

Book Reviews

Teaching from the Inside Out (3rd ed). Larry Beauchamp and Jim Parsons. Edmonton, AB: Duval House, 2000, ISBN 1-55220-106-6, 205 pages.

Reviewed by: *Nick Forsberg*
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We hope, by the time you finish reading this book, you will realize just how much we love teaching. We also hope that you will find that we did what we set out to do: to celebrate teaching and make a positive move toward a restoration of pride in teaching. (p. vi)

These two simple sentences found in the preface of the book *Teaching from the Inside Out* by Beauchamp and Parsons capture in essence the purpose of this book. However, not only do they provide a purpose for the book, but more important, they situate the authors' beliefs in what the reader comes to learn about what teaching *is*. The meaning associated with these words also resonates throughout the work.

The format of the book is straightforward and it is an enjoyable read. Beauchamp and Parsons have framed the text in three easy-to-read sections. In fact one might interpret that the format itself reflects an approach to planning a lesson. Each section parallels a component that can be found in a traditional lesson plan. Hoping not to offend the authors, and at the risk of sounding technical, this discussion attempts to use the metaphor of a lesson plan to provide a context for the book review.

Beginning with the first section entitled "Laying the Groundwork," or as one might say, lesson topic and objectives or intentions, the authors share their beliefs of what constitutes teaching. It is interesting to note here that the authors ask the question, "Why do you want to become a teacher?" For Beauchamp and Parsons this is the foundation for helping readers to decide if they should even bother reading any further. The authors list some of the more common responses they have received from individuals who have claimed that teaching is what they believe they would like to do. But Beauchamp and Parsons challenge us to go beyond these simple and common responses to this question and examine more closely the moral and ethical responsibilities embedded within this "lonely" profession. They follow this up by sharing with the reader their own personal reasons for becoming teachers and why they like the job. This contributes significantly to the content of the book, because it serves to legitimize the authors' perspectives and begins to situate their beliefs.

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Furthermore, it helps the reader understand the context for the comments shared by the authors as they provide their input and share personal insights about issues that teachers face. This also provides the reader with an understanding of how personal experience has shaped the ideas suggested by the authors.

In the second section of the book, "Getting it Done," or what the review calls the proverbial set, development, closure, and evaluation of the lesson plan, the authors begin to immerse the reader into the culture of *what is teaching*. They provide myriad realities that teachers are confronted with yearly, daily if not hourly. This part of the book contains the "nuts and bolts" of the lesson. Here the reader will find issues that focus on discipline, effective instruction, creating a positive classroom environment, building inclusive classrooms, planning lessons, asking questions, evaluating students, and testing students. The list may appear rational and technical, but the reader will identify that the authors do an effective job of discussing each issue and in some cases problematizing the issues. More important, Beauchamp and Parsons provide solutions to some of these issues or more common concerns facing teachers. They share with the reader ideas and suggestions that work in dealing with these realities. This is done by acknowledging the research literature and linking this with what works in their practice, the practice of "real" teachers or the feedback they have received from their student teachers' practice. One of the many strengths of the book is the credence the authors put in the literature associated with teacher education and the affirmation of practice of "good" teachers. The authors make a deliberate attempt to bridge the literature and practice of teaching. This is their way of challenging the reader to begin to understand that teaching is not only reading about teaching or practicing teaching, but more important, a way of *being*.

In the final section of the book, "Looking Ahead," or what the review calls the reflection and bridging of the lesson, the authors bring to light some of the challenges facing teachers given the realities of today's society. They discuss the complexities of schools and a classroom. They couple this with the present role of technology, the pursuit of knowledge in an information age, and the impact this has on teaching. In the final three chapters of this section Beauchamp and Parsons pull together the challenges faced by all teachers who experience the complex life of teaching. They highlight some of the problems and concerns faced by first-year teachers and provide some good advice for those who are at the threshold of their careers. And finally, in a concluding way or bridging forward, the authors discuss the rewards of a career in teaching.

An effective lesson plan typically includes elements that hook the student's interest in the content. In this book the authors have provided structural elements that have the same effect. At the outset of each chapter the authors begin with an "Introduction" that serves to set the stage for the content of the chapter. At the conclusion of the chapter they provide "A Final Word" that pulls the concepts together. A second element that hooks the reader is the referenced quotes that appear as a header or in the margins of the text. These quotes provide an immediate context for the issue being discussed and often encourage the reader to look for deeper meaning. In some cases they speak to the opposite view being expressed by the authors. A third element is the

inclusion of "Readings for Extension and Enrichment." This addition found at the end of each chapter cites references that reinforce the content of the chapter and provides the reader with an excellent resource to follow up on issues raised in the content.

In conclusion, *Teaching from the Inside Out* is a work that lives up to its title. Beauchamp and Parsons have helped us understand that teaching is more than technique and more than an art. Their unearthing of what teaching *is* helps us understand that teaching *is* a way of being that comes from who one is. This work does indeed meet their hope to celebrate teaching, restore pride in teaching, and above all reflect their love of teaching.

Perspectives on the Unity and Integration of Knowledge.

Garth Benson, Ronald Glasberg, and Bryant Griffith (Eds.).

New York: Peter Lang, 1998, 296 pages.

Reviewed by: Margaret E. Bérci

Is knowledge possible? In the face of so naked a question, the most expert thinker may flounder, and therefore the quest for the answer must begin by conducting an inquiry into the essential nature of what is to count as knowledge and what might justify a claim to have achieved it. This is problematic, because to understand knowledge, it must be done *vis-à-vis* knowledge. The inquiry is further made complex as the verb *to know* is used and demonstrated in a variety of ways, while there is also a variety of forms of the noun *knowledge*. What is needed is to list the common features of knowledge; to decide whether knowing consists of being in a special state of mind; to discuss the method to be used to pursue it; and to decide what knowledge and its many forms give us a right to. No single source is responsible for all knowledge; the various acknowledged sources are all complementary although most thinkers choose to make one source more basic than the others. However, in the tradition of philosophers who see everything not in isolation but as part of a whole, the forms of knowledge, their sources, and the kinds of understandings they permit are all relevant to how we envisage knowledge. The present volume is devoted to the exploration of the idea that there exist many perspectives for a "unity via integration" (p. ix) of knowledge. On the surface, the 15 papers pursue an interdisciplinary integration, yet this is not simply a call for a solution to a specific problem within epistemology, but the universal problem of knowledge itself.

The authors do not succeed in laying out a definitive method for the concision of knowledge; instead they offer a discussion of the problems and questions that fragmentation brings to the whole idea of knowledge and how the lack of such unity impedes the understanding of their individual disciplines. This is the primary step in understanding, for if we are to offer a viable

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