

**Ranjit Arora and Carlton Duncan, eds. *Multicultural Education: Towards Good Practice*. (London, Boston and Henley: Routledge and Kegan Paul, 1986) xiii, 221 pp., \$29.00.**

The volume is a collection of loosely-coupled essays, several coupled somewhat more loosely than the others, and all relating to government-provided elementary and secondary multicultural education and to teacher training in Britain. A good many British-education-bureaucracy abbreviations are used and these tend to slow the flow of the otherwise splendid cross-cultural transfer potential to American and other readers.

The editors themselves contribute eight of the sixteen essays whose authors include generalists and subject specialists at every level of schooling. Especially useful to practitioners everywhere are the chapters on multicultural resources and approaches to the various subject matter areas.

Especially interesting is Dunn's critique of inservice education in which it is made clear that professional good intentions alone can not suffice for the classroom any more than they do for surgery. Especially poignant are Mukherjee's angry assertions that multicultural education is making no headway at all against racism, that multicultural education is sham and delusion, and that what awaits most minority youth at the front of the educational queue is more opportunity to address challenges.

Indeed, several of the essays point up British society as deeply racist and classist and in need of powerful remedies, and multicultural education is a gift brought to willfully unwilling recipients. Of course, education is seen by the British, as by the rest of us, as the one institution that all men and women of conscience hope and expect will overcome all the festering problems of society.

Americans, too, still have a long, hard multicultural road to travel. Like the British, we haven't made up our minds whether we shall be "assimilationists" or "true multiculturalists." Many of us still don't know the difference and many more simply don't care, an educational failing that until remedied will cause us grief for years to come. Many of our would-be "multicultural experiences" are designed for ethnic minority children and staff, whereas really such sensitivity needs to be taught to those who know little of the world of color.

Just as readers who pick up and read books about chess tactics are probably players of that game, those who read this book are likely to be those who are already knowledgeable about and practitioners of multicultural education. More's the pity, for its pages comprise a compendium of solid, practical wisdom from educators of broad experience and painful concern.

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