



Caughman, Ginger Morris. (2000). *Teaching with Rhythm and Rhyme: Resources and Activities for Preschoolers Through Grade Two.* Jefferson, NC : [McFarland](#).

Caughman comes across as a nice person with a lot of enthusiasm for young children. Her book is a plea to teachers and others who work with youngsters to meet children's need for movement and fun. She conveys this with fond memories of her own childhood and classroom experience. Although it is organized into thematic chapters: Mother Goose, movement, music, poetry, color, seasons, etc.; the book is a jumble in many respects. Caughman free associates ideas, for example, within the Mother Goose chapter is a section about "Planning a Children's Book Week;" this is followed by a recipe for "Hot Cross Buns." There is an index which would be the best bet for readers trying to find ideas related to a specific theme.

My reservations about the book stem from the extent to which Caughman draws on her own childhood experience and aims to help an incredibly broad audience. The first issue leads to an almost total absence of theoretical basis for her suggestions. Traditions from her own childhood are reason enough for suggesting an activity. Concerns of inclusivity also do not cross the radar screen. The second issue leads to a mixture of suggestions that cannot possibly be appropriate for all readers. For example would a person who needed her suggestion that "Children enjoy helping. Give them opportunity with various chores...Rotate the jobs throughout the year..." (p. 129) and on for over half a page also be a person to whom one could suggest serving freshly made popcorn while reading Tomie de Paola's *The Popcorn Book* (p. 32) with no age suggestions or cautions about popcorn and young children? Most readers savvy enough to recognize the suggestions appropriate for their situation, will find many of the ideas here traditional and obvious.

Pages: 178 Price: \$38.50 ISBN: 0-7864-0811-1

Reviewed by Kate Corby, Michigan State University

Cline, Starr. (1999). *Giftedness has Many Faces: Multiple Talents and Abilities in the Classroom.* Delray Beach, FL: [Winslow Press](#).

Cline intends this book as a tool for practicing teachers, however it would also be valuable for pre-service teachers and teacher educators. This quite readable book includes five chapters, appendices, and an extensive bibliography and an extensive, but not complete, bibliography (excluding important work by researchers such as Karen Rogers and AOKathi Kearney). The book promotes the "Cline Model" of gifted identification and education. This is a broadly inclusive model, in terms of prospective students, manifestations of giftedness, and accommodation strategies. Cline is perhaps less critical of the Howard Gardener's *Multiple Intelligences* theory and Joseph Renzulli's focus on task commitment than many involved with gifted education would like. This is, however, a

relatively minor problem, overshadowed by the wide-ranging practical value of the book.

Cline illustrates that giftedness comes in many forms; children from various demographic groups have a vast array of capabilities. These capabilities may not fit readily with classroom expectations or may be masked by cultural factors, learning disabilities, or other factors. In addition to the importance of spreading this message, Cline provides practical suggestions on identifying and serving such children. The suggestions given nicely balance her teaching and scholarly experience.

Pages: 193 Price: \$34.95 ISBN: 1-890817-94-5

Reviewed by Mike Robison, Michigan State University

Johnson, Richard T. (2000). *Hands Off! The Disappearance of Touch in the Care of Children*. New York: [Peter Lang](#).

In *Hands Off!* Johnson expands on the ideas he expressed in his essay "The 'No Touch' Policy" which was published in Joseph J. Tobin's *Making a Place for Pleasure in Early Childhood Education* (1997, Yale University Press). He uses the concept of a moral panic to explain how intensive news coverage of a few school based incidents of child abuse led to intense scrutiny and public perception of the problem as more prevalent than it actually is. This in turn has led child care providers to protect themselves through a variety of new restrictions that Johnson argues are ill-advised. He interviews caregivers who can no longer change diapers, be alone with, or hug a crying child. Some of these restrictions are explicit directives from their employers, others are self imposed; all deny children the nurturance that research has shown they need. When regular news coverage of the topic ceases and the sense of panic subsides, we are left with these inappropriate new behaviors which have become ingrained into our child care system.

Johnson does not shy away from controversy. Many child care providers will find his ideas troubling. As an example, he cites a number of studies of child abuse to demonstrate that estimates of the level of abuse in schools differ widely. He then picks one of the lowest estimates (less than 1% of all abuse cases) to contend that this low incidence "should not define what we can and cannot do with the young children we serve..." (p. 85). Many times writers who take a non-mainstream viewpoint offer mostly rhetoric, Johnson's arguments are well thought out and well buttressed with examples from other research and interviews. Definitely worth a look.

Pages: 144 Price: \$29.95 ISBN: 0-8204-39835

Reviewed by Kate Corby, Michigan State University

Kay, Kiesa. (2000). *Uniquely Gifted: Identifying and Meeting the*

***Needs of the Twice-Exceptional Student.* Gilsum, NH : [Avocus Publishing](#).**

Often teachers and society see the gifted student as an automatic academic success, winning awards and getting "A's" with relative ease and contentment. Problems in school are not supposed to be part of the package. Educational experts often speak of the academic privileges of the "elite." This book illustrates that reality is not so simple or pleasant. Kay makes a valuable technical resource powerful by including an opening section of personal stories by children and parents dealing with often-extreme intellectual precociousness, combined with frequently significant disabilities. This section is followed by a discussion of practical classroom strategies for dealing with the resulting complexities. The third section provides a research perspective and the final section focuses on administrative issues, and the need for cooperation and flexibility.

While portions of the later sections are rather technical for the typical practitioner, the opening section is an important eye-opener for teachers and administrators. The remainder of the book provides a great deal of value as a reference source.

Pages: **356** Price: **\$34.95** ISBN: **1-890765-04-X**

Reviewed by Mike Robison, Michigan State University



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