

exist in any classroom. Teachers can involve students in the physical, emotional, and conceptual exercises described within these pages in order to transform bodies into those that challenge cultural categorization. Classrooms can become sites of "happenings" (p. 144) or "talk abouts" (p. 106). Boundaries between arts and other disciplines may be blurred through a pedagogy such as the one described by Garoian.

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Fenwick, T. & Parsons, J. (2000). *The Art of Evaluation: A Handbook for Educators and Trainers*. Toronto: Thompson Educational Publishers. Softcover, 246 pages.

Fenwick and Parsons' many years of experience in evaluating learners show in this book. They have each been teaching for more than 20 years at a variety of educational institutions, most recently at the University of Alberta. *The Art of Evaluation*, a product of that experience, has 15 chapters, on topics as varied as purpose, philosophy, and strategies for evaluation. If I were teaching a class on evaluation or even a segment on evaluation in an educational program I would refer my students to this book. Its strong, practical approach to evaluation, makes this a useful and reliable reference tool for educators at all levels, including those in K-12, community, and post-secondary situations.

The sheer breadth of topics in this text is staggering. Chapters 1-5 discuss fundamental issues in evaluation, including identifying one's own evaluation philosophy and criteria for evaluation. Chapters 6-10 discuss evaluation approaches for assessing such diverse areas as conceptual growth, technical skills, and relationships. Chapters 11-15 explore authentic assessment, including self-evaluation of one's own practice. In short, this book provides a broad and comprehensive overview of all the main topics associated with assessing learning. The authors have integrated resources from adult education, higher education, and K-12 literature, a testament to their considerable scholarship and experience. Numerous examples are given of how to do evaluation (e.g., how to evaluate journal writing entries and how to evaluate portfolios). Fenwick and Parsons include numerous tool boxes (12 in all) and 62 sample rating scales and evaluation activities that provide specific information and direction on evaluation. In particular, the authors address things like what is a portfolio (p. 149) and then give examples of portfolio submissions and how they have been evaluated. The tool boxes, which together comprise about one-third of the book, begin with a description of the item to be discussed (e.g., learning journals, portfolios, written assignments, videos, rating scales, or learning contracts), and then give examples of how these can be used. The checklists and the sidebars (available directly from the publisher) are useful for educators who have not evaluated before and even for those who have.

A major strength is that the authors have included anecdotes of their own experiences, such as their account of whitewater rafting in Colorado during which they discovered the benefits of following directions (p. 59)! Their point is that in order to be effective and ethical, evaluators need to examine their own experiences of evaluation. Fenwick and Parsons suggest that evaluators "think back to an evaluative experience you learned a great deal from. What took place? What made it valuable to you as a learner?" (p. 23). This personalizing of the experience is a way to connect directly with the evaluators' own experiences. In combining the personal and professional, the authors make the case that effective evaluators cannot help but involve themselves in the evaluating, and to do so effectively they must engage in critical reflection on their evaluation history and practice.

One of the pluses of this book is that it is current. Fenwick and Parsons have included assessments for on-line courses and self-paced

modules in qualitative research. They make specific suggestions for how to assess learning by being clear about expectations, planning, and organizing time. Rather than citing only positive experiences of evaluation, Fenwick and Parsons confront concerns such as those that distance educators have about mis-communication over tone or content, and learning anxiety, as well as the technical issues that are inherent in this mode of learning. As someone who works in a distance format, I smiled when I read that "tone is important, and sometimes our more direct, quick replies can be interpreted as brusque and abrupt" (p. 217). Their attention to real-life issues and concerns will be of particular interest to educators who have read the principles of evaluation but who crave the specifics of how to do it. This is a great book to use in understanding and practicing evaluation. I highly recommend it to educators.

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Battiste, M. & Youngblood Henderson, J.S. (2000). *Protecting Indigenous Knowledge and Heritage*. Saskatoon, SK: Purich Publishing. 314 pages.

Although one of the stated purposes of this volume is to encourage dialogue (p. 291), the polemic nature of the discussion is probably too offensive to encourage open debate. The authors come on a bit too strongly, essentially laying the blame for all cultural dysfunctions in contemporary Aboriginal society on what happened in Europe after the Industrial Revolution. This stance effectively wipes out 500 years of North American philosophical evolution, by inferring that Eurocentric determinism has constrained North Americans from thinking on their own.

This book is heavy reading and obviously targeted at academics, educators, politicians, and policymakers. The contents are delivered in four major parts (plus a conclusion), as follows: a) The Lodge of Indigenous Knowledge in Modern Thought, b) Towards an Understanding of the Rights of Indigenous Peoples to Their Knowledge and Heritage, c) Existing Legal Régimes and Indigenous