

T. M. Singelis, ed. *Teaching about Culture, Ethnicity, and Diversity: Exercises and Planned Activities*. (Thousands Oaks, CA: Sage, 1998). 254, pp., \$29.95 paper.

Professors and students of teacher education can always appreciate theoretical discussions of multicultural education in books and journal articles. Even more useful are concrete examples such as the multicultural lesson plans in *Sleeter's Turning on Learning* (1998) and the case studies in Nieto's *Affirming Diversity* (2000). Teacher-credential students find the lesson plans illustrative and relate to the students' stories in the case studies. Singelis' book *Teaching about Culture, Ethnicity, and Diversity* goes a step further in providing professors and students with experiences and hands-on activities that should help to enhance the sensitivity of teacher-credential students towards cross-cultural differences and help them to work towards equity and equality. Nevertheless, I think it would be beneficial to complement the text with the following:

1. An overview of various definitions of culture, ethnicity, and diversity, since these are often misunderstood terms.
2. Even though Chapter One talks about the significance of multicultural education, the book is missing a brief overview of what multicultural education is—or could be. In my opinion, the theoretical framework of Sleeter and Grant (1988) gives the most comprehensive overview of what multicultural education could mean. I would suggest a brief presentation of their five approaches to multicultural education in an effort to provide teacher credential students with a theoretical framework. In addition, I would include examples of how common certain approaches to multicultural education are (for example, Baltés, 1996).
3. Even though the book provides excellent activities to learn about culture, ethnicity, and diversity, it disregards the interconnectedness of culture, ethnicity, and diversity with social-class, exceptionality (except the wheelchair activity in Chapter Six), gender, race, and life-style. Especially in the first part, I was very concerned that students might develop stereotypes for certain groups through the activities recommended. For

example, the book makes reference to the existence of many liquor stores in African-American neighborhoods without considering the unemployment rate.

4. Since most of the exercises are excellent tools for university as well as on-line and K-12 classrooms, it would be invaluable if the book would offer suggestions on how to adapt the exercises for these various possibilities. For example, the authors of Chapter Eighteen suggest the "Label Game" developed by Ponterotto and Pederson (1993). To experience the pain of being stereotyped, students in an on-line classroom could be asked to visit an on-line chatroom under a different identity and students in the K-12 classroom could have the labels (even pictures) taped on party-hats rather than on the back of a person.

5. Since technology is here to stay, Chapter Three is indispensable in its discussion of the implementation of technology in the classroom. However, the chapter fails to address the proliferation of racist web-sites, such as those of the Ku Kux Klan or the Aryan Nations.

6. Since the book is a resource guide rather than cover-to-cover reading it would be helpful if each of the four parts had a title and even a brief synopsis.

Beate Baltés
National University

Patsy West. *The Enduring Seminoles: From Alligator Wrestling to Ecotourism.* (Gainesville: University Press of Florida, 1998). xvi, 150 pp., \$24.95 cloth.

Patsy West, long the archivist of photographs for the Seminole and Miccosukee Native nations of Florida, has written an exceptional book in her first full-length work, *The Enduring Seminoles: From Alligator Wrestling to Ecotourism*. Although she has devoted a lifetime to researching, writing, and cataloging the photos which show the degree of cultural change of these two groups, this is her first book on the subject.