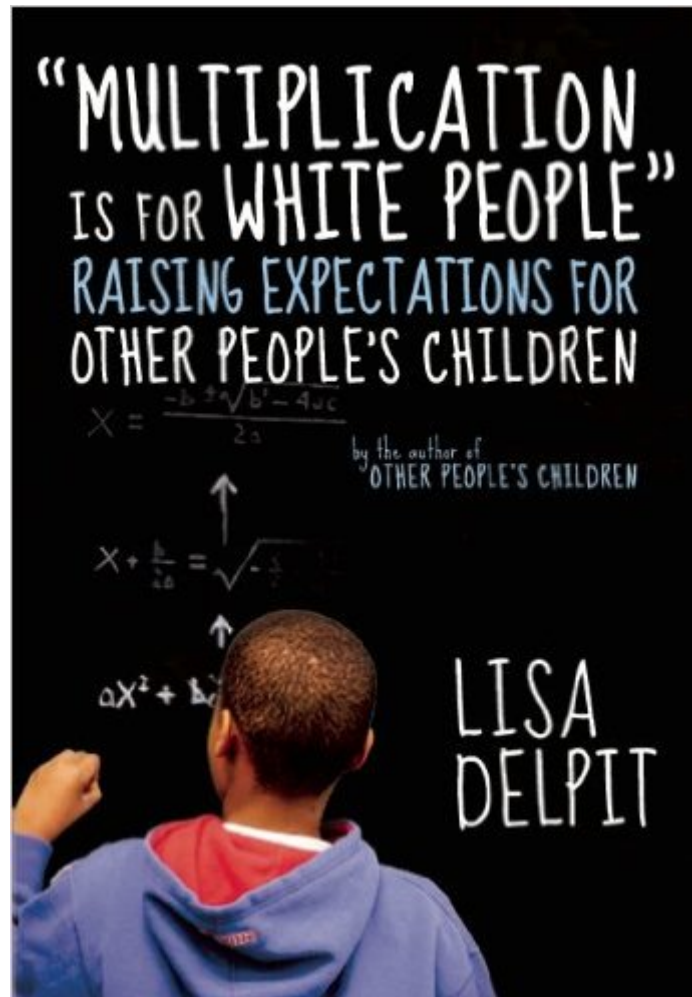


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"Multiplication Is For White People": Raising Expectations For Other People's Children



Synopsis

Lisa Delpit's *Other People's Children*, which has sold more than a quarter-million copies to date, is a paradigm-shifting, highly acclaimed exploration of the cultural slippage between white teachers and students of color. In her long-awaited and now bestselling second book, "Multiplication Is for White People," the award-winning educator reflects on the last fifteen years of reform efforts—including No Child Left Behind, standardized testing, alternative teacher certification paths, and the charter school movement—that have left a generation of poor children of color feeling that higher educational achievement is not for them. Hailed as "illuminating" (Publishers Weekly), "thought-provoking" (Harvard Educational Review), and a "much-needed review of the American educational system" (Kirkus Reviews), "Multiplication Is for White People" is a passionate reminder that there is no achievement gap at birth. Poor teaching, negative stereotypes, and a curriculum that does not adequately connect to poor children's lives conspire against the prospects of poor children of color. From K-12 classrooms through the college years, Delpit brings the topic of educating other people's children into the twenty-first century, outlining a blueprint for raising expectations based on a simple premise: that all aspects of advanced education are for everyone.

Book Information

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Customer Reviews

I am all over the place on Lisa Delpit's latest book on educating "poor black children," probably because Delpit is a little all over the place. She makes a plethora of excellent points, but in a fashion

that is overly wordy (I know, not calling the kettle black here; wait, I didn't mean it that way!), puzzlingly organized, and admittedly angry ("I am left in my more cynical moments with the thought that poor black children have become the vehicle by which rich white people give money to their friends."). I found myself craving ease, warmth, and humor. Of course, I also found myself nodding along with frequency and learning a great deal about a subject of serious urgency. After giving my mixed feelings extensive thought, I decided that much of the problem is that Delpit's book isn't a well-reasoned opening salvo, it's a passionate refutation. She responds to those who say African American students disproportionately fail in school because they just aren't as smart as children of other races and come from "a culture of poverty" (and that those who succeed do so only because of unmeritocratic affirmative action). No wonder she's pissed. OF COURSE African American students are just as "gifted and brilliant" as everyone else (as Delpit ably demonstrates). But even educators who accept racial equality expect less of poor and minority students because of their supposed cultural deficiency. Delpit spends the bulk of the book tackling this point. Essentially, she says that "poor black children . . .

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