

decentralized means through which to attain knowledge. Participatory research is also Freirian in so far as it encourages action and reflection.

Among the individual chapters, I would argue that including the Alaskan studies (chapters nine and thirteen) in a volume about the Third World is a misnomer. Since Alaska is one of the states in the United States of America, a more appropriate label would be "Fourth World." Fourth World refers to the pockets of underdevelopment that exist in the developed nations. This is more than a semantic quibble. Establishing this context reflects the particular postcolonial-neocolonial circumstance of Alaska more accurately. Overall, each of the chapters reflects a balance between theoretical base and practical observations.

In comparison to Jandhyala Tilak's *Education for Development in Asia*, I would recommend that policy makers of any kind, but especially educational policy makers, consult *Education and Development: Lessons from the Third World*. Tilak's work differs fundamentally because it is largely quantitative relying heavily on statistical data. Unfortunately this data emerges from sources like UNESCO's Statistical Yearbook. Any such source is based in the First World and thus, reflects the biases of developed nations. The voice of the First World has perpetually been imposed on the Third World. *Education and Development* reverses this historical process. In an ideal world, researchers and policy makers of the Bretton Woods Institutions (among others) would read such a work and benefit from it.

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LORRI NEILSEN. *A Stone in My Shoe: Teaching literacy in times of change*. Winnipeg, MB: Peguis Publishers. \$11.95. 145 pp. ISBN 1-895411-73-4.

Early on in her book Lorri Neilsen writes, "When theories collide – or, in the case of literacy education, when many theories collide – our understandings move from order to chaos. . . . It's during these times, when we experience the intellectual equivalent of a stone in our shoe, that we question the status quo." However, for Neilsen and other teachers engaged in the challenging process of re-assessing their beliefs and practices about the changing nature of literacy teaching and evaluation, some stones are more irritating than others. For example, asks Neilsen, how can teachers be expected to foster a joyous literacy in their students when a majority of our schools now bow down to what

she calls “the gods of Efficiency and Control,” and when the “tinmen” who make public policy decisions about literacy education evince so little knowledge about the impact their decisions will have on students and teachers in the classroom? When viewed against this overtly political set of premises and commitments, positions that are, for instance, largely papered over in much of the current writing on whole language, I believe Neilsen’s forthright, yet compassionate book, will not only ruffle a few feathers, but will also prove a welcome source of hope and good sense as it reaches a number of different audiences and constituencies both inside and outside the academy.

My guess is that the issues raised by Neilsen’s book will be widely discussed, partly because she succeeds in doing what so few writers located in the academy seem capable of: she combines passion, wit, and substance in a style whose arguments are constructed by blending compelling evidence with image, metaphor, and aphorism to produce a memorable reading experience. In other words, Neilsen enacts what she preaches and provides for readers just the kind of joyous literacy event all educators would wish for their own students. But more than this, Neilsen relentlessly questions and probes the kinds of issues that few have the courage to deal with head-on, sensitive issues dealing with teachers’ resistance to change, or with the burnout that comes with larger classes, or with constant teacher bashing in the media, or with a greying profession living on faded ideals. Neilsen believes that there are several ways to create a climate for professional renewal, none of them easy, but they will help teachers to rediscover a sense of direction and a feeling for what’s been lost in the constant clamor surrounding literacy education. From having the courage to share stories of failure as well as success, to listening more and talking less (a tough one for a lot of male teachers), to taking time to reach out to the colleague who seems most fearful of change, these are the kinds of moves that we all need to re-learn in what Neilsen calls “the dance of the heart.”

But Neilsen is no starry-eyed Pollyanna, and she knows full well that the general move towards the hijacking of the literacy curriculum by business interests (of which the return to standardized testing in many provinces is only the most visible sigh), as well as the moral panic induced by neoconservative groups who rail against what they see as the disease of galloping illiteracy, can create widespread feelings of pow-

erlessness and anomie in teachers. Much of this helplessness, she believes, is owing to the fact that, traditionally, teachers have stood outside the knowledge-making apparatus. This has largely been the domain of "Uncle Research," the man (for Neilsen, gender is always an important category) whose "findings" have impacted most on the development of curriculum materials. Neilsen champions the teacher-as-researcher movement as a principal way for teachers to build self-esteem and professional networks and at the same time to raise their common profile in the public's eye.

A Stone in My Shoe is inspirational in the strictest sense: it breathes new life into the personal and political aspects of literacy education at a time when teachers are feeling confused, beleaguered, and undervalued. Neilsen's book challenges teachers to eschew self-pity and to rediscover the resources for professional renewal in our own stories and from within our own ranks. With a book like this to remind us all that literacy is nothing if not the ability to read and write oneself into those larger social texts and contexts, Neilsen has voiced for all concerned teachers what might often have been thought, but perhaps until this book was never quite so well expressed.

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JOY PALMER & PHILIP NEAL. *The Handbook of Environmental Education*. London & New York: Routledge, 1994.
267 pp. \$24.95 (paper). ISBN 0-4115-09314-7.

The Handbook of Environmental Education provides the reader with a clear, comprehensive guide to the development, implementation, and evaluation of interdisciplinary programs in environmental education. A review of purpose, goals, and structures is followed by a series of case studies of programs currently operating in England. The reader is then taken through a step-by-step procedure for the development of a school policy on environmental education. The volume ends with a review of current resources.

Joy Palmer and Philip Neal provide us with an overview of global orientations to the environmental crisis and of the development of an international policy towards environmental education. In their view environmental education is a lifelong process; is interdisciplinary and holistic in nature and application; is an approach to education as a whole, rather than a subject; concerns the interrelationships and