

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.

Anderson, Sonya L.; Attwood, Polly F., and Howard, Lionel C., eds. ***Facing Racism in Education***. Cambridge, Mass.: Harvard Education Publishing Group [8 Story St., Cambridge, MA 02138; phone: (617) 384-7249]. 2004. 315 pp. Third edition. ISBN 0-916690-42-3, \$29.95 (pb).

First published in 1990 and revised in 1996, this collection of essays focuses on the experiences of racism in education endured by people of color and how antiracist educators and students have confronted the problem. The book is divided into three parts. The first, with five essays (one from the 1990 edition, three from 1996, and one new to this volume) documents the negative experiences of Latino, American Indian, African-American, and Hmong-American students, as well as Black students in South Africa. The second part, "(De)Constructing Racism," contains a classic essay by Lisa Delpit and two additional works (one new) addressing ways in which people of color have exposed and confronted institutionalized racism in education. The final part contains four essays (one new) on antiracist alternatives in classrooms, on a field trip, and in a teacher education program.

The book concludes with a note on contributors. Besides Delpit, well-known contributors include Beverly Daniel Tatum, Stacey J. Lee, Sandra Del Valle, and Lilia I. Bartolomé. All of the essays first appeared in *Harvard Educational Review*, making this volume a useful compendium of all that journal's articles published on the topic in the past 15 years.

***Brainy Baby Spanish***. Alpharetta, Ga.: The Brainy Baby Company, LLC [1200 Alpha Dr., Suite B, Alpharetta, GA 30004; (678) 762-1100], 2004. VHS and DVD. 45 minutes. Color. ISBN 1-931959-07-2, \$15.95 (VHS); 1-931959-28-5, \$19.95 (DVD).

Designed to teach multiple languages (English, French, and Spanish) to toddlers and preschoolers, the video programs in the Brainy Baby series focus on vocabulary for the objects young children find in their daily lives. Viewers will learn the words for colors and numbers, familiar phrases, toys and other objects, and action words, along with the lyrics of favorite songs such as "Mary Had a Little Lamb."

Classical music plays in the background of this Spanish-language video, in keeping with some research that classical music enhances learning. For youngsters beginning to read, the video provides text along with the spoken words.

The videos have a generic quality that makes them language-teaching tools without cultural context. And this program's initial graphic—a cartoonish boy with light brown skin, a *sarape*, and a *sombrero*—might be seen as reinforcing stereotypes of Hispanic peoples.

A brief parent guide is included. The DVD also features a behind-the-scenes look at the making of the video, interactive learning activities, and a printable coloring book.

The **Center for Research on Education, Diversity, and Excellence (CREDE)** announces the publication of a new research report and two new educational practice reports. The research report, the thirteenth in the series, is "The Development of Bilingualism and Biliteracy from Grade 3 to 5: A Summary of Findings from the CAL/CREDE Study of Two-Way Immersion Programs" by Elizabeth R. Howard and Donna Christian from the Center for Applied Linguistics (CAL) and Fred Genesee from McGill University. The 38-page report continues CREDE's exploration of dual-language immersion programs. The large-scale, longitudinal study examines students who speak English at home and English language learners who were placed in two-way English-Spanish immersion classrooms for the three years of the study. Measured in terms of writing, reading comprehension, and oral language proficiency, both English speakers and Spanish speakers demonstrated strong gains in both languages. The English speakers retained their English dominance while making good progress in Spanish. The native Spanish speakers demonstrated active bilingualism and balanced growth in both languages, though their achievement in English remained lower than that of their English-speaking classmates.

"The Immigrant Parents' Computer Literacy Project: A Strategies Guide for Implementation" by Richard Durán, Jane Durán, Rosita Ramirez, and Deborah Perry Romero of the University of California, Santa Barbara, is the tenth in the educational practice reports series. The 14-page report describes practical lessons learned in the course of implementing a technology-based project with immigrant parents in Santa Barbara. On the whole, this was a successful project that brought students, parents, teachers, and community members together over the course of five years; parents and children enthusiastically researched and wrote about the places they came from (most from Mexico; two from India) and their new lives in the United States. The report concludes with a checklist of requirements for successful programs, which addresses needs such as technology, location

and logistics, staffing, and project goals.

The eleventh educational practice report is titled "Family Literacy Nights: Building the Circle of Supporters Within and Beyond School for Middle School English Language Learners." Written by Ji Mei Chang (San Jose State University), the 23-page report describes an evening program for low-achieving Asian-American immigrant students and their families. The two theoretical frameworks guiding the program are Rogoff's planes of analysis (combining the community, interpersonal, and personal dimensions) and Vygotsky and Gardner's theory of multiple intelligences. The program, studied over three years, illustrates some of the obstacles to building home-school partnerships and ways in which committed school staff, parents, students, and community leaders have overcome those obstacles.

Each report sells for \$8.00 and may be ordered from CREDE, University of California, Santa Cruz, 1156 High St., Santa Cruz, CA 95064; phone: (831) 459-3500; e-mail: crede@cats.ucsc.edu; web site: www.cal.org/crede.

Estellon, Pascale. **Making Faces: A Portrait Activity Kit**. San Francisco: Chronicle Books [85 Second St., San Francisco, CA 94105; (415) 537-3730 / (800) 722-6657 (orders)], 2004. unpaginated. Illus. ISBN 2-02-066385-6, \$12.95.

This activity kit for home and school, originally published in France with instructions translated into English, offers ten blank faces with options for hairstyles, hats, glasses, noses, lips, mustaches and beards, eyes, eyebrows, and earrings. The skin tones and accompanying features depict people of a variety of racial and ethnic backgrounds. The sturdy 11" x 14" cardboard faces and backgrounds and the punch-out features can be reused if attached with tape or rubber cement.

**Follow Jade! Learn Chinese: Let's Go to Market in China**. Cincinnati, Ohio: Master Communications [4480 Lake Forest Dr., Suite 302, Cincinnati, OH 45242; (513) 563-3100], 2004. DVD. 30 minutes. Color. ISBN 1-888194-48-0, \$24.99.

**Follow Jade! Learn Chinese: Let's Visit Chinese Kindergarten**. Cincinnati, Ohio: Master Communications, 2004. DVD. 30 minutes. Color. ISBN 1-888194-47-2, \$24.99.

These two DVDs are enhanced versions of the award-winning VHS videos released in 2003, designed to teach Mandarin Chinese to children aged two to six. Like their VHS predecessors, the DVDs feature Chinese language teacher Jade Quian as she visits places in China and introduces the words appropriate to those places. The program set in the market introduces vocabulary for fruits and vegetables. Following the trip to the market (and back home), Jade covers the names for farm animals and body parts. The visit to the kindergarten includes greetings, names, numbers and counting, colors, and the words for juice, water, and milk. Children will also learn familiar children's songs. The emphasis is on speaking Chinese; the video uses transliteration rather than Chinese characters to present the target vocabulary.

The DVD adds chapter marks and an interactive menu. The latter feature is most useful for reviewing specific sections of the program and going over the accompanying exercises.

Hirayama, Hitomi. **Breakthrough Japanese: 20 Mini Lessons for Better Conversation**. New York: Kodansha [575 Lexington Ave., New York, NY 10022; (917) 322-6200], 2004. 168 pp. Illus. by Yuko Matsushima and Masako Ban. ISBN 4-7700-2873-3, \$18.00 (pb).

Hirayama, director of a popular Japanese language school in Tokyo, offers adult language learners a useful guide to supplement intensive Japanese language instruction at the beginning level onward. Japanese is a notoriously difficult language for English speakers to learn, and *Breakthrough Japanese* offers an overview of grammar, shortcuts and strategies, errors typical of beginning Japanese speakers, and puzzles and games to make language learning both more comprehensible and more fun. Beginning with basic introductions, the book covers pronouns and names, terms for "like" and "dislike," the meanings of "hai" (yes), kanji numerals, noun and adjective forms, common phrases and idioms, sentence structure (including the particles "wa" and "ga"), and verb tenses. Examples drawn from business meetings, restaurants, and popular culture (including misunderstandings and their often humorous consequences) make this a lively guide for students, businesspeople, and other adults who already have a basic knowledge of kanji script and pronunciation.

Lindsey, Randall B.; Roberts, Laraine; and Campbell Jones, Franklin. **The Culturally Proficient School: An Implementation Guide for School Leaders**. Thousand Oaks, Calif.: Corwin Press [2455 Teller Rd., Thousand Oaks, CA 91320; phone: (800) 818-7243], 2004. 192 pp. ISBN 0-7619-4681-0, \$67.25 (cl); 0-7619-4682-9, \$30.95 (pb).

Geared to educational administrators, this accessible guide defines cultural proficiency, explains why it is important for teachers and administrators to be culturally proficient, explores steps to increasing one's own cultural proficiency, and suggests avenues for professional development in this area. Much of the authors' concern is on the achievement gap between white students and students of color, and the book explores the importance of "moral leadership," going beyond mere tolerance (seeing difference as a problem to be mitigated) to a transformative perspective that embraces and adapts to diversity. The authors employ case studies from actual schools as well as sample dialogues among educational leaders. Each section concludes with a reflective activity that can be shared among those using the text. The final chapters offer a series of professional development activities. There is also a list of references, a bibliography, and an index.

Pérez, Bertha, ed. **Sociocultural Contexts of Language and Literacy**. Mahwah, N.J.: Lawrence Erlbaum Associates [10 Industrial Ave., Mahwah, NJ 07430; phone: (201) 258-2200 / (800) 926-6579 (orders)], 2004. 404 pp. Second edition. ISBN 0-8058-4341-8, \$39.95 (pb).

Pérez offers a dozen scholarly essays touching on aspects of multilingual and second language education. The book begins with theoretical perspectives, then addresses language and literacy acquisition in diverse communities and the teaching of these skills in multicultural classrooms. Pérez is the author of all three theoretical essays; the other essays are from a diverse group of scholars. Among the communities addressed are those of American Indian, Puerto Rican, Vietnamese-American, Chinese-American, African-American, and Mexican-American heritage.

Each of the essays in this second edition has been updated to include new theory and research on multilingual and second language acquisition. The second edition also incorporates current debates on standards and high-stakes testing focused on the No Child Left Behind Act, on the revival of the phonics movement, and on efforts in some states to end bilingual education. Additional readings and activities are featured as well. Indexed by author cited and subject.

Reagan, Timothy. ***Non-Western Educational Traditions: Indigenous Approaches to Educational Thought and Practice***. Mahwah, N.J.: Lawrence Erlbaum Associates [10 Industrial Ave., Mahwah, NJ 07430; phone: (201) 258-2200 / (800) 926-6579 (orders)], 2005. 308 pp. Third edition. ISBN 0-8058-4857-6, \$29.95 (pb).

With a new subtitle, Reagan's textbook consolidates and expands its focus on non-Western approaches to educational theory and practice. Following a theoretical overview, Reagan addresses indigenous education in Africa, in traditional Aztec culture, among Native peoples in the present-day United States and Canada, in Confucian Chinese culture, among traditional Hindus and Buddhists, among the Rom, and in Islamic societies. The focus is primarily historical as the author explores what in traditional societies can help us clarify our approaches and values today. The book, geared to preservice and inservice teachers, features discussion questions and a list of further readings with each of the ten chapters.

The third edition contains a new second chapter titled "Conceptualizing Culture: 'I, We, and the Other,'" which explores the concept of culture in more detail and addresses the culture of the Deaf-World. The ninth chapter on Islam and traditional Muslim education has received major revisions to address the misunderstandings expressed in the West following the September 11 attacks. Indexed by authors cited and by subject.

The fall 2004 issue of ***Rethinking Schools*** offers a rare critical analysis of the sweeping No Child Left Behind Act, assessing not only its race and class inequities but also its reinforcement of current U.S. foreign policy dogma. Among the feature articles are Stan Karp's "NCLB Test," a multiple choice test of readers' knowledge of the law and education policy under the Bush administration; Christine Sleeter's "Standardizing Imperialism," addressing the act's foreign policy assumptions; "On the Front Line in Minnesota's Social Studies Wars," a personal account of a parent and educator

who challenged misguided social studies standards; and an exposé of the Houston, Texas, dropout scandal, Christine Capellaro's "Blowing the Whistle on the 'Texas Miracle.'" Additional articles with cross-cultural implications include a lesson plan on water policy around the world and a set of lessons on sweatshops.

A PDF file of the issue may be downloaded from the Rethinking Schools web site for \$5.00. For more information, contact Rethinking Schools, 1001 East Keefe Ave., Milwaukee, WI 53212; phone: (414) 964-9646; web site: [www.rethinkingschools.org](http://www.rethinkingschools.org).

***Ruby Bridges***. Burbank, Calif.: Disney Educational Productions [500 South Buena Vista St., Burbank, CA 91521-6307; (818) 569-5996, (800) 295-5010], 2004. DVD. 90 minutes. Color. Series: The Wonderful World of Disney. ISBN 1-932644-64-4, \$59.95.

This award-winning 1998 title in the popular Disney series of family-oriented films is now available in an educational DVD edition for classes in grades four through twelve. The 90-minute film tells the story of six-year-old Ruby Bridges, the lone African-American student who integrated William Frantz Elementary School in New Orleans in 1960. The film shows the impact of Ruby's experience on her family and community and on the youngster herself, who found support in her remarkable teacher, Mrs. Henry, and in the young military psychiatrist Robert Coles, who came to understand how Ruby's strong faith allowed her to withstand the prejudice that she encountered.

The educational DVD edition features a 12-page teacher's guide in PDF format. This guide provides background information to the civil rights movement and the Brown v. Board of Education Supreme Court decision, including a time line. Coordinated with clips from the film are discussion question and writing and art activities. The guide also contains extensive resource lists.

Six titles in this DVD series were released in 2004. In addition to *Ruby Bridges*, students can learn about the Jim Crow South and the civil rights movement through the films *Sounder* and *Selma, Lord, Selma*. *The Miracle Worker*, which depicts Helen Keller and her teacher Anne Sullivan, and *The Loretta Claiborne Story*, about a Special Olympics track star, explore the experiences of persons with disabilities. *Miracle at Midnight* presents the story of Danish citizens who helped their Jewish neighbors escape the Nazi invaders in 1942.

Shapiro, H. Svi and Purpel, David E., eds. ***Critical Social Issues in American Education: Democracy and Meaning in a Globalizing World***. Mahwah, N.J.: Lawrence Erlbaum Associates [10 Industrial Ave., Mahwah, NJ 07430; phone: (201) 258-2200 / (800) 926-6579 (orders)], 2005. 504 pp. Third edition. ISBN 0-8058-4452-X, \$44.95 (pb).

This collection of 25 essays for students, scholars, and educational leaders adds new works to the ones of the previous editions, published in the 1990s. Divided into five parts, the book begins with an overview of the social justice per-

spective that it takes, with essays on the importance of equity of access and funding, democracy in the high school, and higher education as a public good. The second part critiques the prominence of consumerism and corporate culture in the schools. The third part addresses marginalized populations—racial and religious minorities, non-English speakers, and gay and lesbian students. The fourth part describes moral and spiritual perspectives as a source of hope, not in the sense of compulsory worship but as a guide to creating a caring and just environment. The final part, containing most of the newly written essays, addresses education in a global perspective and in a post-9/11 world.

The essays are mostly reprints from journal articles, op-ed pieces in newspapers, and book chapters, published from 1990 to 2003. Indexed by authors cited and subject.

**Tara Publishing** [www.tarabooks.com] announces the beginning of U.S. distribution of its educational materials published in India. Among the newly published titles and new editions available are a two-part series entitled *The Mahabharatha: A Child's View*, by a 12-year-old girl, Samhita Arni. Translated into several languages, the two-volume set was chosen as the Book of the Month for November 1999 by the German Academy for Children's Literature. Arni retells the classic Indian tale in the language of a young teenager. Her version emphasizes the characters and addresses the tale's central theme—war—in a critical manner rather than glorifying it. The first volume [116 pp. ISBN 81-86211-70-5,


\$16.95 (pb)] begins with the story of Santanu, the King of Hastinapura, and ends with the exile of the Pandavas. The second volume [168 pp. ISBN 81-86211-71-3, \$16.95 (pb)] describes the Great War resulting from the Pandavas' exile.

Lively language and freshness of tone (especially in the second volume, written when the author was older) characterize this version of the Indian classics. American audiences unfamiliar with the originals and their historical context will be baffled without additional background, however. The books' introductions offer primarily information about the young author and the process by which she came to write these works.

Also available are new editions of two craft books, *Masks and Performance with Everyday Materials* by Gita Wolf, V. Geetha, and Anushka Ravishankar (a guide to maskmaking and the appropriate uses for these masks in Indian drama and culture), and *Toys and Tales with Everyday Materials* by Sudarshan Khanna, Gita Wolf, and Anushka Ravishankar (a guide to popular homemade toys copublished with the National Institute of Design). While *Toys and Tales* implies a discussion of the toys in the larger context of India's myths, legends, and folktales, the physical and natural sciences figure prominently as inspirations and applications for these objects. Both books are 145 pages long and are spiral-bound with thick cardboard covers. Contact the Tara Publishing web site for U.S. pricing.

Wittels, Harriet and Greisman, Joan. ***Barron's Spanish Thesaurus for Children: Libro de Sinónimos y Antónimos***. Hauppauge, N.Y.: Barron's [250 Wireless Blvd., Hauppauge, NY 11788; www.barroneduc.com], 2004. 140 pp. Second edition. ISBN 0-7641-2437-4, \$8.95 (pb).

First published in 1996, this Spanish-language thesaurus is geared to native Spanish speakers at the elementary level who are seeking to maintain and develop their understanding of their first language as well as secondary students who are learning Spanish as a second language. In keeping with its young audience, the book defines commonly used words, with a few words accompanied by illustrations. The emphasis is on a basic vocabulary rather than words special to a child's experience—no special names for toys or sports terms, for instance. For each word, there are two or three synonyms, and most of the words have one antonym, provided in bold-face. For example, the word "cansado" (tired) features the synonyms "fatigado," "agotado," and "agobiado," as well as the antonym "dinámico." That antonym, however, does not have an entry in the book, nor do two of the synonyms. (While "fatigado" does not appear, the root "fatiga" does.)

An introduction, offered in both English and Spanish, precedes the thesaurus. However, all of the words in the thesaurus are in Spanish only. The new edition contains more than 2,000 words, an increase over the 1996 edition. Some informal words, appropriate to children, are included, but these slang words and regional variation are not identified as such. 

## Advertiser Index

Crizmac . . . . .	54
Curbstone Press . . . . .	41 & 115
Hyperion Books for Children . . . . .	Inside Front Cover
Native American Public Telecommunications . . . . .	5
Penguin Academic . . . . .	23
Rethinking Schools . . . . .	24
Rosen Publishing . . . . .	Inside Back Cover
Townsend Press . . . . .	Back Cover
University of Arizona Press . . . . .	122
University of New Mexico Press . . . . .	123
VOYA . . . . .	56