Finally, Margery Freeman, in "The St. Mark's Ethnic Heritage Project: A Model for Ethnic Studies," describes the oral history project and videotape documentary funded by the U.S. Ethnic Heritage Studies Program, which recorded the experiences of the residents in the Treme/Seventh Ward. Freeman asserts such programs "will expand in New Orleans because more and more citizens are learning to value and preserve those traditions and customs which have previously been taken for granted." If such a prediction materializes then the revitalization of ethnicity in contemporary America will re-affirm the distinctive nature of cultural diversity. In this respect, the successful public program, "Italians In Chicago," directed by Dominic Candeloro and funded by the National Endowment for the Humanities for 1979-1981, reflects a significant development in social history, along with the systematic teaching and research at the university level. The remarkable work of the Institute for Minority Studies at the University of Wisconsin-La Crosse, the Center for Migration Studies in New York, the Immigration History Research Center at the University of Minnesota, the Balch Institute in Philadelphia, to name a few, have contributed to the understanding of ethnicity.

* Perspectives on Ethnicity in New Orleans represents history from the bottom up, of community studies, of family history, and of history of 'ordinary' people. This collection of insightful essays will benefit the student of ethnic studies and the general public.  

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---EDITOR'S NOTE---A limited number of copies of *Perspectives on Ethnicity in New Orleans* is available free of charge. Write John Cooke, Dept. of English, University of New Orleans, New Orleans, LA 70122.


This resource book is as valuable for non-specialists as it is for 'old hands' in the area of bilingualism who want to have in one volume a guide to resources on Bilingual Education and related areas as they pertain to America.

The text is divided into nine chapters that cover the following topics: Historical and Sociocultural Perspectives; Curriculum, Programs, Guidance and Counseling; English as a Second Language; Teacher Education, Staff Training and Administration; Legislation; Federal and State Roles; Linguistics, Language, and Multilingualism; Tests, Measurements, and Evaluation. The first chapter includes Bibliographies and General References. Chapter Two, which is the longest (52 pages), lists numerous entries which were placed under
the heading of General and Miscellaneous; yet a close look at this
list shows that most references could have been catalogued quite
appropriately under one or another of the chapters cited above,
thus facilitating the reader's task when looking for specific
topics.

Three separate indexes are provided--by title, by subject,
and by author. Some errors were noted in these Indexes. For
example, while the work of Dr. Mari Luci Jaramillo is correctly
inserted in the main text of the book, when listed by author in
the Index her name appears as Caramillo, an unfortunate mistake
that will tend to confuse the reader. Also, orthography for
the many Hispanic names listed is not systematically followed so
that at times accent marks and tildes are correctly placed and
at others totally omitted. An additional inconsistency of format
was discovered when multiple authors or editors are entered in
the indexes. While G. Keller, R. Teschner, and S. Viera are all
given credit for editing Bilingualism in the Bicentennial and Be-
yond, the names of G. Bills and J. Craddock were omitted and only
R. Teschner's name was entered as editor of Spanish and English
for United States Hispanos. Similarly, A. Beltramo does not appear
alongside Hernandez-Chavez's name as co-editor of El Lenguaje de
los Chicanos. No explanation is given for this inconsistency.

This guide includes 1472 entries, many of which are annotated.
Appendix I covers the functions of the National Network of Centers
for Bilingual Education and provides the addresses of the various
centers located throughout the United States according to the
three major components of the network: Dissemination and Assess-
ment, Materials Development, and Training Resources. Some of this
information is not accurate to date, since several of the centers
listed are no longer in existence or have changed their location.
Appendix II describes the services and products of the National
Clearing House for Bilingual Education.

The writers did a very comprehensive job in some areas such
as master's theses and doctoral dissertations written on subjects
that relate to bilingual education. On the other hand, there were
some topics closely tied to bilingualism such as code-switching
for which not a single entry was found. Similarly, several of the
works of writers who have done extensive work in bilingualism such
as Ervin-Tripp, Macnamara, Gumperz and others were omitted; as an
example, J. Fishman's article entitled "Will Foreign Languages
Still be Taught in the Year 2000?" which has appeared in various
books and journals is not listed anywhere in this book. Also mis-
sing are such classics as J. Rubin's work on bilingualism in
Paraguay. Yet other entries were made relating to foreign lan-
guages and to bilingualism in other parts of America and Canada
and Mexico.

In conclusion, while Bilingual Education in American Schools
does have its flaws, it is nevertheless a book that should become
a part of the library of anyone interested and involved in the sub-
ject of bilingualism. The information that Cordasco and Bernstein
have compiled is unquestionably valuable.

--Rosa Fernandez
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