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## BOOK REVIEWS

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Laurent A. Daloz, *Mentor: Guiding the Journey of Adult Learners*. San Francisco: Jossey-Bass, 1999, 304 pp. \$24.95 softcover.

*Mentor* by Laurent Daloz is essential reading for the teacher who views mentoring as one of his fundamental roles. Throughout this book, Daloz applies the metaphor of mentoring as a journey. The emphasis of this guide is on mentoring adult learners who often have returned to school and may have well-developed roles in their communities. One of Daloz's central tenets is that teaching requires more than providing facts for students to regurgitate upon request; it requires encouraging and shaping students' ability to think and reason independently. This book is neither a textbook nor a technical manual. It uses a series of vignettes and personal stories to guide the reader through the journey of mentoring. The greatest strength of this work is in the frequent use of these vignettes and Daloz's interpretation of the stories of his many students. While his details of the theoretical debates of the nature of learning and education are necessary foundations in relating the vignettes, it is the personal stories and growth of the students that make this book noteworthy.

As a second edition to *Effective Teaching and Mentoring*, this book's primary purpose, as stated by Daloz, is to offer a new perspective for understanding adult learners and to suggest ways to effectively improve the quality of their educational experiences. Daloz poses several questions throughout the book. Early in his discourse, he asks, "Where are our students going, and who are we for them in their journey?" In the first chapter, "Mentors, Myths, and Metamorphosis," Daloz makes reference to various mythological and historic mentors, including Tiresias in Greek legend, Gandalf in Tolkien, and Merlin of the Arthur legends. The common thread in each of these legends in mythological mentoring is the role of the mentor as a guide. Again, in reference to life as a journey, the role of the mentor is to assist the protégé through

the travails of an often strange and unfamiliar land. Daloz offers that what makes a teacher truly a mentor is his or her willingness to care about both what he or she teaches and whom.

In an effort to illustrate the historical development of mentoring, Daloz applies another mythological journey, Dante's quest for truth, represented by his journey through Hell to Heaven. In the *Inferno*, Virgil acts as Dante's guide and mentor. "He is Mentor Supreme, alternately protecting his charge from threat, urging him on, explaining the mysteries, pointing the way, leaving him alone . . . clearing away obstacles, and encouraging—always encouraging." As an example of ideal mentorship, Daloz explains that Virgil begins by engendering trust, issuing a challenge, providing encouragement, and offering a vision. These characteristics are repeated often in the book, as Daloz believes that these are the key tenets of developing a successful relationship between a mentor and a protégé. The author also points out that during several steps of the journey, Virgil explained the damned for Dante. Further, Virgil explained Dante to the damned. Part of the role of a mentor is to serve as an advocate for the protégé, in addition to the primary role as a guide.

In the third chapter, Daloz follows the stories of three of his former students and applies the conversation with each student through three different developmental theories. Daloz suggests that the theories help to address the question, "What is education for?" The theories also provide a format by which to design exercises and assignments that address the particular needs of the students. Daloz applies theories developed by Gilligan, Jung, Buhler, and Kegan and adaptations by other developmentalists. The first school of developmentalists, led by Daniel Levinson, developed phase theories which address what happens to people psychologically as they grow older. This theoretical framework seeks to explain common tasks confronted by people as they face problems associated with aging. The second school of developmentalists, led by Robert Kegan, suggest that individuals pass through distinct stages, the first based on personal survival, the second as we seek to fit into society, and the third based on broader purposes than survival. William Perry represents the third developmental theorists, detailing the scheme of intellectual and ethical development, and documents the evolution in individuals from simplistic thinking to complex reasoning. Daloz suggests that if we are better able to understand where our students are developmentally, we can better serve as mentors to them based upon their capabilities and ability to reason.

The fourth chapter, "The Deep and Savage Way," coins the term that Daloz uses to represent the initial leg of a protégé's, or student's, transformational journey. As individuals face change, some embrace it for the freshness that change introduces into their lives. Others face change with more fear and

trepidation, and a few others are absolutely overwhelmed with the changes brought on by a new environment, new responsibilities, and new challenges. Daloz, using his recurrent metaphor of the journey, identifies fear as the recurrent emotion facing a new student (or protégé) as he or she embarks on a new adventure in life. Daloz feels that as fear both blinds and paralyzes the role of the mentor grows in an effort to fill the void left by the protégé's former uncertainty.

In this revision of his earlier work, Daloz places more emphasis on the role of mentoring in the lives of women. Recognizing the often strenuous effort to balance family and home, Daloz incorporates more vignettes of the importance of a mentor understanding the whole of a protégé's experience—not just work or school, but also the pressures brought from home. One of the criticisms of Daloz's previous mentoring book was its lack of detail regarding mentoring in women, relative to differences from mentoring men. Daloz has made serious efforts to rectify this deficiency by incorporating revised theories of mentoring as it applies to women. These are in addition to more relevant examples of women mentoring other women. For the academic mentor, Daloz suggests that it is more important to serve as a support system and advocate for a protégé, and more important still is the loyalty to a tradition of learning and intellectual accomplishment.

Daloz suggests four guiding principles in the development of mentoring relationships through the "deep and savage way":

1. There are few college-level subjects in which there is no legitimate controversy. A teacher's role should be to present a range of perspectives on a subject.
2. Mentors should provide a context for subjects, a map of the field to remind students that all knowledge rests on a web of assertions.
3. Ample opportunity to discuss and debate material is important.
4. A quick survey of the demographics and interests of a class can aid in making some guesses about the tasks faced by students, including family and other obligations.

The primary task of the mentor is to engender trust; then it is important to see the protégé's movement, or success, through early challenges. Throughout, the mentor must give the protégé a voice. As trust is established, it may improve the development of independence and growth to introduce conflict or it may challenge the protégé to see things in an entirely new light. Finally, Daloz suggests emphasizing positive movement while keeping one eye on the relationship itself.

Chapter Five, "The Dynamic of Transformation," emphasizes the nature of growth and development. The author investigates several theories of human development, particularly in the area of education. One educator, Jane

Loeringer, found that early in the educational process people view education as “something to get.” In the middle stages of her theory, education is viewed as a way to be someone. With increased growth, people see education as a way to enhance their sense of personal competence and achievement potential. Daloz often speaks of developmental shifts in the education of people, and keenly notes that what we hear from our students depends on what we have asked. In this chapter, Daloz also addresses the recent controversies regarding differences in educational development between men and women. Early theories did not account for women’s need for “connectedness” with others and less emphasis on a hierarchy of power.

Chapter Six, “Returning Home,” notes that “growth requires separation, reconnection, and new understanding of the journey itself.” In one conversation with a student, Daloz comments that, for many people, a degree is a kind of grail that once attained will transform them. What they don’t realize is that it’s not the degree: it’s the education that transforms—not the goal, but the journey. Daloz recognizes that the growth and development of a student does not take place in a vacuum with a mentor but is also dependent upon the environment. This chapter studies the role of an environment in shaping the protégé. By reviewing general systems theory, Daloz details its function in explaining not only the behavior of individuals but the interaction between an individual and his or her environment. Daloz reminds the reader that environments respond to the individual as much as the individual responds to the environment. Another key element of systems theory is that there are subsystems; specifically, what we see along the journey depends upon where we stand.

In the final two chapters, Daloz returns to the central theme of mentoring as he suggests that mentors serve three distinct functions: to support, to challenge, and to provide vision. In supporting a student, the mentor validates the protégé’s present experience. Further, the mentor challenges the protégé to grow by introducing new ideas, assigning mysterious tasks, and even contradicting a prior, long-held belief. In providing vision, the mentor helps to enlighten the journey of the protégé, guiding along the way. By their very existence, mentors are proof positive that the journey can be accomplished successfully. Daloz affirms that one of the most persistent findings in research of teaching effectiveness is that good teachers set high expectations for their students. Within bounds, the more expected by the mentor, the greater the achievement of the protégé. Modeling also becomes an important element in the relationship as the student models himself after the behavior and achievements of the mentor. Ultimately, as the protégé grows the goal evolves, changing from “become like the mentor” to “fulfill your own promise to be fully yourself through the mentor.”

The concluding chapter surmises that teaching is a moral act; that is, we

teach what we believe. In this manner, Daloz suggests, effective mentors add value and moral content to the relationship, and in so doing, inspire a sense of worthy purpose. In the end, he states that “good teaching rests neither in accumulating a shelf-full of knowledge, nor in developing a repertoire of skills. In the end, good teaching lies in the willingness to care for what happens in our students, ourselves, and the space between us.”

One of the interesting features of Daloz’s books is his use of vignettes relating interactions with his students. While these vignettes proved useful in the explanation of mentoring, it was often difficult to translate these one-on-one interactions with the typical circumstances in pharmacy where a faculty member may teach 50 to 100 students in a given course. Daloz reassures that every situation may offer the opportunity to expand the knowledge of students and contribute to a student’s growth and development. While this book was developed around the mentoring of adult students, it is clear that the concepts and essential features of mentoring can be applied to other situations, including the mentoring of junior faculty members. In fact, Daloz’s use of mythological and historic mentoring relationships allows the reader to note that mentoring is applied in various life situations, circumstances, and roles. This book is an excellent addition to the growing literature regarding mentoring and is a necessary addition to the library of any teacher who sees mentoring a student or junior faculty member one of his or her fundamental roles.

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Robert J. Bonk, *Pharmacoeconomics in Perspective: A Primer on Research, Techniques, and Information*. Binghamton, NY: Pharmaceutical Products Press, 1999, 116 pp. \$49.95 hardcover.

When this book was published, I thought, “Oh no, not another!” But after a few short minutes of perusal I must admit to being pleasantly surprised. Rather than another attempt to best Bootman and company, Bonk chose to write a book that makes pharmacoeconomics accessible to those not likely to make a career of the area, or those wishing to know what it is, as opposed to how to conduct the studies. This fills a very important gap.

In the introduction to the book, Albert Wertheimer compares the text with “nuclear physics for poetry majors,” a comparison I couldn’t agree with more. Bonk addresses the subject with explanations rather than definitions, with simple examples rather than detailed instructions. Although I would not

use this book for graduate-level courses, for undergraduate and Pharm.D. students who need to be made familiar with the concepts and tools of pharmacoeconomics, Bonk has filled a real need.

Beginning with a brief discussion of pharmacoeconomics, Bonk quickly moves on to the macro-level issues of health care expenditures and drug development, pointing out the need to understand the economics of these issues. The book then moves on to concise discussions of the “nuts & bolts” tools of pharmacoeconomics. The topics of cost-of-illness studies, cost-benefit, cost-effectiveness, cost-utility, and cost-minimization analyses are discussed in order (although I would have preferred to see cost minimization discussed before the more complex methods). In each of these and the following sections, Bonk takes great care in providing easily understood descriptions and examples, focusing on the applications of the methods and their effects on decisions. This section, as with the following, ends with a well thought out self-test.

The addition of a few short descriptive problems, portraying the basic calculations of each method, would add to the utility of this book greatly, and I would urge the author to include these in the next edition. Until then, most instructors should have several simple examples on hand to help students better visualize these techniques.

Also covered are the important issues of research perspectives, selection of outcome measures, categorization of costs, sensitivity analysis, and techniques used to review and evaluate studies. In these areas, Bonk cautions readers to approach everything with a grain of skepticism, asking them to ask themselves if the information and assumptions used make sense—good advice.

For students not planning to study the field further or for those wishing a basic introduction to the topic, this is an accessible, and certainly less intimidating, text that will help to advance their understanding and appreciation of the field. It also should become required reading for product managers, sales representatives, and others in the marketing functions of pharmaceutical companies, so they, too, can come to understand this important field. I, for one, plan to use this text to introduce others to pharmacoeconomics in upcoming undergraduate courses, and in the occasional “executive education” program.

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Lucinda G. Miller and Wallace J. Murray, eds., *Herbal Medicinals: A Clinician's Guide*. Binghamton, NY: Pharmaceutical Products Press, 1999, 382 pp. \$59.95 hardcover; \$39.95 softcover.

*Herbal Medicinals: A Clinician's Guide* is a welcome and much needed addition to the small library of reliable references currently available to the practitioner. Both clinicians and researchers interested in this expanding field will find it very informative. Furthermore, newcomers to the use of herbals or those who possess significant experience with herbals will appreciate the compilation of data contained within this text. Additionally, this book is not limited to herbs; it also presents data on the use of several nutraceuticals such as glucosamine, chromium, fish oil, and coenzyme Q-10.

*Herbal Medicinals* is an excellent reference to use when considering the possible therapeutic benefits or potential toxicities regarding a specific herb or nutraceutical. Of course, it is not meant to be a compendium of herbs but to provide the clinician with a relatively brief summary of the available data to facilitate the safe and effective use of herbals. The editors stress that only individuals with a thorough knowledge of herbals should prescribe them; thus, this text is not meant to be a substitute for a practitioner's clinical judgment. Finally, Dr. Miller states, "[H]erbal medicinals should be afforded the same respect as conventional medicines recognizing that indiscriminate prescribing of either can result in harm."

The 17 chapters compiled by the editors are well presented and thoroughly referenced, yet concise. Most of the chapters deal with a specific disorder, such as diabetes, hypertension, substance abuse, and anxiety and depression. The chapter authors present information in a patient case format. First, the reader will consider a brief patient history that frequently includes pertinent laboratory data. Next, the pharmacology of specific herbs is discussed as well as their potential benefits in the patient case. Finally, additional information is given concerning contraindications, drug interactions, and other therapeutic applications. Over 60 patient cases are discussed in the text. Each chapter ends with readily accessible tables that list both the toxic and beneficial effects of the herbs and nutraceuticals covered.

Two chapters the reader will find very interesting are the ones pertaining to renal and hepatic implications of herbals. Both of these chapters are well written and summarize the limited data currently available relating to the toxic and beneficial effects of herbs on these two organs. Unfortunately for the clinician, much of the material is from animal studies so the therapeutic applications are questionable. However, the tables at the end of both chapters are extensive. The 2 chapters alone have about 150 references and include many case reports.

One chapter discusses the use of herbals in obstetrics and gynecologic disorders, for example, premenstrual syndrome, menopause, and migraines.

Three chapters focus on herbals for hypertension, diabetes, and dyslipidemias. These chapters are all enlightening and they overflow with clinical knowledge. Herbals that may elevate blood pressure or cause hyperglycemia are presented, and the mechanisms of these adverse effects are discussed extensively. It is the opinion of this reviewer that all practitioners of primary care will find these three chapters beneficial to their practice.

The limitations of this text are not due to the editors or the authors but can be attributed to the lack of reliable information currently available to the clinician. Until recently, few articles on these herbs and nutraceuticals were available in the primary literature, and very few studies have been conducted on many of them. Much of the information is presented in lay texts with poor references at best.

In closing, *Herbal Medicinals* is an excellent summary of a field that is rapidly becoming more accepted by practitioners of conventional medicine. *Herbal Medicinals* is both an entertaining and educational text, and it could be used by educators, researchers, and clinicians interested in the realm of herbals and nutraceuticals. It is the opinion of this reviewer that *Herbal Medicinals* will take its place on a small shelf of reliable references available to the medical community.

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