

# Reviews

## Schooling and the Struggle for Public Life

Henry A. Giroux  
Minneapolis, Minn.

The University of Minnesota Press, 1988

—Reviewed by William Schubert, University of Illinois at Chicago

Henry Giroux's latest book moves critical interpretations of education beyond the gloom-and-doom analyses of political right and left into a more hopeful and practical realm. Giroux counters arguments of conservatives such as E. D. Hirsch and Allan Bloom by advocating schooling that engages students in the ethical and political

quest for knowledge rather than treating knowledge as a cultural artifact to be bestowed on new generations. He optimistically envisions schools as the seedbed of a reconstructed public life that fully embraces democratic experience.

Giroux's essays draw upon the history of curriculum debates in the 20th century and at the same time move beyond both conservative and liberal discourses. He treats topics such as ethics, authority, empowerment, and student voice in light of the practical and political contexts of schooling, curriculum, and teaching. His essays speak strongly to issues of teacher

education, citizenship education, and education for literacy. Most of all, Giroux radiates the hope that democratic schooling is a real possibility and that teachers and learners can indeed improve public life.

Available from the University of Minnesota Press, 2037 University Ave. SE, Minneapolis, MN 55414, for \$39.50 cloth, \$14.95 paper.

## Promoting Adult Growth in Schools

Sarah L. Levine  
Needham Heights, Mass.  
Alyn & Bacon, 1988

—Reviewed by Jerrold D. Hopfengardner, University of Dayton, Ohio

Levine uses a case study approach to analyze growth patterns among a group of mid-career teachers and principals in one school. She succinctly introduces theories of Lawrence Kohlberg, Jane Loevinger, and Robert Kegan about the stages of adult development and illustrates how to identify teachers' developmental stages and meet their idiosyncratic needs. The author clarifies development theory by presenting essays from four veteran educators who reflect on their lives from the phase/stage perspective. This series of case studies, analyzed through classic phase/stage theories, is applied to practical models for fostering adult growth in schools. The underlying theme is that we need to see ourselves as perpetually evolving adults.

Levine's book is not for the practitioner looking for a quick fix for staff development. But it should be high-priority reading for all educators—and essential for those in leadership roles.

Available from Alyn and Bacon, 160 Gould St., Needham Heights, MA 02194, for \$34.95.

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