

Chalkboard features textbooks, resource guides, and curriculum materials of interest to educators at the elementary and secondary levels. Recent journal articles and issues that focus on multicultural topics are also highlighted, along with news items related to the development of multicultural curricula.

Please send any news items, curriculum materials, teacher's guides, or ideas to Lyn Miller-Lachmann, 6 Birch Hill Rd., Ballston Lake, NY 12019. If you would like the items returned, please include a stamped self-addressed envelope.

Banks, James A. and Banks, Cherry A. McGee, eds. **Handbook of Research on Multicultural Education**. San Francisco: Jossey-Bass [989 Market St., San Francisco, CA 94103-1741; web site: [www.josseybass.com](http://www.josseybass.com)], 2004. 1,090 pp. Second edition. ISBN 0-7879-5915-4, \$95.00.

This collection of 49 essays by prominent scholars in the field of multicultural education contains many that appeared in the award-winning first edition in 1995 along with 20 new contributions. The older essays have been updated to address new research and continued controversies.

The book is divided into 12 parts, covering major topics in the field: history of multicultural education; recent issues, trends, and developments; research; knowledge construction and critical studies; research on various ethnic groups; the education of immigrant children; the education of U.S.-born ethnic groups; language issues; academic achievement; intergroup approaches to school reform; higher education; and international perspectives. Notable new articles include a useful introduction to studies of two-way language immersion programs, an analysis of equity issues related to high-stakes testing, and a literature review of issues facing multi-racial children and families. All in all, the editors have done an excellent job of identifying important current issues while maintaining the breadth and depth of coverage of the entire field that distinguished the earlier edition.

The volume provides biographical information on the contributors and concludes with indexes organized by name and subject.

Boyson, Beverly A. and Short, Deborah J. **Secondary School Newcomer Programs in the United States**. Santa Cruz, Calif.: CREDE [Center for Research on Education, Diversity, and Excellence, 1156 High St., Santa Cruz, CA 95064; phone: (831) 459-3500; e-mail: [crede@catslucsi.edu](mailto:crede@catslucsi.edu); web site: [www.cal.org/crede](http://www.cal.org/crede)], 2004. 35 pp. Research Report #12. \$15.95 (includes shipping).

This research report presents the results of a four-year study of 115 newcomer programs—programs for the newest immigrants who speak little English and often have limited formal education in their countries of origin—that serve students in grades 6 through 12. The report begins

with an overview profiling newcomer students, presenting the rationale for newcomer programs, and describing the study's methodology. Following the overview, the report summarizes the locations and types of programs, the native languages of students enrolled, the length of the daily program, the number of years students spend in the programs, instructional design (including English language and literacy development, instruction in native languages, content area courses, and career orientation), counseling services, transitioning to mainstream classes, and means of student and program assessment. A final section addresses staffing and professional development and parent and community connections. The study's conclusion affirms the importance of newcomer programs and suggests avenues for further study.

CREDE maintains a searchable database of the 115 programs studied, so administrators considering implementing similar programs can take advantage of existing knowledge and practices. The report also contains a list of references and a copy of the questionnaire used in the study.

Coelho, Elizabeth. **Adding English: A Guide to Teaching in Multilingual Classrooms**. Toronto: Pippin Publishing [85 Ellesmere Rd., Suite 232, Toronto, ON M1R 4B9, Canada; phone: (888) 889-0001; e-mail: [jld@pippinpub.com](mailto:jld@pippinpub.com); web site: [www.pippinpub.com](http://www.pippinpub.com)], 2004. Distributed in the United States by Heinemann. 301 pp. ISBN 0-88751-095-7, \$36.00 (pb).

This Canadian publication offers background information and practical advice for preservice teachers of English as a Second Language in multilingual classrooms. The book is divided into four sections, with two to five chapters in each section. The first section profiles English language learners and helps teachers to provide a welcoming and inclusive environment for a diversity of newcomer students. The second section explores the basics of teaching English, including its sound systems, grammar, vocabulary, idioms, and writing styles. The third section discusses the process of new language acquisition and suggests ways of helping English-language learners at the elementary and secondary level. Instructional techniques, ways of incorporating the child's first language, classroom organization, providing support services, and using a variety of visual, aural, and hands-on activities are among the topics explored. The final section examines language learning across the curriculum, including vocabulary acquisition, multidisciplinary activities, and assessment. Graphs, tables, and special boxes provide background information or help teachers to structure units and individual lessons.

Each chapter concludes with a resource list of books, articles, videos, and web sites. There is also a glossary and an index at the end of the guide.

**Gallopade International** [P. O. Box 2779, Peachtree City,

GA 30269; phone: (800) 536-2438; web site: www.gallopade.com] is celebrating its twenty-fifth year as a publisher of text/workbooks for elementary school social studies classes. In 2003, Gallopade reformatted its 20-year-old black heritage series, updated existing titles, and added new titles in the series now known as *Black Jazz*, *Pizzazz*, & *Razzmatazz*. Among the new titles are *The Best Book of Black Biographies* (listing facts on more than 20 well-known figures in politics, science, sports, and the arts); *The Color Purple and All That Jazz: African American Achievements in the Arts*; *Black Trivia: The African American Experience A to Z*; "Out of the Mouths of Slaves": *African American Oral History*; and *The Big Book of African American Activities* (featuring puzzles and quizzes covered in the other books). The last title is paperbound only and sells for \$9.95; all others have hardcover editions at \$29.95 and paperbound editions at \$7.95. All are written by Carole Marsh and illustrated by African-American illustrator Cecil Anderson.

Also in 2003 Gallopade brought out additional series titles on topics related to the African-American and Latino experiences. 1000 Readers is an easy-to-read series geared to beginning readers in first through sixth grade. There are more than 100 books already on achievers from a variety of backgrounds, with 2004 titles on Colin Powell, Condoleeza Rice, Carol Moseley Braun, Sojourner Truth, and Phillis Wheatley. The books, about 12 pages long, feature one to two paragraphs of large-type text on each page with drawings, puzzles, and quizzes to reinforce decoding and comprehension skills. The small paperback books sell for \$2.95 each, with bulk discounts available.

Finally, the rather condescendingly titled *Fiesta! Siesta! & All the Rest-a!* series debuted in 2003 with five bilingual books on Hispanic heritage. Like *Black Jazz*, *Pizzazz*, & *Razzmatazz*, this series is geared to older elementary students. It features a lively design and books on prominent Latinos, Latin Americans, and Spaniards (again, with a focus on people in politics, science, sports, and the arts); Hispanic trivia; holidays and festivals; and *The Big Book of Hispanic Activities*. There is also a *Hispanic Heritage Coloring Book*. The biography and trivia titles have hardcover editions at \$29.95 and paperback editions at \$7.95. *The Big Book of Hispanic Activities* is paperback only and sells for \$9.95. *Celebrating Hispanic Heritage* (holidays and festivals) is paperback only and sells for \$5.95, and the paperback coloring book sells for \$3.95. Though they suffer from awkward, overly literal Spanish translations, these books offer multidisciplinary activities and cover literature and the fine arts to a greater extent than most other series for this age group.

Mindess, Anna. ***Reading Between the Signs Workbook: A Cultural Guide for Sign Language Students and Interpreters***. Yarmouth, Me.: Intercultural Press [374 Route One, P. O. Box 700, Yarmouth, ME 04096; phone: (207) 846-5168; e-mail: books@interculturalpress.com; web site: www.interculturalpress.com], 2004. 140 pp. ISBN 1-931930-03-1, \$19.95 (pb).

This workbook is designed to accompany *Reading Between the Signs*, the classic text for sign language interpreters also written by Mindess and published by Intercultural Press in 1999. The 22 exercises contained in the workbook correspond to specific chapters in the text. The purpose of the exercises is to raise awareness of cultural values and differences among those who work with Deaf individuals. Thus, users match values with behaviors; identify universal, cultural, and personal behaviors; interpret the meaning of another's actions; examine what are believed to be "American" values; explore different definitions of polite and rude; and translate between direct and indirect styles. Each activity begins with a short introduction, and suggested answers appear in the appendix. The workbook also includes an annotated list of suggested readings on cross-cultural interactions and a bibliography.

Sullivan, Joanna. ***The Children's Literature Lover's Book of Lists***. San Francisco: Jossey-Bass [989 Market St., San Francisco, CA 94103-1741; web site: www.josseybass.com], 2004. 352 pp. Edited by Bernice Golden. ISBN 0-7879-6595-2, \$29.95 (pb).


Teachers, librarians, and parents will find this set of book lists, many of them annotated, to be useful collection development tools for a variety of genres and subject areas at the preschool and elementary level.

The first three sections cover age groups: preschool through first grade, second and third grade, and fourth through sixth grade. Within these sections, Sullivan lists classic titles, books to build reading skills, books in the content areas, and poetry and language books. In addition to the listings, which contain dozens of books, there are brief (about 30 words) annotations of Sullivan's favorite books and series. For each age group, there are separate listings for multicultural books and multicultural folktales, but a few multicultural classics end up on other lists as well. The final section of *The Children's Literature Lover's Book of Lists* consists of children's book award winners. Here, Sullivan describes the major awards and distinctions. For the major awards, she lists all winners since the award's inception; for distinction lists such as the American Library Association's Notable Books for Children or the Notable Trade Books in Social Studies, she lists the 2002 winners. Multicultural awards such as the Coretta Scott King and the Pura Belpré awards are included, as are recommended lists put out by respected library systems on books about the Native American and Asian/Pacific-American experiences. The volume concludes with a list of web sites, teacher resources, professional organizations, and magazines for children.

***Wenlin Software for Learning Chinese, version 3.0***. Portland, Ore.: Wenlin Institute, Inc. [2715 N.W. Savier St., Portland, OR 97210; phone: (877) 4-WENLIN; e-mail: wenlin@wenlin.com; web site: www.wenlin.com], 1997-2004. CD-ROM for Macintosh and Windows. System requirements:

CD-ROM drive, 8 MB RAM, 500 MB hard drive; Macintosh: OS 8.6 or later, OS X compatible; Windows 95, 98, NT4, 2000, ME, or XP. \$249.00.

This comprehensive software resource goes beyond teaching basic Chinese to serve as a reference for language enthusiasts and writers. The beginning Chinese learner will appreciate the introduction to the characters, the multimedia pronunciation guide, and flashcards to teach character recognition and pronunciation. Intermediate level students will learn phrases and sentence structure. For those writing Chinese or bilingual documents, there is a full-featured Chinese text editor and a box to enter characters using *pinyin* (the currently accepted phonetic transliteration) or handwriting recognition. Chinese characters, *pinyin*, and English text may even be combined in a single document.

The program also features a powerful dictionary with over 10,000 characters as well as an ABC English-Chinese dictionary that may be searched by full characters, stroke count, components, *pinyin*, or English word. Scholars and specialized users may modify the dictionary or add new entries. Additional features include graphics and calligraphy that delve into the origins and meaning of the characters and instructions on writing characters. Although the program is, admittedly, not a substitute for a human language teacher, it is a versatile resource for learners at all levels. 

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