

# Editors' Introductions

## 20th Anniversary Issue

Heather L. Hazuka & Alan H. Jones

### A Collaborative Effort

To celebrate *Multicultural Education* magazine's twenty years of publication we have gathered in this anniversary issue several articles from our archive that highlight the range of topics addressed in the thought-provoking and diverse field of multicultural education. It is not our intention to choose "the best of" these years, as many popular magazines do, since editorially we already strive to include "the best," but rather to let these articles, collected from the most recent ten years of publication, represent the poignant, prescient, and quite often timeless scholarship that the authors bring to the journal. Additional articles from the first decade of publication of *Multicultural Education* will soon be available on our website.

It is fascinating to re-read this material in our current multicultural context, to realize the foresight of this work, and to witness as these articles become nothing less than historical documents that offer compelling first-person accounts, unique research, and inspiring practices. Multicultural education considered from the many different lenses and magnifications presented in this issue creates a collection that is truly prismatic.

To succeed as an enduring educational publication our commitment has been to maintain the trajectory and scope of the magazine's original editorial

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mission, ensuring it remains steadfast, while keeping a current perspective. It is a mission with its formative roots in the 1970s and 1980s when publishing venues and academic environments were beginning to address the critical need for expression in the developing field of multicultural education. In 1993 the first issue of *Multicultural Education* magazine was published in collaboration with the National Association for Multicultural Education, NAME. (See an excerpt from founding editor Priscilla Walton's 1993 introduction on page 3).

Twenty years later, as we move through the twenty-first century as an independent journal, the need for a publication such as *Multicultural Education* is no less. The sustenance and support of a quality periodical in which to converse and collaborate, to awaken and incite, to document, record, and archive, to leave a lasting human record, now in the age of information and worldwide Internet access, remains essential. As an editor concerned with maintaining an independent venue for the critical insights and intellectual integrity of those aligned with the efforts being made toward equity, awareness, and social justice in education, it is with sustained energy and the ever-present sense of urgency that we extend our efforts into a third decade and beyond.

We are truly grateful to be able to continue to work in partnership with the community of readers and authors who are involved with and support *Multicultural Education* magazine. There is nothing more gratifying than to make available the real-life hard work that is being done in classrooms and in the field, in policy and in research scholarship, both domestically and globally. We hope that the longevity of *Multicultural Education* is just one testament to the quality of the publication

For the past two decades *Multicultural Education* magazine has served as the town square for those advocating multiculturalism and social justice and as a congress for those developing teaching ideas and strategies. The magazine has been vital to the communication of philosophical beliefs and best practices central to multicultural education. *Multicultural Education* magazine's vital significance to the growth and development of the field of multicultural education and its push-back against oppression, including the narrow interpretation of democratic ideas, cannot be calculated.

—Carl A. Grant,  
Hoefs-Bascom  
Professor of Education,  
Department of Curriculum  
and Instruction,  
School of Education,  
University of Wisconsin-  
Madison.  
President, National Association  
for Multicultural Education,  
1994-1999.

and the work of our authors. Thank you all who are part of this collaboration.

—Heather L. Hazuka

### A Brief History

In the Fall of 1991 Priscilla Walton, on behalf of the National Association of Multicultural Education (NAME), approached Caddo Gap Press, at that time

a two-year-old company that had recently relocated from Michigan to California, to inquire if we would be interested in collaborating in publishing a quarterly newsletter for NAME. We were, and for two years *NAME News* was published and distributed to all NAME members.

Based on the response to the newsletter, NAME then proposed publication of a magazine that would combine the role of the newsletter with that of a scholarly journal. Thus, *Multicultural Education* magazine first appeared in the Summer of 1993, sponsored by NAME and published by Caddo Gap Press, with Priscilla serving as the founding editor. That collaboration continued for five years, at which time NAME opted to move in other directions with its publications, and Caddo Gap Press continued *Multicultural Education* as an independent quarterly magazine. It has grown and thrived as a leading education publication ever since.

*Multicultural Education* magazine is now completing its 20<sup>th</sup> year of publication. It is our pleasure to mark this anniversary with publication of this special expanded issue. Our purpose here is to offer a retrospective of 20 years of the more than 900 ground-breaking feature articles, research, promising practices, and commentary that have appeared in the 80 quarterly issues published between 1993 and 2013.

In this special anniversary issue we celebrate the 20 years by republishing several provocative articles from selected issues, in combination with a center-spread featuring covers of many of the issues and quotations from some of the seminal articles that have appeared in our pages. As co-editor Heather Hazuka notes above, this is not an effort to highlight the “best” from this 20-year period, but rather to offer a sampling that is representative of the scholarship, best practice, and leading commentary regularly offered in the pages of *Multicultural Education*.

We hope you will enjoy this special issue, and that it will serve as a reminder of the importance of writing and publication that is of service to all multicultural educators. We look forward to the next 20 years of *Multicultural Education*, and invite you to participate with us by subscribing and reading our pages and also by submitting your work for our consideration.

—Alan H. Jones

As *Multicultural Education* magazine celebrates its twentieth year of publication, I want to offer both my congratulations and a heartfelt “thank you” for all you have done and continue to do for our profession. I recall with great pride that one of my articles was published in your first year of publication, an article that I continue to hear about from readers. Your magazine has been a beacon of support for progressive voices and social justice in education. May you celebrate many more years of success!

—Sonia Nieto,  
Professor Emerita,  
Language, Literacy, and Culture,  
College of Education,  
University of Massachusetts,  
Amherst.

#### “From the Editor”—1993

“From the Editor” is an excerpt from founding editor Priscilla Walton’s introduction in the “Premiere Issue” of *Multicultural Education*, Volume 1, Number 1, Summer 1993:

The magazine’s editorial policy is to provide a national forum for the exchange of information about multicultural education, ranging from critical analysis of perspectives on cultural pluralism to the sharing of specific educational practices and resources. The magazine is committed to the following key goals:

1. To promote respect and appreciation for cultural diversity.
2. To promote an understanding of the unique and diverse cultural, racial, and ethnic heritage of the United States.
3. To promote the development of culturally responsible and responsive curricula and practices that create equity and inclusion throughout society.
4. To promote a knowledge base to inform multicultural practices in schools and society, and facilitate the ability of individuals and institutions to function effectively in a pluralistic society.
5. To reduce racism and discrimination by providing thoughtful analysis of cultural pluralism in American society.

#### In Conclusion

The 16 articles selected from the most recent ten years of *Multicultural Education* and presented in this special anniversary issue offer but a glimpse of the many vital and significant topics addressed over the last 20 years.

We hope you enjoy this retrospective as much as we have enjoyed assembling it for your reading pleasure.

—*Multicultural Education*

I warmly congratulate *Multicultural Education* magazine for the important and valuable role it has played over the last twenty years. *Multicultural Education* has been a trail blazer—there was no other publication focusing directly on this field when it started. With its excellent collection of articles, *Multicultural Education* has continued to serve as a very important voice and publication venue. I am confident that the magazine will continue to make a positive difference for the next twenty years!

—Christine Sleeter,  
Professor Emerita,  
California State University,  
Monterey Bay,  
Past-President,  
National Association  
for Multicultural Education.