

text for new graduate students in curriculum studies, many of whom conceive of public education as the great equalizer across social classes. Goodson forcefully rejects this premise. Many of these graduates may argue that the North American public educational scene does not include the historical baggage that represents British education or private education in the United States. Goodson's book, however, provides an excellent launch pad for examining their own instructional practices. Perhaps even more important, it will sensitize them to the role they play in maintaining the political and social constructs that continue to marginalize many of their students. Goodson advocates a second look at topical educational issues such as computer technology and subject specialties which he refers to as the "docile bodies" (p. 108) of professional power, so that teachers and teacher trainers "ensure a discussion about teacher roles, pedagogies, and relationships that are closely related to actual choices with which the teacher will be confronted in his or her working life" (p. 158). This book is a giant step in effecting such a discussion.

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Putnam, D., Kidd, D., Dornan, E., & Moore, P. (Eds.). (1995). *The Journal Project: Dialogues and Conversations Inside Women's Studies*. Toronto: Second Story Press, 224 pp. (Softcover).

I usually finish reading a book before I start the review, but here I am on page 37 digging for my pen. I am on a plane and this book has touched a chord so I will treat this review as if it were a journal entry because that is exactly what the book is – it is a series of journal entries by at least 50 women responding to their experiences in women's studies courses.

In *The Journal Project*, the vital and life giving aspects of a Women's Studies class are illuminated in the intensity of the journaling experience – the sudden realizations of sisterhood, the confusion of identities, the anger, the sadness, the fear for our

"men" and our continued relationships with them – and the panic: that sense of "how can I live my life now that my world has changed?" It is a common story. For too many years, too much of a life time, our spirits are repressed and our self understandings diminished. Then suddenly in a women's studies course (or its equivalent), we are able to think and bond and develop and enjoy. It is this process that this book is all about. The emotion is real, the organization is extraordinary, the response is so universal – and I am only on page 37.

The organization of the entries guides us through the series of discoveries which are probably universal to women's experience of the feared (or is that fearful?) feminist movement. Whether we reached "consciousness" through an experience, a friend, a revelation, or a class, the issues (unresolved as most of them remain) are related to the naming of our perspective and our sense of being ambushed by the truth and being betrayed by our own acceptance of lies from those who do not even know that they are lying. Then we must deal with the way this truth is disrupting our lives (for to accept the truth is to eschew the lie) and we have to decide how to carry on in a world so changed by our own perceptions. These, then, are the chapters of feminism and of this book. Each of us has followed this journey in a unique way and this book intertwines and demarcates individual stories into a subtly unified voice. It is a wonderful story and it is ours. And the women in this book tell it so well.

The plane is landing. I am only on page 83 but I have cried twice. It is Mother's Day. They are handing out carnations – red if your mother is living, white if she is dead – I choose yellow for all women, for women do not die but pass along their very being in their children, in their songs, and in books like *The Journal Project*.

P.S. I finished the book. I took it in small doses – so many emotions, so many ideas – prolonged reading would be exhausting. But then, good medicine is never consumed by the bottle. Savor it, it's worth it.

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