

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.

ROBERT J. GRAHAM. *The University of Manitoba*

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

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interconnectedness of human and natural systems; views the environment in its entirety including social, political, economic, technological, moral, aesthetic, and spiritual aspects; recognizes that energy and material resources both present and limit possibilities; encourages participation in the learning experience; emphasizes active responsibility; uses a broad range of teaching and learning techniques with stress on practical activities and first-hand experience; is concerned with local to global dimensions, and past/present/future dimensions; should be enhanced and supported by the organization and structure of the learning situation and institution as a whole; encourages the development of sensitivity, awareness, understanding, critical thinking, and problem-solving skills; encourages the clarification of values and the development of values sensitive to the environment; is concerned with building an environmental ethic.

Case studies of programs operating in England give the reader an inside look at the functioning of various different approaches to the teaching of environmental education. Elementary to high school, classroom-based or hands-on outdoor experiences; all are given consideration showing that environmental education can be taught effectively using a variety of different teaching strategies.

The step by step practical guide to the development, implementation, coordination, and assessment of a site-specific policy for environmental education is clear and well thought out. Policy development is essential to formalize the existence of the program and ensure that it will continue to be a part of the school's overall curriculum.

The resource section has, unfortunately, very few listings for us here in Canada. Teachers looking for resources should consider "The Canadian Network for Environmental Education and Communication," a relatively new organization, attempting through a grass roots effort, to develop a national resource system.

There is no question that there has been an increase in concern for the environment over the past few years and, along with that, the realization that environmental education has to be considered as a critical curriculum component. *The Handbook of Environmental Education* provides educators with a current, timely, very practical resource that will assist them in creating an effective environmental education program for their schools.

GORDON OLIVER, *Mountainview School*
Otterburn Park, QC.