



Kronenfeld, Jennie Jacobs (2000) *Schools & the Health of Children: Protecting Our Future*. Thousand Oaks, CA: SAGE Publications.

Kronenfeld makes a strong case for school involvement in child health by giving a fairly detailed view of the changes in poverty, health care, and child rearing in the United States in the last century. She points out that the greater amounts of time children now spend in school mean that health issues will naturally arise in the school setting. Specific health issues—smoking, nutrition, sexuality—have become well established parts of the school curriculum. Kronenfeld also mentions some more recent studies that link health and education level, to show that teaching children about their health is a logical part of the education process.

Funding for school health initiatives has had to be creative and the author provides a good overview, not only of how various projects were funded, but also of the issues involved in various funding decisions. This overview segues into a discussion of a group of Arizona projects that operated school-based health clinics. Kronenfeld's concern is with the design and administration of these projects as well as with their continued funding. She offers insights into the factors critical to the operation of these clinics, as a way of discussing clinic planning and operations in general. Since these clinics were all funded by a single foundation, operated in a single state, and by the author's admission, not typical of clinics elsewhere because they were affiliated with elementary rather than high schools, it may be dangerous to rely too heavily on generalizations from this experience.

Much of this book, like the Arizona projects it describes, is a product of the mid 90s. The final chapter, which looks to the future is the only one that seems to have been written more recently. The author's obvious expertise with the subject make it a valuable contribution despite its limitations.

Pages: 115 Price: \$59.95 (cloth), \$30.95 (paper) ISBN: 0761911138 (cloth), 0761911146 (paper)

Reviewed by Kate Corby, Michigan State University

Ohanian, Susan (2000) *Books Day by Day: Anniversaries, Anecdotes & Activities*. Portsmouth, NH: Heinemann.

Books Day by Day, offers an opportunity to celebrate famous literary figures, as well as lesser known authors, and illustrators of books for young people. Little known facts about these people, writing tips, word games, creative activities are included for each day of the year.

The reading/writing connection offered for each day can be adapted for any age, grade level, or interest. Ohanian offers connections to curricular themes, such as the first dictionaries and thesauruses, proverbs, poetry, fairy tales, history, or nature studies. These subjects are a delight to find serendipitously, browsing by date, but there is also a subject and author index.

The activities are not merely daily time fillers. They offer a starting point for creative thinking, and encourage reading of all kinds of books, by all levels of readers. This would be a good addition to a collection of books for language arts classroom activities.

Pages: 278 Price: \$25.00 ISBN: 0-325-00331-9

Reviewed by Helga B. Visscher, University of Alabama

Quinn, Molly (2001) *Going Out, Not Knowing Whither: Education, the Upward Journey, and the Faith of Reason.* (Counterpoints, v. 92) New York: Peter Lang Publishing.

Part of the Counterpoints; Studies in the Postmodern Theory of Education series, Quinn's book invites readers to examine the religious nature of education. A nature, she contends, has been lost in Western Civilization's quest for reason, specifically citing Friedrich Nietzsche's proclamation that "God is Dead" (p. 56). Quinn does not advocate a particular faith creed or practice. Instead, she defines religious as an attitude, a spirit of inquiry that seeks to explore the deeper issues of life: questions of origin, meaning, and ultimacy.

Beginning in chapter 1, "Dying Idols, Difficult Commandments, and the Call of Faith", Quinn declares that Western Civilization is experiencing a crisis of faith, brought on by the dominance of reason in the educational process. This pursuit of reason, she notes, has resulted in the loss of story and imagination—narrative—in education. We have lost our souls, says Quinn. She outlines the history of this loss, discussing the works of Nietzsche, Paul Ricoeur, and Jacques Derrida.

In chapter 2, "Curse, Crisis and the Reign of Death", she goes on to explain the results of the preeminence of reason, noting that if God is dead, then we are dead. Not in the physical, of course, but in our thinking related to matters of ultimate importance. In our dialogue and discussion, she relates, we do not go beyond what is at the surface. Today in the educational process, she notes, we seek to find that final answer, that exact method rather than examining the issues that drive

our existence. Socrates said, "The unexamined life is not worth living" (p. 12), and this is the life, Quinn says, we are living in education.

In chapters 3 & 4, "Education, the Upward Journey," and "The Faith of Reason", she calls us to return to the depth, to ask questions and to look beyond what can be answered by reason. Quinn critiques an educational system that promotes primacy of reason, arguing that we need "a renewed concern with spiritual matters" in education. She advocates an educational system that involves the soul and its journey toward the good, true and beautiful. Her epilogue, "Sojourning in the Land of Promise", describes her attempts to integrate matters of faith and spirituality into her teaching at Adelphi University in New York where she is Assistant Professor of Educational Studies.

In *Going Out, Not Knowing Whither*, Quinn shares her own spiritual journey, and in the process, guides the reader toward understanding the need to bring the spiritual back in the educating and learning process. Quinn writes in a style that is dense and poetic, using stories, scriptures, and philosophies, which take the reader to a depth of thought not often tackled in today's educational environment. Recommended.

Pages: 222 Price: \$29.95 ISBN: 0-8204-4104-X

Reviewed by Stephanie Davis, Spring Arbor University

Striker, Susan (2001) *Young at Art: Teaching Toddlers Self-Expression, Problem-Solving Skills and an Appreciation for Art*. New York: Henry Holt.

This book by Susan Striker, author of the best selling Anti-Coloring Book series, is aimed at parents of young children, but has much to offer teachers and child care providers as well. For Striker, fostering creativity is the central reason to offer art experiences to children and she begins by discouraging common activities that stifle creativity. Besides printed coloring books she focuses criticism on holiday related projects; attempts to urge children toward realism; and parents who don't praise, save, and display their children's efforts. Even as she pleads with readers not to do these things, Striker offers educationally sound alternatives in generally realistic ways. Some parents might question her mandate to keep every artwork their child has ever produced. Few could fail to understand the difference between a "That's pretty" response and telling the child "the colors are so bright and cheerful, there are straight lines and curvy lines and they look good together..." (p. 20)

The book is divided in to chapters that focus on major art activities including drawing, painting, printing, and sculpture. Striker offers ideas for presenting color, shapes, songs, and stories to enrich the art

experience. She is careful to offer suggestions that lead to age appropriate activities, for example:

After your child has had considerable experience exploring the physical properties of paint through finger-painting activities, you will want to introduce paint with a brush. Eighteen months of age is the ideal time to do this, but you will know when your child is ready by noticing that he or she really understands the concept of doing things with such tools as combs or spoons. (p. 66)

The book concludes with a list of supplies and suppliers. Overall a refreshingly different look at childhood artistic creativity, *Young at Art* will be a favorite for teachers to recommend to parents. It's clear, well-substantiated recommendations should make art period less stressful for everyone.

Pages: **284** Price: **\$15.00** ISBN: **0-8050-6697-7**

Reviewed by Kate Corby, Michigan State University



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