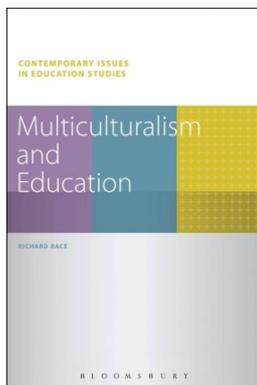


Professional Book Review

Race, R. (2010). *Multiculturalism and Education (Contemporary Issues in Education Studies)*. Continuum Publishing Corporation. 176 pp., ISBN-13: 978-1441113269. \$140.00

Reviewed by Yilmaz Bulut, Curriculum and Instruction, Yildiz Technical University, Turkey.



Richard Race is a doctor and works at Roehampton University. He worked in some other universities in other countries such as England, Greece, the Netherlands and the Republic of Ireland and got extensive experience in education history, multicultural education, teacher professionalism and the relationship between education politicians and civil servants (p. x).

The book "Multiculturalism and Education (Contemporary Issues in Education Studies)" was written by Richard Race in 2010. This book is designed to help both students and professional practitioners in order to describe the development of multiculturalism and its applications in education. In this context, the author deals with concepts such as assimilation, integration and anti-racism related to multiculturalism throughout the book and gives information about the effect of multiculturalism on education as well.

This book is one of the books in the series of *Contemporary Issues in Education Studies*. The author made benefit from 20 questionnaires and 33 interviews in order to explain multiculturalism and education. The author collected data from undergraduate students, postgraduate students, teacher trainees, university teacher trainers and university lecturers. The participants were from education and social sciences field. Members of interested groups about multiculturalism took place in the research as well (p. 2). The opinions of the participants are presented as direct quotations and subsequently are interpreted by the author.

The book consists of six chapters:

1. Introduction
2. Conceptual, social and education policy background
3. Is multiculturalism dead? Was Britain 'Sleepwalking to segregation'?
4. Faith schools and multiculturalism
5. Multiculturalism and education
6. The potential of citizenship when reflecting on multiculturalism and education

In the first chapter, the author defines multiculturalism and multicultural education with multicultural perspective including different countries such as England, the United States and Canada, and different researchers such as Banks and Banks (2007) and Parekh (2000). In addition, the author gives information about characteristics of conservative multiculturalism, liberal multiculturalism, pluralist multiculturalism, left-essential multiculturalism and critical multiculturalism. Multiculturalism is described as a concept which defends equality and which is against discrimination. The author explains that multicultural education curriculum should involve cultural diversity of students and multicultural education should be for all students in all types of schools. Besides, multicultural education should be for both students and teachers. Race also states that the book aims to examine the multicultural education as a global issue, not as an issue only in England.

In the second chapter, the social, political and conceptual influences on the multicultural education are described. Race points out that assimilation, integration, multiculturalism, anti-racism and citizenship are the concepts in English education policy making discourse. Therefore, the concepts of assimilation, integration, anti-racism and multiculturalism are defined and examined so as to explain the development of the multicultural education. The author describes how the focus moved away from the notion that immigrant, minority children and parents are the reasons of educational problems to that education system is problematic. In that vein, social and political documents such as Swann Report, MacPherson Report, Cattle Report and Every Child Matters document and their recommendations in the education field are discussed, and the strengths and weaknesses of these reports are shortly given.

The second chapter also includes arguments about the metaphors of 'melting-pot', 'salad bowl' and 'multicultural mosaic'. For example, Race claims that the metaphor of 'melting-pot' which emerged

in the United States is not connected to multiculturalism. In contrast, the 'melting-pot' metaphor is related to assimilation because the immigrants in the United States were encouraged to be an American as a part of common culture and that caused the loss of their original identity.

In the third chapter, the speech of Trevor Philips "After 7/7: Sleepwalking to segregation" after terrorist attacks in London is examined. Philips was the chairperson of the Commission for Racial Equality and he warned Britain about cultural and social segregation in his speech. Philips claims that multiculturalism is dead and British culture is sleepwalking to segregation and thus, integrationist policy is better than multicultural policy for Britain. Philips' integration contains the concepts of equality, interaction and participation. However, Race tries to explain the reasons of segregation and integration with the views of participants, and makes interpretations about Philips' arguments as a response to multiculturalism. The issue of cultural diversity and education is also discussed in terms of preventing terrorism. The author concludes from the interviews that citizenship curriculum may emphasize the cultural diversity and issues like terrorism, racism and poverty.

The fourth chapter focuses on the faith schools and multiculturalism. A short historical background of faith schools in England is given. State contributions for faith schools are also described. Race claims that faith schools lead to some problems since their religious character was shaped only by Christian church. The need for non-Christian denominations is mentioned as well. In this regard, multi-faith schools and mono-faith schools are argued in relation to multiculturalism. Race refers to Jewish schools and Muslim schools in relation to segregation and cultural diversity. The faith schools in England and the secular education system in France are compared as well. The author also argues that faith schools can shape education, culture and society and thus, he discusses the possibility of more multi-faith curricula in respect to multicultural education. Furthermore, he suggests that multi-faith curricula may include various beliefs and subjects such as religion and citizenship. It is also mentioned that the possibility of increasing faith schools can promote social and cultural cohesion.

In the fifth chapter, the focus is on the multicultural education experiences. Race gives the negative experiences of Iranians in Canada which is the first country having an official multicultural policy and he states that there may always be problems between minority and majority communities. The examples from the interviewees' lives are provided concerning multiculturalism in education as well. Race concludes that how to teach something is more important than what to teach in multicultural education. It is recommended that all professional practitioners in education should learn new techniques and apply what they have learned. The practitioners also should reflect on their multicultural experiences and criticize themselves in terms of issues concerning racism and cultural diversity. Hence, diversity training is recommended in order to enable practitioners multicultural practice. In addition, the author discusses whether multiculturalism has a future and gives place to the opinions of the interviewees in the fifth chapter. As a result, it is concluded that multiculturalism has a future.

The last chapter gives information about diversity and citizenship education, professional development of teachers related to their role in multicultural education, critical race theory and interculturalism. It is underlined that teachers should be aware of cultural diversity in classrooms. Also, teachers should be trained to teach citizenship and the number of the teachers who will teach citizenship needs to be increased. Besides, it is emphasized that multicultural education practice should be international. It is also mentioned that interaction between minority and majority groups is seen as significant in terms of citizenship education but the interaction should be two-way.

Additionally, the findings of Ajegbo report which is about citizenship education in England are presented in this chapter. It is found that the diversity education is not similar in every part of the country. Another finding is that teachers are not trained about citizenship education. Ajegbo report recommends that schools should pay attention to students' voice by means of school councils and forums. Also, the curriculum needs to be changed regarding the concept of education for diversity and respect for all. Moreover, the schools should establish links among schools, parents and communities. For instance, there may be a link between monocultural schools and multicultural schools.

Consequently, the author draws attention to three important issues; dangers of integration, awareness training and citizenship education. The author gives in-depth information about multiculturalism and multicultural education and promotes citizenship education for multiculturalism as well. As Banks (2004) states "Racial, ethnic, cultural, and language diversity is increasing in nation-states throughout the world because of worldwide immigration." and so multiculturalism should be reflected upon more. Reflective exercises in each chapter of the book enable readers to think critically. Direct quotations allow readers to interpret the opinions of the participants. In addition, the author provides useful websites about multiculturalism and he encourages readers to search further more. As a consequence, the book brings a different focus to multiculturalism. Therefore, this book should be read

by students, teachers and researchers in the field of education and people who are interested in multiculturalism.

Reference

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