

John I. Goodlad, Roger Sodar, and Kenneth A. Sirotnik, eds., *Places Where Teachers Are Taught*. San Francisco: Jossey-Bass Publishers, 1990. Hardbound, 436 pages, \$31.95.

Places Where Teachers Are Taught summarizes an evaluation of 29 teacher-education programs. The study highlights four basic themes: research, status, external controls, and competition.

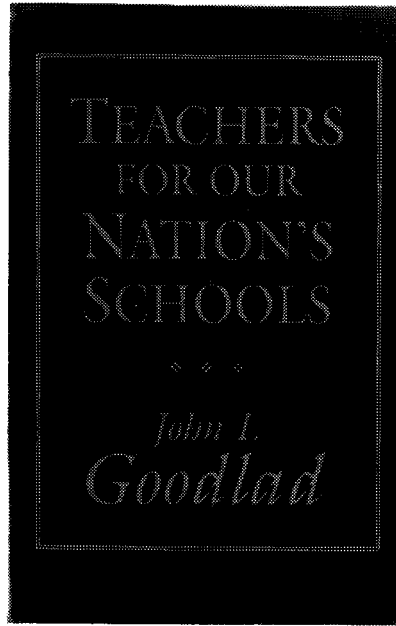
The authors ask small schools of education whether they seek to be "teaching places" or to follow the path of large universities toward research. They charge that the publish-or-perish road to promotion can discourage good teaching, favoring instead research and writing.

Small colleges have historically been teaching places. These authors question whether it is advisable to change that.

Throughout the book one theme recurs: the low status of education in institutions of higher learning, as well as in society at large. Many schools have overcome this problem by concentrating on research. This has provided greater status for schools of education as seen through the eyes of other schools and universities.

In looking at nine private universities, the authors found that programs in graduate schools of education had high status, while undergraduate programs did not.

One possible reason for the lack of status of teacher education, the authors suggest, is that schools of education



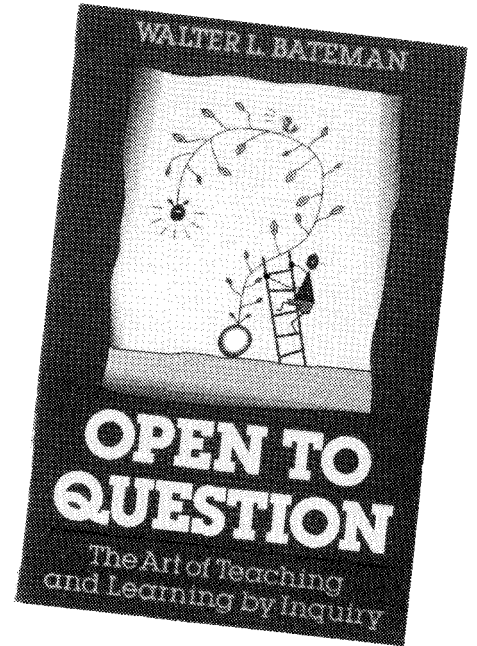
faculty have to comply with many more outside regulations than teachers in other disciplines. They therefore have less control over their own programs.

Teacher education has come under attack since it began in the early 1800s. Some of its problems have resulted from patterns in society over which it has no control. World War II, the Depression, low teacher salaries, overregulation of the profession by legislatures, and the monolithic testing industry, continue to shape teacher education. Accordingly, the current crisis in teacher education must be viewed in historical context.

Competition is a fact of life for many teacher programs. Competition occurs between schools within a university for a share of the funds, between faculty for position, and for status with other professional schools. This makes it difficult for schools of education to regain control of their own mission. However, the book argues that they must seek to do so.

The authors of *Places Where Teachers Are Taught* seem to agree that there should be a socialization process for students in professional education courses, similar to the ones in law and medicine. This would provide the professional collegiality now missing from teacher-education programs. Although there would still be specialties within education, a sense of commonality would bind the profession together.

This book offers an excellent overview of the histories of the 29 schools it evaluates. Adventist teacher educators could profitably compare this book with our own history, and thereby determine the course



we want to map for ourselves and our students.—Anita Oliver.

Anita Oliver is an Assistant Professor in the School of Education at La Sierra University, Riverside, California.

John I. Goodlad, *Teachers for Our Nation's Schools*. San Francisco: Jossey-Bass Publishers, 1990. Hardback, 427 pages, \$21.95.

Since the National Commission on Excellence in Education issued *A Nation at Risk* in 1983, numerous educational analyses have followed. These have included reports, essays, and federal and state reform proposals, as well as summaries and reports of reports of reports!

Goodlad's most recent offering follows the tradition of other catalyst works such as Adler's *Paideia Proposal* (1982), Carnegie's *Education and Economic Progress: Toward a National Education Policy* (1983), and his own *A Place Called School: Prospects for the Future* (1984). His latest effort constitutes the largest education-research project since Conant's *The Education of American Teachers* in 1963, on which Goodlad also worked.

In order to obtain meaningful information for this study, Goodlad and his colleagues selected 29 public and private higher-education institutions of all sizes across eight states. These districts contained more than one-quarter of America's public elementary and secondary

school teachers and students.

During 1987-1988 the survey team interviewed administrators, faculty, and teacher-education classes and student teachers in those schools, and conducted an extensive questionnaire survey.

Two of Goodlad's most obvious concerns are (1) the "evisceration of teacher education" in institutions initially created to educate teachers, and (2) the snubbing of teacher-preparation students *within* colleges and schools of education. He believes too many such schools have fallen victim either to a profusion of "how-to-do-it" courses, or to an overdependence on the measurable behavioral sciences.

While shunning history, philosophy, and the humanities, teacher educators have lost sight of their history, observes Goodlad. He does not believe, however, that marriages between education and arts-and-sciences departments have proved more effective.

Goodlad's less-than-sanguine view of academic partnerships is obvious from his statement to a recent interviewer, "Since when did people at universities at the graduate level ever work together across disciplines about anything?"*

The 19 postulates emanating from Goodlad's five-year research seem to radiate from the following four findings:

1. Preparation programs make relatively little use of the peer-socialization processes employed in other fields of professional preparation.

2. Teaching has declined in favor of research programs—not only between the arts and sciences portion and that conducted in the school or department of education, but also from component to component in the professional sequence.

3. There are serious disjunctures in teacher-education programs—not only between the arts and sciences portion and that conducted in the school or department of education, but also from component to component in the professional sequence.

4. Courses in the history, philosophy, and social foundations of education have been seriously eroded. Even if required, foundational studies have often been seriously diluted, with major issues being given only casual treatment.

The means Goodlad proposes to remedy these shortcomings constitute the heart—and joy!—of this book. Goodlad can perhaps be faulted for excessive optimism about the capacity of teacher-education faculty and college administrators to initiate change. However, his suggestions are almost always straightforward and free of jargon. Presidents, academic deans, education faculty, and teachers-in-training and practice at all

levels should find much of worth to ponder in his proposals.

Indeed, with Goodlad's recent *presidential* influence on the American Association of College Teachers of Education, his recommendations are undoubtedly already finding their way into the directives of both district- and state-wide education programs. But we must not be overly optimistic. Financially harried administrators, along with already impoverished allocations, almost guarantee that teacher-training programs will be the slowest to incorporate Goodlad's urgently needed correctives.—Gerry Colvin.

Dr. Gerry Colvin is Dean of the School of Graduate Studies at Walla Walla College, College Place, Washington. He formerly served as Chairman of the Division of Education and Behavioral Science at Southern College of SDA, Collegedale, Tennessee.

**Peter Managham, "Healing' the Fractured Movement for Education Report," Chronicle of Higher Education (March 15, 1989), p. A3.*

Walter L. Bateman, *Open to Question*. San Francisco: Jossey-Bass Publishers, 1990, Hardbound, 221 pp., \$21.95.

Every educator talks about teaching students to think. Walter Bateman has done something about it.

Bateman describes his method as inductive teaching, teaching by inquiry, or provocative inquiry. His approach can be used with students of any age. Once the stage is set, his method is like coaxing a squirrel to eat nuts from your hand. He waits without saying a word. He smiles expectantly. He waits some more. The students must think. They must judge. They must decide.

The title of Bateman's book on teaching methodology might well describe his perspective on theology and philosophy as well. Everything is "open to question." Absolute truths are not a given for him. Bateman makes the road to truth a venture into the unknown where unanticipated natural revelations give one a grip on concepts that meet today's needs. These ideas can then be discarded without loss when one stumbles onto a clear understanding.

Blasting the inadequacy of the "arrogant assertion of absolute truth" (p. 73), he stacks interest-catching exhibits to lead the uninitiated to logically embrace an opposite, relativistic world view without appearing to go beyond teaching critical thinking. He scrupulously avoids the role of dogmatist. Standing on this high

ground, he can claim to be only teaching youth how to think, noting simply that there are "plenty of others... scrambling to teach students *what* to think" (ibid.). (Italics supplied.)

Bateman's book can go a long way toward quieting some of the criticism directed against schools of education—and courses in pedagogy in particular. Bateman first stumbled onto his insights during a bout with laryngitis. What he gained when his vocal cords failed should be taught in any good course in teaching techniques. Teachers must know what intellectual processes the mind must go through in order to really "know" something. Without this insight, the teacher may do little more than impart information or facilitate the acquiring of skills.

Bateman's techniques are not easily adapted to every class, a point which he himself recognizes. The mundane objectives of students may lessen enthusiasm for his more idealistic approach. Many students want the shortest route to the credentials of the establishment. They want problem-solving to have a practical twist—measured by scores of the MCAT's, the CPA, and board exams. They cry out for handouts covering the concepts, and they want overheads tracing progressive steps that fit on flash cards for easy drill. They would just as soon leave puzzles to the Amazing Randy.

Bateman, however, has tasted the rejuvenation that every tired teacher so desperately needs. He seems to know that the surge of energy that revives the soul of the instructor will not come with a lighter teaching load, a weekend retreat, or a sabbatical in Europe. It comes when passive pupils discover the joy of learning. The excitement of this exercise overwhelms the professor with an emotional high that strikes fire to his or her bones. For here mind engages mind in that most delicate and wonderful work ever committed to human beings.—Ward Hill.

Ward Hill is Vice President for Academic Administration at Union College, Lincoln, Nebraska. His last contribution to the Journal was "Great Teaching Must Inspire Great Thinking," in the October-November 1987 issue.

Laura Sisk, *Laura Hagerstown, Md.: Review and Herald Publishing Association, 1990, Paper, 128 pp., \$6.95.*

I had my doubts about the value of this book. After I was raped, I learned that church people can be the least understanding of all. Church members bask in

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ADAM: A MOTHER'S STORY

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occurred just as both his veteran first-grade teacher and I were receiving special training from the National Institute of Dyslexia.

Adam had been referred for testing because he hadn't achieved the typical progress in reading that most first graders should have by that time of year. Since his teacher, Betty Lunsford, had to do a practicum connected with our course, she chose him and another child from her classroom as subjects. The practicum consisted of 30 sessions of 45 minutes each.

Thus began Adam's journey through the Orton systematic approach. Three months later at the end of first grade he had achieved some success in decoding.

Adam continued with his academic therapist throughout second grade. This gave him the foundation he needed for success in an academic environment.

Third grade found Adam functioning at an average to above-average level at school. Behavior problems recurred from time to time, but persistent efforts and a consistently enforced system of rewards helped to make it a successful year. Adam, his principal, homeroom teacher, and parents all signed contracts. This helped him to focus clearly on a few specific behaviors such as staying in his seat and not talking without raising his hand.

Adam's fourth-grade teacher adeptly built on his past successes. Imagine our amazement when we received report cards with all "A's" the third and fourth quarter. And the grades were well-earned. Adam's teacher had confidence in him, and it showed. Her careful structuring of many hands-on science and social studies experiences was exactly what he needed to make school enjoyable. Being required to read a half-hour a day also helped Adam to improve his reading skills. He had now developed many good coping strategies.

As a fifth grader Adam still occasionally reads "saw" as "was." He does not read for fun. He needs help in refining his social skills, but his frustration level is a lot lower than several years ago.

Adam knows that his biology has left him with a less-than-perfect nervous system. He also realizes that with persistence and hard work, he can overcome most of the challenges he will meet in the classroom. Excelling in a number of areas has given him a healthy self-concept.

Adam's "disabilities" will probably always be with him, according to the research. However, he has gained effective coping skills. These help him organize his world in a less frustrating, more meaningful way. He knows there is more than one way to do a task or to learn a lesson.

Like the rest of us, Adam is on a journey. He has not arrived at a destination. New obstacles will surely test our patience. However, as his parents, we can teach him to be his own advocate and to accept responsibility for his own learning. □

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BOOK REVIEWS

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the security of denial ("This doesn't happen to me and mine—she must have brought it on herself"). We are numbed by a topic like rape, and paralyzed in our attempts to deal with it.

So I wondered: Could a book from a church press honestly address the topic of rape? Could a book with a sweet title like *Laura* (in pink letters) deal with such a vicious topic? Could a book by an evangelist's wife allow needed room for pain without being too quick to "praise the Lord"?

To my surprise, yes, it could.

I can now say that I recommend this book. I extol it to others for their own awareness and protection. I recommend it to my friends so they can better understand the terror I experienced. I believe its insights will help them learn how to relate to me and to others who have been abused.

The book states unequivocally that rape is a crime of violence, not sexual satisfaction. Rape is not the victim's fault (no matter where she was or what she was wearing). Anyone of either gender, of any age can be raped. Rape victims often suffer from shame, although they have done nothing wrong. They fear for their lives during the attack and long afterward.

For those who feel helpless when they learn that someone they care about has been raped, Laura Fisk offers some helpful suggestions: Believe them. Congratulate them on what they did to survive (no matter what it was). Don't tell them what they should have done differently. Listen to them even though that is difficult and uncomfortable. Respect their extreme fears and help them secure their surroundings. Help them find appropriate counseling. But most of all, *believe them.*

Three chapters of the book deal with incest and spousal abuse. The author points out misunderstanding of Scriptures that contribute to the rate of abuse in evangelical Christian families, which is higher than in other families.

For whom is this book written? Women and men of all ages, including those of high school and college age. With guidance, even younger people may benefit from it since, sadly, they and/or their friends may be subject to abuse and rape. However, for pre-high school age and some older students, the book should be supplemented with other materials on incest and abuse written from a child's perspective.

The book does not replace parents and teachers who are willing to listen and be supportive. Parts of the book that describe how victims have been controlled or set up are very frightening and may need to be omitted or presented with supportive discussion.

Some rape and abuse survivors will have trouble relating to Laura's particularly vibrant relationship with God. But even if their own spiritual walk differs, they will find dozens of helpful and affirming observations in her book.—Sarah Wolf.

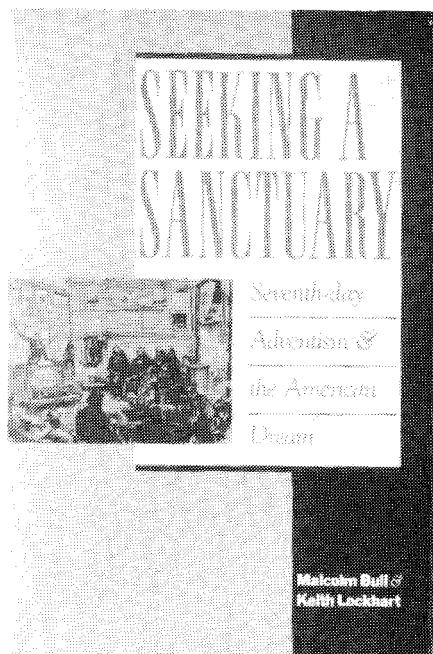
Sarah Wolf is a pseudonym for an Adventist pastoral-care professional involved in counseling. Ms. Wolf lives in the North American Division, holds an Ed.D., and has worked for years with teenagers.

Malcolm Bull and Keith Lockhart, *Seeking a Sanctuary, Seventh-day Adventism and the American Dream*, San Francisco: Harper & Row, Publishers, 1989. Hardcover, 319 pages, \$25.95.

If a Pulitzer Prize were available for the best book about the rise and current condition of the Seventh-day Adventist Church in the United States, Bull and Lockhart would win "hands down." The authors did not write this interdisciplinary book in scholarly detachment, since they both come from Adventist homes. Lockhart's firsthand connection is stronger, as a former student at both Newbold College and Andrews University and as an Adventist teacher before becoming a newspaper reporter.

Capitalizing on a two-decades-long interest in church history among Adventist historians such as Ronald Graybill, Don McAdams, Ronald Numbers, and Richard Schwarz, and further informed by the publication of *Adventist Heritage and Spec-trum*, Bull and Lockhart provide the most original thesis yet developed to help sew the separate strands of Adventist studies into a seamless garment.

Although the book is based on the best



of historical and sociological methodology, it is also such a good read that many people have found it hard to put down. Adventist scholars and educators will doubtless wrestle with the book's arguments for years.

The authors boldly state their central argument as follows:

America had offered sanctuary to generations of immigrants from Europe: Adventism sought to provide a sanctuary from America. By presenting itself as an alternative to the Republic in this way, the church rapidly came to operate as an alternative to America in the social sphere as well, as Adventists replicated the institutions and functions of American society (pp. IX, X).

Bull and Lockhart then apply this thesis brilliantly to the separate themes of Adventist theology (including eschatology, God, and salvation), experience (such as church structure, growth patterns, religious liberty, and art), and subculture (women, blacks, ministers, doctors, educators, and the self-supporting movement).

The role of Adventist education provides a major buttress to their central argument. Adventists have primarily drawn their converts from marginal socioeconomic elements in society. The church has enabled those individuals, through its educational system, to leave their low status behind and join higher-status occupations.

In Bull and Lockhart's model, the individual member, upon first joining the church, becomes an aspirer, then a sustainer, and finally, through what they call "the revolving door," a transformer who exits the church. At each stage the Adventist school is critical in socializing the young to Adventism. However, the authors write little about the critical role Adventist boarding academies have played in this process, choosing to con-

centrate more on higher education.

The model described in this book obviously applies to many Adventists, but it fails to take into account the vast majority of church members who live outside North America, or those who do not live in large Adventist educational and medical centers but rather attend small, struggling churches, many of them without a church school. However, for many highly educated Adventists, this model is persuasive and must be dealt with.

Bull and Lockhart also explore extensively the internal philosophical struggles in Adventist education. As they analyze the founding of Adventist schools, they find no driving educational philosophy at the start. Instead they see a need to replicate all of society's institutions within the church. So, when Ellen White advocated a new philosophy, elementary church schools attempted to implement her views, but colleges—in their drive for professionalism—never changed. Instead, colleges, with the strong encouragement of church leaders, focused on becoming as good as colleges on the outside.

Into this setting came the self-supporting movement, which rejected the original basis for having schools, in order to realize Ellen White's unrealized goals. This movement serves a role similar to that of Roman Catholic monasteries. It ultimately functions within Adventism in the same capacity as the church relates to America—with discomfort and suspicion.

In reading this book, one has to exert caution not to get so caught up in the creativeness of the thesis and the clever writing as to lose one's critical capacities.

Adventist educators do need to study this book in order to challenge their own thinking about the church's origins and current structure in the United States. College professors should expose their upper-division students to the important sociological elements of the book. Bull and Lockhart's study should offer insight and guidance into church sociology. It may prove a helpful companion study to such studies as *Valuegenesis*, as the denomination attempts to close its revolving door.—Richard Osborn. □

Dr. Richard Osborn is Director of Education for the Columbia Union Conference, Columbia, Maryland. He has recently completed a Ph.D. in American History at the University of Maryland.

SUCCESS IS WITHIN REACH

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cessful naval career, and now reads for pleasure. He especially enjoys science/adventure stories.

Carol, Rich, and David are similar to millions of other learning-disabled students. Carol dropped out because no one recognized her problem or tried to help her. Rich and David were luckier. They connected with skillful teachers who recognized their individual needs. The result? Teachers made the difference for the *different learner*. □

Diane Vyskocil is Director of Special Education and a member of the Administrative Team for Blaine, Washington, Public Schools. Blaine Elementary School was one of six schools to receive the James Madison Model School Award given by the U.S. Office of Education in 1988. Ms. Vyskocil is a Clinical Affiliate Professor for Western Washington State University. She is also a member of the Project Affirmation Committee for the General Conference of SDA and of the Board of Education for the Washington Conference of SDA.

MATH-RELATED PROBLEMS AND DYSLEXIA

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including mathematics. Many instructional methodologies can be used to enhance student achievement and to

An understanding, caring attitude, and fair treatment will inspire the student to WANT to improve.

deal with language disabilities. But most important, an understanding, caring attitude, and fair treatment will inspire the student to *want* to improve. □

Prema Gaikwad is a Doctoral Student at Andrews University, Berrien Springs, Michigan. She is working on a Curriculum and Instruction degree with a cognate in reading. Ms. Gaikwad taught mathematics for 13 years at Spicer College, Pune, India, at the secondary and college levels. When she returns to Spicer College, she will direct a reading center there.

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¹ F. W. Rothman and J. Cohen, "The Language of Math Needs to Be Taught," *Academic Therapy*, 25:2 (1989), pp. 133-142.

² Cited by S. W. Johnson, *Arithmetic and Learning Disabilities: Guidelines for Identification and Remediation* (Boston: Allyn and Bacon, Inc., 1979).

³ N. S. Bley and C. A. Thornton, *Teaching Mathe-*