

A·N·N·U·A·L E·D·I·T·I·O·N·S

Multicultural Education

01/02



Student Web Site



Northern Light

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Credits

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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.

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; we must 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 best help our students to 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. 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 01/02*.

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 published annual 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

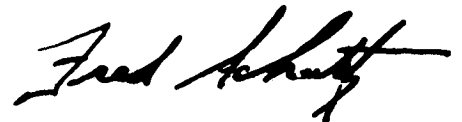
that continues to develop in the public schools as a result of dramatic demographic shifts in the population.

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 eighth edition of *Annual Editions: Multicultural Education*, 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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To the Reader

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1. Street Smart: Sidewalk Libraries Open a World of Learning for Urban Youth, Tim Walker, *Teaching Tolerance*, Spring 2000.

Tim Walker reports on efforts to help children and youth from poverty-level neighborhoods in major American cities to learn how to learn in an effort to improve their school performance. The "**street libraries**" are operating in several American cities, and they are sponsored by the **Youth World Movement**, an organization that originated in France and is now operating in the United States.

2. The New Immigrants and Education: Challenges and Issues, Linda M. Perkins, *Educational Horizons*, Winter 2000.

This article reports on educational efforts to work with the new generation of **immigrant children and youth** who are attending our schools. Linda Perkins points out that the "**new immigrants**" to the United States are arriving primarily from different nations of origin than the immigrants of 90 or 100 years ago.

3. Improving Ethnic and Racial Relations in the Schools, Harriett D. Romo, *ERIC Review*, Spring 2000.

Harriett Romo offers information in depth on what educators can do to improve ethnic and racial relations in schools. She includes suggestions on how school personnel can reduce levels of **prejudice and discrimination** in dealing with **multiethnic and multiracial school populations**.

4. Paying Attention to Our Children: Educational Dilemmas for Americans, Patricia Albjerg Graham, *Current*, May 1998.

Patricia Graham identifies three dilemmas regarding schooling that Americans continue to confront and places them in **historical perspective**. According to Graham, Americans keep shifting their expectations as to what the **purposes and content of education** ought to be.

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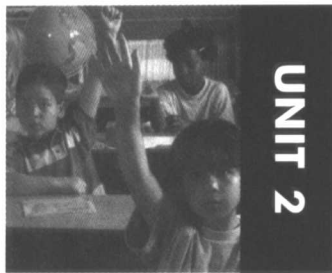
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The Social Concepts of Multicultural Education

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



Teacher Education in Multicultural Perspective

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



Multicultural Education as an Academic Discipline

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

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<p>5. Confronting White Privilege and the "Color Blind" Paradigm in a Teacher Education Program, Margaret H. Cooney and Omowale Akintunde, <i>Multicultural Education</i>, Winter 1999.</p> <p>The authors describe issues relating to intercultural relations in teacher education programs. They describe a symposium that was held to assist persons to gain a greater sense of cultural awareness and understanding.</p>	26
<p>6. From Our Readers: Preparing Preservice Teacher Candidates for Leadership in Equity, Marta I. Cruz-Janzen, <i>Equity & Excellence in Education</i>, April 2000.</p> <p>Marta Cruz-Janzen offers this essay on how to assist preservice teachers, other educators, and citizens to transcend the conceptual borders of cultural and racial stereotypes as part of training exercises to improve leadership skills in achieving educational equity. The author argues that we must move beyond stereotyped cultural and racial identity labels.</p>	32
<p>7. Tipi Technology: Student Teachers in Washington State Experiment With Multicultural Science, Jeri Buckley, <i>Teaching Tolerance</i>, Spring 2000.</p> <p>This description by Jeri Buckley is a case study of an attempt to improve graduate student teachers' perceptions of and skills in dealing with cultural diversity. Working with Native Americans of the Blackfoot nation, the student teachers learned how Blackfoot tipi construction techniques can be integrated into science lessons.</p>	40
<p>8. Prospective Teachers' Attitudes Toward Urban Schools: Can They Be Changed? Terrence C. Mason, <i>Multicultural Education</i>, Summer 1999.</p> <p>The author explores prospective teachers' attitudes toward urban schools and makes some recommendations for teacher education. He briefly reports on the findings of research on urban school field experiences for prospective teachers. How to help prospective teachers develop positive views toward students who come from culturally and/or socioeconomically diverse backgrounds is discussed.</p>	43
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<p>9. A Conversation with Carlos Cortés: Searching for Patterns, <i>Teaching Tolerance</i>, Fall 1999.</p> <p>This interview with Carlos Cortés, a distinguished scholar in the field of multicultural education, was conducted by Jim Carnes, director of Teaching Tolerance. Cortés is from a culturally as well as religiously pluralistic family background. He claims that people must avoid cultural identity stereotypes and discusses his view on the influences of mass media religion and other social forces on how people become educated today.</p>	50
<p>10. Education & Class, Jane A. Van Galen, <i>Multicultural Education</i>, Spring 2000.</p> <p>Jane Van Galen discusses the complex interrelationships between education and social class structures. She discusses the issues that relate to social class awareness and educational experience as well as the alienation effects of schooling on working class families. Gender issues in the research on social class are interrelated with the scholarship that has been done on social class identification.</p>	54

- 11. Sociopedagogy: A Move Beyond Multiculturalism Toward Stronger Community,** A. Y. "Fred" Ramirez, Mary Murray Autry, and Mary Lou Morton, *Multicultural Education*, Summer 2000. **63**
The authors historically review some major events and concepts that have led to the development of ***multicultural educational studies*** in the United States. They cite selected case studies, then discuss four themes that directly relate to possible directions for educators to analyze ***multicultural issues in schools***.
- 12. Use and Support of Multicultural and Antiracist Education: Research-Informed Interdisciplinary Social Work Practice,** Paula T. Tanemura Morelli and Michael S. Spencer, *Social Work*, March 2000. **70**
Paula Morelli and Michael Spencer describe some interesting relationships between the fields of ***social work*** and ***multicultural education*** that broaden our view to a more holistic approach in defining ***multicultural education*** as an area of study. The authors also discuss ***antiracist approaches***.
- 13. Confessions of a Canon-Loving Multiculturalist: School Reform and the Language Arts Classroom,** Anne Fairbrother, *Multicultural Education*, Spring 2000. **78**
Anne Fairbrother examines what teachers can do to incorporate ***multicultural perspectives*** into language arts curricula. She argues that high school language arts classes must be thematically decentered so that representative literature of the rich ***American literary kaleidoscope*** from a multicultural point of view that more adequately and justly reflects ***American social experience*** can be included.
- 14. White Racism, White Supremacy, White Privilege, & the Social Construction of Race,** Omowale Akin-tunde, *Multicultural Education*, Winter 1999. **82**
The author discusses how ***racist thought*** is socially constructed and uses the development of white racism as an example. He explores social origins of individual ***racist commentaries*** and speaks of the use of ***postmodernistic critical multicultural thought*** to better inform the struggle against racism.
- Overview** **88**
- 15. The Barriers of Diversity: Multicultural Education & Rural Schools,** Fred Yeo, *Multicultural Education*, Fall 1999. **90**
Fred Yeo argues that rural schools must have ***multicultural awareness*** and cross-cultural perspectives as well as ***urban schools***. He concludes that there are at least seven propositions that educators should act upon to attempt to bring a more ***multicultural focus to rural schooling***.
- 16. Culturally Sensitive Strategies for Violence Prevention,** Laurel M. Garrick Duhaney, *Multicultural Education*, Summer 2000. **95**
The author discusses several ways that teachers can develop ***culturally sensitive behavior management policies*** to assist in reducing levels of ***school violence*** in schools that are affected by this issue.



Identity and Personal Development: A Multicultural Focus

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



Curriculum and Instruction in Multicultural Perspective

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

17. **A Therapeutic Moment? Identity, Self, and Culture in the Anthropology of Education**, Diane M. Hoffman, *Anthropology & Education Quarterly*, Volume 29, Number 3, 1998.

Diane Hoffman suggests that understanding how people develop a **sense of self and personal identity** within the context of their **cultural experiences** is an important area of concern that **anthropologists of education** can address. Hoffman argues for further inquiry regarding the concept of **personal identity** and states that we must be able to see the distinctions between "self" and "identity." She then places her arguments in the context of multicultural educational experience.

Overview

18. **Developmentally Responsive Multicultural Education for Young Adolescents**, M. Lee Manning, *Childhood Education*, Winter 1999/2000.

This is an interesting **multicultural perspective** on curriculum development for young adolescents. The author offers a brief discussion of the learning characteristics of young adolescents. He discusses **developmentally appropriate responses** to the learning needs of young adolescents as well as **culturally appropriate educator responses**.

19. **The Power of Performance in Multicultural Curricula**, Sima Abramovitz, *Multicultural Education*, Spring 2000.

This brief article by Sima Abramovitz explores how interactive **sensitivity workshops** can assist students to develop an appreciation of themselves as persons from different **cultural backgrounds**. Therapeutic effects are implied by the use of drama to achieve understanding of **self and others**.

20. **Bilingual Education as a Manifestation of an Ethic of Caring**, Lynn W. Zimmerman, *Educational Horizons*, Winter 2000.

Lynn Zimmerman defends **bilingual education** in American schools, based on an "ethic of caring." The author uses the philosophical work of Nel Noddings and others to defend the position she takes. The essay opens with brief discussions on **language and American society**, the history of theories of **assimilation of immigrants** into American life, and the **history of bilingual education** in the United States, then concludes with the defense of bilingual education.

21. **The Real Deal on Bilingual Education: Former Language-Minority Students Discuss Effective and Ineffective Instructional Practices**, Gail L. Thompson, *Educational Horizons*, Winter 2000.

Gail Thompson reports on how former **students in bilingual education** programs, who were surveyed by the author, described their perceptions of effective and ineffective **bilingual instructional practices**. A brief discussion is offered of the origins of bilingual education policy in the United States.

22. The Benefits of English Immersion, Rosalie Pedalino 136

Porter, *Educational Leadership*, December 1999/January 2000.

In this article, the author argues for the benefits of **English immersion** programs in serving the educational needs of linguistic minority students. She argues that **opposition to bilingual education** in the 1990s has shifted the debate to the center.

23. The Illiteracy of English-Only Literacy, Donaldo 141

Macedo, *Educational Leadership*, December 1999/January 2000.

Donald Macedo wages a fierce and academically well-based argument in defense of the rights of **linguistic minority students** for their own voice and self-respect. He argues against the **politicization** of the debate over bilingual education programming.

24. Bye-Bye to Bilingual Ed? Jorge Amselle, The World & 146

Jorge Amselle describes the debate over bilingual education in the United States and the politics of **Proposition 227 in California**. The points of view of **parents of bilingual education students** as well as of those defending **bilingual education** programs are described. The author points out that **"dual immersion"** programming is still popular.

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25. School Colors: The Racial Politics of Public Education, 152

Luis Garden Acosta, Lisa Delpit, Harold Levy, Adam Urbanski, Deborah Wei, and Amy Wilkins, *The Nation*, June 5, 2000.

This essay is from a special issue of *The Nation* in which several people address issues relating to **race, politics, and educational inequalities**. Herbert Kohl, a famous teacher and teacher educator, conducted the interviews with those who responded to *The Nation's* invitation.

26. Educating Beyond the Borders of Schooling, 158

Michelle Fine, Lois Weis, Craig Centrie, and Rosemarie Roberts, *Anthropology & Education Quarterly*, Volume 31, Number 2, 2000.

The four authors of this essay have developed a very insightful argument regarding how we are educated by family, media, neighborhoods, friends, and the significant others in our lives well beyond and outside of the institutional contexts of schools. They speak of the **social psychology of human spatiality** as well as **"sites of differences"** as persons forge their identities with like-minded others in spite of hegemonic and societal forces.

27. Children and Play in the Holocaust: Friedl 167

Dicker-Brandeis—Heroic Child Therapist, Hilda R. Glazer, *Journal of Humanistic Counseling, Education, and Development*, June 1999.

Hilda Glazer portrays a poignant description of the work of **Friedl Dicker-Brandeis**, who was a child therapist condemned to a concentration camp during the **Holocaust**. The author describes the therapist's work with children in the camp and how she used play therapy to help the children cope with their circumstances. Glazer synthesizes some of the research findings regarding how children coped with the terror of **victimization** in hiding, in the ghettos, and in the camps during the Holocaust.



UNIT 6

Special Topics in Multicultural Education

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

28. **Life Is Not Beautiful: Reflections of a Second Generation Child of a Holocaust Survivor**, Jeffrey Glanz, *Multicultural Education*, Summer 2000. 172
This article is an autobiographical sketch of the memories of a second-generation child of a survivor of the **Holocaust** in Germany in the 1940s. This is a most important memoir. We can all receive instruction from it.
29. **Children of Mixed Race—No Longer Invisible**, Francis Wardle, *Educational Leadership*, December 1999/January 2000. 176
This is an insightful discussion of the reality of the growing numbers of **multiracial and multiethnic students** in American schools. Teachers and other educators need to be aware of their **special identities and hear their voices**. As Carlos Cortés has observed, some families are such a great mixture of cultures that it is not possible to label them.
30. **"You Are Not Enough": The "Faceless" Lives of Biethnic and Biracial Americans—A Challenge for Truly Inclusive Multicultural Education**, Marta I. Cruz-Janzen, *Multicultural Perspectives*, Volume 1, Number 4, 1999. 180
This is a report by Marta Cruz-Janzen of a research project that she completed in which she interviewed 10 **interethnic and interracial individuals** who were not of primarily European ethnic origins. The report provides insight into the situations of **multiracial students** in schools and calls for more inclusive, accepting, and understanding school settings.
31. **Service-Learning and Multicultural/Multiethnic Perspectives: From Diversity to Equity**, Wokie Weah, Verna Cornelia Simmons, and McClellan Hall, *Phi Delta Kappan*, May 2000. 186
This article discusses the practice of **service learning** in some American schools, a practice in which students are required to perform a specified number of hours of **volunteer service** in their communities or neighborhoods. The authors review this practice, which is believed to encourage acceptance of **diversity** in the effort to achieve greater **social equality**, from **multicultural and multiethnic perspectives**.
32. **What Is Collaboration? Diverse Perspectives**, Barbara J. Thayer-Bacon and Sherlon Pack-Brown, *Journal of Thought*, Summer 2000. 190
The authors discuss **diverse perspectives** on what it means for educators to work collaboratively to improve student learning as well as to support their **educative efforts**. They point out that **"collaboration"** in the field of education is defined from **differing philosophical perspectives**. They encourage attempts at both **intellectual and emotional collaboration** in multicultural educative efforts.

33. Invisible No More: Romani Americans Are Challenging Harmful Assumptions About Gypsies, 198

Claire King, *Teaching Tolerance*, Fall 1999.

In this article, Claire King informs people concerning Romani Americans as well as about cultural stereotypes of Gypsies. She identifies the various Gypsy populations in the United States and discusses their cultural background. Suggestions for teachers are offered in this essay, which is very relevant to multicultural education.

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34. Understanding Diversity, Accepting Others: Realities and Directions, 206
M. Lee Manning, *Educational Horizons*, Winter 1999.

M. Lee Manning looks briefly at current realities relating to cultural diversity in the United States and discusses **future directions for multicultural education**. The author makes some specific recommendations as to what directions **multicultural education** should take.

35. A Call for a Multicultural Revolution, Gustavo E. 209
Fischman, *Multicultural Education*, Summer 1999.

In an interview with Gustavo Fischman, Peter McLaren discusses the concept of what a **revolutionary vision** of the field of **multicultural education** will entail. He presents a **critical pedagogical perspective** on what the **future of education** really needs to be. The selection also includes five reviews of McLaren's book, *Revolutionary Multiculturalism: Pedagogies of Dissent for the New Millennium*.

36. An Outsider's View Inside: 21st Century Directions for Multicultural Education, 218
David B. Willis, *Multicultural Education*, Winter 1997.

David Willis provides an American expatriate's perceptions of **future educational development** based on his many years in India and Japan. He identifies twenty-first century developments in education from an international perspective and reflects on transformative discourse on what lies ahead for the world in the field of education.

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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

Eighth Edition

01/02

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 in this book relate to the subjects covered in your course.

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

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TOPIC AREA	TREATED IN	TOPIC AREA	TREATED IN
	14. White Racism, White Supremacy, White Privilege, & the Social Construction of Race 15. Barriers of Diversity: Multicultural Education & Rural Schools 34. Understanding Diversity, Accepting Others 35. Call for a Multicultural Revolution 36. Outsider's View Inside • 10, 12, 13, 14, 15, 17, 22, 27, 30	Sociopedagogy	9. Conversation with Carlos Cortés 11. Sociopedagogy: A Move Beyond Multiculturalism • 8, 9
Multiracial and Multiethnic Students	6. From Our Readers: Preparing Preservice Teacher Candidates 9. Conversation with Carlos Cortés 12. Use and Support of Multicultural and Antiracist Education 29. Children of Mixed Race—No Longer Invisible 30. "You Are Not Enough": The "Faceless" Lives of Biethnic and Biracial Americans • 1, 3, 4, 10, 13, 22, 26, 27, 29	Street Libraries	1. Street Smart: Sidewalk Libraries
Native Americans	7. Tipi Technology • 20	Teacher Attitudes	5. Confronting White Privilege and the "Color Blind" Paradigm in a Teacher Education Program 6. From Our Readers: Preparing Preservice Teacher Candidates 7. Tipi Technology 8. Prospective Teachers' Attitudes Toward Urban Schools 10. Education & Class 14. White Racism, White Supremacy, White Privilege, & the Social Construction of Race 25. School Colors: The Racial Politics of Public Education 29. Children of Mixed Race—No Longer Invisible 30. "You Are Not Enough": The "Faceless" Lives of Biethnic and Biracial Americans • 10, 12, 15, 17, 31
Preservice Multicultural Teachers	5. Confronting White Privilege and the "Color Blind" Paradigm in a Teacher Education Program 6. From Our Readers: Preparing Preservice Teacher Candidates 7. Tipi Technology 8. Prospective Teachers' Attitudes Toward Urban Schools • 10, 11, 12, 17	Teacher Education in Multicultural Perspective	5. Confronting White Privilege and the "Color Blind" Paradigm in a Teacher Education Program 6. From Our Readers: Preparing Preservice Teacher Candidates 7. Tipi Technology 8. Prospective Teachers' Attitudes Toward Urban Schools 29. Children of Mixed Race—No Longer Invisible 30. "You Are Not Enough": The "Faceless" Lives of Biethnic and Biracial Americans • 10, 11, 12
Racism	3. Improving Ethnic and Racial Relations in the Schools 5. Confronting White Privilege and the "Color Blind" Paradigm in a Teacher Education Program 12. Use and Support of Multicultural and Antiracist Education 13. Confessions of a Canon-Loving Multiculturalist 14. White Racism, White Supremacy, White Privilege, & the Social Construction of Race 25. School Colors: The Racial Politics of Public Education • 1, 2, 3, 4, 13, 14, 16, 17, 24, 26, 27, 29, 30	Therapeutic Aspects of Teaching	17. Therapeutic Moment? 26. Educating Beyond the Borders 27. Children and Play in the Holocaust
Reform Agenda	4. Paying Attention to Our Children • 7, 8, 9	Urban Schools	3. Improving Ethnic and Racial Relations in the Schools 8. Prospective Teachers' Attitudes Toward Urban Schools • 9, 11, 12, 13, 15, 17, 18, 31, 32
Romani Americans	33. Invisible No More: Romani Americans Are Challenging Harmful Assumptions About Gypsies	Violence Prevention	16. Culturally Sensitive Strategies for Violence Prevention
Rural Multicultural Education	15. Barriers of Diversity: Multicultural Education and Rural Schools	White Racism	3. Improving Ethnic and Racial Relations in the Schools 5. Confronting White Privilege and the "Color Blind" Paradigm in a Teacher Education Program 12. Use and Support of Multicultural and Antiracist Education 13. Confessions of a Canon-Loving Multiculturalist 14. White Racism, White Supremacy, White Privilege, & the Social Construction of Race • 8, 16, 20, 21, 24, 29
Service Learning	31. Service-Learning and Multicultural/Multiethnic Perspectives		
Social Contexts of Multicultural Education	1. Street Smart: Sidewalk Libraries 2. New Immigrants and Education 3. Improving Ethnic and Racial Relations in the Schools 4. Paying Attention to Our Children • 7, 8, 9, 10, 11, 12, 26, 27, 29, 30		

AE: Multicultural Education

The following World Wide Web sites have been carefully researched and selected to support the articles found in this reader. The sites are cross-referenced by number and the Web icon () in the topic guide. In addition, it is possible to link directly 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: 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 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 Concepts of Multicultural Education

7. American Psychological Association

<http://www.apa.org/psychnet/>

By exploring the APA's "Resources for the Public," 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.awesomelibrary.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/thmpg.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 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. 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.

15. 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

16. Ethics Updates/Lawrence Hinman

<http://ethics.acusd.edu>

This 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.

17. 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.

18. Let 100 Flowers Bloom/Kristen Nicholson-Nelson

<http://teacher.scholastic.com/professional/assessment/100flowers.htm>

Open this page for Kristen Nicholson-Nelson's discussion of ways in which teachers can help to develop children's multiple intelligences. She provides a useful bibliography and resources.

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.

Curriculum and Instruction in Multicultural Perspective

20. 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.

21. 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.

22. STANDARDS: An International Journal of Multicultural Studies

<http://www.colorado.edu/journals/standards/>

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

Special Topics in Multicultural Education

23. 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.

24. 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.

25. CYFERNet: National Network for Family Resiliency Program & Directory

<http://www.nnfr.org>

This page will lead you to a number of resource areas of interest in learning about resiliency: General Family Resiliency, Violence Prevention, and Resiliency Topics for Young Children are a few.

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 Parent Information Network/ERIC

<http://npin.org>

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

29. 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.

30. 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

31. 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.

32. EdWeb/Andy Carvin

<http://edweb.gsn.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.

33. 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. **Street Smart: Sidewalk Libraries Open a World of Learning for Urban Youth,** Tim Walker
2. **The New Immigrants and Education: Challenges and Issues,** Linda M. Perkins
3. **Improving Ethnic and Racial Relations in the Schools,** Harriett D. Romo
4. **Paying Attention to Our Children: Educational Dilemmas for Americans,** Patricia Albjerg Graham

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?

DUSHKIN ONLINE

Links

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.