

moved from country to city and stretched to accommodate the variety of people who immigrated to the cities, the task of the schools was not to find the radical perspective of any one class of individuals but rather to find a way to make society function. This stability came from the development of a cohesion best fostered through the school curriculum.

Franklin's work reminds us not to take Whitty's argument as incontrovertible fact. The truth is that there is no absolute. Indeed, Whitty's society, dominated by a radicalized working class, would itself produce a dominating class, one that would have to be rejected by some new subjugated group. Remember the lesson of George Orwell's *Animal Farm*.

Nevertheless, Whitty's work is timely for those involved in the change phenomenon that currently characterizes Canadian society. During the past two years, I have been involved with the curriculum change process in Saskatchewan (Saskatchewan Education, *Directions*, 1984) and have watched similar developments in Alberta and Ontario. Each of these provincial change movements has stressed the importance of social equality and has given serious consideration to the place of minority groups within society. The basic, but not articulated, tenet held in these curriculum development projects is that minority people should become like the majority. The schools, then, have been charged with the task of finding a way to help the minority, disadvantaged people to fit into the system, middle-class and capitalistic as it might be. Whitty reminds us of a different approach, the prospective of changing the schools to fit these minority groups. There is no easy answer to the problem that Whitty presents to us, but he does remind us that school reform is indeed much more complex than recent efforts have realized and planned for. At least he may help explain our failures.

Sam Robinson
University of Saskatchewan

Jackson, Philip W. (1986). *The practice of teaching*. New York: Teachers College Press, Columbia University, 160 pp., \$9.95 (paper).

In his book *The Practice of Teaching*, Philip W. Jackson explores educational thought and practice through six essays written, he says, "over a period of years" (xi). While one might expect from the title that Jackson is providing concrete recommendations on the "dos" and "don'ts" for successful teaching, it soon becomes clear that his intent is to stimulate thought and discussion rather than to provide answers.

Jackson's concern that teaching "be taken seriously, not only by its practitioners but by the world at large" (xi), is reflected in the writing style he employs. Using

a modified Socratic approach and providing interesting analogies, he conducts a conversation with his reader around a variety of teaching issues in an entertaining and challenging way. The issues he raises are fundamental to the on-going debate on teaching: How does one know how to teach? What are the uncertainties of teaching? How do we recognize real teaching? What is the future of teaching? He concludes his deliberations with an exposition of two major approaches to teaching: the “mimetic” and the “transformative.”

In the first chapter “On Knowing How To Teach,” Jackson observes the influence of personal experience and common sense on the practice of teaching and how these qualities relate to pedagogical knowledge. He thoughtfully debates what teachers need to know in order to teach and where that knowledge is obtained. Included in these deliberations is an examination of the effects of some basic assumptions teachers might have. For example, if a teacher erroneously assumes a shared identity with a class, whether this be a sharing of social status, age or any other variable, the pedagogical methods he/she uses could be entirely inappropriate. Jackson concludes that formal teacher-training programs can be valuable in exposing pre-service teachers to a variety of pedagogical issues, but he is clear that “the fact that such courses *could* be useful does not make them so” (p. 30).

Following his initial exposition on teaching, Jackson turns to examine a series of lectures given in 1892 by the educator William James. Jackson believes that these lectures are relevant today in that teachers need to have their doubts articulated, their work undergirded by hope, and their search for an understanding of the mysteries of learning between teacher and pupil encouraged as much as teachers did nearly a century ago. This chapter is developed in an interesting way and is fun to read.

In addressing the uncertainties of teaching, Jackson draws attention to the “dual considerations of how well teachers think they are doing and how well the public thinks the schools are doing” (p. 54) with what the student has actually learned. He describes the techniques and strategies most often employed as teachers struggle to cope with their uncertainties about whether learning has taken place or not, and then raises the more complex question of the differences between knowledge reproduction and knowledge transformation educational goals.

As he looks to the future of teaching, Jackson first reviews the progress in education that has taken place over the centuries and focuses on two goals that he labels “the search for painless pedagogy” and the “self-governance movement” (p. 102). He perceives these goals to be tied to changes in society that have occurred. While not discrediting the goals, he questions the wisdom in letting them dictate teaching practice.

In the final chapter, Jackson provides a description of two alternative methods of teaching he calls the “mimetic” and “transformative”. He defines mimetic knowledge as that which is transferred from the teacher to pupil involving a structured series of steps that, when successfully accomplished, lead to the next “piece” of learning. The transformative method involves learning that brings

about a change in the learner. Jackson illustrates “modes of operation” (p. 124) that he sees functioning in transformative learning. While he acknowledges that “most, if not all teaching situations can operate to some degree within either dominant tradition” (p. 131), he is nevertheless worried about the influence of technology, educational research and social class distinctions skewing the direction teaching will take.

Common to each essay is Jackson’s belief that “teaching can never be reduced to a formula” (p. 52). In “Real Teaching” he says “there is no such thing as ‘genuine’ teaching. There is only an activity that people call teaching, which can be viewed from a variety of critical perspectives” (p. 95). As to “The Future of Teaching” he concludes by saying “the health and future development of teaching depend upon most teachers maintaining a balanced view of both the means and the ends of pedagogy” (p. 114).

It is evident that Philip Jackson has considered deeply the questions he has raised in *The Practice of Teaching*, and his observations should provide rich grounds for thought about the art of teaching. For this reason, it is a book to be recommended to both experienced and novice teachers.

Murray McPherson
University of Manitoba

Egan, K. (1986). *Teaching as story telling: An alternative approach to teaching and curriculum in the elementary school*. London, Ont.: The Althouse Press, 122 pp., \$5.95 (paper).

Teaching as story telling is an important book because it focuses attention on a powerful way of teaching which, though rooted in antiquity and in many religions, is nevertheless under-utilized in today’s classrooms. But Egan will not be satisfied with “full utilization” unless the stories are the substance of education. They cannot merely be the vehicle by which the substance is transmitted. They are the meaty substance and not the sugar coating. The reason that stories must be the substance is that they deal with meaning and they depend upon the use of imagination by the students.

The use of student imagination in listening to stories is a point well made and Egan properly connects the point with the characteristic undernourishing of the affective domain that is a constant source of criticism of the typical classroom. But one of the reasons this reviewer is especially sensitive to such undernourishment is familiarity with statements of objectives from various governments and school systems which invariably give prominent attention to the affective domain. They give such objectives lip service, but that seems to be the end of it. All the prizes