

1998

UNLV College of Education Multicultural & Diversity Newsletter

Steve McCafferty

University of Nevada, Las Vegas, mccaffes@unlv.nevada.edu

John Filler

University of Nevada, Las Vegas, john.filler@unlv.edu

Nancy P. Gallavan

University of Central Arkansas, ngallavan@uca.edu

Le Ann Putney

University of Nevada, Las Vegas, leann.putney@unlv.edu

Kyle Higgins

University of Nevada, Las Vegas, higgins@unlv.nevada.edu

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Authors

Steve McCafferty, John Filler, Nancy P. Gallavan, Le Ann Putney, Kyle Higgins, Porter Troutman, Stanley Zehm, Cyndi Giorgis, Jack Starr, Sheila Gregory, and Joyce Nelson-Leaf



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Members of the Multicultural & Diversity Committee:

Steve McCafferty, John Filler, Nancy Gallavan (Co-chair), LeAnn Putney,
Kyle Higgins, Porter Troutman (Co-chair), Stanley Zehm, Cyndi Giorgis,
Jack Starr, Sheila Gregory, and Joyce Nelson-Leaf

Kyle Higgins, Editor

***This newsletter is published twice a semester. All contributions are welcome and should be addressed to Kyle Higgins, 895-1102, email: higgins@nevada.edu. ***

Workshop Sponsored by the College of Education Multicultural & Diversity Committee---

The workshop sponsored by the College of Education Multicultural & Diversity Committee on Friday January 16, 1998 was attended by approximately 40 faculty members and students from the College of Education. Dr. Gary Howard from the REACH Center (Respecting Ethnic And Cultural Heritage) located in Seattle, Washington provided an excellent three-hour workshop that asked attendees to ponder various dimensions of multicultural and global education. Dr. Howard provided information designed to facilitate the development of positive leadership skills for the implementation of cultural awareness and valuing diversity strategies in the classes in which the attendees teach—whether that be at a university or in a school district.

The Multicultural & Diversity Committee thanks all faculty and students who attended the workshop for their interest and commitment. The committee offers a special thank you to Dean Readence for his sponsorship of the workshop and to Associate Dean Jordan for her introductory words at the workshop.

INVITED GUEST COLUMN

Together All Day, Everyday

by Janet Butz,
Itinerant Early Childhood Special Education Teacher
UNLV/CSUN Preschool
and
Catherine Lyons,
Program Director
UNLV/CSUN Preschool

Kids

Here's to the kids who are different,
the kids who don't always get an "A".
The kids who have ears twice the size of their peers,
or noses that go on for days.

Here's to the kids who are different,
the kids who are just out of step.
The kids they all tease,
who have cuts on their knees---
and whose sneakers are constantly wet.

Here's to the kids who are different,
the kids with a mischievous streak.
For when they have grown
as history has shown,
It's their difference that makes them unique.

Author Unknown

The UNLV/CSUN Preschool celebrates all children. Our program's philosophy recognizes the diverse needs, abilities, interests, and cultures in a setting where each child is valued and respected as a unique individual developing at his/her own rate.

As a program accredited by the National Association for the Education of Young Children (NAEYC), we believe that each child's development is guided by a cooperative team of professionals. These professionals contribute to the team through observations, interactions, and well-planned learning activities with all the children in the preschool.

During the past four years, the preschool has evolved from serving children with disabilities in separate classrooms to an inclusive model of education. Within this inclusive model, children with disabilities participate with age appropriate peers in all aspects of the preschool experience. UNLV/CSUN Preschool and Clark County School District staff work collaboratively to provide a curriculum that promotes the development of the **whole** child--- - physically, socially, emotionally, and intellectually through a balanced daily schedule of individual, small group, and activity-based learning experiences.

At the heart of the program is the team of teachers who provide outstanding services to all the children in the UNLV/CSUN Preschool. As a team, the teachers have scheduled planning time and have learned to share roles, adapt materials, adapt curriculum, adapt the environment, coordinate communication with families, and to stress the individual strengths of students. At the end of each year this dedicated team sets goals for the coming year. This year's goal has focused on transitioning.

Program administrators have a responsibility to families to develop a school climate that is for all children and to seek out team members who value and support an inclusive environment. Our program views parents and general education teachers as full participating and valued members of the team. We would encourage all community programs that work with preschool children to collaborate with Clark County School District to develop additional inclusive sites.

It is our hope, that a future inclusive society for preschool aged children will mean that children with disabilities will attend community daycare, preschool, or other natural environments that they would attend if they did not have a disability. The future is a future rich with possibilities for all children---it is one in which all children learn early in life that in each of us exists a bit of every person with whom we come into contact. The ability to absorb a rich diversity early in life can only lead to a better world for all.

The UNLV/CSUN Preschool is located in the William D. Carlson Education Building (Room 112) on the University of Nevada, Las Vegas Campus. The Preschool provides services to children of students, faculty, staff, and the general public. We welcome your inquiries, if you have children. We welcome you to visit, if you are College of Education faculty or staff---come, see how inclusion is done---it is truly exciting. The children say it all---with their actions and words---they live inclusion together all day, everyday.

For more information concerning the UNLV/CSUN Preschool,
please call
Catherine Lyons, Program Director
(702) 895-3779

Editor's Note: The College of Education is fortunate to have such a dedicated group of teachers and staff as we have at the UNLV/CSUN Preschool. This group of dedicated and talented professionals does not just "talk the talk"; they "walk the walk" daily within the walls of the College of Education. The Preschool is indeed a place where children learn the strength and joy of diversity. It is one of only two programs in Clark County that has received the NAEYC accreditation---no other UCCSN or CCSD program has this accreditation. In fact, only six programs in Nevada have been accredited by this prestigious Association for the education of young children. In 1996 the Preschool was awarded the *Kathleen Gates Community Award* for the agency that exemplifies a collaborative relationship with the Clark County School District. Specifically, the award was for "outstanding support and service for children and youth with disabilities."

These dedicated professionals and award winning inclusive program deserve many kudos from us in the College of Education---this program is a model for what *all* education should be. We salute you UNLV/CSUN Preschool!!!

ELIMINATING BILINGUAL EDUCATION: PRUDENT OR MISGUIDED

by Maria G. Ramirez

California, through pending legislation, is attempting to eliminate bilingual education programs across the State of California. Educators, professionals, lay people, and even Hispanics are said to favor the legislation. The argument, most often heard, is that bilingual education does not teach Hispanic students English, therefore hindering, rather than supporting, the education of second language students. Among the prominent educators supporting the legislation is Jaime Escalante, the former Garfield High School math teacher whose story is portrayed in the movie *Stand and Deliver*. Escalante, a second language learner himself, has traditionally fought for improving the education of Hispanic students. Why is he, and others, supporting the legislation to eliminate bilingual education instruction to English as a second language (ESL) students?

To help us understand why he and so many others embrace the legislation, I ask you to take a short quiz. The results should help all of us gain a better understanding of the "problem." Answer each question true or false.

1. The most important measure of academic success in school for language minority students can be gleaned by the end of the third grade.
2. Second language students should remain in a bilingual or ESL program through the elementary grades, or at least through grades 5th or 6th.
3. The best predictor of academic success for language minority students is learning English.
4. As soon as ESL students can speak and understand English, they should be exited from bilingual or ESL programs.
5. Second language students should be exited from bilingual or ESL programs by the end of the third grade.
6. The sooner language minority learn English, the better they will do in school.
7. ESL programs are more effective for language minority students because they

emphasize English rather than instruction in the students' first language.

8. Any type of ESL program is better than bilingual education.

9. Submersion programs provide language minority students instruction in English.

10. It is not useful or beneficial to instruct bilingual students in their first language.

Be sure to finish answering each question before reading this section. Give yourself one point for each question answered correctly.

Only one question is true, number two. Let's see why the others are false. The answers are based on the latest research by Wayne P. Thomas and Virginia Collier. Their study, funded by the Office of Educational Research and Improvement, U.S. Department of Education, yields valuable data concerning second language programs and students.

Thomas and Collier (1997) found that measuring achievement over a one to four year period led to inaccurate conclusions concerning the students' academic performance and was too short a time for an adequate assessment of their progress. "Only those students who have received strong cognitive and academic development through their first language for many years (at least through grade 5 or 6), as well as through the second language (English), are doing well in school as they reach the last of the high school years" (Thomas & Collier, 1997, pp. 1-2).

The second language program found to be the most effective is two-way developmental bilingual education, with ESL Pullout as the most ineffective, followed by ESL programs taught through academic content. Bilingual programs, even transitional programs, are more successful for language minority students. Submersion is not a program model.

The Thomas and Collier study found three key predictors of academic success, more important than student background variables or the regional or community context of the school. The researchers believe that schools incorporating all three of the predictors will be "likely to graduate language minority students who are very successful academically in high

school and higher education" (Thomas & Collier, 1997, p. 2).

The first predictor is cognitively demanding grade-level academic instruction through the students' first language, at least through grades 5th or 6th, along with cognitively complex grade-level academic instruction in English. The second predictor is the use of current approaches for teaching academic content through the students' first language and English. The third predictor requires changes in the sociocultural context of the school, that is, non-segregated bilingual programs achieved best through two-way developmental bilingual education programs.

How did you do on the quiz? If lack of familiarity with some of the terms proved a problem, please refer to the first newsletter (Volume 1, No.1), that provided working definitions of the different types of second language programs. If there is more that you'd like to know, please feel free to contact me at ramirez@nevada.edu.

LANGUAGE AND IDENTITY: FURTHER CONSIDERATIONS

by Steve McCafferty

In my last column I began a discussion of how language and identity are interconnected and how this becomes immediately apparent for second language learners who find themselves using the language to represent themselves. In continuing, two other aspects of this relationship are considered below, the first having to do with accent.

It is an interesting question as to how much control we exercise over our ability to produce the sounds of a language in the way we want. Biologically, we know that the window closes quite early in relation to being able to acquire a native-like accent in a second language (usually around the time of puberty). However, in the study of second language acquisition, we have found that motivation has something to do with this process as well. For example some of the adult Turk workers in the automobile plants of what used to be West Germany would decide that they had little desire to integrate into German society, and as a way of showing pride

in their own ethnicity, would deliberately speak German with a strong accent. This is also recognized to be the case with minority language speakers in this country or with speakers of a non-standard variety of American English who don't feel comfortable with expressing themselves in other than their own dialect. At the same time, there are second language speakers who would love to lose all trace of their accent but are quite unable to do so.

Another interesting dimension to language and identity is found in the form of nonverbal expression. Although there are linguists who would like to deny the connection among thought, language, and gesture, they generally are not the ones working in the area. For those of us who do, there seems little doubt of this interrelationship. In fact, one of the forms of shoring up this point of view in terms of research has to do with what happens when people live in a country where there are two equally dominant languages such as in Canada. Research has shown among bilingual children who speak English and French that when they speak with a person whose dominant language is not their own they modify their gestural system to reflect some of the more salient characteristics of the other language.

Also, in a study I conducted, I found that Japanese speakers of English as a second language who had been living in North America for long periods of time and had come to this part of the world as adults, were very much like monolingual speakers of American English in their nonverbal behavior, including gaze, gestural forms, head movements, and body postures. This is all the more striking as these folks were recorded speaking to each other and so had no worries about trying to accommodate someone from a different cultural background.

Ultimately, of course, people are much more a "subject" than an "object" - something that has tended to elude the research paradigms that have dominated the study of second

language acquisition --- and exercise the control they can over their linguistic system in trying to become the person they think they are in another language.

CHANGING HOW YOU DO THINGS

by John Filler

In this issue we will begin a discussion on how to adapt an existing set of activities to better meet the needs of children with disabilities. In an earlier issue (Vol. 1, No. 2) we discussed the "activity matrix" and described how it can be used to identify those parts of the curriculum that may need to be modified. Essentially the activity matrix describes each activity in terms of its potential for addressing the needs of the children in our class or program, including those children with special education needs. We used it to determine whether or not what we are doing as part of our existing curriculum provides opportunities for the children we serve who may have significant disabilities. If you constructed an activity matrix, as suggested, please go get it and keep it handy as you read along. For those of you who did not read last month's column a quick review will help.

To review, an activity matrix is a simple 8 1/2" by 11" piece of paper, turned on its side with the daily activities listed across the top and, down the left side, a listing of the instructional objectives for the child with disabilities (taken from his/her IEP). At the point of juncture for each activity and each objective we enter an "x" or "√" if the activity provides an opportunity to address the objective. For example, does art (finger painting) provide an opportunity to practice eye-hand coordination (assuming eye-hand coordination was something that needed to be improved as indicated from the IEP)? Of course it does, so we would put an X or a √ in the box under "art" and out from "eye-hand coordination".

By repeating this process for each activity and for each instructional objective we can gain insight into the potential value of existing activities to the educational needs of the student with disabilities. But if we are to realize the potential that the activities in our program present we are likely to have to make some

adaptations. Even those activities that present an opportunity may need to be modified.

The term *adaptation* refers to modifications that may need to be made in the content and/or purpose of an activity. To illustrate how we may need to adapt an activity let's say that art is one of the important activities in our preschool program. We have an "art center" with materials for the children to make pictures, model with clay, do simple print making and so on. We strive to provide the children with opportunities to discover line, color, shape, and texture by seeing and feeling. Since we want to encourage the creative process we are careful not to place too much emphasis on the finished product. In the art center children sit at tables with two or three of their friends.

Suppose one of the children in our program is a child with an IEP that includes social skill goals; he needs to learn to share with others, not intruding upon the personal space of his friends by grabbing their materials or pulling at their clothes. For this student the purpose of the art activity is somewhat unique. The instructional *content* is not so much to discover line, color, shape, texture, composition etc. as it is to learn to participate in a group, sharing materials and space with his peers. What is primary for other children is secondary to him.

Since the outcomes for the group are different than they are for him we may need to change some things about how we conduct the activity. We may use different materials. If he is prone to grab at other children then, until we have taught him something more appropriate to do with his hands, we may want to limit his involvement with paints and have him use crayons instead. We may have to modify the rules of the activity.

Generally we try not to intrude upon the work of the children, encouraging them to experiment, but for this student we may need to provide more structure by intervening when it appears that guidance is needed giving cues, prompts and feedback for appropriate behavior.

We may need to plan carefully to insure that our student with a social skill focus is seated at a table with friends who readily assert their "rights" and in so doing, provide natural cues for appropriate behavior.

To summarize, we may have to adapt the activity by individualizing our expectations, teaching methods, materials and arrangement. Adapting the activity insures that the *opportunity* to address educational needs *becomes* an occasion for *real learning* and growth. Of course there are numerous other strategies for accommodating students with disabilities. Some rely upon peer involvement, including cooperative learning and "special friends". The discussion will continue in future issues.

CONNECTING CULTURES THROUGH STORIES: GAY AND LESBIAN FAMILIES

by Cyndi Giorgis

Books about gay and lesbian families have been very limited in the world of children's and adolescent book publishing. These stories represent another aspect of our culture and are important for children growing up in a lesbian or gay male family to be able to see themselves in the books that they read. In addition, children growing up in heterosexual families will be able to see diversity in books that represent all types of families in our world today. However, most of these types of books will never make it onto library shelves or into classrooms as they are may be deemed too controversial. There is also limited access and availability of books about gay and lesbian families and often the quality of text, illustration, binding, or paper make them unsuitable for use in schools.

There are very few books in a picture book format depicting gay and lesbian families. One of the most censored books over the past few years has been, *Daddy's Roommate*, written and illustrated by Michael Willhoite. Told through simple text and cartoon-like illustrations, the unnamed young male narrator describes the daily routine of Daddy and his roommate that involves doing housework, telling jokes, and spending time catching bugs for the boy's show-and-tell. In what is evidently a joint custody arrangement, the child lives with his

mother during the week, but on weekends enjoys doing such things as going to ball games or working in the yard with Daddy and his roommate, Frank. A sequel to this book is, *Daddy's Wedding* in which Daddy and Frank, have a "commitment ceremony" and the young boy is their best man.

Heather Has Two Mommies written by Leslea Newman tells about a young girl living with two lesbians. After introducing Heather, the main character, the author provides a brief flashback in order to describe how this family was formed. The details of the artificial insemination of Heather's biological mother, Jane, are given clearly. The emphasis throughout the book, however, is on the love the two women feel for each other and for their child. Much of the book focuses on the everyday details of three-year-old Heather's life such as picnicking with her family or going to playgroup. While at playgroup, Heather becomes increasingly aware that she's the only child there who has two mommies. However, she discovers that a variety of different family structures exist such as one girl's family consists of a mother and baby sister while another classmate has two fathers (his stepfather and his biological father). Heather's teacher assists the children in understanding that families come in all varieties. The black-and-white pencil illustrations by Diana Souza complement the text, but overall do not enhance the story. In addition to this book, Newman has written several stories that depict families with gay or lesbian members.

Both *Daddy's Roommate* and *Heather Has Two Mommies* are published by Alyson Publications, a small press focusing primarily on books representing alternative lifestyles. Unfortunately, as with many small presses, the quality of the text and illustrations as well as the paper and binding make them unattractive to school and public libraries. Many times, librarians are reluctant to add these titles to their collection, in part because of the subject matter,

but also due to the fact that these books have a limited shelf life and fall apart quickly with an inadequately glued binding. However, mainstream publishers have been reluctant to publish picture books about gay and lesbian families, particularly in a picture book format. This not only limits the quality of the books, but also the availability.

A recent picture book published by a medium size press is *My Two Uncles* by Judith Vigna. Elly is excited about her grandparents' upcoming 50th wedding anniversary, but delight turns to dismay when she learns that Grampy has forbidden Uncle Ned to bring his partner, whom Elly calls Uncle Phil, to the party. As a result, Uncle Ned refuses to attend and Elly's father explains to her that, "some people feel funny about seeing gays with their partners--even when it's a great guy like Phil. I think it's wrong when people hurt gays and lesbians because who they happen to be." Grampy does relent somewhat in his opinion, but true acceptance will probably never be gained. The well-edited text, soft watercolor illustrations, and quality layout and design make this title much more appealing.

More common are adolescent novels about alternative lifestyles. An anthology for young adults with sixteen short stories devoted to lesbian and gay themes is found in Marion Bauer's, *Am I Blue? Coming Out From the Silence*. With subjects ranging from first love to coming out, self-discovery to homophobia, the collection offers an eclectic mix of voices from sixteen popular authors. One of the book's most powerful moments is provided by Jacqueline Woodson's shimmering, "Slipping Away," a painful look at one girl's discovery that there are some tests that a friendship cannot withstand. Bauer's intent for the book is to "tell challenging, honest, affecting stories that will open a window for all who seek to understand themselves and others." The target audience for *Am I Blue?* is young people, aged twelve and older, who may be struggling with their sexual orientation and may find solace through this book's upbeat quality and true-to-life stories.

Jacqueline Woodson has written several novels depicting gay and lesbian characters. One of her latest, *From the Notebooks of Melanin Sun*, is the story of an African-American teenage boy who learns that his Mama

is in love with a white woman. Melanin is unable to sort out his new feelings and confusion about his mother, sexuality, racial identity, and love. Ultimately, he punishes Mama by shutting her out of his life and avoids his friends for fear of their response to Mama's chosen partner. Soon however, Melanin's own need for family and human connection draws him back to his mother and finally back to himself. The first-person narrative is strong and clear and Melanin's emotions are raw and often painful. Woodson tells a powerful and ultimately hopeful story in this sensitive, yet concise young adult novel.

Deliver Us From Evie by M. E. Kerr is told from the perspective of Parr Burrman, Evie's younger brother. Evie is masculine, strong and able to fix any piece of farm machinery--and often the target of jokes. Parr becomes increasingly aware that Evie may be a lesbian. As the story unfolds, Evie falls in love with Patsy Duff, the daughter of the most wealthy and influential family in their small midwestern town. While that relationship remains a secret, the Burrmans try to set their daughter up with a suitable local boy and Mrs. Burrman encourages Evie to fix herself up and look more ladylike. As family members learn the truth about Evie, each deals with it individually. Her mother decides that Evie doesn't have to "look" like a lesbian, while her father cannot discuss it at all and becomes concerned that the needed bank loan will not be obtained from Patsy's father in light of the situation. Kerr's most recent novel, *Hello, I Lied*, focuses on Lang Penner, a gay male teen concerned about coming out. His first-person narrative is wry and tender and the dialogue with another character, Haugette, is fast, funny and contemporary, whether it's teasing or angry. Both books successfully challenge readers' assumptions, breaking them down to offer more hopeful, affirming ideas about love and truth.

Libraries and classrooms, primarily at the middle and high school level, now include

books about death, divorce, drugs and suicide. Authors write, publishers produce, and librarians and teachers purchase books about these topics because they have been acknowledged as appropriate or relevant reading by adolescents. Whether books about lesbians and gay males will ever find a place in elementary or secondary schools remains to be seen, but they do present a facet of our society. These books show readers that no matter what their own family structure is, families today are as richly diverse as the people who make them up.

Books reviewed:

Bauer, M. (Ed.) (1994). *Am I blue? Coming out of the silence*. New York: HarperCollins. 272 pp. ISBN 0-06-024253-1.

Kerr, M. E. (1994). *Deliver us from Evie*. New York: HarperCollins. 179 pp. ISBN 0-06-024475-5.

Kerr, M. E. (1997). *"Hello," I lied*. New York: HarperCollins. 176 pp. ISBN 0-06-027529-4.

Newman, L. (1989). *Heather has two mommies*. Boston: Alyson Publications. Unpaged. ISBN 1-55583-180-X.

Vigna, J. (1995). *My two uncles*. Morton Grove, IL: Whitman. Unpaged. ISBN 0-8075-5507-X.

Willhoite, M. (1990). *Daddy's roommate*. Boston: Alyson Publications. Unpaged. ISBN 1-55583-118-4.

Willhoite, M. (1996). *Daddy's wedding*. Boston: Alyson Publications. Unpaged. ISBN 1-55583-350-0.

Woodson, J. (1995). *From the notebooks of Melanin Sun*. New York: Scholastic. 142 pp. ISBN 0-590-45880-9.

SUGGESTED MULTICULTURAL INFUSION ACTIVITIES

by Porter Lee Troutman, Jr. and Nancy Gallavan

Drs. Troutman and Gallavan offer a book for our learning enjoyment. They ask us to ponder how we might infuse the concepts presented by Mr. Giroux into our instruction as we prepare educators to work with the youth of today.

Giroux, H.A. (1997). *Channel surfing, race talk, and the destruction of today's youth*. New York: St. Martin's Press.

ISBN: 0-312-16265-0-21-655/622

Henry Giroux's latest book, *Channel Surfing*, should raise the consciousness of today's society on the plight of urban teens and the perils of the present day youth culture. Sex, drugs, and crime is depicted in the new media and film media as dominating the life of the youth today. Giroux is concerned about the negative commercial messages being sent in the media concerning our young people.

Channel Surfing uses the metaphor of surfing from one channel of communications to the next in an attempt to understand how constructions of youth and race function within and across the media as educational discourses. In this journey, Giroux shares a complex web of associations among film characters and presentations of young clothing models (e.g., Calvin Klein jean ads). He focuses on the media images that sell our children short by presenting them as a "lost generation" without hope and being used and abused as a commodity rather than being valued and respected.

According to Giroux, "American society produces and spreads through the media negative portrayals of our youth without a balanced explanation of possible occurrences. Policy initiatives have shifted from social investment in youth to legislation primarily designed to contain and discipline youth. This becomes clear as youth service jobs disappear

and public services in the inner cities are abandoned while the criminal justice system takes the lead in incarcerating large numbers of working class and black youth who are without hope in our society." Racism feeds this attack on kids by targeting black youth as criminals and convincing working class white youth that black and immigrants are responsible for the poverty, despair, and violence that have become a growing part of everyday life in American society.

Channel Surfing encourages the reader to be concerned about the representation of our children and their future. What can we as parents, educators, administrators, counselors, and concerned community citizens do to protect our youth from a cloudy, misdirected, and dismal present to a brighter future with justice and hope for a better tomorrow?

FIVE MYTHS OF ACHIEVING A DIVERSE ACADEMIC WORKFORCE

by Sheila T. Gregory

There are five major attitudes held by many in higher education which constitute some of the greatest obstacles to launching diversity efforts: minorities aren't the best qualified; there aren't any qualified minorities out there; they demand astronomical salaries; minorities would not want to live in this white suburban area; and institutions are already doing everything they can to recruit and retain minorities.

The most prevalent and perhaps the most harmful mental obstacle is the belief that standards of excellence are compromised by pressures to hire minority administrators. Reasons for this view can be partially explained by subtle racism, narrow standards of judgment, and inexperience with cultural differences. One possible means to alleviate some of these negative beliefs is to advocate and implement open discussions among staff and administration to discuss the purpose of, reasons for, and impact on diversity. "It is sometimes difficult to determine what's best in the case of minorities because minorities may never have had a chance to flourish. We must look for achievements complemented by potential..... There is still a good-ole-boys network in most disciplines and these decision-

makers want to hire people who have been recommended by someone in the good-ole-boys network and those who look like other good ole boys. Criticism of minority candidates gets couched in meritocratic terms, but what turns people off--the candidates doesn't speak the same language, tell the same jokes....These things don't get talked about. So you have to argue that we need to take a chance on this person" (Williams, 1989).

The pool of available minority senior administrative candidates can be small, particularly in areas such as finance. Yet many colleges and universities have not made faculty diversity a priority, so the demand is not as great. Those increasingly committed institutions create demand by recruiting aggressively and continuously with a positive expectation of success. "We have to continually recruit, not wait for searches or announced vacancies. There are minorities out there. We have to let go of 'we're only looking for certain people, in certain disciplines, at certain times outlook'. Blacks, Hispanics, and others who have been disenfranchised, very quickly separate out rhetoric from reality" (Cota-Robles, 1991).

The issue of salaries are tied directly to market supply and demand. However, depending upon where you sit on the issue of diversity, your view of how much you pay a minority administrator to come to the institution will vary. The associate vice president of academic affairs at the University of Wisconsin System said recently, "I tried to hire them but they cost too much" (Lattin, 1990). But at the same system a dean took the opposite view. He said "if you make reasonable offers and have good working conditions, and living environments minorities are going to come. You may have to put in a grand or two extra, but you don't have to break the bank" (Dunlop, 1990). Sometimes, however, the market dictates higher than average salaries. Universities who consider diversity a priority

always seem to find the means to pay for what they think is important!

Many colleges and universities in predominantly white suburbs have difficulty attracting some minority candidates. But what many institutions do not realize is that many minorities grow up or are educated in white communities and some may even prefer them. Campuses that are warm, accepting, and open are more likely to attract quality minority administrators. In many cases, career decisions are based on complex and unique personal preferences and attitudes that vary. These preferences can sometimes be influenced most often by positive interactions between candidates and the hiring institution.

There are also institutions out there that do the minimum necessary to comply with federal and internal policy, like, say, mailings, advertising, and postings. There appears to be, in many cases, more reliance on the mechanics of affirmative action and little focus on results. Achieving diversity requires great effort and commitment. Those who are successful emphasize results rather than process; are positive rather than defensive or negative; aggressive and visible rather than passive and bureaucratic; and, flexible and innovative rather than mechanical and predictive. Institutions with successful diversity efforts have two common traits. They are enthusiastic and expect good things to happen. And, they have the commitment and support, as well as strong leadership from the very highest levels in the institution.

Institution-wide commitments are essential to the success of any diversity effort and resources must be provided as incentives for compliance. Universities should, if they have not already, reexamine mission statements and streamline programs to find the funds necessary to implement new initiatives. Executive leadership must establish clearly comprehensive plans and measure accountability to promote success.

Achieving diversity will require major changes and the reallocation of resources. Institutions must be willing to improve the quality of life for all and to ensure that each member of the campus community benefits. Unless more effective methods of recruitment and retention are developed, few women and

even fewer minorities, will be likely to assume these important positions. If this pattern continues, the future of the nation and the capacity to educate will be hindered if we fail to create a diverse and culturally pluralistic campus.

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SEEKING CULTURAL PATTERNS OF CLASSROOM PRACTICE

by LeAnn Putney

In a prior column for this newsletter, I described how members of a classroom may be viewed as acting as a culture. From this point of view, we can describe actions that teachers and students take up throughout the school year. Over time, these actions may become patterns of practice, which include the particular language that classroom members use with each other as well as gestures and actions that become part of their everyday classroom life. In a classroom where members value diversity, one of the most important parts of such a classroom culture would be showing respect to each other.

However, we might wonder what does showing respect look like? To provide one answer to that question, I will bring you the voices of some fifth grade bilingual students. In their linguistically and culturally diverse classroom, named the Tower since it was

housed in the bell tower of the school, these students practice respect toward each other from the first day of class. At the end of the year, they reflected back on what it meant to them to be a part of this classroom community. The excerpts that I will share with you were written as part of an essay on what their community meant to them.

Jamie tells us how the class came to form a community in their classroom through a contract, the Bill of Rights and Responsibilities:

We've gotten this community by a contract. That contract is the Bill of Rights and Responsibilities. We put this contract together and signed it. We made the contract by going home and thinking of rights and responsibilities. Then we shared them in class. We picked five rights and five responsibilities and put them together. We signed our contract and swore to live by it for the rest of the year.

As Jamie tells us, they constructed the contract together, with input from the community members. The actual document was made as a poster, signed by the community members, and hung in a prominent place in the classroom. They also took home copies of the contract and shared them with their families. Their parents or guardians signed the contract to indicate that they read and approved of it.

Having a contract to live by is one step toward building community and respect toward members. However, there is more to building a respectful community, as Mariko shows in this segment from her essay. Mariko notes that their classroom is a community, *because of what we do and how we do things*. Her evidence for this claim is:

We always work in groups or with a partner. Every project or something we do in class, I've had a partner or a group. It's not always easy, though. We have to cooperate with each other and totally work together.

Therefore, for Mariko, working together is a major element of life in the classroom, since they do so on every project. Working together in this community goes beyond projects as Mariko tells us; it extends into whatever they do in class. Although they work together, she also allows that it is *not always easy* to do so. She claims that they have rights and responsibilities, which *must* be followed in order for them to be a community because if they did not have the

contract, *we wouldn't be able to work together.*

Working together was a focus for Elijah when he noted that he *learned to live in a community by working with other people in a group; like listening to others and letting other people give their ideas*. Elijah's words help us realize that it takes work to live in a community. He had to learn *how* to work with others and to accept that not everyone will always *do the right thing*. Working together involves listening to others and letting them give their ideas. In using the words *give their ideas*, Elijah acknowledges that he might not necessarily take those ideas to use in his own work, but that he still should listen to the speaker.

In part of his essay, Lalo brings forward the notion of belonging to your community, even when there is a problem. He states that there are times when:

...you think that you are not in the community, because you broke a rule of something else. But you are still part of the community. Maybe you feel like you're not, because you chose not to do what the community agreed to, but that is your choice. You're still in the community.

Lalo also illustrates the agency of individuals within the community to take up, or not, the rules of the community. Even if they do not follow all the rules, they are still part of the community and that choice is part of life within a community relationship. Membership in the community is also an ongoing building and rebuilding of relationships between members. The concept of constructing a community is an ongoing process throughout the year, not just an activity that members do at the beginning of school.

This recognition that community is not something that one automatically achieves by being in the classroom is one that Eric takes up in his essay, in regard to how they work together. He notes that *a veces todos estén de acuerdo...no siempre, pero si algunas veces. [sometimes we would all agree...not always, but sometimes.]* When they do not agree, Eric

said that they *tratan de caminar en los zapatos de la otra persona* [try to walk in the other person's shoes]. Another way of approaching this notion of getting along is brought forward by Lalo. He claims that *one of the things that I think is special is that we all sit down in a circle and talk about our problems.*

In these cases the students make visible that working together is a complex phenomenon of building relationships with each other by trying to understand the other person's point of view when they do not agree. The expectations are not that they have to believe the same things, but that in constructing common knowledge together they have to come to some sort of shared understanding. That shared understanding goes beyond just talking in groups, but also learning to take up another point of view so that they can act responsibly toward each other.

One way in which they should act responsibly is to help the transition of a new student to the community. Eric says:

tambien sabemos que cuando algun estudiante entra y es nuevo, tenemos la responsabilidad, los estudiantes igual que la maestra, de compartir cosas que para él/ella son nuevo y de enseñar el cartel de derechos y responsabilidades para que aprenda las reglas de la Torre. [also we know that when some new student enters we have the responsibility, the students as well as the teacher, to share things that are new to him/her, and to teach the Bill of Rights and Responsibilities so that he/she can learn the rules of the Tower Community.]

José Ramon gives a specific example of a new student trying to do math without the help of the others to show how they do math in their Community. In talking about a new student entering, he says that:

If we do math that is fun, he will want to work on that too, but if he doesn't know what it is about or what we're doing, he will not be able to do it. So that's why we have to show what we do and show our evidence.

A student who entered the Tower Community in the middle of a math project, Tiago, was the only speaker of Portuguese in the Tower Community. When he came into the community in the middle of October, they were

already well into the Spaghetti Dinner Project. Although he was not part of the project from the beginning, he makes the claim that he learned from being in the community:

I wasn't here. I came late so I didn't do everything. But when I did come, I did many hard jobs. I learned everything with the help of everyone in the class.

Fanny also writes that they have a community because *the teacher and the students work and give ideas and make the community together.* She also shows that the community is not a given, but that the members construct it together.

In her own essay on the community, the teacher, Beth recognized how the students helped each other when she wrote:

When I think of action, I especially think about the way members really helped each other this year---and that wasn't easy for some of us at the beginning of the year. We've all noticed the changes over time, though. I observed so many people just jumping in and helping a friend during the Americana Museum Investigation.

Beth acknowledges that building a community of respect is not always easy to do, especially at the beginning. However, they were able to come together to work and respect each other in spite of their differences.

Rather than try to summarize for you what these essays illustrate about respect and responsibility, I will end my column with the voice of Areli from a segment of her community essay. Areli helps us all to recognize what it takes to be a part of a diverse community:

In the Tower, we have a community. We work all together. We agree on the Bill of Rights that we made and agree to live by it. We listen to the teacher every day. We try to learn more each day and we do. One thing that we agreed on was that we have the right to study and learn. We have the responsibility to let other people learn without bothering them. So we have to respect all of our rights and responsibilities. We have to respect other

people. It doesn't matter what color skin they are or which language they speak. We all are human beings and we need to have respect, as we have in our community, the Tower.

SUGGESTED READINGS FOR PROFESSIONAL DEVELOPMENT

by Kyle Higgins

Does It Matter?

My father asked if I am Gay
I asked Does it matter?
He said No not really
I said Yes.
He said get out of my life
I guess it mattered.

My boss asked if I am Gay
I asked Does it matter?
He said No not really
I told him Yes.
He said you're fired
I guess it mattered.

My friend asked if I am Gay
I said does it matter?
He said No not really
I told him Yes.
He said don't call me your friend
I guess it mattered.

My lover asked Do you love me?
I asked Does it matter?
He said Yes.
I told him I love you
He said Let me hold you in my arms
For the first time in my life something matters,

My God asked me Do you love yourself?
I said Does it matter?
[She] said Yes
I said How can I love myself? I am Gay.
[She] said That is the way I made you
Nothing will ever matter again.

Written by an Anonymous High School Student

Every day in the United States, the alarm goes off early in the morning to awake children

and youth. Every morning these children and youth hop out of bed, brush their teeth, dress, and head off to school. A school is a place to learn, to socialize, and to attempt to find a community to which to belong. And, everyday in the United States 10% of children and youth discover that they learn information (in which they are not represented), they socialize (but must hide important information about themselves and/or their families), and they find that the community with which they most identify is considered to be aberrant by the majority of the population.

Students who reside within our care begin to realize their sexual identities at a young age (Sears, 1991). The mean age of same sex attraction has been reported to be 9.7 years and for first homosexual activity 13.1 years for boys and 15 years of age for girls (Boxer et al., 1991; Sears, 1991). For a heterosexual student, many avenues of support exist to help with difficulties that arise during this growing time—family, friends, school, and the community. By contrast, gay students rarely feel able to ask their families, friends, schools, or communities for help,—fearing the possible response. These students often feel completely isolated, and, thus must make a perilous journey to adulthood through a society that provides them with mostly negative feedback. As one seventeen-year-old lesbian student explained before the Massachusetts Governor's Commission on Gay and Lesbian Youth (1992):

There is one difference that sets sexual minorities apart from other minorities--we can be invisible, and are assumed to be a part of the heterosexual majority until we declare otherwise. I tried that for a while, going so far as to use a guy to prove to myself that I could be straight if I tried hard enough. But instead of being accepted into the mainstream, I lost my self-respect. I felt completely isolated from my friends and family. It appeared that I was the only one who ever had had the feelings that I felt. I couldn't come out to anyone, because surely they wouldn't want to be friends with anyone as sick and deranged as I. This initiated

a downward spiral of self-hatred and anger motivated by homophobia. I hated myself for seeming to be everyone's worst nightmare--- a homosexual.

This sense of being "everyone's worst nightmare" is realized by most students as they attend schools where the dominate attitude is clear. Across the United States, 97% of students in public high schools report regularly hearing homophobic remarks from their peers (Massachusetts Governor's Commission on Gay and Lesbian Youth, 1993); 53% of the students report hearing homophobic comments made by school faculty & staff (Massachusetts Governor's Commission on Gay and Lesbian Youth, 1993); 45% of gay males and 20% of lesbians report having experienced verbal harassment and/or physical violence as a result of their sexual orientation during high school (National Gay and Lesbian Task Force, 1984; U.S. Department of Justice, 1996). It should come as no surprise that 80% of gay and lesbian youth report feelings of severe isolation (Hetrick & Martin, 1987).

Recent research indicates that Colleges of Education are not providing appropriate education for students who will become teachers. One recent study indicated that 80% of prospective teachers report negative attitudes toward people who are gay or lesbian (Sears, 1992) and 52% of prospective teachers reported that they would feel uncomfortable working with an openly lesbian or gay colleague (Sears, 1992). Sears (1992) also found that two-thirds of guidance counselors harbor negative feelings toward people who are gay or lesbian and that less than 20% of guidance counselors have received any training on providing services to gay and lesbian students or students who come from gay or lesbian families. [Please note that there are over 4 million gay or lesbian parents in the United States who have an estimated 8-10 million children (Council for Women in Independent Schools, 1994; American Bar Association, 1987).]

These numbers are shocking in light of the fact that most Colleges of Education consider themselves to be progressive in their thinking about diversity issues. But these numbers are even more shocking when viewed in light of the results of these attitudes and lack of training. A University of Minnesota study

found that 26% of young gay men reported being forced to leave home because of conflict resulting from their "coming out" (Herdt & Boxer, 1993; McManus et al., 1991; Remafedi, 1987). An eighteen-year-old student stated:

I remember back in high school, before I dropped out, feeling really out of place and alone. I never quite understood why I felt so different...I just couldn't handle it anymore. I had nowhere to go, no one to talk to. When I did confided in a school counselor, she screwed up my life. She went back to my parents and told them all these things I had been saying. I got kicked out of my house in July. There was violence involved. My mother came at me with an iron and I called the police. The police came and my mother told them I was always in Boston hanging out with gay men. The policeman started cracking gay jokes and telling me what he would do if his kids were gay and told me that I should just get out of my parents home. I asked him, "Where am I supposed to go?"

This type of family violence is not unusual. Nineteen percent of students who are gay and 25% of students who are lesbian report suffering physical violence at the hands of a family member as a result of their sexual orientation (Philadelphia Lesbian & Gay Task Force, 1992). Not only do these young people suffer at the hands of family members, but they experience violence at the hands of complete strangers. The U.S. Department of Justice reports that gays and lesbians are the "most frequent victims of hate crimes (U.S. Department of Justice, 1987). A 1995 survey on reported anti-gay hate crimes found that 68% of the the total were committed by people under the age of 30, and that 17% of the total were committed by people under the age of 17 (American Bar Association).

Is it any wonder that these children and youth feel isolated? Recent studies indicate that these students feel so isolated that they often become substance abusers, drop outs, and a large percentage turn to suicide. A recent study

found that 68% of adolescent gay males use alcohol (26% to excess at least once a week) and 44% use other drugs on a regular basis (Hunter, 1992). As a seventeen-year-old student put it, "I've spent more than one lonely night sobbing while downing shot after shot."

The U.S. Department of Health & Human Services found that 28% of gay youth drop out of high school altogether---usually to escape the harassment, violence, and alienation they face at school (Gibson, 1989). A sixteen-year-old lesbian describes the discomfort that caused her to drop out of school:

I think what has changed for me the most because of coming out has been school. It is not a place where I can feel comfortable being gay so therefore I cannot feel comfortable being myself. In the past year my life has become extremely unstable. My attendance at school has fallen steadily and school has become a place I no longer want to be. I am scared of the confrontations I may run into...Things are different now, because they know I am gay.

Some of these young people choose the most tragic way out. According to the U.S. Department of Health & Human Services, gay youth are two-to-three times more likely to attempt suicide than heterosexual youth (with 500,000 suicide attempts in the U.S. annually). Studies show that most gay and bisexual adolescent males attempt suicide at least once (Remafedi, 1991). Up to 30% of successful teen suicides each year are by gay and lesbian teens (1500 out of a total 5000 deaths). Extrapolation shows this means that a gay or lesbian youth attempts suicide every thirty-five minutes in the United States, and that they succeed in doing so every six hours. A student describes the tragic death of his best friend:

One night when Richard was leaving the public library, two people were waiting for him in the back seat of his car. He didn't see them as he got in to make the five-minute drive back to his parent's home. An arm came out of the dark, pulling Richard's neck tightly against his seat. Another arm came out of nowhere and began punching against his ribs. Defenseless and scared, he could do nothing as he was beaten in his own car. When it was over, he was too ashamed to go home because his parents would see his black eye and his bloody

nose, so he drove around in pain---crying. He wrote in his note that he had no idea who beat him. He said his attackers only called him names---over and over again as they hit him. Later that night he drove his maroon Ford Escort to a deserted street and left the engine running---killing himself. It all had all become just too much.

While the issues are multiple, the theme should be quite clear to us as educators: gay, lesbian, bisexual, and transgender youth do not get equal opportunity in our schools or in our society. Faced with this reality, it is time that Colleges of Education begin to include in coursework discussion of gay, lesbian, bisexual, and transgender educational issues. If we don't, the stress encountered by these young people will continue everyday when they awake to the alarm clock and dress to go to school---hopeful that they will find a community in which they will be accepted and valued. Let us, as a College of Education, provide the educators who pass through our halls with the tools to build a truly just and equitable climate for *all* students they encounter in their schools. A thought to ponder as we do so, how can we, as a society, continue to marginalize a segment of our population simply because of who they love.

Recommended videos:

Gay Youth (40 minutes). Wolfe Video (408-268-6782)

One of the best videos made about lesbian and gay teens. It includes very poignant stories of two adolescents: one who committed suicide, the other openly gay in high school.

It's Elementary: Talking About Gay Issues In School (1 hour, 17 minutes). Women's Educational Media (415-641-4616).

While most adults find it difficult to conceive how schools should address gay and lesbian issues, this video provides classroom footage of educators doing just that. This excellent video shows what happens when teachers teach respect.

Recommended sources of information:

American Library Association. Gay & Lesbian Task Force Publications. GLTF Clearinghouse, ALA Office for Outreach Services, 50 East Huron Street, Chicago, IL, 60611.

•Provides an 85-page list available on diskette that includes bibliographies, guidelines, and directories. The task force also publishes a newsletter that reviews new releases of lesbian and gay books (a one-year subscription is \$5).

Pharis, T. (1992) *Gay and Lesbian Issues in Education: A Bibliography*.

Published by The Teacher's Group of Colorado, P.O. Box 280246, Lakewood, CO 80228-0346.

•This is a very thorough bibliography of books appropriate for elementary and secondary school libraries. It also includes lists of books & videos for educators and parents.

Association for Supervision and Curriculum Development (ASCD): Lesbian, Gay, and Bisexual Issues in Education Network. Jan Goodman, Facilitator, P.O. Box 27527, Oakland, CA 94602. (510) 642-7329.

•This network of the ASCD is designed for teachers and administrators "to work towards dismantling heterosexism and homophobia in the curriculum and policies of our schools." They provide a resource directory and workshops at the annual ASCD conferences.

Parents and Friends of Lesbians and Gays (P-FLAG), 1012 14th Street NW, Suite 700, Washington, DC 20005. (202) 638-4200.

•This organization provides pamphlets, publications, and speakers. There are local chapters in most major cities in the U.S.

Making Schools Safe for Gay and Lesbian Youth, Governor's Commission on Gay and Lesbian Youth, State House, Room 111, Boston, MA 02133. (617) 828-3039.

•List of recommendations and testimony from gay and lesbian adolescents provide valuable insights for educators.

Recommended reading:

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ASSESSING MULTICULTURAL LEARNERS' KNOWLEDGE BASE THROUGH CONCEPT MAPPING

by William J. Pankratius

In the last issue of our Multicultural & Diversity Newsletter, Dr. Stan Zehm shared with us some ideas for enhancing the cultural competence of our undergraduate preservice teachers by providing them the opportunity to participate in the COE's International Student Teaching Program. Dr. Zehm invited me to be the guest author of his column and share with you a strategy I have found successful for helping my undergraduate students in the assessment of their growth in cultural competence. I am delighted to share this approach with you.

Our students come to us with well established knowledge bases on diversity and multicultural education. We know that preservice teachers accommodate constructed knowledge, attitudes, assumptions, values, and beliefs about teaching and education. They enter teacher education programs with well-established teacher role identities, (Crow, 1987); an extensive inventory of "personal practical knowledge composed of such experiential matters as images, rituals, habits, cycles, routines, and rhythms" (Connelly & Clandinin, 1985, p. 194-195). They have very strong convictions about teaching and intentions on how to teach (Clark, 1988); conceptions of intelligence (Slate, Jones, & Charlesworth, 1990); common sense beliefs (Haberman, 1985); and preexisting knowledge structures on teaching (Stoddart & Roehler, 1990).

These pre-existing ideas can be rich, pervasive, contrary, and highly resistant to change (Posner, Strike, Hewson, & Gertzog, 1982). With over 10,000 hours of classroom observations and varying and disparate repertoires of beliefs and values about teaching, prospective teachers construct primitive, underdeveloped knowledge bases about diversity in the classroom and multicultural education as well as how to teach content. These knowledge bases influence their teaching styles, their interactions with their students and affect their responses to teacher education programs.

If we do not recognize and address that prior knowledge, especially with regard to multicultural education, preservice teachers will pass through our programs with little or no change in their values and beliefs about education. Knowledge of these preconceptions can be the foundation for meaningful learning and the infusion of a multicultural perspective throughout the teacher preparation program.

A concept map is a visual representation of an organized knowledge structure centered on a principle concept or topic. Concept mapping is a strategy that requires learners to bring forth prior knowledge and to actively participate in the construction of their own knowledge. Learners examine their own understanding and represent concepts under study in relationship to superordinate, associated, and subsumed concepts. The mapping process is idiosyncratic, clears up learner misconceptions, reflects changes in understanding, and is a powerful device to assess a learner's knowledge base on a major concept or conceptual scheme. It has power because the process is the synthesizing of a knowledge base that expresses relationships and not mere recall.

One of the most profound differences between novices and experts is found in the well ordered, hierarchically arranged, easily retrievable, schematically organized, knowledge base found in expert problem solvers. Concept mapping is a learning strategy that enables students to construct a visual representation of an organized knowledge structure centered on a principle concept. In this manner, students who are able to map the concepts of a topic have the tools to represent that topic in its relationship to associated concepts and subsumed concepts; hence, they are able to demonstrate mastery of the content of the topic. In addition, concept mapping is an outstanding exemplar for enabling students to assess their own thinking and learning process—a discipline of the mind. Finally, the organized knowledge base gives students the confidence to reason persuasively.

Thus, if you want a teaching strategy that:

- Requires students to bring forth prior knowledge,
 - Provides students with greater depths of understanding,
 - Makes learning more meaningful,
 - Helps students to understand what meaningful learning is,
 - Shows students that learning is idiosyncratic,
 - Allows students to think for themselves,
 - Pinpoints misunderstandings,
 - Clears up misconceptions,
 - Reflects changes in understanding,
 - Promotes critical thinking,
 - Encourages creativity and stimulates imagination,
 - Enhances higher-order educational objectives,
 - Lets students examine their own learning learning about learning (metalearning),
 - Helps students to learn about the process of knowledge production (metaknowledge),
 - Lowers learner anxiety,
 - Is the ultimate advance organizer,
 - Has a solid theory base in cognitive science,
-then you want Concept Mapping.

Drs. Troutman, Gallavan and myself put the idea of concept mapping to use in Multicultural Education last semester with a study in one of Dr. Troutman's classes. The

paper entitled: Preservice Teachers Construct a View on Multicultural Education: Using Banks' Levels of Integration of Ethnic Content to Measure Change. (The paper has been submitted to the journal *Action in Teacher Education*). The instrument used was a concept map on Multicultural Education before and after instruction. Indicators of growth included the addition of concepts, changing of terminology, elaboration of structure, appropriate conceptual relationships, and richness of detail. The use of concept maps in this study created a meaningful instrument to unravel a student's knowledge base on multicultural education. In essence the before and after maps served as conferences with each of the students. The components derived from the maps were as rich as interview material.

I have included a concept map I developed for ATE in 1997. Should you have questions concerning the application of Concept Mapping to enhance learning, feel free to contact me.

Eighth Annual Aids Walk

Sunday, March 29

YOU CAN:
Volunteer to walk
Recruit others to walk
Work registration
Contribute money

For Further Information Contact:

- Ginny Usnick X4219 or
- Marilyn McKinney X3337

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