



## From the Editor

By Lyn Miller-Lachmann

This winter, *MultiCultural Review* will begin an exciting new partnership with the Ethnic and Multicultural Information Exchange Round Table (EMIERT) of the American Library Association (ALA). Founded in 1972 by David Cohen to provide information on a broad range of ethnic collections, services, and programs, EMIERT has published its quarterly *EMIE Bulletin* under Cohen's leadership as part of that mission. His recent retirement led the EMIERT Executive Board to consider alternatives for the *Bulletin's* publication, and through the efforts of former EMIERT secretary Olga Kuharets, Todd Goldman of the Goldman Group, and myself, *MultiCultural Review* will be taking over the publication and distribution of the *Bulletin* beginning with the Winter 2005 issue.

Assuming the publication and distribution of the *EMIE Bulletin*, which will be incorporated into *MultiCultural Review* as a four-page section, continues the purpose of the *Bulletin* as a means of disseminating information on multicultural collection development and library services and programming. Past issues of the *Bulletin* featured articles on these topics as well as news of EMIERT-sponsored events (such as the excellent programs on diversity-related topics at ALA's annual conference), and reviews of children's and adult books, nonprint resources, and professional materials. The new *Bulletin*, which will appear semiannually in the Summer and Winter issues of *MCR*, will offer news, feature articles, and, in lieu of the short reviews that will now be incorporated into *MCR's* regular review section, further reflections or dialogue on some of the books that *MCR* has reviewed. While some of the *Bulletin's* regular writers, such as Patricia Beilke, Frank Alan Bruno, and Vladimir Wertsman, have already appeared in the pages of *MCR*, the partnership will bring more of these experts, as reviewers and authors of feature articles, to the attention of *MCR's* readers. In fact, the lead article for the Winter issue is a bibliography of works on the Kindertransport, written by the *Bulletin's* book review editor, Marty Goldberg.

The partnership offers new benefits to EMIERT members. The annual membership includes a personal subscription to *MCR*, offering members not just the issues with the *Bulletin* but all four issues published that year. EMIERT members will thus have access to reviews of hundreds of books, audio and video products, curriculum kits, and professional resources that appear annually in the regular reviews, Editor's Shelf, Chalkboard, and the feature articles and columns.

I encourage readers of *MCR* who are not yet members of EMIERT to join and become involved in its valuable work. For more than 30 years, this organization has provided advice and direction to librarians and teachers through its various publications and programs. Among EMIERT's notable publications are *Venture into Cultures*, a guide to culturally diverse library programs for children, and the regularly updated directory of multicultural publishers. EMIERT's own and co-sponsored programs at the ALA annual conference embrace a wide range of topics and age groups. At the 2005 conference alone, I attended excellent programs on Jewish book discussion groups in college and public libraries, the state of multicultural children's publishing, and humor in multicultural literature for young readers. The Round Table recently took over the administration of the prestigious Coretta Scott King Book Awards, given to outstanding writing and illustration of books for children by African Americans. More information on how to become a part of EMIERT will be available in our next issue, the first to include the *EMIE Bulletin*.

Since the terrorist attacks of September 11, 2001, Arab Americans and Muslim Americans have faced suspicion and outright hostility. While most educators and political leaders have understood that the actions of a few should not lead to the stereotyping and demonization of entire groups, even those who mean well may have misconceptions—for instance, that all Arabs are Muslims or that all Muslims live in the Middle East. "The Minority of Suspicion: Arab Americans" by Tami Al-Hazza and Bob Lucking addresses the most common misconceptions and guides readers to resources—including books for children and adults, periodicals, organizations, and web sites—that further awareness of Arab and Arab-American cultures and religions.

As children and their teachers return to school, the impact of the now four-year-old No

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Child Left Behind Act (NCLB) has become evident in more standardized testing, more rigid curricula, funding shortfalls for mandated tests and programs, and concerns over student performance and the achievement gap between white or Asian students and their Black, Latino, and American Indian counterparts. In 2001, NCLB passed with only one dissenting voice in the Senate (the late Paul Wellstone); today, dozens of legislators and governors have called for major changes or outright repeal. Articles by Dierdre Glenn Paul ("Navigating the Unwieldy Terrain of Urban Education in a Post-NCLB World") and Marshalita Sims Peterson ("NCLB and the Mixed Mechanism of Culture, Curriculum, and Pedagogy") offer criticisms of NCLB but also propose ways in which educators can work within the law to carve out a space for culturally responsive teaching. Paul addresses her suggestions to educational leaders, exploring ways in which district administrators and principals can implement system-wide or school-wide reforms that empower teachers and address the needs of students of color. Sims-Peterson suggests ways that individual teachers can become more aware of the culture and learning styles of each student as the same time as they reinforce students' writing, reading, and oral communication skills.

Our Parting Words column for this issue, Jamie Odeneal's "Good News, Bad News," is an illustration of Sims Peterson's ideas in action. An ESL teacher in Virginia, Odeneal has for years encouraged her immigrant students to discuss the triumphs and challenges in their lives in the same way that her own parents encouraged their children to use the family dinner as a place to celebrate their "good news" and commiserate over

"bad news." Through two poignant vignettes, Odeneal shows the resiliency of her students. Knowing that they will be listened to, these young people begin to speak—in English—and develop their language skills, their bonds with each other and with their teacher, and their ability to cope in a new land.

Few pre-service teachers have passed through a course in multicultural education without encountering the work of Leonard and Patricia Davidman. Their textbook, *Teaching with a Multicultural Perspective*, now in its third edition, is one of the classic works in the field. In an interview with Eastern New Mexico University professors Elizabeth Ann Galligan and Michael F. Shaughnessy, Leonard Davidman talks about his typology of multicultural pedagogy, the critical role of the classroom teacher, and the current state of teacher education.

Frank Alan Bruno and Patricia F. Beilke, authors of bibliographies of children's books on the Philippines, Thailand, Burma, and Laos—and people from those lands living in the United States—return with an annotated bibliography on Vietnam and Vietnamese Americans. Included are works of folklore, fiction, biography, general nonfiction, and festivals. In addition to their lengthy and impressive list of books, Bruno and Beilke have compiled an annotated list of web sites on Vietnamese history and culture that will run in the Bridges on the I-Way column for the Winter issue.

I hope that you enjoy this issue and are as excited as I am about our joining hands with EMIERT. We look forward to many years of working together to raise awareness of and build understanding among the diverse cultures that comprise our country, our continent, and our world. 

#### Erratum:

In the article "Deconstructing the Myths of Thanksgiving" in the Fall 2004 issue of *MultiCultural Review* (vol. 13, no 3; pp. 45–46), a portion of Myth #3 reads: "In a Thanksgiving sermon delivered at Plimouth in 1623, Cotton Mather or 'Mather the Elder' praised God for the smallpox epidemic that had wiped out the majority of the Wampanoag people who had been their benefactors. He gave thanks for the destruction of 'chiefly young men and children, the very seeds of increase, thus clearing the forests to make way for better growth,' i.e., the colonists."

It has been called to our attention that Cotton Mather was born 40 years after the date that was attributed to this sermon. Despite many Internet references to it, we don't know who made this statement, or even if it was made at all.

This has been corrected in *A Broken Flute: The Native Experience in Books for Children*, which contains a later version of the article. We are very sorry for any confusion our error may have caused, and we thank Jack Wilson for raising this issue.

—Oyate

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