b>multicultural education</b> in the United States. He quotes from bell hooks's conception of <b>education as the practice of freedom</b> . This essay contributes to our understanding of the <b>social contexts of multicultural education</b> .	
6. <b>Saving Public Education</b> , Jonathan Kozol et al., <i>The Nation</i> , February 17, 1997.	30
Eight prominent American educators discuss what they consider to be the unfinished business of American education. They address the <b>social contexts of schooling</b> and relate them to <b>our multicultural national reality</b> .	



## The Social Contexts of Multicultural Education

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



## Teacher Education in Multicultural Perspective

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

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- |   |          |
|---|----------|
| <b>7. A Good Teacher Is Hard to Find,</b> Lawrence Hardy, <i>The American School Board Journal</i> , September 1998. This essay deals with the social question of <b>who shall teach our children</b> . Lawrence Hardy addresses the problem that American society faces in finding well-prepared teachers who are willing to <b>teach in multicultural settings</b> . Within this article a short vignette by Kathleen Vail describes various programmatic efforts to educate for <b>cultural diversity in schools</b> . | 36<br>38 |
| <b>8. Student Teachers' Efforts to Promote Self-Esteem in Navajo Pupils,</b> Laura L. Stachowski, <i>The Educational Forum</i> , Summer 1998. The author discusses efforts <b>by student teachers</b> to teach Native American students. Laura Stachowski reports on efforts to build <b>self-esteem</b> in Native American students. The fundamental arguments of <b>critical of "liberation" pedagogy</b> propel the arguments in this essay.   | 42       |
| <b>9. Speaking from Experience: Anglo-American Teachers in African American Schools,</b> Daisy F. Reed, <i>The Clearing House</i> , March/April 1998. Daisy Reed explores the issues at stake between <b>Anglo-American teachers</b> and <b>students of color</b> . This essay also reflects current issues in <b>student-teacher relations</b> as well as <b>school and community relationships</b> .  | 48       |
| <b>10. Understanding the Culture of a Classroom,</b> Pamela S. Carroll and Althoria Taylor, <i>Middle School Journal</i> , September 1998. Pamela Carroll and Althoria Taylor explore what classroom dynamics occur in multicultural educational settings. Their essay reveals important content and perception on what the <b>goals of schooling should be in multicultural settings</b> . It contributes to our understanding of <b>teaching in multicultural settings</b> .  | 55       |
| <b>11. Cultural Diversity and the NCATE Standards: A Case Study,</b> Porter Troutman, W. Paul Jones, and Maria G. Ramirez, <i>Multicultural Education</i> , Spring 1997. The authors discuss how the <b>National Council for the Accreditation of Teacher Education (NCATE)</b> attempts to address cultural diversity in teacher education programs. Several professional issues relating to the cultural diversity of both the faculty and student bodies of these programs are identified.                             | 64       |

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12. **Failing to Marvel: The Nuances, Complexities, and Challenges of Multicultural Education**, Paulo M. Simões de Carvalho, *Multicultural Education*, Spring 1998. In eloquent terms, the author discusses the phenomena of **cultural shock** between cultures and the need for **intercultural understanding**. He then relates this to the present dialogue on what **multicultural education as an academic discipline** should be about and warns us not to interpret multicultural education through "Western" lenses.

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13. **The Lives and Values of Researchers: Implications for Educating Citizens in a Multicultural Society**, James A. Banks, *Educational Researcher*, October 1998. James Banks insightfully provides historical perspective on past academic efforts to do **comparative cultural research**. This essay will provide students of multicultural education with vital historical perspective on cross-cultural research and **multicultural education as a field of study**.

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14. **The Challenges of National Standards in a Multicultural Society**, Cherry A. McGee Banks, *Educational Horizons*, Spring 1997.

88

Cherry McGee Banks discusses recent proposals for the establishment of **national standards for American schools** as these proposals relate to educational issues in a **multicultural society**. She argues that several problems relating to **our multicultural reality** as a nation have not been addressed by those who advocate national standards for American schools.

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

93

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

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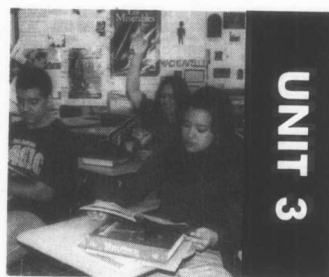
16. **On the Teaching and Personal Construction of Educational Equity**, Patricia Terry Davidman and Leonard Davidman, *Multicultural Education*, Spring 1998. In this essay the authors discuss issues of **social justice and fairness** as they relate to how people form their **personal identities in cultural contexts**. Various conceptions of social equity are compared.

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17. **Race, Denial and the American Nightmare**, Michael L. Fischler, *Education*, Fall 1997.

105

Michael Fischler discusses issues of **race and cultural identity** in this insightful essay. This essay provides a historical insight into the phenomenon of **racism and race relations in the United States**.



## Multicultural Education as an Academic Discipline

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



## Identity and Personal Development: A Multicultural Focus

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



## 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.

18. **Rethinking Racism and Assimilation**, Russell L. Young, 109  
*Multicultural Education*, Fall 1998.

Russell Young explores issues of **racial identity formation** in multicultural contexts. The author relates this to historical power struggles in society. He identifies important moral issues in the struggle for **social justice** in the United States.

19. **Streets to Schools: African American Youth Culture and the Classroom**, Jabari Mahiri, *The Clearing House*, July/August 1998.

Jabari Mahiri looks at **identity development among African American youth** encountering school environments that are still often dominated by values that had their origins in Eurocentric curricula. Discussion of how students see their "real" lives and their lives in school provide insight into how young persons form their **personal identities**.

20. **Parenting Styles and Adolescents' Learning Strategies in the Urban Community**, Marsha E. Boveja, *Journal of Multicultural Counseling and Development*, April 1998.

Marsha Boveja reports on and discusses the relationship between perceived **parenting styles** and **urban adolescents'** learning and study strategies. The author used empirical research techniques to research her inquiry into perceived **comparative parenting styles**.

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

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. He advocates a multiracial conceptualization of how hegemonic forces subvert efforts to achieve social equality.

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22. **The Goals of Schooling in Culturally Diverse Classrooms**, Dennis M. McInerney and Valentina McInerney, *The Clearing House*, July/August 1998.

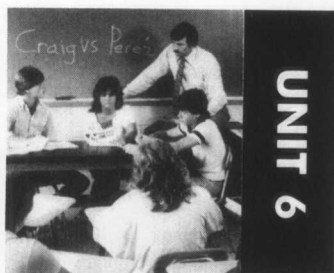
The authors provide insight into the **curricular dimensions of multicultural education**. They provide several important observations on curricular issues involved in the education of students from very different cultural backgrounds and discuss the implications for the conduct of schooling.

23. **The Controversy over Ebonics**, Steven Fox, *Phi Delta Kappan*, November 1997.

Steven Fox discusses the controversy over **Ebonics in schools**, and he discusses curricular issues relating to questions such as what linguistic skills should be taught to all students. He argues that parents who wish their children to be fluent in standard English as well as other dialects must be role models to their children.



24. **Creating Culturally Responsive Curriculum: Making Race Matter**, A. Cheryl Curtis, *The Clearing House*, January/February 1998. 139  
A. Cheryl Curtis raises issues of **cultural responsiveness in school curricula**. The author attempts to place curricular issues in multicultural perspective. She provides important insights into **race relations** in the education of teachers and argues that awareness of racial issues is important in the formation of **school curricula**.
25. **Family Gardens and Solar Ovens: Making Science Education Accessible to Culturally and Linguistically Diverse Students**, Barbara J. Merino and Lorie Hammond, *Multicultural Education*, Spring 1998. 143  
The authors describe methods of **science education in multicultural school settings**. They specifically discuss the **Bilingual Integrated Curriculum Project (BICOMP)** and describe current trends in science education curriculum and explore how these can be related to **multicultural student populations**. They advocate a "sheltered constructivist" approach to curriculum development, which encourages the relating of science curricula to community and cultural contexts.
26. **The Pitfalls and Possibilities for Organizing Quality ESL Programs**, Jonathan F. Borden, *Middle School Journal*, January 1998. 147  
Jonathan Borden discusses how to provide quality **English as a Second Language (ESL) programming** in schools and makes several specific suggestions.
27. **Tribal Traditions in a Basic School**, Ian Elliot, *Teaching K-8*, April 1998. 156  
Ian Elliot describes a school designed to meet the basic educational needs of **Native American students** and relates his description to four priorities of "Basic Schools" and to human experience in general.
28. **Mining and Refining the Information Lode: Internet Search Tools for Multicultural Education**, Dennis Sayers, *Multicultural Education*, Summer 1997. 160  
Dennis Sayers identifies and discusses **Internet search tools** that can contribute to **multicultural education in school settings**. He identifies specific Internet search sites and full-text search engines. The author notes that typing in "multicultural education" on the Internet can provide 4,000 clickable links on the Web in just 3 seconds.
29. **Meeting the Needs of Multiracial and Multiethnic Children in Early Childhood Programs**, Francis Wardle, *Early Childhood News*, July/August 1998. 166  
Francis Wardle discusses issues in **early childhood education** that can be related to **multicultural interests and needs**. The discussion of the needs of **biracial children** is very informative. The author argues that biracial and multiethnic content should be integrated throughout school curricula.



## Special Topics in Multicultural Education

Six articles explore  
some of the dynamics  
of implementing  
multilingual programs.

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30. **Bilingual Education: Policy Worth Pursuing**, Margaret Crandall, *The High School Magazine*, October 1998. 172

Margaret Crandall defends the basic premises of helping linguistic minority students learn English as well as maintain expertise in their own respective native languages. This brief essay represents a defense of the basic premises of most **bilingual education** programs.

31. **Bilingual Education: A Failed Experiment**, Ron K. Unz, *The High School Magazine*, October 1998. 173

Ron Unz offers a brief critique of bilingual education programming as it has usually been implemented in American schools. He refers to **California Proposition 22**, the passage of which required English-immersion classes in California instead of transitional **bilingual education programming**. He considers bilingual education a "failed experiment."

32. **The Politics of Bilingual Education**, Rosalie Pedalino Porter, *Society*, September/October 1997. 175

Rosalie Pedalino Porter provides an interesting report on the **politics of bilingual educational programming** in the United States. The author also documents the social reality of the growing numbers of **linguistic minority students in the United States**. The author cites and discusses recent research on the nature and costs of bilingual education programming.

33. **Multilingualism Is Basic**, Fred Genesee and Nancy Cloud, *Educational Leadership*, March 1998. 184

The authors discuss demographic, economic, and social issues confronting **linguistic minority populations** and the education of their children. They provide an argument for more effective language immersion programs for all students and argue that all students should learn a second language.

34. **Acculturation in the Cognitive Style of Laotian Hmong Students in the United States**, Joan Thrower Timm, Berttram Chiang, and Brenda Doherty Finn, *Equity & Excellence in Education*, April 1998. 188

This essay reports on research into **the learning styles of Laotian Hmong students** in the United States. The authors provide information on Hmong culture and their cognitive styles of learning.

35. **Families in Postmodern Society: A Sociological View**, Edith W. King, *Education and Society*, Volume 15, Number 2, 1997. 195

Edith King describes various and seldom-discussed models of family life. She describes issues confronting **biracial and biethnic children** and their families and discusses in depth the educational challenges facing families of **"super twins"** (families who have experienced multiple births).

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36. **What Issues Will Confront Public Education in the Years 2000 and 2020? Predictions of Chief State School Officers**, Alan D. Morgan, Myrna Matranga, Gary L. Peltier, and George C. Hill, *The Clearing House*, July/August 1998.

The authors of this article summarize what they believe will be the primary challenges to **public education in the next 20 years**. They report on a survey they conducted regarding what educators viewed as the primary challenges to American educators in the near future.

37. **Expanding the Borders of Liberal Democracy: Multicultural Education and the Struggle for Cultural Identity**, Eduardo Manuel Duarte, *Multicultural Education*, Fall 1998.

Eduardo Manuel Duarte discusses the role that multicultural education can play in helping all Americans to develop a strong sense of national **cultural identity**. He argues that helping one another accept cultural difference helps us to expand our concept of what we are as a nation. The author attempts to argue for a broader concept of **the aims of multicultural education**.

38. **Who Shall Have the Moral Courage to Heal Racism in America?** G. Pritch Smith, *Multicultural Education*, Spring 1998.

G. Pritch Smith provides a challenging call for **social voice and conscience** in the struggle of educators to combat the remaining vestiges of racism in American life and schools. He provides an argument for what educators can do in the struggle against racism.

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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.

# Multicultural Education

99/00

*Sixth 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 a primary focus on the history of ideas and social philosophy of education. He also likes to study languages.

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# Topic Guide

This topic guide suggests how the selections and World Wide Web sites found in the next section of this book relate to topics of traditional concern to students and professional educators involved with the study of education. It is useful for locating interrelated articles and Web sites for reading and research. The guide is arranged alphabetically according to topic.

The relevant Web sites, which are numbered and annotated on pages 4 and 5, are easily identified by the Web icon (Ⓢ) under the topic articles. By linking the articles and the Web sites by topic, this ANNUAL EDITIONS reader becomes a powerful learning and research tool.

TOPIC AREA	TREATED IN	TOPIC AREA	TREATED IN
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<b>Aims of Multicultural Education</b>	12. Failing to Marvel 13. Lives and Values of Researchers 14. Challenges of National Standards 15. Bridging Multicultural Theory and Practice 37. Expanding the Borders 38. Who Shall Have the Moral Courage to Heal? Ⓢ 4, 5, 6, 8, 9, 12, 15, 31		24. Creating Culturally Responsive Curriculum 25. Family Gardens 26. Pitfalls and Possibilities 27. Tribal Traditions 28. Mining and Refining 29. Meeting the Needs 30. Bilingual Education: Policy Worth Pursuing 31. Bilingual Education: A Failed Experiment 32. Politics of Bilingual Education 34. Acculturation in the Cognitive Style Ⓢ 21, 23, 25, 26, 27, 31, 32
<b>Assimilation</b>	16. On the Teaching and Personal Construction of Educational Equity Ⓢ 10, 11, 12	<b>Ebonics</b>	23. Controversy over Ebonics
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		<b>Internet and Multicultural Education</b>	28. Mining and Refining Ⓢ 32, 33, 34
		<b>Minorities in Public Schools</b>	2. Minorities in Public Schools 3. Segregation, Now 13. Lives and Values of Researchers 14. Challenges of National Standards 15. Bridging Multicultural Theory and Practice 16. On the Teaching and Personal Construction of Educational Equity

TOPIC AREA	TREATED IN	TOPIC AREA	TREATED IN
<b>Minorities in Public Schools (continued)</b>	18. Rethinking Racism 19. Streets to Schools 20. Parenting Styles 21. Decentering Whiteness 29. Meeting the Needs 30. Bilingual Education: Policy Worth Pursuing 31. Bilingual Education: A Failed Experiment 32. Politics of Bilingual Education 33. Multilingualism Is Basic 34. Acculturation in the Cognitive Style 35. Families in Postmodern Society 37. Expanding the Borders 38. Who Shall Have the Moral Courage to Heal? ☉ 1, 2, 3, 5, 6, 8, 9, 10, 11, 12, 27, 31	<b>Public Education</b>	38. Who Shall Have the Moral Courage to Heal?  1. Multiculturalism and Schools 3. Segregation, Now 4. Un-United States of America 6. Saving Public Education ☉ 1, 2, 5, 6, 9
<b>Multicultural Education as an Academic Discipline</b>	12. Failing to Marvel 13. Lives and Values of Researchers 14. Challenges of National Standards 15. Bridging Multicultural Theory and Practice 37. Expanding the Borders 38. Who Shall Have the Moral Courage to Heal? ☉ 10, 11, 12, 13, 14, 16, 18, 23, 27, 31	<b>Race and Education</b>	2. Minorities in Public Schools 3. Segregation, Now 4. Un-United States of America 17. Race, Denial, and the American Nightmare 18. Rethinking Racism 19. Streets to Schools 21. Decentering Whiteness 37. Expanding the Borders 38. Who Shall Have the Moral Courage to Heal? ☉ 1, 2, 3, 4, 13, 14, 15, 17, 18, 25, 26, 27, 28, 30, 31
<b>Multiculturalism: The Debate</b>	1. Multiculturalism and Schools 3. Segregation, Now 4. Un-United States of America 33. Multilingualism Is Basic ☉ 13, 23	<b>Science Education in Multicultural Perspective</b>	25. Family Gardens ☉ 21
<b>Multilingualism</b>	30. Bilingual Education: Policy Worth Pursuing 31. Bilingual Education: A Failed Experiment 32. Politics of Bilingual Education 33. Multilingualism Is Basic ☉ 13, 14, 15, 16, 20	<b>Self-Esteem</b>	8. Student Teachers' Efforts to Promote Self-Esteem 12. Failing to Marvel 38. Who Shall Have the Moral Courage to Heal?
<b>National Standards in a Multicultural Society</b>	14. Challenges of National Standards ☉ 15, 31	<b>Social Context of Multicultural Education</b>	1. Multiculturalism and Schools 2. Minorities in Public Schools 3. Segregation, Now 4. Un-United States of America 5. Culture Defined 6. Saving Public Education 12. Failing to Marvel 37. Expanding the Borders 38. Who Shall Have the Moral Courage to Heal? ☉ 7, 8, 9, 10, 11, 12, 26, 27, 30, 31
<b>Native Americans</b>	8. Student Teachers' Efforts to Promote Self-Esteem 27. Tribal Traditions ☉ 21	<b>Teacher Education in Multicultural Perspective</b>	7. Good Teacher Is Hard to Find 8. Student Teachers' Efforts to Promote Self-Esteem 9. Speaking from Experience 10. Understanding the Culture 11. Cultural Diversity ☉ 10, 11, 12
<b>Parenting</b>	20. Parenting Styles 34. Acculturation in the Cognitive Style ☉ 28, 29	<b>Vision and Voice</b>	37. Expanding the Borders 38. Who Shall Have the Moral Courage to Heal? ☉ 32, 33, 34
<b>Politics and Education</b>	12. Failing to Marvel 30. Bilingual Education: Policy Worth Pursuing 31. Bilingual Education: A Failed Experiment 32. Politics of Bilingual Education 37. Expanding the Borders	<b>Whiteness</b>	21. Decentering Whiteness 38. Who Shall Have the Moral Courage to Heal?

## ● AE: Multicultural Education

The following World Wide Web sites have been carefully researched and selected to support the articles found in this reader. If you are interested in learning more about specific topics found in this book, these Web sites are a good place to start. The sites are cross-referenced by number and appear in the topic guide on the previous two pages. Also, you can link to these Web sites through our DUSHKIN ONLINE support site at <http://www.dushkin.com/online/>.

**The following sites were available at the time of publication. Visit our Web site—we update DUSHKIN ONLINE regularly to reflect any changes.**

### General Sources

#### 1. Educational Resources Information Center

<http://www.accesseric.org:81>

This invaluable site provides links to all ERIC sites: clearing-houses, 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.shtml>

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.

### The Social Contexts of Multicultural Education

#### 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 pos-

sible 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. 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 topics areas from Indiana University's Center for Adolescent Studies.

### Multicultural Education as an Academic Discipline

#### 13. Canada's Schoolnet Staff Room

<http://www.schoolnet.ca/home/e/>

Here is a resource and link site for anyone involved in education, including bilingual-education teachers, parents, volunteers, and administrators.

#### 14. 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*.

#### 15. 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.

#### 16. 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.

## Identity and Personal Development: A Multicultural Focus

### 17. 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.

### 18. Kathy Schrock's Guide for Educators

<http://www.capecod.net/schrockguide/>

This classified list of Web sites is useful for enhancing curriculum and teacher professional growth.

### 19. 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.

### 20. 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

### 21. 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; it also provides Web links.

### 22. 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.

### 23. STANDARDS: An International Journal of Multicultural Studies

<http://stripe.colorado.edu/~standard/>

This fascinating site provides access to a seemingly infinite number of international archives.

## Special Topics in Multicultural Education

### 24. 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.

### 25. 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.

### 26. Early Intervention Solutions

<http://www.earlyintervention.com>

EIS presents this site to address concerns about child stress and reinforcement and suggests ways to deal with the negative behaviors that may result.

### 27. National Institute on the Education of At-Risk Students

<http://www.ed.gov/offices/OERI/AtRisk/>

The At-Risk Institute supports 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.

### 28. National Network for Family Resiliency

<http://www.nnfr.org>

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.

### 29. National Parent Information Network/ERIC

<http://npin.org>

This is a clearinghouse of information on education for parents and for people who work with parents.

### 30. 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. It can serve as a valuable starting point for research into and understanding of the concept of race.

### 31. 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.

## For Vision and Voice: A Call to Conscience

### 32. 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.

### 33. EdWeb/Andy Carvin

<http://edweb.cnidr.org>

The purpose of EdWeb is to explore educational reform and information technology. Access educational resources worldwide, learn about trends in education policy, and examine success stories of computers in the classroom.

### 34. 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 help for integrating the Web with individual teaching styles.

**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/>.



## Unit Selections

1. **Multiculturalism and Schools: The Struggle toward Open-Mindedness**, Louis Denti
2. **Minorities in Public Schools: Social Context of Education**, *The Education Digest*
3. **Segregation, Now**, Julian E. Barnes
4. **The Un-United States of America: The End of Desegregation**, G. Pritchey Smith and Deborah A. Batiste
5. **Culture Defined: A Twenty-First Century Perspective**, Cornell Thomas
6. **Saving Public Education**, Jonathan Kozol et al.

## Key Points to Consider

- ❖ What should every student learn about cultural diversity and his or her own cultural heritage?
- ❖ What facets of the history of the human struggle for civil rights should be taught to students?
- ❖ What should students learn about other nations and other democratic traditions?
- ❖ How can the mass media more effectively inform the public on issues related to cultural diversity?
- ❖ What can educators do to help students better understand the social contexts in which they live?
- ❖ What should every student know about cultural diversity and equality of opportunity?
- ❖ What should everyone know about our common humanity?



## Links

[www.dushkin.com/online/](http://www.dushkin.com/online/)

7. **American Psychological Association**  
<http://www.apa.org/psychnet/>
8. **Association for Moral Education**  
<http://www.wittenberg.edu/ame/>
9. **Center for Innovation in Education**  
<http://www.educenter.org>

These sites are annotated on pages 4 and 5.