

- Porter, John. *The Vertical Mosaic*. University of Toronto Press, 1965.
- Report of the Royal Commission on Bilingualism and Biculturalism. Book Three: *The Work World*. Ottawa: 1969.
- Synnott, Anthony. "Income, Education and Occupation: Eleven Ethnic Groups in Montreal, 1971". Unpublished paper. Concordia University.
- Willis, Jane. *Geniesh*. Toronto: New Press, 1973.

**Don Gutteridge.**

**Brave Season:**

**Reading and the Language Arts in Grade Seven to Ten.**

**London, Ontario: Faculty of Education,**

**University of Western Ontario, 1983.**

**210 pp. \$12.95.**

A first glance at the title of Don Gutteridge's book might suggest that "Brave Season" is a novel, or perhaps a thicker-than-usual collection of poetry. And a glance at the author's name might lend support to such an inaccurate prediction, since Gutteridge has published an impressive amount of poetry and fiction (as well as "methods" books) in the past.

However, what the reader discovers is that Gutteridge has produced, in a mere 210 pages, a nearly complete and virtually flawless curriculum guide for secondary level teachers of English. All the basic tenets of curriculum (as this reviewer defines the concept) are in evidence throughout the book: contextual concerns, such as students' cognitive and affective development; philosophical concerns, such as educational perspective and the functions of reading, individual and social; goal-related concerns, including the scope and sequence of reading and language arts development, growth indicators, and evaluation techniques; content materials, topics, titles, and themes; and teaching methodology, including lesson planning, questioning strategies, and organization.

With a quality of writing that most of us strive for and seldom attain, Gutteridge has integrated four concepts of major significance to the high school English teacher. Indeed, it would be only a slight exaggeration to say that "Brave Season" is a skillful combination of four books. First, it is a book which defines reading comprehension: its developmental stages, its experiential enablers, its psychological correlates, its supporting activities, its ultimate consequences. Second, it is a book which presents the language arts as a truly integrated concept: reading, writing, talking, listening, viewing, acting out, presenting, discussing, speaking, music, art, dance, drama, film. Third, it is a book which promotes reading in the content fields: the content and form of the considerable body of literature comprising the English curriculum is clearly accorded priority, and all language activities are undertaken with a clear content objective. And finally, it is a book which explains how to plan

for teaching: question sequences for guided comprehension, a model lesson, a complete thematic unit plan, and concrete suggestions for integrating all language activities.

Considering the prodigious scope of this book, as described above, it could easily have gotten out of hand. It is indeed a very complex amalgam of research, experience, and personal feeling, covering not one but several large areas of educational concern. Even for the highly-trained, experienced, and intelligent educator, it will require much reflection, discussion, and experimentation if its highly integrated messages are to be grasped and applied. In other words, this is a book that defies cursory reading, a single reading, even (for most) independent reading. Less sophisticated readers will need considerable guidance by a competent authority in the field.

Thus, Don Gutteridge's "Brave Season" is conceptually dense and tightly interwoven. It is also one of the finest pieces of original thinking in the areas of developmental reading comprehension, language arts integration, content reading in the English classroom, and teaching and questioning strategies that this reviewer has seen.

**Richard A. Earle**  
McGill University

**George Keller.**

**ACADEMIC STRATEGY:**

**The Management Revolution in American Higher Education.**

**Baltimore, Md.: Johns Hopkins University Press, 1983.**

**211 pp. \$18.50 hard, \$8.95 paper.**

**Academic Strategy** is an excellent book that is "must" reading for administrators and faculty in higher education. It succinctly identifies management problems currently confronting higher education, outlines a new management style for academic leaders, and advocates strategic planning as an essential new process for campus decision-making. The book is a practical merger of information that George Keller has elicited from the higher education and management literature, from visits to campuses across the country, from interviews with educational leaders, and from his own professional experiences. The author's twenty-five years in academia include service as a faculty member and college dean at Columbia University, and as the assistant to three presidents and chancellors at the State University of New York and the University of Maryland. Currently, he is the senior vice-president of the Barton-Gillet Company which is a consulting firm in Baltimore. He understands academic leadership as only an insider can, and this perspective is readily evident in his writing.

The first two chapters are a discussion of the problems that confront academic leaders. Keller presents a concise analysis of the "leadership crisis" that he maintains currently