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Review of *Teaching in Eden: Lessons from Cedar Point* by John Janovy, Jr.

Leanne Avery
State University of New York at Oneonta

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Teaching in Eden: Lessons from Cedar Point. By John Janovy, Jr. New York: Routledge, 2003. x + 187 pp. References, index. \$95.00 cloth, \$24.95 paper.

This is the rousing story of a rebel university professor who has spent a 36-year career passionately committed to teaching science students to *be* scientists rather than lecturing *to* them about science. Janovy's teaching experiences both at the Cedar Point Biological Station (CPBS) on the south shore of Lake Ogallala in Keith County, Nebraska, and at the University of Nebraska–Lincoln's "city" campus can be described as an ongoing quest to bring the wealth of science in its context from Cedar Point to the "pedagogical poverty" of the large lecture hall setting in Lincoln.

Focusing on ways to bring the lessons from Cedar Point to the lecture hall, Janovy takes the reader through detailed chapters describing how to design a course, create authentic writing assignments, find appropriate materials, create student-generated research questions, create an original research project, deal with the death of specimens, and how to facilitate "Big Talk" in the large lecture setting. He ends with a dialogue about what it takes to "Build Eden" anywhere. The book's overarching theme is exemplified in his own words: "From that first class at CPBS, I came away with a fundamental principle of teaching that often seems completely lost on administrators, as well as on some of my fellow faculty members, namely that students must —*must*—have the real stuff. And if you don't have it at your immediate disposal, then you have to figure out how to make it, or find it in places where it's not supposed to be." And this is exactly what he has done, adapting routine activities from the Field Parasitology course at Cedar Point to the large lecture hall.

Janovy challenges us to get away from the mentality of “what students should know” and behaviors that lead to the image of teacher plus textbook equals authority instead of student as fellow explorer: “The teacher’s challenge is twofold: he or she not only must find such activities everywhere and anywhere, but also must find the courage to use them instead of, say, one more PowerPoint lecture in DNA synthesis or genetic engineering.”

As a kindred spirit, I was inspired by this book. It is particularly timely in the current dispute over content versus process in science teaching. Janovy shows us that we *can* teach well for conceptual understanding in this era of large lecture settings. Since there are, unfortunately, many who still harbor considerable doubt, fear, and misunderstanding about inquiry teaching, I would have liked Janovy to have addressed this audience more explicitly in “Building Eden” by giving them small examples as stepping stones. **Leanne M. Avery**, *Division of Education, State University of New York at Oneonta*.