

Claudie Solar, Editor.

INEQUITY IN THE CLASSROOM/EN TOUTE EGALITE.

**Montreal, QC: Concordia University; Office on the Status of Women, 1992.
329 pp. US\$49.95 Cloth; US\$17.95 Paper.**

Developed by the Office on the Status of Women at Concordia University, *Inequity in the Classroom* is a video and training manual which aims at sensitizing university professors and adult educators to the more subtle forms of sexual discrimination in the classroom. The video is 26 minutes in length, and uses examples to illustrate that professors' interaction with female and male students can be quite different, and that the languages used in the teaching process can be very gender-biased, although often in subtle forms. Practical steps are suggested toward creating an equal learning environment for all students.

The materials are helpful for educators to reflect on their classroom teaching and to become sensitive teachers dealing with students of different gender and racial identity. However, some people may feel that the materials fail to present a balanced picture of what transpired in the classroom.

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Christine A. Hult (Ed).

EVALUATING TEACHERS OF WRITING.

**Urbana, IL: National Council of Teachers of English, 1994.
184 pp. \$19.95 (NCTE members \$14.95). ISBN: 0-8141-1621-3.**

Reading Hult's *Evaluating Teachers of Writing* is like panning for gold. When you dip into it, you are left with ordinary gravel in your pan, but buried in the gravel are nuggets of gold.

First, the ordinary gravel. Hult's collection of articles is about the peculiarly American phenomenon: first-year composition. She points out that the evaluation of teachers of first-year comp poses a problem for university administrators who have to mentor and rate professors and instructors. The teaching of writing is not about teaching content, which characterizes university teaching, but about process, which is as confusing for those who rate university instructors as it is for those who deal with teachers in elementary and high schools.

The authors, in this book, conclude that the basic question about evaluation of faculty has changed from "shall we" in the 1980s to "how shall we" in the 90s. One answer to this question involves the exploration of discipline-specific evaluation strategies needed to evaluate writing