



Germain, Martha Hawkes. (1998). *Worldly Teachers: Cultural learning and Pedagogy*. Westport, CT: Bergin & Garvey.

Germain reports on a study which involved a series of interviews with six teachers over a two year period. The teachers were carefully selected; all six are veteran teachers with at least five years of teaching experience, and all had in-depth experience in either China or Japan. She chose these particular representatives out of a belief that established teachers would reap the greatest benefit from an international experience and be better able to interpret their learning into action after their return.

The book is very readable, with frequent quotes and vignettes from the interviews. Germain revels in the variety of these teachers' interactions with the foreign culture rather than assessing it critically. She also looks broadly at the changes their experience has wrought, not all directly related to teaching, internationalizing the curriculum or multicultural issues in U.S. schools. Her analysis is Deweyan, looking at the self-refectivity and respect for other cultures that her subjects developed.

Many readers shy away from reading dissertation research, even when commercially republished. Make an exception for this book, it's a wonderful trip.

Pages: 263 Price: \$59.95 ISBN: 0-89789-572-x

Reviewed by Kate Corby, Michigan State University

Hurst, Beth and Reding, Ginny (1998). *Keeping the Light in Your Eyes: A Guide to Helping Teachers Discover, Remember, Relive and Rediscover the Joy of Teaching*. Scottsdale, Arizona: Holcomb Hathaway Publishers.

As the title indicates, the purpose of this book is to reinvigorate teachers who may be feeling overwhelmed or discouraged in their jobs. The authors, Beth Hurst, an assistant professor in the College of Education at Southwest Missouri State University and Ginny Reding, a teacher at Pleasant Hope Middle School (Pleasant Hope, Missouri), interviewed over 70 K-12 teachers (with the emphasis on elementary grades) to find out how they maintained their enthusiasm and excitement about teaching.

The answers to the question they asked, "What keeps the light in your eyes?" are arranged thematically into four chapters, "The Source of the Light: Where Does It Begin," "Kindle the Flame: Change Yourself and the World Around You Changes," "Keep the Light Shining: Turn Challenges into Opportunities," and "Bask in the Glow: Contemplate Your Accomplishments." Each chapter is divided further into sections that address specific issues such as dealing with discipline or managing time. At the end of each chapter is "Fuel for the Fire," a

summary of the sections within the chapter that includes both practical suggestions for teaching activities which can be incorporated into the classroom and exercises to assist in reawakening a teacher's pleasure in teaching; special suggestions are made for pre-service teachers to address their unique needs.

By interspersing teachers' personal stories and observations with their own comments and supporting research, the authors have created a compelling, readable guide that describes nearly every aspect of the teaching experience. Moreover, by including the comments of veteran teachers, they have provided to education students and beginning teachers valuable, realistic discussions about the affective elements of teaching. They also offer suggestions and activities to help burned out practitioners rekindle their love of teaching.

In an age where teacher burnout is prevalent and new teachers are often lost and confused, Hurst and Reding provide reinforcement and encouragement, acknowledging the difficult aspects of teaching but emphasizing the rewards. Though this book may not appeal to everyone, most teachers would find some value in reading about and sharing the experiences of colleagues in similar circumstances. Additionally, the authors present realistically the challenges of teaching to anyone considering becoming an educator.

Pages: **151** Price: **\$16.00** ISBN: **1-890871-05-2**

Reviewed by Shellie Jeffries, Wayne State University

Miller, George David. (1998). *Negotiating Toward Truth: The Extinction of Teachers and Students*. Amsterdam: [Rodopi](#).

Miller is a philosopher, looking here at the ideas of Nietzsche, Whitehead and Dewey before beginning a more in-depth discussion of Freire. His focus is on being and becoming and how the dynamics of the student/teacher interaction affect what students take from the classroom. In a lengthy final chapter he details his own views on education and learning. The first sentence of the Introduction states: "I am a radical not a reformer," setting the tone for the whole work.

The text makes clear that Miller is intimately familiar with the thought of his subjects. He makes numerous references to their ideas and attempts to intertwine them and bring them to focus on the subject of learning. Miller is also accessible. The text is exceptionally clear of jargon, examples are mundane sometimes to the point of irreverence. The first point in his pedagogical construction of dynamism is that the universe is in constant flux, Miller chooses to express this concept as: "You can never piss in the same river."

The disappointment in this book, is that Miller feels no need to incorporate ideas from anyone besides himself and the great philosophers upon whose thought he has based his work. Others who have built on these ideas are ignored and other interpretations are not discussed. The reader feels cheated because Miller does not even engage such concepts. At the same time he seems to be dismissing his critics, as at the beginning of his discussion of his own "pedagogic creed" he

provides a "thumbnail sketch of my views so that my misinterpreters will not be inconvenienced by the need to read the whole creed." This seems an odd stance for one who would like to take a place in the history of ideas.

If you do read the book, or even if you are just browsing, be sure to read the introductory poem by Laura Miller. It's wonderful.

Pages: **158** Price: **\$53.00** ISBN: **90-420-0268-9**

Reviewed by Kate Corby, Michigan State University

Ostrow, Jill (1999). *Making Problems, Creating Solutions: Challenging Young Mathematicians*. York, Maine: Stenhouse Publishers.

This book focuses on new ways of teaching and learning mathematics using problem solving. Ostrow pays special attention to the NCTM (National Council of Teachers of Mathematics) Standards and how they are incorporated into math problems and class projects. The types of lessons the author teaches, the sorts of problems she poses, the principles behind her methods, and the ways in which she assesses her students' progress all point to a creative teacher and a book with creative solutions to creative problems.

One example of Ostrow's classroom creativity is the large project she plans for her class each year. The project integrates all the skills, concepts, problems, explorations, and presentations learned throughout the year and includes math, science, art, music, reading, writing, social studies, and geography. One recent project that Ostrow highlights in the book is "Hide a Family in 1942," which includes designing a home with a secret room for a family to live in until the war is over. The project has specific requirements for number of rooms (for the study of fractions) and size and shape of the rooms (for the study of angles).

The author believes that an important part of the learning process is having children present their thinking in a formal manner in the form of a presentation to the class. Students present not only the problem they solved and its solution, but share with their classmates the method they used to solve the problem.

The author's love of teaching is obvious and infectious to the reader who cannot help but be inspired and motivated by this book.

Pages: **164** Price: **\$19.50** ISBN: **1-57110-0415**

Reviewed by Jody Bales Foote, Southern Illinois University at Carbondale



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