Contents

Acknowledgments	xi	READINGS	
Introduction	1	Why Teach? MARYELLEN GLEASON	87
Teaching and the Case Method:	5	The Dreaded Discussion: Ten Ways to Start PETER FREDERICK	90
Premises and Practices READINGS	7	The Gifted Can't Weigh That Giraffe SELMA WASSERMANN	96
Thinking in Education JOHN DEWEY	9	Seven Questions for Testing My Teaching LAURA L. NASH	98
Teachers Also Must Learn CHARLES I. GRAGG	15	Section 2. The Roles, Responsibilities, and Skills of the Case Discussion Leader	
Premises and Practices of Discussion Teaching	23		
Teaching with Cases at the Harvard Business School	34	"Look at the Fish!": Karen Prentiss and	
Suggestions for Seminar Participants	69	Professor Lockwood (A)	100
		"Look at the Fish!": Karen Prentiss and Professor Lockwood (B)*	
\mathbf{II}		"Look at the Fish!": Karen Prentiss and Professor Lockwood (C)*	
The Seminar Program	77	"How Do You Expect Us to Get This If It Isn't in Your Notes?" (A)	106
Section 1. Teaching and the Case Method of Discussion: Opportunities, Dilemmas, and Risks		"How Do You Expect Us to Get This If It Isn't in Your Notes?" (B)*	
		"Trouble in Stat. 1B" (A)	110
CASES		"Trouble in Stat. 1B" (B)*	
The French Lesson (A)	79	"Trouble in Stat. 1B" (C)*	
The French Lesson (B)*		"Trouble in Stat. 1B" (D)*	
The Day the Heat Went On (A)	81	The Case of the Dethroned Section	
The Day the Heat Went On (B)*		Leader (A)	114
The Introduction (A)	84	The Case of the Dethroned Section Leader (B)*	114
The Introduction (B)*		(2)	
The Introduction (C)*		* Found in the Instructor's Guide	

READINGS The Professor-Student Barrier		Section 4. Questioning, Listening, and Responding: The Key Skill	
to Growth	118	Requirements	
MARCIA YUDKIN		CASES	
Bike Riding and the Art of Learning ROBERT G. KRAFT	120	Assistant Professor Graham and Ms. Macomber (A)	154
Louis Agassiz as a Teacher LANE COOPER	125	Assistant Professor Graham and Ms. Macomber (B)*	
Personal Thoughts on Teaching and Learning CARL R. ROGERS	129	Assistant Professor Graham and Ms. Macomber (C)*	
		Bill Jones (A)	156
Section 3. Establishing, Monitoring, and Modifying a Teaching/Learning Contract		Bill Jones (B)*	
		Bound Feet (A)	159
CASES		Bound Feet (B)*	
A Question of Cookies (A)	131	Class on World Hunger (A)	163
A Question of Cookies (B)*		Class on World Hunger (B)	170
A Question of Cookies (C)*		READING	
, ,	135		170
George Perkins (A)	100	A Little Coffee to the Rescue PETER KUGEL	172
George Perkins (B)*			
George Perkins (C)*	1.41	Section 5. The Critical Instructional	
Ernie Budding (A)	141	Choice: Guidance vs. Control	
Ernie Budding (B)	147	CASES	
Ernie Budding (C)*		That Discussion Just Fell Apart	174
Ernie Budding (D)*		We're Just Wasting Our Time	179
The Offended Colonel (A)	149	The Section Just Took Over:	1,,
The Offended Colonel (B)*		A Student's Reflections	184
READING		Kurt Jacobs	187
Sandboxes and Honeybees ROLAND S. BARTH	151	Trevor Jones	190

READINGS		READINGS	
Barn Raising: Collaborative Group Process in Seminars	194	Angels on a Pin ALEXANDER CALANDRA	228
DON McCORMICK and MICHAEL KAHN		Should I Fail Her? MAX L. WATERS	230
Six Common Non-Facilitating Teaching Behaviors SONDRA M. NAPELL	199	Gender	
Section 6. The Case Discussion		CASES	
Leader in Action: Operational Challenges and Opportunities		The Thin Grey Line (A)	231
		The Thin Grey Line (B)*	
The Teacher-Student Relationship		The Thin Grey Line (C)*	
CASES		A Night School Episode (A)	233
The Puzzling Student (A)	203	A Night School Episode (B)*	
The Puzzling Student (B)*		The Blooper of the Week (A)	234
An Earthquake Had Started (A)	209	The Blooper of the Week (B)*	
An Earthquake Had Started (B)*		Peter Morgan (A)	239
An Earthquake Had Started (C)*		Peter Morgan (B)*	
Evaluation and Discipline		Diversity	
CASES		CASES	
Bob Lunt (A)	213	"Am I Going to Have to Do This by Myself?": Diversity and	
Bob Lunt (B)*		the Discussion Teacher (A)	244
Bob Lunt (C)*		"Am I Going to Have to Do This	
"The Blank Page" (A)	217	by Myself?": Diversity and the Discussion Teacher (B)*	
"The Blank Page" (B)*		Japanese Students' Participation in	
Herr Faber's New Course (A)	223	U.S. Classrooms: A Sociolinguistic Perspective LOWRY HEMPHILL and	
Herr Faber's New Course (B)*			
Herr Faber's New Course (C)*		MASAHIKO MINAMI*	
		Kho Tanaka	249

Section 7. Ethical Dilemmas and the Case Discussion Process		III	
CASES		Improving Current Practice: Reflection and Reappraisal	283
Message Intended and Message Received	253	Next Steps: Writing Cases for Your Own	
"When the Cat's Away" (A)	256	Teaching Seminars	285
"When the Cat's Away" (B)*			
"When the Cat's Away" (C)*		READING	
Bob Thompson (A)	260	The Uses of Videotape Replay CATHERINE G. KRUPNICK	296
Bob Thompson (B)*		Student Learning Beyond the Classroom:	
Bob Thompson (C)*		Implications for a Discussion Methods	•••
I Felt as If My World Had Just Collapsed! (A)	263	Teacher	304
I Felt as If My World Had Just		READING	
Collapsed! (B)* I Felt as If My World Had Just Collapsed! (C)*		Leading Discussion in a Lecture Course: Some Maxims and an Exhortation MARGARET M. GULLETTE	312
READING		One Teacher's Nightmare: Cases (A) and (B) and Teaching Note	319
Teaching and Teachers: Three Views HAIM G. GINOTT, SOPHIE FREUD,	266	READINGS	
and NEIL POSTMAN		Memorandum to Michelangelo:	
Section 8. Some Wider Questions		Tenure Denied SELMA WASSERMANN	325
CASES		Good Teaching: A Matter of	
Who Should Teach? (A)	268	Living the Mystery PARKER J. PALMER	327
Who Should Teach? (B)	274		
Who Should Teach? (C)*			
Winter Oak YURI NAGIBIN	277		