

based patterns advocated by most teachers in the study and observed in the two non-academic settings. First, teachers must fundamentally shift roles by vesting "authority in students' voices" (132). Second, teachers must also change the kinds of activities required of students to create contexts for more personal engagement with literature. And third, teachers and administrators must advocate for developing fully democratic communities both in classrooms and in schools themselves.

The authors' conclusion is provocative, but perhaps the most engaging aspect of the study is the research findings, especially in chapters three and four. While reading these chapters, I examined mentally my own attempts to incorporate a reader-based pedagogy at the college level and found the descriptions of discourse patterns revealing. Although the authors attend specifically to discussions of literature in virtually every setting but college, English teachers at all levels who are concerned with reader-based pedagogy will find the study illuminating.

William Hodapp is assistant professor of languages and literature at the College of St. Scholastica in Duluth, MN.

Shifting the Balance of Power in the American Classroom

Review of Activities for an Interactive Classroom. Jeffrey N. Golub. Urbana, IL: National Council of Teachers of English, 1994. 143 pages. Paper. \$12.95 (members).

Teachers at all levels, from kindergarten to college, are currently immersed in a shift in philosophy and practice. Where once teachers serves as lecturers, conveyors of a body of

knowledge, and evaluators of final products, they are now asked to be guides to understanding, mutual participants in exploration, and observers of processes of learning. What strikes me as common to all of these new roles is a basic shift in the balance of power in the classroom. After years of class sessions in which teachers were the focal point, they are now attempting to shift the focus and allow students to interact with each other in small and large groups. The students are collaborating, formulating understandings, creating oral rough drafts, and thus negotiating the curriculum in a way that is meaningful to them.

One of the difficulties faced by teachers who want to develop an interactive classroom is that students are not accustomed to responding in positive and productive ways within the context of school. Too many of them have been conditioned to expect the teacher to provide the answers and act as the arbiter of correctness. They have become comfortable with their role as passive recipients. Jeffrey Golub astutely recommends that the teacher begin slowly by creating a community of learners and a climate of learners and a climate of trust and acceptance. He provides some specific activities such as short impromptu speeches about objects that are important to them and "practice" brainstorming sessions that help students feel comfortable with each other and provide opportunities for instruction in speaking and listening and writing.

Activities for an Interactive Classroom includes many concrete examples of instructional techniques build around interaction. Golub lists some specific principles for teaching and learning in such a classroom, namely authentic communication, active

engagement, collaborative learning and shared power. The focus in his interactive classroom is on the students and what they are doing. He explains specific activities for creative, descriptive and narrative writing. He also devotes one chapter to literature and two to specific uses for the computer.

Jeffrey Golub is currently as assistant professor of English Education at the University of South Florida. Previously he spent twenty years teaching English, speech communication and writing at junior and senior high schools in Seattle, Washington. Clearly, he has practiced what he preaches. His book is clearly written and practical for both the beginning teacher and the veteran who is struggling to shift the balance of classroom power.

My only wish for this volume is that it would have addressed interactive approaches to teaching literature as thoroughly as it did writing. The process approach for writing instruction has been covered in many other publications, but it seems to me that instruction in literature and interaction with text is still an area ripe for suggestions. Teachers need specific ideas for developing student responses to literature that are personal and creative. Golub provides a few suggestions which center on poetry, but very little for use with longer texts. He addresses techniques for encouraging participation in discussion, but does not describe activities that might better engage students whose learning styles or intelligences are not primarily verbal.

Shifting the balance of power in the American classroom is a difficult transition. However, if we truly believe that students learn best when actively engaged, that they need to construct their own understandings of text, and that they can collaborate effectively,

then we need to allow for more interaction in classrooms at all levels of education. Jeffrey Golub has provided a starting point for doing so.

★ *Nancy Healy teaches in a multi-age classroom in the Anoka-Hennepin School District. In addition to her teaching duties, she conducts seminars on interactive classroom procedures for the Society of Developmental Education.*

Coming of Age Across Cultures

Reviews of Going Where I'm Coming From: Memoirs of American Youth. Ed. Anne Mezer. New York: Persea Books, 1995. 166 pages. Hard and paper. \$15.95 and \$6.95. Into the Widening World: International Coming of Age Stories. Ed. John Loughery. New York: Persea Books, 1995. 268 pages. Paper. \$11.95.

Earlier this year when Persea Books published two new collections by editors whose previous anthologies are similar in content, it seemed reasonable to review their new works together. After reading Going Where I'm Coming From by Anne Mezer and Into the Widening World by John Loughery, I realize that there are many more differences than there are similarities between these 1995 publications.

Like at least four other anthologies published by Persea Books in the last five years, Going Where I'm Coming From is a collection of multicultural stories from the United States. Into the Widening World includes selections not only from North America, but also from South America and the Caribbean, Europe Russia, Africa and the Middle East, and Asia and the South Pacific. As in their previous anthologies, America Street (1993) by Mazer and First Sightings