York's "Roots and wings" (Book Review)

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Author Stacey York teaches child development at Rochester Community and Technical College. She has over thirty years of experience of working with children and families, including working with the Culturally Relevant Anti-Bias Leadership Project that was written for the Sesame Workshop. Her book, Roots and Wings, now in its third edition, has proven itself to have an excellent plan for implementing a culturally relevant anti-bias education for children up to age 8. The book is divided into two main sections. Part 1, “Understanding Multicultural and Anti-bias Issues in the Classroom,” identifies and defines issues that teachers and parents need to recognize before they address the issues of multicultural and anti-bias classroom.

York introduces Part 1 by recognizing diversity in society and the classroom by quoting former President Jimmy Carter, “We become not a melting pot but a beautiful mosaic. Different people, different beliefs, different yearnings, different hopes, and different dreams” (p. 3). Racism is not the only topic that is included in the author’s discussion on classroom diversity. She includes discussions on how the classroom mirrors society. The classroom may contain children who have physical disabilities, who have behavioral problems, who have been abused, who come from families that depend on government funding for food and medical care, or who come from a culture that is unlike the community in which she is currently living. The classroom may also include students who come from homes in which there is only one parent, or live in a home with foster parents, as well as a student whose parents are married, and a child who has never been abused.

In Part 2, “Implementing Culturally Relevant Anti-bias Education in the Classroom,” York discusses how to create a learning environment in which all students are taught in a way that embraces and equally values cultural diversity. Part of creating a culturally anti-bias classroom is to make resources available for students that will help them identify with and become proud of their home culture. Chapter 8 is the author’s guide about how a classroom can be designed as a culturally relevant anti-bias space. Included in this chapter is a list of books that were selected to assist children in connecting with their home cultures. In Chapter 9, York discusses anti-bias in activities and provides over 80 pages of activities which can used to assist students in the following ways. The activities, while intended for children, can be useful for all ages in learning how to respect the culture of another individual.
• To develop positive, knowledgeable, and confident self-identity within a cultural context.
• To demonstrated comfortable, empathetic interaction with diversity among people.
• To think critically about “bias.”
• To stand up for oneself and others in the face of bias.

This is an excellent book that can be used by parents, teachers, church leaders, and others wishing to learn more about living in a culturally diverse society.

**Reviewer**
W. Terry Martin, Louisiana College


*Sarah’s Surrender* is Vickie McDonough’s third book in her historical series *Land Rush Dreams*. Set in 1901, the story revolves around Sarah Worley, a young woman who has had a very tumultuous upbringing, and so has a hard time trusting or surrendering – surrendering to God, to her feelings, to the past, and to the future. Consequently, when her best friend, Luke McNeil, declares his love for her she is conflicted and decides to venture out on her own by competing for land in the Oklahoma Territory land lottery. She is certain that owning her own home, on her own land, and doing so by herself will fulfill all of her dreams. But what of Luke and his professed love for her? Does she even know what real love is? Can Luke be trusted with her heart and her future? Is her independence more important to her than stepping out in faith and trusting? Sarah has many setbacks on her journey to independence but keeps going forward with determination and grit.

**Reviewer**
Sherill L. Harriger, Warner University


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