

ministers.

*And the Walls* does not mention the trip to Sweden to receive King's Nobel Prize; it also omits Abernathy's badly strained relationships with Coretta Scott King and Jesse Jackson. But for anyone interested in firsthand testimony about the civil rights movement, *And the Walls* belongs on the same shelf with Howell Raines's *My Soul Is Rested*, James Farmer's *Lay Bare the Heart*, JoAnn Robinson's *Montgomery Bus Boycott and the Women Who Started It*, and Anne Moody's classic *Coming of Age in Mississippi*.

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**James A. Banks and Cherry A. McGee Banks, eds. *Multicultural Education: Issues and Perspectives*. (Boston: Allyn and Bacon, 1989) 337 pp., \$18.75.**

With a rapidly increasing minority population in the United States, it is more important than ever for both future and experienced teachers to recognize and appreciate the diversity of young people enrolled in our schools. By the year 2000 it is projected that one of three or more students will be part of an ethnic minority. In some cities and states, minority background students are already the majority school population. Teachers will be facing more and more students from different ethnic, cultural, language, religious, and socio-economic backgrounds. Many classes will include special needs students who are gifted, handicapped, or both. It is also important for teachers to keep in mind that most students will represent several of these backgrounds, and their behaviors and values will be influenced accordingly. In addition, teachers will need to be sensitive to gender differences. All in all, teachers' responsibilities will increase in the coming years.

This new textbook, *Multicultural Education: Issues and Perspectives*, brings together a series of original essays by respected scholars and educators in the field of multicultural education who address a number of important issues, topics, and concerns. Multicultural education is viewed as an ongoing process and as a "supplement to — rather than replacement for — more specialized studies of ethnic and specialized groups." Multicultural education is a result of social unrest of the 1960s and 1970s and has as its goal to help young people develop knowledge, skills, and attitudes to function as effective citizens within their own microculture, the macroculture of the United States, and other macrocultures within the global community of nations. The editors encourage a comprehensive study of multicultural education and a specialized study of ethnic and

cultural groups in order to grasp and understand the complexities of cultural diversity within the United States and throughout the world.

The book is divided into six parts, with each part having two or three chapters. Part I discusses several major concepts such as culture and group and issues in multicultural education such as equity and their implications for teaching. Race, gender, class, religion, and exceptionality are ascribed characteristics students bring to school, and all influence student behaviors and the learning/teaching process itself. The authors all argue for significant change in schools in order to ensure educational equality for all students.

Part II focuses on social class and religion as two important variables. Of the two, social class is the most significant variable in terms of predicting school success. There is strong evidence that existing school structures strongly favor middle and upper class students and thereby superimpose unequal educational opportunities on lower class students. At this time in our history, some religious groups have challenged educational practices, instructional materials, and content. Issues related to religion and schooling are likely to be with us in the coming years, and educators are urged to use teaching methods to reduce potential conflicts between home religious beliefs and schools.

Gender issues receive attention in Part III as educational opportunities for girls and boys still differ as schools perpetuate gender discrimination. For example, teachers often are not aware that they respond in different ways to girls' and boys' questions and answers in class. School knowledge is still dominated by the male perspective. As more and more students enter school with languages other than English as their first language, their school experiences are greatly influenced by their proficiency in language. Of course other cultural variables also influence their learning as described in Part IV. It is also useful to note that members of minority groups are not entering the teaching field, and so it is important for all teachers to develop the skills, attitudes, and knowledge to work effectively with all students in our pluralistic society.

Part V directs attention to exceptionality for both handicapped students as well as for gifted students. Exceptionality intersects with race, gender, and ethnicity. For example, ethnic minority males are more likely to be classified as exceptional. Some fear is also expressed that gifted education is elitist and a way for some students to gain special educational opportunities at the expense of others.

Finally in Part VI the need to reform and transform the school is discussed in order to provide young people with opportunities to succeed academically. Questions related to the use of IQ tests are raised in relation to the school's ability to educate students whose background differs from the current IQ paradigm. The final chapter includes a discussion on the role of parents in the school experience of young people. Oftentimes and for many reasons, parents are ignored or left out of the educational process of their children. Several excellent suggestions and

guidelines for teachers and parents to work together cooperatively for the benefit of the learner are provided.

Each of these topics is worthy of attention. Each chapter provides current information, includes a summary, suggests discussion questions and extending activities for further learning, and offers an extensive bibliography of references used in the preparation of the chapter. The appendix has a fairly extensive list of multicultural education resources organized by topics. This reference list would be a good starting point for readers to begin with as they examine any of these issues or topics in greater depth. It would be useful for schools to add several titles from this list to their professional libraries for teacher reference and professional development.

The book will be useful to future teachers as they prepare for careers in education and to experienced teachers as they seek to learn more about their students' culture, traditions, and learning styles. This volume is a beginning reference to study about multicultural education and addresses important issues facing our schools and society today.

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**Harold Bascom. *Apata*. (Portsmouth, NH: Heinemann, 1986) 279 pp., \$7.00 paper.**

*Apata* is subtitled: "The story of the reluctant criminal." This more or less sums up the plot, for after page sixty-three, the hero's fortunes plummet steadily, culminating in "the biggest manhunt ever seen" in the colony of British Guiana, with *Apata* both predator and prey, alternately. With the unflinching pessimism of naturalism, Bascom traces the life of Michael Rayburn *Apata*, a young Guianese with a brilliant academic career ahead of him. The forces of heredity and environment conspire to destroy his chance for admission to King's College, prevent him from marrying the woman he loves, and limit him to dead-end jobs in the interior. He is thrown out of school because he openly criticizes the colonial system. The brown-skinned mother of the woman he loves rejects him as a prospective son-in-law because, "Beverly ent going to marry a black skin, ugly thing like you! NEVER!" Sensing that his efforts to make something of himself are doomed, *Apata* reflects: "It seems as though 'us people' get quick recognition as criminals, especially if your skin is dark. . . . Is it only when we become criminals they're prepared to take us serious?"

Apparently in an effort to be taken seriously, *Apata* embarks on a crime spree that leaves several men dead (most the result of police incom-