

**Wayne C. Booth.**  
*The Vocation of a Teacher: Rhetorical Occasions, 1967-1988.*  
Chicago: University of Chicago Press, 1988, 353 pp.

As suggested by the title, we have here for delight and instruction some two decades' worth of speeches, articles, and journal entries. Some of the nineteen selections are addressed particularly to students and teachers; others have as their audience university administrators, journalists, that amorphous "general public," or, as with the journal entries, the author himself. The questions to which Booth returns, one way or another, are the perennial ones. What does it mean to be a teacher? What are our obligations as teachers? What should we know? How are we to talk about the idea of a university? There is much to mine here in this consistently high-quality collection.

**Sheila Slaughter.**  
*The Higher Learning and High Technology: Dynamics of Higher Education Policy Formation.*  
Albany: State University of New York Press, 1990, 293 pp.

The title is a bit misleading. We are not talking about high-tech in the sense of lasers and levitating trains. The focus here is on the workings and impact of the Business-Higher Education Forum, the collection of chief executive officers and presidents of major research universities, mostly American Association of University Administrators (AAUA), that has since 1978 influenced higher education policy. Although most of the attention is necessarily focused on the dynamics and politics of Fortune 500 businesses and a limited number of universities, the lessons and cautionary insights that can be gleaned from this analysis of high-level joint ventures can be useful for those concerned about what is sometimes unwitting and sometimes unwarranted and al-

ways problematic intrusion in all types of higher education institutions.

**William D. Schaefer.**  
*Education Without Compromise.*  
San Francisco: Jossey-Bass, 1990, 153 pp.

Although the author is a professor of English at a major research university and former executive director of the Modern Language Association, his observations on problems of higher education in this short volume apply to all types of institutions and disciplines. He joins the discussion on such matters as the nature of liberal education; publishing versus perishing and the variants thereof; specialization; and the teaching of writing and the teaching of the humanities in nine nontechnical essays, all of which gently, but firmly, poke and prod. There is little emphasis on new sets of clever answers; rather, Schaefer prefers to remind us what the questions ought to be.

**Thomas Cleary, ed. and trans.**  
*The Tao of Politics.*  
Boston: Shambhala, 1990, 101 pp. (paper)

Selections are included here from second-century B.C.E. discourses by eight Taoist masters on the arts of leadership, statecraft, and politics, conducted during a time of national reconstruction following centuries of warfare. The observations of the sages resonate across the ages. To wit: "If you stretch out a net where birds will fly by, it is only one eye of the net that catches a bird, but if you make a net of one eye, you'll never catch the bird." "Cultivated people fear loss of justice; infantile people fear loss of material advantages. By observing what they fear, you can tell their differences." "No one stumbles over a mountain, but people do trip over anthills." Shrewd, insightful, and sure to jar all but the most jaded.