

differences; environmental differences) and examining the effect of a specific treatment. At the same time, teaching materials were carefully and systematically developed, yielding step-by-step hierarchical designs with criterion-referenced measures of mastery at each step. Educators are now beginning to realize that in our attempt to be scientific and to create a technology of teaching we have perhaps overlooked much that is important in education.

On the other hand, it is essential that we do not discard the gains that were made through the scientific or systematic approaches and Eisner is, at times, in danger of encouraging this. He argues, for example, against the use of behavioural objectives on the grounds that they do not describe more complex types of student learning. At the end of one section on the limitations of objectives, we find the statement, "The multiple choice test is simply not adequate for everything" (p.116). This illustrates the implication, found throughout the book, that the systematic design of instruction leads to an assembly line type of approach which may be suitable for training programs, but not for education.

If the reader takes care not to be persuaded to discard all course objectives and burn all the educational research journals, **The Educational Imagination** is likely to provide some valuable insight into the processes of curriculum design and evaluation.

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R.D. Kellough and P.L. Roberts.
**A RESOURCE GUIDE FOR ELEMENTARY SCHOOL TEACHERS:
PLANNING FOR COMPETENCE.**
New York: Macmillan Publishing Co., 1985.
512 pp.

This resource guide for elementary school teachers is a sensible handbook for beginning teachers and teacher educators. The volume is concerned with the whole aspect of teaching competency and how to develop the skills needed to be considered "a competent professional". As in other texts of this genre there are the usual chapters about planning instruction, writing and classifying instructional objectives, and dealing with classroom management situations. These are cohesively presented with practical examples for teachers' use. However, unlike the book **Classroom teaching skills** by Cooper et al. (1982, Heath Pub.), a well known guide to teaching, this new resource book includes three chapters with handy instructional guidelines for the teaching of reading, writing, computers, science, the arts, physical education, and a foreign language. Additionally, each chapter is followed by appropriate questions for class or group discussion and a selected list of readings and references on the topic of the chapter. A good example of the usefulness of this guide is the excellent chapter on looking for a job and on writing a resume as

well as on how to prepare for an interview.

Unfortunately this guide is American in origin and conception and various suggested applications may not be appropriate for Canadian teachers. In particular, there is a list of state credential requirements. Nevertheless, Canadian educators using this volume in teacher training programs could easily provide student teachers with an updated list of Provincial requirements for employment as teachers. For those educators who wish to plan for competence in teaching, this guide is a sensible, pragmatic tool which could be of value to student teachers or practicing elementary school teachers.

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André Lacocque, Pierre-Emmanuel Lacocque.
THE JONAH COMPLEX.
Atlanta, GA.: John Knox Press, 1981.
168 pp.

Mircea Eliade, in his forward to this book, points up that it is the interdisciplinary approach -- from textual criticism and theology to contemporary psychologies and historical events -- which confers a unique value on this work. Further, the authors, in their preface, state that one of their aims is to demonstrate that existential psychology in cross-cultural rapport with biblical disciplines is able to provide a language that can be understood by our contemporaries.

But is Jonah a theological pamphlet or a psychological symbolic tale? The authors see Jonah as a biblical narrative in story form asking of the exegete to be more than a biblical theologian; of the literary critic or psychologist to reach beyond the usual boundaries of those disciplines. Further, Jonah can be read only if the *Sitz im Leben*, the historical setting in life, be carefully pondered.

André and Pierre-Emmanuel Lacocque present us first with their translation of the four short chapters of the Book of Jonah. In the nine sharply focused chapters of their book they take us through the genre and setting of the Book of Jonah, its nature as symbolic narrative, then into four chapters analysing the question facing Jonah, and finally two last chapters analysing the call in Jonah and in each of us, to authenticity, and a final examination of the Jonah Complex. A brief yet comprehensive summary concludes the work.

The authors' key concern is stated early, on the page facing the table of contents, in a quote from Father Mapple's sermon in *Moby Dick*: