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In Hispanic Education in the United States: Raíces y Alas, Eugene Garcia comprehensively reviews the research literature related to Latinos* and education, including themes such as bilingual education policy debates, culture, identity, and the cultural mismatch that often occurs between Latino students and their school experiences. One of the many strengths of the book is Garcia's challenge of theoretical frameworks that account for educational inequity in terms of supposed intellectual or cultural shortcomings of Latino children or families. Instead, he presents a thorough review of educational inequities along with multiple instances of Latino educational successes and illustrates the complex circumstances that bring about negative outcomes for many Latino students.

Garcia's writing style will be meaningful to a range of audiences, including teachers, teacher educators, and government and nonprofit professionals. For example, personal anecdotes draw the reader into the themes of each chapter and demystify the process of Garcia's own success by illustrating how schools and educators could be organized to facilitate the academic development of Latino youth, yet often are not. This is an excellent text for teacher training courses and professional development seminars for educators working in community-based organizations as well as cultural institutions.

In Chapter 2, Garcia presents a demographic portrait of Latinos in the United States and highlights the relationship between educational and economic status, identifying critical factors that influence the educational experience of Latino students (such as the correlation between language proficiency and dropout rates). He notes that even for English-dominant Latino students, the dropout rate is disproportionately high. Furthermore, Latinos are retained a grade at a rate three times the overall population. Highlighting such trends is important, as they allude to an educational system organized against Latino achievement. Chapter 3 examines the constructs of language and culture, as well as language policy debates. Garcia outlines the theoretical framework underlying important language-based policies and programs and then charts the history of these policies and accompanying movements. Chapter 4 discusses Latino education within the larger context of immigrants and education. Here Garcia notes successes and struggles of immigrant students, as well as important trends among specific populations, helpful information as rates of immigration from a variety of Latin American countries are on the increase. Chapter 5 conceptually develops constructs of identity and culture and calls for building bridges between students' day-to-day lives and the learning they do in school. Chapters 6-8 move from theory to practice with numerous case studies of programs and schools that have made significant gains with Latino youth by enacting such bridges.
Garcia illustrates how programs with different approaches achieved positive educational outcomes through common themes of high expectations, a respect for students' lives, a clear sense of vision, and dedicated staff.

In many ways, Garcia accomplishes the purpose he sets forth in this book, to *complexify* the presentation of Hispanics in education, so that "we can move away from superficial, 'tip-of-the-iceberg' analysis and more fully understand the course of events through more comprehensive articulations of these circumstances" (p. 12). Although his review of the literature achieves a balance between quantitative statistical portraits of Latino students and qualitative studies of specific communities, these images are not as in-depth as they could be.

Garcia does not substantively distinguish between the issues Latino youth face depending on their region, socioeconomic status, or life in an urban, suburban, or rural community. Furthermore, he does not fully explicate the relationship among race, class, immigration status, and language; and the impact of this intersection of variables on students' opportunities for educational success. Finally, the book tends to focus on student communities of Mexican descent. One could argue that because people of Mexican descent comprise at least 60 percent of the Latino population in the United States, it makes sense to draw multiple examples from these communities in order to understand the situation of Latinos nationally. However, Latinos of differing national ancestry are the majority Latino group depending on the geographic region. Washington, D.C., contains sizeable Central American communities, whereas Latinos of Spanish Caribbean ancestry are the majority Latino group in New York, New Jersey, and New England. Caribbean and Mexican Latino groups dominate Latino communities in Midwestern cities such as Chicago and Detroit, whereas Cuban Americans have an important influence on the cultural and economic dynamics in southern Florida, as do growing Dominican and South American communities. The status of education for each of these Latino groups is influenced by their specific migration patterns to the United States, as well as local politics and resources. In order to understand the educational dynamics of Latinos broadly, one must have insights into the many subgroups and local communities that comprise this U.S. population.

It is impossible for any one text to unpack the complex dynamics of every Latino community or neighborhood in the United States, but presenting case studies and research reflecting a more diverse array of Latino communities would provide educators with valuable information about the specific communities in their region. Although the book falls short in terms of presenting the full breadth of Latinos in the United States, it is outstanding in many respects and will provide readers unfamiliar with the situation of Latino students in the United States a solid background in terms of policy, culture, identity, language, and class.

**Note**
* The umbrella term *Latino* is used here in lieu of *Hispanic* to refer to people of Latin American ancestry residing in the United States. *Hispanic* is a term used by the U.S. census to refer to Spanish-speaking people, whereas *Latino* is not language specific.