

Dandurand and Ouellet point to the democratization of education as being one of the main components of the 1960s school reform. But as a collective vision one cannot help but be left with the notion that future democratization may be based on a different culture, one that is more than continuous formal education, more than a tenacious moving-in-and-out between work and studies. The new student-employee link may be less formal. It may be a "learning culture" that includes paid educational leave, the compilation of a learner's "portfolio", and other means to gather and demonstrate that learning for employment continues to occur.

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Joseph G. Ponterotto & Paul B. Pederson.
PREVENTING PREJUDICE:
A GUIDE FOR COUNSELLORS AND EDUCATORS.
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Canada and the United States, and indeed, western countries generally, have become increasingly racially and ethnically heterogeneous societies over the past few decades. The new diversity has been bringing a cultural richness and vibrancy to western societies, yet there has been at the same time cause for concern over the accompanying problems of interpersonal and intergroup prejudice. We have become aware of manifestations of ethnic and racial tensions through publicity give to "race riots", "hate crimes", and "ethnic cleansing", as well as to the existence of the many more subtle forms of prejudice.

Recognizing that racism is a major concern in the modern world, the authors of *Preventing Prejudice: A guide for counsellors and educators* have searched for more effective and carefully thought-out modes of combating prejudice and racism. They have produced a clear and concise overview of the nature of prejudice and gathered succinctly what we know of its prevention and remediation.

The book first considers the process by which people are socialized into racist thinking and behaviour. It examines the various forms in which prejudice can be expressed from the relatively mild and covert to its more abusive and visible forms. It also interestingly examines the effects of racism both on the perpetrators and their victims.

The second part of the book presents a review of various theories of minority identity development, adolescent ethnic identity develop-

ment, and specific models of relating to Black, Chicano, and White identity consciousness. The authors present a very helpful integration of these theories as a basis for developing practical strategies for preventing racism. However, it might be noted that the book tends to be preoccupied with stage development theories and does not include a discussion of alternative nonstage theory.

Part three describes in some detail a series of thirteen “race awareness strategies” that can be used by counsellors and teachers in schools, colleges, and community settings. The ideas presented here would be suitable for secondary and higher education. Underpinning this section is the assumption that prejudice in schools cannot be prevented or remedied without understanding the community context, and that problems of racism must be approached organically. The thirteen strategies, which include various forms of discussion, games, exercises, and stimulations are cleverly written in that they provide sufficient general detail for the leader to implement with insight and confidence and encourage the teacher or counsellor to adapt the strategies to the specific circumstances of their own social environment.

The final part of the book discusses various instruments for assessing prejudice and racial identity, the need for on-going and intensified research in prejudice prevention, and resources – organizations, books, films, and videos – that can support the work of those who are committed to preventative work in this field. The section on research needs is regrettably too brief; nevertheless, the authors, in emphasizing that preventing and reducing prejudice is an increasingly important field of study, identify a number of questions that must continue to be pursued. Among them, What kinds of parental child-rearing practices are conducive to raising prejudice-free children? How can we foster healthy racial/ethnic identity in children, adolescents, and adults? How can schools develop a positive ethos concerning ethnic and racial differences? Is prejudice-prevention work in the 1990s really a crucial prerequisite to a tolerant and accepting society in the fast-approaching twenty-first century?

Overall, this book makes an important contribution to the current literature in multicultural education and in the multicultural aspects of counselling. It presents an excellent combination of theory and practice and of formal and informal learning procedures. While the book is comprehensive in scope, it is free of wordiness and refreshingly concise. It will be valued by teachers and counsellors who seek an authoritative guide on prejudice and education and who want positive, theory-grounded ideas that will help them play their part in social reconstruction.

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