

needs, as well as having barbaric table manners. They probably don't floss, either, although we are not told this directly.

And then there's Old Mother Hubbard, who can't find a bone for her dog. Not only is she forcing the poor animal to subsist on bones; she is so senile, she can't remember where she put them. Rather than run out for a can of Alpo, as any sensible pet owner would do, she lets the poor animal starve. No wonder children have nightmares about neglect and abandonment.

Some of you who are locked into spongy-headed liberalism will argue that I'm taking passages out of context, distorting meanings, and

perhaps even projecting my own hangups onto these rhymes.

My son doesn't understand, either. He still cries for his Mother Goose and his "Care Bear" books. I had to burn those, too, because they distort reality and promote a pantheistic view of the universe. Bears don't talk, and children shouldn't be taught to play with large, carnivorous animals.

The only thing I read to him now is the list of ingredients on his baby food jars. Of course, I always skip over anything artificial. □

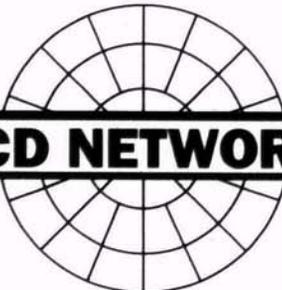
Chris Verner is state editor, *Atlanta Journal-Constitution*, P.O. Box 4689, Atlanta, GA 30302. This article was reprinted with permission from *The Atlanta Journal/The Atlanta Constitution*.

Teaching With Documents: Using Primary Sources from the National Archives

National Archives and Records Administration and National Council for the Social Studies

Atlanta, Georgia:
National Archives Trust Fund Board

Teaching With Documents is a gem of a resource book for all teachers, but especially for teachers of American history, English, and government. Documents are a powerful teaching tool; students usually respond to them with enthusiastic interest. Teachers wishing to work with documents often have a hard time finding copies of them, but this book



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has compiled 52 of them.

There is a tremendous variety of topics and documents included in the collection. The documents cover events and interests that will appeal to history buffs, sports fans, even the fans of Elvis Presley.

As I read this book, I could only wish that each teacher could receive a copy on the first day of the job and keep referring to it in order to bring the spark to the classroom that the words, the letters, the posters, the telegrams, and the proclamations that helped make American history provide. These documents will provoke exciting discussions in the classroom. This book belongs on the desk of every American history teacher and every history enthusiast.

Available from National Archives Trust Fund, NEPS Department 630, P.O. Box 100793, Atlanta, GA 30384 for \$15 (paper). Or call 202-501-5240 to order.

—Reviewed by Mary V. Bicouvaris, Bethel High School, Hampton, Virginia.

World Yearbook of Education 1991—International Schools and International Education

Patricia L. Jonietz and Duncan Harris, editors

East Brunswick, New Jersey: Nichols Publishing, 1991

The *World Yearbook*, published since 1982, each year focuses on a timely, scholarly, and provocative theme. The 1991 *World Yearbook of Education*, on international schools and international education, is very engaging. In chapters that examine both the present and the future, key figures in international education present a practical view of a wide range of issues.

Part 1 describes groups currently

involved in international education and international schools. A particularly strong chapter provides an excellent discussion of the International Baccalaureate. Part 2 discusses the benefits and disadvantages of the international school experience. Curricular issues are explored in Part 3 with a strong focus on language, an intriguing look at the history and culture of the Islamic world, and a final chapter on the value of extracurricular programming. The interaction between national and international education is examined in Part 4, with sections on humanities studies, the teaching of the handicapped, and international education of the gifted. The final section addresses several heady questions about future issues in international education. A particularly engaging interview about a "philosophy of international education" concludes the book.

International Schools and International Education is a worthy book that presents a sophisticated framework of analysis to illuminate the world of international education. This collection of international papers allows readers to ruminate on the role of international education in our mutually dependent future.

Available from Nichols Publishing, 11 Harts Lane, Suite I, East Brunswick, NJ 08816, for \$52.50.

—Reviewed by Jayne Osgood, Annual Conference Program Manager, Association for Supervision and Curriculum Development, Alexandria, Virginia.

Crisis in Education: Stress and Burnout in the American Teacher

Barry A. Farber

San Francisco: Jossey-Bass, Inc., Publishers, 1991

Crisis in Education is a well

researched, engrossing examination of the hidden crisis in American education—teacher burnout. Farber explores the origin of the concept "burnout" in studies of various human service workers. He then presents sources, symptoms, and types of teacher burnout. Farber offers many statistics along with case studies of teachers in urban, suburban, and other contexts. The chapter on the media's representation of teachers and its effect on stress is a distinctive contribution.

Probably most illuminating is the historical analysis. While there really are no "good old days," the drastic social and political changes of the last 30 years have been especially hard, accompanied by the "erosion of public respect for teachers" (Chapter 7). Moreover, the reforms of the 1980s, centered on top-down, cosmetic changes, have left even more teachers "dissatisfied, stressed, worn out, frenetic, and overcommitted, under-challenged, and leaving the field" (p. 280). Farber ends with a survey of possible solutions, suggesting that the best, long-term answer may be restructuring to make schools "places where the needs of the helpers (the teachers) are as important as those of the helpees (the students)" (p. 308).

Administrators, teachers, policy-makers, and the public should study this book. As Farber notes, "Even small numbers of seriously disaffected teachers may adversely influence the functioning of a school" (p. 201). Teacher burnout is a tragedy for all Americans.

Available from Jossey-Bass, Inc., Publishers, 350 Sansome St., San Francisco, CA 94104, for \$27.95 (cloth).

—Reviewed by Gretchen Schwarz, Oklahoma State University, Stillwater, Oklahoma.

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