

with a Bird," the Siren bird hovering over Petya's grandfather is the bird of death. An overweight young girl realizes her wishes of eating all the pastries she desires and flying, floating overhead, thanks to the help of Uncle Gonzalo in Jorge Edward's "Weight-Reducing Diet."

Some of the stories are much easier to relate to because of the universality of the emotions, situations, or themes or humor. One of the most delightful stories, "Borders" by Thomas King, concerns a Blackfoot woman and her son from Canada stranded between Canada and the U.S. They are not allowed to cross either border until she identifies herself as Canadian or American in addition to Blackfoot. Other stories broaden the reader's insights into cultural customs and their impact on young people. "Mr. Tang's Girls" by Shirley Geok-Lin Lim focuses on polygamous marriages as well as arranged marriages for young girls, often with older men, and the emotional and financial effects of these marriages on the women.

Although the American Library Association lists the book as an adult book recommended for young adults, the difficulty of the selections as well as the subject matter of some of the selections does not make this a book suitable for most high school classrooms. Individual stories could be selected to emphasize the commonalities and differences among young people. Adolescent girls of any country can identify with the obese African girl waiting for the train with father in Zoe Wicomb's "When the Train Comes."

This anthology could easily be used in a college course focused on world literature. While it does not attempt to represent all of world literature, it contains 26 stories from 22 countries. There is a balance between

established and lesser known authors and even the translated stories are well written. The book does achieve the author's purpose: to acquaint the reader with literature beyond the American and British writers commonly known and studied. The content should help students to become more aware of the universality of the search for identity in the transition from childhood to adulthood despite cultural differences.

Whether you choose to read Into the Widening World from cover to cover or to read individual stories, the book is a good choice for anyone interested in the world in which we live. Now that readers, including teachers, are beginning to have some options among the books of multicultural literature that are available for use in and out of the classroom, perhaps more books will be published to provide greater choices among writings with a global perspective. Into the Widening World and Going Where I'm Coming From are excellent additions to the multicultural list.

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### Teachers Thinking, Teachers Knowing

Review of Teachers Thinking, Teachers Knowing: Reflections on Literacy and Language Education. Ed. Timothy Shanahan. Urbana, IL: NCTE and NCRE, 1994. 203 pages. Paper. \$18.95 (members).

Sometimes I have wanted for more or better or any words at all to aid

me in expressing, and hence in organizing, my thinking and writing about teaching, about "being" a teacher, about what transpires in my classroom (in my brain, in my students' brains, in administrators' and parents' heads as they respond to and interact with us). As I read Teachers Thinking, Teachers Knowing (a 1992 conference of the same title), I smiled on realizing this book was an "ask and you shall receive" response to that very wanting for words.

Teachers Thinking, Teachers Knowing collects fourteen inviting, well-written pieces together in a collection that lends itself to a one-at-a-time reading, for the benefit of reflection over a long period of time. I was surprised to realize that I had accumulated 14 single-spaced typed pages of reading notes; this seems a perfect book for the launching of a year- or semester-long discussion, not only for the issues it raises but also for the community discussion processes it reveals.

I agree with Timothy Shanahan's assessment, "At the end of the book, I felt I had a much better idea of what a good teacher is--and how I might become a better one" (ix). But I also want to extend his thought: At the end of the book I had a much better idea of the range of practices and the daily enactments (as well as benefits) of what "teacher inquiry" is--and how I might become more adept in reflecting on, making use of, and writing about making knowledge with students and negotiating my own sense of "identity" as teacher.

Because I had watched my graduate school colleagues in teacher education, language education, and cultural studies conduct teacher research and had read many articles drawing on case studies, teacher lore, and other forms of teacher inquiry, I expected to

feel comfortable with this interdisciplinary collection of essays by school teachers (K-12 and post-secondary), administrators, and writing project researchers. I was not disappointed in this expectation; the collection welcomes novices with enthusiasm (rather than preaching or patronizing) and insightful practitioners with provocative perspectives.

Looking back on my notes, I trace an arrangement of essays that leads to this comfort in reading. Teachers Thinking can be divided into four sequential themes (an arrangement slightly different from Shanahan's two segments of the eight talks-turned-to-essays followed by five reflections written in response to talks and ensuing discussion groups):

- Writings "coming to terms" with the "diffuse nature of English as a subject area" and the "nature of 'knowledge in English'" (4, 8); with the "messy world of actual practice" (14); with the suggestion that "a much different assessment of teacher performance" emerges when we understand an individual's teacher performance as an act of interpretation (26); with "the tension in talking about teachers as 'they' in these times" (41); and with Beverly Moss's cogent essay pointing out that teachers "must learn to think about cultural differences that exist within a classroom" on at least two levels: diversity within seemingly homogenous as well as seemingly heterogeneous groups (77, 79).

- Selections illuminating "what we are doing" in and with the practice of teacher inquiry/teacher research. Glenda Bissex's piece sets out practices of teacher research focused on discovering what we can learn rather than reporting or proving what we already know (90). Bissex doesn't rely on *telling* readers how or that we might use teacher to

gather insights into student learning or query our instructional practices; rather, she shows a mind at work, mulling its own investigations by embedding the essay of one of her own students (who finds she has to rethink who she is and what she means by "reluctant writer") into the writing (99-101).

- Analysis of how the myth of change as "one teacher, one classroom at a time" serves to undermine many school-based, knowledge-creating innovations. Written by Sally Hampton, a K-12 administrator, this magnificent essay takes on ways in which change is subverted in a cultural environment too rich in the ways of undermining and isolating innovators, of inciting parents' fears (some stemming from a perception that changes in the "old order" are attacks on what they know), and of mapping singular (if not so solitary) routes to production of student knowledge.

Hampton is certainly not content to leave this analysis in the realm of critical cultural analysis. In fact, most of Hampton's writing sketches either representations of "situations" in which teacher, administrator, and student respond to change, or elaboration of change---from a particular root up through the system and into 9th grade English classes--as one teacher interacts with colleagues, supervisors, parents, and students. Hampton observes of this teacher's journal voice, "it is not the voice of some stellar change agent; it is the voice of a classroom teacher, tentative of how things are going . . . worried as much about the lives of her students as she is about their educational progress" (137). Hampton is similarly voiced and concerned in this contribution to Teachers Thinking, Teachers Knowing.

- Finally, like conference participants who heard these words as

academic presentation, talks, and readings of papers, much has "followed me home." This final section of the book reflects on ways of making reading and writing (hence meaning-making) more personally meaningful for both teachers and students; on the role of universities in professional development of teachers, especially in light of the real possibility that "the opportunity to think clearly about their work [may] leave teachers with a more depressed sense of the inadequacy of current policies in schools" (165).

Themes, ideas, lines of writing from each of the proceeding essays weave into the reflections offered at book's end. The book ends with questions posed by Michael Smith--what it might mean to teachers like Jamie Owl if "teacher as inquirer" was a possible vision of what it means to be a teacher? and with more than a dozen questions posed by the conference's designated commentator, Renée Cliff. "How can we examine and evaluate the social, psychological, political, and personal forces that foster change or serve to maintain the status quo?" to "What is the impact of working with others whose discourses are different?" (186) Important questions--and an important book--for thinking teachers who are looking to express to peers and publics what we do day after day as we create classrooms, knowledges, and ways of thinking that matter.

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