

The Jossey-Bass Reader on Gender in Education

Forward by Susan M. Bailey
 Jossey-Bass: A Wiley Company
www.josseybass.com

Charged with the task of educating thousands of children who enter our music classrooms over the course of a teaching career, teachers seek new approaches to familiar concepts and new ideas within education to facilitate the task of reaching every individual. Increasingly during the past decade, educators, psychologists, and gender specialists have examined issues of gender within education. *The Jossey-Bass Reader on Gender in Education* is a wonderful introductory guide to some of the current viewpoints on issues found within gender and education.

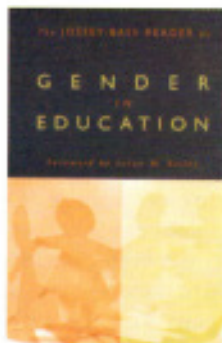
The book begins with two chapters on Title IX. Bernice R. Sandler, a major catalyst of Title IX, shares an historical account of the events that led to the passing of that piece of legislation. Then David Tyack and Elisabeth Hansot present the limitations of Title IX and describe subsequent court challenges that compelled the enforcement of this legislation. Using this historical feminist account of Title IX as the foundation, the book covers a number of current issues of gender in education: female and male identity; negotiating the classroom; gender equity in the curriculum; violence in schools; interactions of gender, race, and class; and single sex versus coeducation. For each topic, a variety of views are presented that often contradict each other and sometimes point out flaws in the theories or research presented by other authors found within this book. After reading this compilation taken from books and articles on issues of education and gender, the reader has a good understanding of some of the complexities found within these issues. The book clearly dispels any myths that gender issues can be framed as a simple dichotomy of boys against girls.

The source of each chapter is listed before the introduction so readers may review the original sources and learn more about any particular author's views and research. Fostering the reader's ability to gather more information on gender is-

suues within education is a good idea, because clear-cut answers are not found in abundance in

The Jossey-Bass Reader on Gender in Education. Encountering theories on boys and girls, race and class, quantitative research and personal testimonies, readers will need to wrestle with the ideas presented within the book to create their own educated views on gender and education. As teachers, we spend our careers teaching younger generations so they can create their own educated ideologies. It is nice to read a book that prepares us to do the same.

— Beth Hayes

***Boys and Girls Learn Differently! A Guide For Teachers and Parents***

Michael Gurian and Patricia Henley, with Terry Trueman
 Jossey-Bass: A Wiley Company
www.josseybass.com

Boys and Girls Learn Differently! A Guide For Teachers and Parents, by Michael Gurian, Patricia Henley, and Terry Trueman, begins by explaining the biological differences between brains and hormones found in boys and girls and how these differences affect the learning styles of students. The authors then criticize, perhaps appropriately, previous work on gender differences in learning by Carol Gilligan, the Sadkers, and the AAUW. Most of the text, however, consists of suggestions on making classrooms more conducive to the learning needs of boys and girls.

Teachers are aware of their own personal biases and the effects of those biases on learning. They understand the importance of implementing educational reforms that are free from bias and based upon research, not just conventional wisdom. The authors placate our need for empiricism with dispassionate charts and recurring references to "brain research" and studies from "all over the world." Should there be any hesitation, then, to accept this educational theory?

The suggestions presented by the authors



may all eventually prove to be educationally valid ideas worthy of implementation; however, this book will displease those who want educational theories based upon sound scientific research. The authors frequently use personal testimony to support their claims and on page 70 explain that many of the teacher anecdotes are taken from teachers trained at the Michael Gurian Institute of Learning in Missouri. Since these teachers are trained at an educational institute founded by Michael Gurian, they may be trying to find experiences that support and more easily ignore experiences that negate the theory espoused by Gurian. The authors rarely cite specific studies when noting the research upon which claims are made. Charts exist as if fact; however, it is unclear what sources provide information for these charts. Yes, sources are listed in the back of the book, but it is never clear specifically where these sources are used within the text. On page 315, the authors state that some professionals believe there are no significant differences in brains between girls and boys, that some of their educational theory is based upon common sense, and that readers must use their intuition to decide if their educational theory is accurate. Centuries ago, intuition and common sense supported the notion that the universe was geocentric and not heliocentric. Teaching provides the structural underpinning for our society and should be based upon high standards of research, not solely upon intuition and common sense. The types of criticism that the authors found in works by others on gender differences most definitely abound in this book as well. Reader, beware.

— Beth Hayes

**Teaching Recorder
in the Music Classroom**

Fred Kersten
MENC

Whether you've been teaching recorder for years or you are just beginning, this book is a great addition to your library. Fred Kersten has taken on the challenge of presenting a comprehensive look at how the recorder can be taught in the music classroom. The book is well organized and easy to understand, and Mr. Kersten gives teachers the benefits of his research and experience for including this wonderful instrument in the classroom.

A few of the topics covered in the chapters include:

- Introducing the Recorder
- Selecting and Purchasing Recorders
- Recorder Basics
- The Recorder and the National Standards
- Teaching Tips for the Classroom

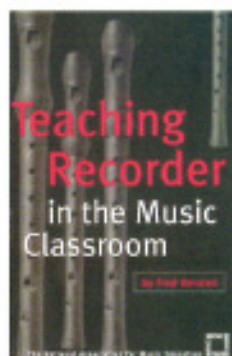
Other chapters deal with arranging for recorder ensembles, recorder literature, recorder beyond the elementary school classroom, demystifying the bass recorder, and a section dealing with the recorder in an Orff Schulwerk classroom. Kersten includes testimonials about programs, both elementary and secondary, that have met with great success. Additionally, he includes a small listing of resources for both literature and instruments.

The chapters on pedagogy are practical and should give teachers tips that will help make recorder instruction successful in their programs. The chapter dealing with the National Standards seems a stretch at times, but it provides good ideas on how recorder instruction fulfills many of the standards. Case studies are included for programs that go beyond the elementary school classroom and will give anyone in secondary education the opportunity to see how recorder instruction may be a viable part of any music program.

The chapter dealing with the recorder in the Orff classroom is written by Konnie Saliba. Many of the pedagogical suggestions are clear and helpful and reflect strategies one would see in an Orff Schulwerk lesson. It would have been helpful to include some background about how the recorder came into the Schulwerk, how its place there is different from many other approaches, and a listing of additional elemental resources for the recorder.

This is an excellent addition to your library of resources. Either as a read-through book or simply to use as a reference, *Teaching Recorder in the Music Classroom* will help you incorporate this wonderful instrument into your classroom.

— Matthew McCoy



Editor's note: The publications, videos and CDs described in "In Review" are a representative sample of materials received in the AOSA editorial office. Inclusion in this column is not intended as an endorsement by AOSA. Publishers are encouraged to

send two copies of recently published books or one copy of CD or video materials to The Editor: Linda Ahlstedt, 41 Atlantic Ave. Apt. 3, Rochester, NY 14607.