White Women Preparing to Teach in Urban Schools: Looking for Similarity and Finding Difference

Felicia Saffold · Hope Longwell-Grice

Published online: 13 February 2008
© Springer Science+Business Media, LLC 2008

Erratum to: Urban Rev DOI 10.1007/s11256-007-0069-3

On the second page of the article, replace the third paragraph with the following:

In reviewing the literature on white preservice students, Sleeter (2001) writes:

...as a whole, [they] bring very little cross-cultural background, knowledge, and experience to their teacher preparation program (McIntyre, 1997; Schultz, Neyhart, & Reck, 1996; Su, 1996, 1997; Valli, 1995). Many teachers find the underachievement of children of color normal or expected (Sleeter, 1995). For example, Schultz et al. (1996) found that preservice student teachers are fairly naive and have stereotypic beliefs about urban children, such as believing that urban children bring attitudes that interfere with education. Most White preservice students bring little awareness or understanding of discrimination, especially racism (Avery & Walker, 1993; King, 1991; Su, 1996, 1997). White preservice students tend to use colorblindness as a way of coping with fear and ignorance (McIntyre, 1997; Valli, 1995). These problems carry over into the classroom. Preservice teachers tend to have limited visions of multicultural teaching (Goodwin, 1994), seeing it as a technical issue. And, further, they see multicultural curriculum as mainly additions to the existing curriculum (Vavrus, 1994). (p. 95)

Colorblindness also allows White preservice students to seem “innocent” or “neutral” since they claim not to consider race a current issue (Bell, 2002).

The online version of the original article can be found under doi:[10.1007/s11256-007-0069-3](https://doi.org/10.1007/s11256-007-0069-3).

F. Saffold (✉) · H. Longwell-Grice
Department of Curriculum and Instruction, University of Wisconsin-Milwaukee,
Enderis Hall, P. O. Box 413, Milwaukee, WI 53201-0413, USA
e-mail: fsaffold@uwm.edu

Delpit (1995) cautions, “If one does not see color, one does not really see children” (p. 77). It does not matter how well intended the colorblind approach is, the consequences of ignoring race in the classroom are dangerous.

In the references section, insert the following reference after Sleeter, C. (1995):

Sleeter, C. (2001). Preparing teachers for culturally diverse schools: Research and the overwhelming presence of whiteness. *Journal of Teacher Education*, 52(2), 94–106.