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Spring 1996

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ABOUT THIS ISSUE

Last spring when we wrote our call for manuscripts we hoped to compile an issue of *LAJM* rich in resources to teach “The Multicultural Classroom.” We wanted to find out not only who was teaching multiculturalism, but to whom, and how.

At first glance, the diversity of the articles mirrors the theme: from multiple intelligences to immigrants, from Alice Walker to Michael Crichton, from theme studies to a multidisciplinary approach, from focus on the gifted to focus on the challenged, and from basic writing to “Write for Your Life.” Indeed, the writers describe the broad diversity of their teaching contexts from multi-ethnic classrooms to ones with a single ethnic group, from suburbia to the inner city, from middle school through college. But as different as they are, they are the same: for the articles provide both a discussion of a variety of literature, and a variety of teaching approaches. And, far beyond a catalog of resources, these articles demonstrate what happens when teachers engage students in meaningful activities.

Following the articles on “The Multicultural Classroom,” Ronald Sudol responds to an article from the fall issue of *LAJM* on Michigan’s High School Proficiency Test. This is followed by our regular columnists, Ochoa, Shaheen, and Butts. Joining the columnists for this issue, Mary Harmon reviews books for teaching, while Diana Mitchell provides an annotated bibliography of 100+ Recent Novels.

Mary Dekker

Diana Mitchell