

Reviews

Teaching Creative Behavior: How to Teach Creativity to Children of All Ages.

Doris J. Shallcross.
Englewood Cliffs, New Jersey:
Prentice-Hall, Inc., 1981.

—Reviewed by Bethene LeMahieu,
Montclair Public Schools, Montclair,
New Jersey.

Busy teachers trying to understand the nature of creativity will appreciate this book. Called a "how to" book on creativity, it "merely skims the surface of the topic," by the author's own admission. Still, the book is a gem!

The author's thesis: Creativity is not taught, it is nurtured. The writing about conditions for creative teaching and learning is outstanding as are the chapters on developmental stages and the interplay of individual and group activity in developing creativity.

Available from Prentice-Hall for \$12.95.

Criterion-Referenced Testing for the Social Studies.

Paul L. Williams and Jerry R. Moore.
Washington, D.C.:
National Council for the Social Studies,
1980.

—Reviewed by Robert Munnely, Reading Public Schools, Reading, Massachusetts.

Teachers and administrators in local school districts will find this short booklet on criterion-referenced testing extremely useful. While drawing all its references and examples from the social sciences, the discussion of such topics as "current practice," "specifying outcomes," "local assessment," "using National Assessment of Educational Progress Exercises," and "methodological issues" is basic yet broad enough to apply to performance and competency assessment of all school subjects.

Of particular interest and use is Moore, Williams, and Needham's chapter on "Organizing for Local Assessment" which provides step-by-step illustration of a criterion-referenced testing on the goal of "developing thinking skills."

The book may be ordered through National Council for the Social Studies, 3615 Wisconsin Avenue, NW, Washington, DC 20016.

Supervision: School Leadership Handbook.

Lloyd W. Dull.
Columbus, Ohio:
Charles E. Merrill Publishing
Company, 1981.

—Reviewed by Sam Wiggins, Cleveland State University, Cleveland, Ohio.

By its nature, an educational handbook is designed to tell you more than you care to know about the topic at hand. Its aim is to be comprehensive, and its organization should invite the reader to pick and choose special sections of individual interest and relevance. Lloyd Dull, an educational consultant with 40 years of experience in teaching and public school leadership, accomplishes creditably in the *School Leadership Handbook* what he sets out to do.

The areas of attention include the

inevitable "Foundation of Supervision," the "Function of Supervisor," and "Resources for Improving Instruction" with the concluding chapter a glimpse into the future of supervision from Dull's own crystal ball. The listing of no less than 20 "educational imperatives" for future supervision seems a bit overdone, but you can select the ones that you accept as your own guideposts for leadership.

The book merits a place on the ready reference shelf of public school leaders.

Available from Charles E. Merrill for \$19.95.

Education in the 80's: Speech Communication.

Gustav W. Friedrich, Editor.
Washington, D.C.:
National Education Association, 1981.

—Reviewed by Allan A. Glatthorn, University of Pennsylvania, Philadelphia.

This is a very uneven work; perhaps its unevenness results from the fact that its 20 chapters were written by 25 contributors. A few of the articles offer useful suggestions to the classroom teacher about teaching speech communication, and there are, as well, two or three fine theoretical pieces. Most of the articles seem too brief (averaging only six pages of text) and, as a consequence, just a bit shallow. These articles are intended by their publisher to be "discussion documents for teachers . . . with specialized interests," but even as discussion documents, they seem too long on exhortation and wishful thinking and too short on theory and research.

Available for \$12.95 from NEA Order Department, Academic Building, West Haven, CT 06516.

Learning to Work in Groups: A Practical Guide for Members and Trainers.

Matthew B. Miles.
New York:
Teachers College Press, 1981.

—Reviewed by Gerald V. Teague, University of Maryland, College Park.

Committees are notorious for impeding rather than expediting goal accom-

plishment. Ever wonder why? Matthew Miles discusses common problems and shares suggestions for improving processes and procedures of small, task-oriented groups.

Using an effective question and comment format, he presents phases of training program planning with 152 illustrative training activities indexed by type of need. Miles also gives considerable attention to evaluation of training.

Those responsible for designing, conducting, and assessing training programs will benefit most from Miles' extensive and detailed insights.

Available for \$12.95 from Teachers College Press.

Education in the 80's: Multiethnic Education.

James A. Banks, Editor
Washington, D.C.:

National Education Association, 1981.

—Reviewed by Fred Rodriguez, University of Kansas, Lawrence, Kansas.

Multiethnic education has come of age. Even the most casual reading of the chapters will reveal an evolving agreement on not only the imperatives of multiethnic education, but on its goals, methods, content, and conceptualization. While each author cogently addresses a special segment, there is an underlying nonnegotiable assumption that multiethnic education is everybody's business and that the bits and pieces need to be systematically implemented into a coherent whole.

A special combination of elements makes this volume unique. It provides a philosophical background; a multiethnic, historical perspective; instructional guidelines; planning procedures; and critical information about ways that "other" professionals, such as counselors and test specialists, can support efforts to implement multiethnic perspectives.

Creatively edited by Banks, this book is a "futures" guide for every educator.

Available for \$12.95, orders should be addressed to NEA Order Department, The Academic Building, West Haven, CT 06516.

Student Characteristics and Teaching.

Jere E. Brophy and
Carolyn M. Evertson
New York:

Longman Inc., 1981.

—Reviewed by John Myers, Tennessee Tech University, Cookeville, Tennessee.

Readers interested in the relationships between student differences and teacher expectations, attitudes, and behavior, will find this report of the Student Attribute Study a worthy addition to the literature. The authors review relevant research to support their work and offer an in-depth description of their study and its findings.

Conducted in six urban elementary schools, the study involved 27 teachers and their pupils over a two-year period. Well designed, the findings reinforce much of what has already been discovered in this area, but the research also provides the reader with several surprises. As reports of current research go, this text is well organized, readable, and well worth the effort.

Available for \$22.50 from Longman, Inc.

Helping Kids Make Friends.

S. Holly Stocking, Diana Arezzo, and
Shelley Leavitt.

Allen, Texas:

Argus Communications, 1980.

—Reviewed by Sylvester Kohut, Jr., Tennessee Technological University, Cookeville, Tennessee.

Written in cooperation with the Boys Town Center for the Study of Youth Development, this practitioner's guide provides a three-dimensional scheme for assisting young children in making peer friends through the acquisition of basic "social" skills in school, home, and playground environments.

The strategies outlined in plain language don't guarantee to create a "popular" or "outgoing" child but help children develop positive relationships and friendships with peers. An annotated bibliography, a list of principles about child behavior, and a collection of nice photos highlight this important source of information for teachers, parents, and administrators.

Available for \$2.50 from Argus Communications, P.O. Box 7000, Allen, TX 75002.

Educating the Handicapped: Where We've Been, Where We're Going.

Education USA Special Report.

Arlington, Virginia:

National School Public Relations
Association, 1980.

—Reviewed by William Leary, Rockville Centre Union Free School District, Rockville Centre, New York.

A major goal of those vitally concerned about special education is a free,

appropriate education for all handicapped children. *Educating the Handicapped* is a brief, insightful summary, primarily for beginners or readers seeking general information concerning special education.

A brief history of the origins of Public Law 94-142 provides a background analysis of why the federal government has entered the area of educating the handicapped. The book also covers basic terminology in the field, such as related services, mainstreaming, individualized education programs, and least restrictive placements.

The final chapters of the book describe teacher activities and the financial future of programs included in PL 94-142.

The book (\$13.95) may be ordered through National School Public Relations Association, 1801 North Moore Street, Arlington, VA 22209.

Three Language-Arts Curriculum Models: Pre- Kindergarten Through College.

Barrett J. Mandel, Editor.

Urbana, Illinois:

National Council of Teachers
of English, 1980.

—Reviewed by Verne Peters, Fontbonne College, St. Louis, Missouri.

Teachers will rejoice because the National Council of Teachers of English chose *not* to prescribe a national curricula. Instead, their committee's three-year study resulted in a collection of remarkably detailed articles describing the best and most successful teaching methodology presently used. The three paradigms presented for teaching language arts from pre-kindergarten through college English provide exciting choices for individuals with seemingly opposed teaching styles. Whether one is an advocate of mastery learning, discovery learning, or the traditional literature approach, one will find compatible techniques from each philosophy.

The book, an excellent choice for teacher education majors, may be ordered through National Council of Teachers of English, 1111 Kenyon Road, Urbana, IL 61801. The price is \$7.50 to members and \$8.50 to non-members.

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