

BOOK REVIEWS

Aldrich, Richard. *School and Society in Victorian Britain: Joseph Payne and the New World of Education*. New York and London: Garland, 1995. xxvi + 317p. ISBN 0-8153-1558-9 (hardcover)

This surprisingly readable text is an excellent combination of biography, educational theory and history of education.

In Victorian England, government funding of education did not begin until 1838 with a derisory grant to voluntary bodies of less than the annual grant for the upkeep of the royal stables. A national system of publicly funded schooling did not materialise until the Education Act of 1870. Hence, for most of the century, the history of schooling in England is the history of private provision ranging from schools established by the main religious denominations to Dickensian-type, individual initiatives by persons often barely literate themselves. Though clearly inadequate to supply the educational demands of a burgeoning industrial population, these private initiatives did occasionally give birth to a surprising variety of innovative contributions to the theory and practice of education. One such was the work of Joseph Payne.

Of humble parentage in Suffolk, but of formidable intellectual capacity, Payne was largely self educated, mastering the Classics and several modern languages. He became a teacher in London at the age of nineteen, established his own grammar school at Denmark Hill in partnership with his mentor, David Fletcher, and eventually became a founder member of the College of Preceptors (the first professional association charged with responsibility for licensing schoolmasters under its Royal Charter of 1849) as well as its first Professor, the first Professor of Education in England. He also wrote tirelessly on the theory and practice of education, thus supplementing a meagre income from teaching into a comfortable living in a four storey house at Kildare Terrace in Basyswater.

Several chapters focus on Payne's work as Professor of Education and the theory of educational practice which he articulated in his lectures for the College of Preceptors. As a young teacher he had experienced the work of Jean Joseph Jacotot, a French educationist, one of the many continental scholars working in the Enlightenment spirit of Helvetius' conclusion that "L'éducation peut tout": a fifty page pamphlet on Jacotot's ideas had been Payne's first profitable publication at the age of twenty two, and the source of his subsequent influence.

Payne's work in education was what we would now call 'inclusionist,' especially with reference to religion (he was a Congregationalist), class and gender. Believing that "the mind has properly no sex," he was a critic of the intellectually impoverished schooling usually provided for middle and upper class girls, with its excessive emphasis upon 'accomplishments,' and was an early advocate of co-educational schools. He was a vigorous critic of the exclusiveness of the great English Public Schools like Eton. Though not wanting their abolition, he was an advocate of reform, deploring both the corruption of their everyday academic and leisure routines, and the privileged access of their graduates to power and influence in the life of the nation. He was equally critical of the elementary schools provided for the majority of working class children, castigating them for the low attainment of many of their 'graduates' and looking to the improvement of popular education through innovations in pedagogy and a raising of the professional standards of teachers. It was this which was his central preoccupation at the College of Preceptors. As himself a practitioner of private education, he nevertheless recognised the dark side of complete free enterprise in education, when "any man or woman, indeed any boy or girl, however ignorant, however lacking in moral principles or business acumen, could set up a school."

Though Payne's writings were influential at the time in the wider educational milieu in England and, posthumously, in the United States, he has largely been neglected by mainstream historians of education, possibly because he remained an outsider so far as the English political and educational Establishments were concerned. However, unusually for a history of education, this book reads like a novel. Alongside the clear and scholarly exposition of Payne's educational theory, the accounts of his early life as a teacher, of his successful marriage and family life, of the politics of his time at the College of Preceptors are also clearly sketched in a work which will be of interest to anyone concerned with the work of schools.

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Shimahara, Nobuo K. and Akira Sakai, *Learning to Teach in two cultures: Japan and the United States* (Reference Books in International Education; vol. 27. Garland Reference Library of Social Science; vol. 870) New York : Garland, 1995, 259p. (includes bibliographical reference and index) ISBN-0-8153-1081-1 (\$42); 0-8153-1923-1 (pbk.) (\$18.95)

Shimahara and Sakai's well-researched book is part of a series dealing with comparative and international education. How do beginning teachers in both cultures learn to teach? The authors' assumption is that "learning to teach is a culturally patterned process." Their ethnographic study focuses on beginning elementary schoolteachers in the United States and Japan. The introductory chapter presents their aims and research methodology while the body of the book is split into two parallel parts reflecting their American and Japanese narratives.

The authors present detailed case studies that look at classroom management, patterns of control and the development of teaching strategies in both countries. Throughout, however, similarities and differences in teaching between the two are noted.

Social interaction and cooperation among students in Japan contrast with American emphasis on "the individualization of learning and ... dialogue only between students and the instructor." The Japanese elementary school teachers balance subject matter, special activities, and moral education. (The 28 moral education themes at this level are discussed on p. 164.)

The Japanese cultural theory of teaching, ethnopedagogy, stresses close interpersonal relationships between teacher and students, in contrast to American students who are expected to be independent and self-disciplined.

The case studies are embedded in a broader context that is historical, cultural, and particular to each country. The concluding chapter compares American and Japanese schools and teaching, and touches briefly on teacher education and its problems. The reference list is extensive and reflects publications in both countries.

This is not an easy book to read but it is well worth the effort. Its obvious audience is the beginning elementary schoolteacher but because of its scope, scholarship and wealth of information it will provide a resource to interested scholars and professionals in related fields.

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McAllister, Elizabeth A. *New Teachers Helping New Teachers : Preservice Peer Coaching*. Bloomington, IN : ERIC Clearinghouse on Reading, English, and Communication : EDINFO Press, 1995. 119 p. ISBN 1-883790-14-X

This book is the result of a two-and-one-half-year-long study of preservice peer coaching with 135 preservice teachers at Towson State University (Maryland). Peer coaching is defined as in-class assistance provided to a pre-service teacher by a fellow practicing teacher as opposed to the sponsor teacher or academic teacher educator. The research concludes that peer coaching is a highly successful method for helping pre-service teachers. Benefits include the application of new skills learned in on-campus methodology courses, reflective thinking, adaptation of instruction and encouragement of collegial analysis as a means of continued professional growth.

The authors provide examples of actual coaching scenarios and explain the necessary steps needed to train for coaching. Also included are observations concerning coaching, such as the benefits, the problems, and the preparation of supervising sponsor teachers. A helpful "New Teachers Peer Coaching Workbook" is included that makes application of this method straightforward.

The authors did an excellent job in presenting the practical applications of their research; however, more findings and discussion from the authors concerning the prevalence of peer coaching and teacher educator remedies for problems encountered by students in the classroom would have strengthened the chapter entitled "Reflections on Preservice Peer Coaching". As a former teacher, I believe that the addition of this experience would be an improvement in teacher preparation and even a benefit to the experienced teacher.

This title represents new and interesting ideas about the art of teaching and is highly recommended for college and university libraries.

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Schmitz, C.M., & Gray, R.A. (Comps.). (1995). *Smoking: The Health Consequences of Tobacco Use: An Annotated Bibliography with Analytical Introduction* (Science and social responsibility series, no. 2). Ann Arbor, MI: Pierian Press. ISBN: 0-87650-343-1, 320pp., paper.

Cecilia Schmitz and Richard Gray have compiled this extensive annotated bibliography on the post 1980 bio-medical evidence related to smoking and the corresponding health consequences of tobacco use, published in the English language. In their *Introduction*, Schmitz and Gray state that they had hoped to achieve three main objectives in the preparation of this source: the primary aim was to review the bio-medical evidence relating to nicotine as an addicting drug and to the ingestion of tobacco as a major cause of disease, as a contributing cause of disease, and as a complicating factor in the production of disease; secondly, they sought to gather the social science evidence relating to what might be called a collective portrait of smokers, particularly in the United States; and finally, to review the literature on smoking cessation and cessation techniques. The compilers expect that this tool will be used primarily for the benefit of those who wish to understand the scientific basis for the surgeon general's warnings, that smoking causes cancer, cardiovascular diseases, and chronic obstructive lung diseases, in addition to the many diseases, defects, and elevated risks of mortality that are consequent on maternal smoking during pregnancy.

Schmitz, with Auburn University, and Gray, a senior editor at Pierian Press as well as a former smoker and heart by-pass surgery patient, have done an admiral job in attempting to meet these objectives. This resource certainly reveals the scientific basis for the surgeon general's warnings proclaimed on every package of cigarettes. What is especially impressive is the fact that each of the 106 entries includes an extremely lengthy synopsis of the study (2-3 pgs. on average), thus reducing the need to consult the actual publication. The bibliography is organized in a useful manner: Gray's analytical *Introduction* provides a historical chronology of the literature, followed by the main body of the bibliography which is arranged in a

classified order. Chapters include: Addiction; Cancer; Cardiovascular diseases; Chronic obstructive lung diseases; Women, smoking, and pregnancy; Tobacco-related diseases, weight gain, and smokeless tobacco; Nutrition and environmental tobacco smoke; Psychology and fertility; Smoking career; and Smoking cessation. Author and title indexes are included.

The only criticisms this reviewer has is the lack of reference to the sources used to retrieve the material included within this bibliography; for example, what databases and/or indexes were consulted and the various search strategies utilized for each. It is stated that all the books, articles and reports included in this resource are significant bio-medical and social science studies on tobacco use and health. A definition within the *Scope Notes* of what constitutes "significant" would also have been helpful. Aside from this, it is expected that *Smoking: The health consequences of tobacco use*: will serve as a useful resource for those performing research in the area, and will be a worthwhile addition to the collections of school, public, and academic libraries. Finally, this book is sure to help convince those who are debating about quitting smoking after they read the overwhelming and consistent scientific evidence related to the health risks of this addictive drug.

This publication may be ordered from: Pierian Press, Box 1808, Ann Arbor, MI 48106; Tel: (800) 678-2435; Fax: (313) 434 6409. Cost: \$30 (a postage and handling charge may apply).

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Kuhlthau, Carol D., ed. *Assessment and the School Library Media Centre*. (1994). Englewood, Colorado: Libraries Unlimited.

Assessment of student learning, the measurement of students' progress and performance, is an important concern for those involved and committed to library media education. Concurrently, it is a central issue across disciplines and at all levels of education. As our society evolves through the nineties into the information-based economy, the library media centre is becoming a critical component of the information age school in providing students with the resources, technology, and processes for learning from information. *Assessment and the School Library Media Centre* is a compilation of articles addressing

the issue of assessment relevant to school library media centres. The editors have selected previously published articles from *School Library Media Annual* (1993) and other literature and have added one new article. As an information educator and critical reviewer, with the interest of readers in mind, I expected and hoped to find new research results and ideas in this book, not only reprints of previously published material. The outcome is an overview of the "state of assessment in school library media programs," covered from the perspectives of many authors.

A history of assessment is presented and some of the current trends relating to assessment are represented including: alternative assessment, authentic assessment, performance assessment, portfolio assessment and the link between assessment and accountability. There are also several practical articles that address library information skills and standardized tests, measures of effectiveness in school library programs and assessment of the library research process. Most of the articles provide further references. However, the article contributed by editor Kuhlthau, "Assessing the Library Research Process," did not provide references nor did it report on research. This was disappointing to me as I have relied on her research in the past.

The editors have compiled relevant, timely literature that will assist practitioners committed to improving their assessment practices and developing their theoretical knowledge regarding assessment in the school library media centre. For example, "The Growth of Assessment" by Madaus and Tan provides an overview of the history of assessment in the United States. They discuss reasons for the growth in testing and make suggestions for future directions in testing.

In "Assessment of Student Performance," Stripling describes specific characteristics of and conditions for four types of authentic assessment including tests, portfolios, performances and personal contact with the student within the classroom environment. She also provides ideas for involving the library media specialist in the assessment process and includes an extensive list of professional resources. Stripling's article entitled: "Practicing Authentic Assessment in the School Library" provides specific examples of learning processes and student research projects that will increase thinking skills through authentic assessment. She describes her *REACTS: A Taxonomy of Research Reactions* and illustrates how it can be applied to gradually work students to higher levels. Use of this taxonomy has implications which require changes to the role of the library media specialist and these changes are outlined.

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Missar, Charles D., Editor. Management of Federally Sponsored Libraries, Case Studies and Analysis. Binghamton, N.H. The Haworth Press, 1995. ISBN 1-56024-395-3.

There is a dearth of publications dealing with the management of federal libraries, therefore, this book is a welcome addition to the field. It brings together, at the request of editor Missar (who has 30 years experience working in various federal libraries and information centers), a very interesting selection of federal libraries some of which are less known than others, allowing the reader to glean a great deal of useful information from the way these libraries were set up historically, are managed today and are planning their future.

What is most appealing about the case studies is the variety and the type of approach that each library manager demonstrates in his or her field. While this creates some unevenness in the book, as each person concentrates on different aspects of their operation, it also shows the tremendous effort that goes into the government libraries of the United States and the positive support they get from their constituencies. Nowhere was there any mention of budget cuts or budgetary constraints!

The case studies cover various types of libraries, such as the United States Senate Library (not to be confused with the Library of Congress) the Circuit Court Libraries and the Department of Defense-Army libraries that serve a very select clientele, making their approach more inward-looking, while libraries such as the ones found at the Redstone Scientific Information Center (RSIC), (serving scientists and engineers across the United States), The National Library Service for the Blind (reaching out to the blind and physically handicapped everywhere), the Federal Reserve (serving the financial community at home and abroad), and the National Library of Medicine (networking with health care institutions all over the world in addition to the U.S.) are more outward-looking. The

latter appears to have the broadest mandate by reaching out to the individual practitioner located in small rural communities to create a special link offering them the facilities of the largest research library in medicine available today.

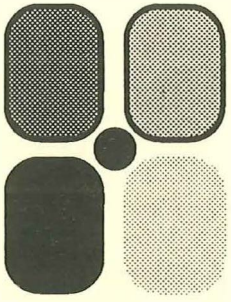
Moreover, the informative description of both the internal operations of the libraries covered, pointing in some instances to new and innovative managerial techniques as well as the leap into the electronic age with the introduction of the electronic super highway and the changing role of the librarian/information specialist, because of their universal applicability, will be useful to librarians not only in government setting but also in non-governmental operations.

While each chapter is followed by a succinct "Statistical Information" page, there is some unevenness as some have Notes (Chapter II and VIII), some have References (Chapter V), a Conclusion (Chapter VI), a Conclusion and Notes (Chapter II), a Summary (Chapter VII), and some have nothing, (Chapters I, III and IV). This creates some confusion for the reader.

Marketing is mentioned as an important aspect by RISC. Unfortunately, none of the other case studies cover this topic. Other neglected topics are preservation and disaster planning, which are on everybody's mind, but barely touched upon. On a positive note, however, the non-sexist language is refreshing.

Missar's overview at the back is succinct and to the point, summing up the role and function of the director of a government library. Perhaps it should have been at the front as an Introduction.

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VIDEO REVIEW

Clues to Good Reading: A Program to Teach Parents How to Help their Children Read at Home. Video produced by Beth Hutchinson. Oak Ridge, Tenn: Oak Ridge Educational Services, 1993.

Phonics, whole language, grammar, context: how will Johnny - or Jill - ever master the complicated process we call reading? This 15-minute video presentation by Oak Ridge Educational Services of Tennessee attempts to take the mystery out of learning to read.

Read, read, read so that children understand that print has meaning; that is the basis of its advice. Educational buzz words are avoided. The parent is advised to take the child through four simple steps using sound out clues, story clues, word type clues and pictures as the pointers to meaning. Each of the steps is presented with clear examples.

Sound out clues: There seems to be an assumption that parents will favour phonics. A reading specialist warns of some of the pitfalls of relying on sound out clues. Many words, for example 'circus,' are simply not "sound outable." She concedes, however, that the simplest phonic rules are helpful and do make reading easier.

Story clues: Parents are reminded that what is happening in the story is important. The child must not lose the meaning of the whole in the attempt to decode an individual word.

Word type clues: The video manages not to be patronising even when giving a quick reminder of the roles of adjectives, nouns and verbs. Grammar is not allowed to become a bogeyman but is presented as an ally in the child's quest for understanding.

Picture clues: Illustrations are crucial to the understanding and enjoyment of many children's books. The producers of this video encourage parents to look through the whole book with their children before starting to read it and to get the child to imagine what the story is about. This might spoil any surprise intended by the author. Parents could take a lower key approach

by pointing at any pictures that would help with the decoding of a word.

Just as important as these four clues is the atmosphere of learning. The camera enters a home where Mom and Dad both have the time and patience to sit down with their children every day, to read with them, to write short notes to them. The child snuggles up to the parent, clearly confident of acceptance and eager for success. (How to achieve this idealized version of family life is never explained!)

The tone of the video is positive: you *can* teach your child to read with this common sense approach. This is a convincing presentation of the whole language approach to reading, one that makes reading seem natural and, therefore, attainable.

That it was produced in the United States should not be a problem for viewers from other countries. That it shows only a white upper middle class image, reminiscent of the 50's, may limit its acceptability in the very areas where it would be most useful.

Nonetheless, it could be a useful tool for elementary schools wishing to encourage active parental participation in the reading process. It could also be used by librarians in the training of volunteer reading coaches. The message is a good one: Johnny and Jill *can* learn to read and parents can help them achieve that goal.

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