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## BOOK REVIEWS

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***Teaching For Change: Addressing Issues of Difference in the College Classroom.* Edited by Kathryn Geismar and Guitale Nicoleau. Harvard Educational Review, Reprint Series No. 25., Cambridge, MA.: 1993. 227p., ISBN 0-916690-27-X (pbk.).**

Since the late 1980s, acts of racism, sexism and other forms of discrimination have become increasingly visible on college campuses. Administrators and faculty have grappled with ways of dealing with these issues, and many have turned to pedagogical theories such as that of Paulo Freire, and any number of postmodernists and feminists to find answers. The articles in this volume were originally published in the *Harvard Educational Review* between 1988 and 1992 and address aspects of prejudice, anger and discrimination both in society at large and more specifically on college campuses; they have been collected here to present an overview on the topic. Authors argue that the traditional patriarchal classroom setting marginalizes the experiences and silences the voices of many students. They discuss alternative classroom environments and courses they have developed to recognize and study forms of discrimination, to empower students to develop more positive racial, and gender identities, to facilitate student development, and to encourage students to act as agents of change both on campus and in society.

The first few chapters address the theoretical rhetoric and various pedagogies developed to challenge the traditional "liberal" white male privilege in the classroom. In the first chapter, Burbules and Rice discuss the theories of postmodernism and antimodernism. They debate whether, according to these theories, it is even possible to have a fair and balanced dialogue across such barriers as racial, gender, sexual orientation and class differences. They argue that these theories may even serve as impediments to discussion. In the second chapter, Leach responds to Burbules and Rice, discussing a number of educational theories, including "critical pedagogy," "pedagogy of empowerment," "radical pedagogy," and "pedagogy of possibility" which have been developed by theorists as attempts to answer questions such as those raised in the first chapter. Weiler, in the fifth chapter, discusses feminist and Freirian pedagogies, and Lewis discusses teaching feminist theory within classroom situations.

Most of the early chapters set up the pedagogical framework for the following chapters, which focus on specific courses, environments, and teaching strategies the authors have developed to address power imbalances in the classroom, as well as to help students recognize and counteract various forms of oppression. Authors discuss some of the difficulties and unexpected problems they have encountered in attempting to "teach against the grain."

Ellsworth discusses a course she developed at the University of Wisconsin-Madison in 1988, entitled "Media and Anti-Racist Pedagogies," which was constructed as an "antiracist" course including a component of political intervention on campus. Jordan discusses a course she developed which incorporated Black English to increase student relevance and self-awareness. Tatum describes student resistance to learning about racism and strategies for overcoming this resistance. Herrington and Curtis revamped a basic writing course at the University of Massachusetts-Amherst to give predominance to non-white authors and to allow students to voice their own experiences of marginalization. Christensen describes an action-oriented approach to teaching about AIDS, which examines the racial, gender, sexual orientation and social class prejudices that bias thinking about the disease. The class offers students opportunities for involvement to help them combat feelings of helplessness. In the final chapter Cochran-Smith argues that pre-service teachers can become both educators and activists. She offers approaches for pre-service teachers to re-examine standard assumptions regarding knowledge, language and power in the classroom; and work to become agents of change.

This collection of articles provides a thoughtful, articulate and well-rounded debate on issues of racial, sexual, class and other forms of inequity on college campuses. It provides a theoretical framework, concrete examples of successful experiences in transforming classrooms and curricula to reflect diversity and empower all voices, and it offers suggestions for pre- and in-service teachers to themselves serve as educational reformers. Unfortunately, as one not steeped in the theories under debate, I found the first three chapters especially, to be painfully abstract. Even though the editors obviously value the principle of dialogue, I wished for a clearer editorial "voice" to help contextualize the significance of the debate. Once read however, these chapters serve to establish a solid pedagogical foundation for the essays that follow, and the entire book stands as a well-developed argument for continued recognition and empowerment of the multiplicity of dialogues possible in higher education.

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**Darrah, Charles N. *Learning and Work: an Exploration in Industrial Ethnography*, New York: Garland Publishing, 1996.**

In order to compete both nationally and internationally, industry adopted standards to ensure product quality. With this goal in mind, the next step has been to develop workplace skills for employees. These skills determine the qualities and experiences required to perform the job that in turn produces the competitive product. Where these workers come from, and the education needed to produce them is now the focus of politicians and educators alike. School-to-work or school-to-career programs are integral parts of the educational curriculum.

Charles Darrah in *Learning and work* examines skill requirements by analyzing two industries. Ten months of ethnographic fieldwork result in portraits of complex work environments. Darrah is reluctant to reduce workers' functions in the workplace to "bundles of requisite skills." What he questions is the adequacy of skill requirements in understanding how employees work in the workplace environment. He sees the workplace as a complex and human environment, and workers as having many attributes that contribute to the

workplace. Two workers do not necessarily need the same set of skills to perform the same job. In addition to describing the processes of machine operation in detail, Darrah provides literature reviews on reasoning, cognition, activity and practice theories that form the basis of his ethnographic study.

With so many books promoting skill standards in the workplace, skill competencies, and benchmarking, *Learning and work* is a welcome addition to the school-to-work/ career collection. A trend of analyzing the soul, personality, and human make-up of the work environment is growing. Darrah's book, due to the ethnographic data he accumulates, makes a compelling argument in favor of recognizing the human complexity of the workplace.

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**Judith Schiek Robinson. *Tapping the Government Grapevine; the user-friendly guide to U.S. government information resources*. 2nd ed. New York: Oryx Press, 1993. ISBN 0-89774-712-7**

This is one publication that truly delivers as its subtitle claims, a "user-friendly" guide to U.S. government information resources, and then goes on to deliver even more. The book is divided into fifteen chapters which guide the reader deftly into such topics as the GPO Depository Libraries; Bibliographies and Indexes; Scientific Information; Patents, Trademarks and Copyrights (a particularly illuminating chapter on a very complex topic); Legislative Information Sources; Regulations; Executive Branch Information Sources; Judicial Information Sources; Statistics; Nonprint and Primary Resources and Overcoming Barriers to Access. There is also one chapter on Foreign and International Documents by Karen Smith.

Copious references accompany each chapter. There are charts and diagrams throughout the book that enhance and clarify the text, as well as highly amusing history notes and patent sample excerpts.

There are five, very helpful appendices which deal with Publishers, Suppliers and Vendors of Online Searching; Subject Headings from *Library Literature* for Further Research; SuDocs Numbers; A Documents Toolkit and Solutions to Exercises.

For the novice explorer to the varied terrain of government information resource research, Ms. Robinson, has provided a

well-written, expertly documented and highly informative text. This work would serve as an excellent accompaniment to the classic work of Joe Morehead entitled *Introduction to United States Public Documents*. Yet, it could equally well stand on its own as a perfect general introduction to the topic. Teachers of government document courses would be well-advised to consider this excellent publication.

The author, Judith Schiek Robinson, is associate professor at the School of Information and Library Studies, State University of New York at Buffalo, where she has taught government documents since 1975. She has led workshops on how to use the *Federal Register*, sponsored by the Office of the Federal Register and has authored other books on government information.

This work, which has the potential to become a classic in the field, is highly recommended.

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***Religious Higher Education in the United States: a sourcebook.* Edited by Thomas C. Hunt and James C. Carper. New York, London: Garland Publishing, Inc., 1996. ISBN 0-8153-1636-4 (hardback, acid free paper). Garland Reference Library of Social Science, vol. 950. Source Books on Education, vol. 46.**

During the past decade, Garland Publishing has released a number of well respected books on the subject of religious education in the United States. This volume, according to editors Thomas C. Hunt and James C. Carper, is "an extension and revision of the 1988 book entitled *Religious Colleges and Universities in America: A Selected Bibliography*, and, to some extent, of *Religious Seminaries in America: A Selected Bibliography*, published in 1989. The various chapters consist of one on "Government Aid to and Regulation of Religious Colleges and Universities," and twenty-three on higher education within particular religious traditions. Each chapter was authored independently, and the authors were given great latitude in the discussion of their topics.

Ralph Mawdsley's introductory essay on government aid and regulation begins by noting that the earliest institutions of higher education in the United States, such as Harvard and Yale, were begun for the purpose of training ministers, but became increasingly secularized throughout their histories. He goes on to examine the government policies and court cases that have led to the present system of state and federal aid to education and its effect on the religious distinctiveness of today's universities.

The remaining chapters focus on individual religious, and each was written by an educator from that religious group. Some of the authors presented capsule histories of each of the colleges under the faith's jurisdiction, while others spoke of general trends. For some faiths, such as the Latter-day Saints, higher education

has always been afforded a prominent position. For others, such as the Church of the Brethren, the church's colleges were formed to shelter the young people from the "dangers" an education could present when it became obvious that higher education was needed for participation in the professions.

As many of the authors point out, religious education is facing many challenges. Quaker colleges, for example, with their emphasis on social services, have prepared a number of students for careers in the "helping professions," but far fewer for more lucrative fields that would enable them to become substantial benefactors of Quaker colleges. Catholic colleges have become so assimilated into mainstream American culture, that some fear institutions like Notre Dame and Georgetown will lose their religious identity like the early Protestant institutions Harvard and Yale.

The extensive annotated bibliographies included in each chapter provide a roadmap for further research. The essays themselves, while providing a great deal of information, are highly readable for those desiring only an introduction to the topic. Recommended for all libraries with patrons interested in the future of religious higher education or the history of higher education in general.

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***Educating Young Adolescents: Life in the Middle.* Edited by Michael J. Wavering. New York & London: Garland, 1995, 442 p. ISBN 0-8153-1021-8. Garland reference library of social science; vol. 866. Source books on education; vol. 42.**

*Educating Young Adolescents: Life in the Middle* is a compilation of 15 chapters by a number of individuals with expertise in the area of young adolescent education. This volume hopes to serve as a reference source for parents, educators, and policy makers who are concerned with educating youth in the age group of 10 to 15 years. Life in the middle is trying for most youth, educators and parents. Middle school years are probably the most important turning point for youth.

The book is divided into five sections. The first section includes two chapters on the philosophical and historical basis for the education of young adolescents. Judy Brought's chapter on the historical development is particularly noteworthy. The second section outlines the characteristics of 10 to 15 year-olds

including chapters on the physical, social and emotional, and cognitive and moral developments that are occurring. The third section explores the nature and preparation of teachers who work with young adolescents including concerns of those who prepare teachers for middle level education and a description of what kind of person is needed to teach the middle level student. A description of the "ideal" middle level teacher is included. The fourth section outlines administrative concerns and issues in middle level schools including leadership, school structure and the restructuring movement.

Chapters on core curriculum and exploratory curriculum are included. Other chapters deal with a description of advisor-advisee programs to meet the unique developmental needs of



young adolescents, age-appropriate teaching strategies, an approach to teaching the social curriculum and classroom management, and physical education and athletics within the middle school. The editor, Michael Wavering writes a chapter on cognitive development.

These fifteen chapters outline issues, descriptions, needs, solutions, and prospects for educating youth and offer inspiration and guidance. They present a synthesis of research and best practice at that level. All of the chapters have extensive lists of references and an index is included. Some of the major topics cited, developed and explored in these chapters include: assessment, collaboration, cooperative learning, exploratory curriculum, interdisciplinary teaming and curriculum, leadership, learning styles, peer groups, problem solving, scheduling, school organization, values and self concept, efficacy, esteem and perception.

Particularly for librarians, it is sad to see that there is no mention of libraries, librarians, or media centers. Libraries and media centers could play a major role in some of the topics listed above. Collaborative and cooperative learning and interdisciplinary teaming and curriculum would be greatly served by including the library or media center in the instructional program. Educators and administrators at the middle level need to be educated about the important role and resource of the library and media center.

Nonetheless, much useful information is included in all these chapters and this book would be an informative and important addition to a library in a university which provides a graduate level education program.

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**Hart-Smith, William. *Birds, beasts, flowers: Australian children's poetry*, edited by Brian Dibble.-- Victoria, Australia: Puffin Books, 1996. 108pp. Includes index. ISBN 0-14-037724-7.**

This is a fascinating collection of poems which, although written for children, should appeal to readers of all ages. As is to be expected, the poet shares his vision of nature through his observations of birds, beasts and flowers. The anthology culminates in a fourth section, entitled "Landscapes."

The reader is taken on a glorious tour of Australia and would be well-advised to have a dictionary nearby to heighten the experience. William Hart-Smith (1911-1990) wrote for children and thought nothing of challenging and delighting them with sophisticated vocabulary.

The poetry flows easily in a rhythmic, free style which is greatly enhanced when read aloud; it also serves as a wonderful example to show children that poetry does not always have to rhyme. They can delight in such phrases as "a pure gelatinous sensuality" and "drowned carillons" without having to know the exact meaning of the words. The sound, both rich and pleasing, conveys the essence of the jellyfish in the poem of the same name. The image of bells has been used in several of his other poems, such as in "Bellbirds" and "Bellbirds and a Thrush." This repeated use of an image gives unity to the section "Birds."

Recurring images from the world of writing and punctuation are used throughout. The poet surprises his reader with unexpected phrases and strange juxtapositions of words. In the poem "Eaglehawk," river courses are described as "scribbled across the desert;" the neck of the heron in the poem of the same name is "...double-curved like the letter S" and in "Sand Crabs" the burrows are advertised "with an asterisk of pellets." "Lake Monger" is a metaphor about a swan which "Makes of its neck an interrogation mark punctuating a sentence of ducks."

Students in a classroom setting may be inspired to create original work using Hart-Smith's poetry as a model. His figurative language, in particular his punctuation imagery in "Nature," opens many channels for self-expression. The poet's flair for creating vivid pictures using an economy of language serves as a fine example for aspiring young writers.

The poet's vision is not always gentle; at times it can be brutal, conveying a strong feeling of hostility and aggression which forces the reader to question man's relationship to his environment. Harsh, gloomy military and battle images abound: the flight of pigeons is likened to "a salvo of shells;" the herons's beak is "a radar needle," the trigger plant with its "hair-triggered" flowers "aims guns at nothing in particular" and the boarded-up windows of a derelict hut are compared to the closing of a dead man's eyes. Through these darker images the reader feels the power of Hart-Smith's language at its height.

The double-spaced format makes this anthology particularly appealing to the inexperienced reader of poetry. Yet another bonus is the brevity of the poems, not even the longer works are of epic length. The thoughts are clearly and succinctly expressed, sometimes in as short as a two line poem, such as "Blackboy."

William Hart-Smith is a poet who will be appreciated by both children and adults; his vision is universal. *Birds, beasts, flowers:* is a book for all readers.

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**Lion F. Gardiner. *Redesigning Higher Education: Producing Dramatic Gains in Student Learning*. Report No. 7. Washington D.C.: Graduate School of Education and Human Development, The George Washington University, 1994. xiv + 225p. ISBN 1-878380-63-X.**

Lion Gardner's powerful work, *Redesigning Higher Education*, will stir the emotions and cause readers to reflect on the relative success of their own educational experiences. For in this comprehensive review of research - with 42 pages of references - Gardner shows that most institutions of higher learning fail to promote the development of many basic skills demanded by business and society. In fact, this inattention to such skills as critical thinking, creative problem solving, ethical reasoning, and working in groups leads Gardner (and others) to assert that higher education requires "redesigning."

The overall scheme of this very readable work consists of identifying the problem and finding its potential solution. In the first five chapters, Gardiner examines the distinct impact of four basic contexts (curriculum, instruction, campus climate, and academic advising) on the development of students' higher order cognition. In the last five chapters, he identifies seven necessary changes, and stresses the importance of continuous quality improvement as an operational paradigm for the future of higher education.

The research highlighted in this book illustrates - with some startling statistics - the problem of student learning and development. For instance, most faculty continue to emphasize the lecture method of instruction, though this has been proven ineffective. They ask few questions in class, and provide students with limited interactive learning opportunities. Students remain passive learners, who complete tests requiring low level cognitive skills. Faculty have not been trained to teach or assess learning. In fact, studies show only a slight relationship between college grades and adult achievement.

Along another line of inquiry, we learn that most general education curricula have no consistent impact on the development of critical thinking skills (which is one of the goals of general education!). We discover also that development and retention efforts are critically hindered by inadequate academic advising programs and the lack of student integration on the campus.

Despite these problems, Gardiner argues that we can produce high quality education. However, our efforts should derive from research-based theory. There is some urgency here.

"Widespread agreement among observers suggests we are at a watershed in American higher education (106)." Seven specific changes must occur. These include: establishing clearly stated missions and goals; developing a decision-making apparatus based on systematic assessment; creating a curriculum that integrates student development; implementing research-based methods of instruction; initiating community in the classroom; teaching students to learn; and implementing a developmental advising program that meets each student's needs throughout their college career.

As a librarian, I am concerned by the lack of research presented in this work on the academic library's role in student development. Like the other educational arenas discussed here, libraries have not traditionally championed this issue. However, like those other arenas, academic libraries have accepted the challenge and the opportunity to enhance the development of higher order thinking in students. The instructional collaboration between faculty and librarians is well under way. We need only examine the literature on information literacy to recognize the far reaching potential of academic libraries.

*Redesigning Higher Education* is important. It serves as a thorough introduction and reference guide to research on the revolutionary issue of teaching and learning in higher education. It is full of statistics and familiar sounding research findings, memorable quotes and brief lists of practical research-based advice.

Ultimately, *Redesigning Higher Education* is a call to action, a call for community. Gardiner contends that nothing less is required than a renewed campus climate which encourages each effort to produce high quality results, a human and more humane environment. "We need to care more for each other; we need to be connected to each other in a much more human way (148)."

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